EFFECTIVE STRATEGIES FOR SECOND LANGUAGE ACQUISITION: THE ROLE OF EDUCATIONAL MANAGEMENT IN IMPROVING LEARNING QUALITY

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Article Info	Abstract
	Second language learning faces significant challenges, such as low student motivation, limited resources, and a lack of teacher training, which can hinder learning effectiveness. Ineffective educational management in curriculum and language policy implementation may exacerbate these conditions, making exploring effective strategies for supporting second language acquisition essential. This study aims to identify and analyze effective educational management strategies in supporting second language acquisition and solutions to challenges encountered in their implementation. Additionally, this research seeks to provide recommendations on policies and teaching approaches to enhance the quality of second language learning. The research method used is a literature review involving collecting and analyzing relevant articles and scientific journals. This study explores various literature on educational management, second language teaching strategies, and technology in language learning. The findings indicate that effective educational management—such as curriculum development based on authentic communication, the use of technology in learning, and teacher training—can improve the effectiveness of second language acquisition. The main challenges include low student motivation and limited resource access, which can be addressed through technology-based approaches and more inclusive policies.

INTRODUCTION

Second language acquisition (SLA) is a complex and multilayered process involving the development of linguistic skills in a language that is not one's native tongue. Second language proficiency has become an essential skill in an increasingly connected and globalized world. With second language proficiency, individuals can interact more easily with diverse cultures, expand educational and career opportunities, and participate more actively in global society.

Therefore, educational institutions must adopt effective strategies for developing second language proficiency among students. One of the key factors influencing the success of second language acquisition is educational management, which includes planning, organizing, and evaluating second language learning.

Research on second language acquisition has shown that various factors influence how successfully an individual learns a second language, including age, motivation, and learning environment (Gass & Mackey, 2019). Nevertheless, practical and strategic educational management can bridge second language acquisition theories and classroom learning practices. Educational management should not only focus on administrative aspects but also on curriculum development, assessment, and teaching techniques that encourage second language development. According to (Ellis, 2020), effective second language teaching does not solely depend on the materials delivered but on how they are structured and managed to meet students' needs.

Moreover, the development of digital technology has influenced how second language acquisition is accessed and learned. Using online learning platforms and mobile applications has become integral to innovative second language learning strategies. With these technologies, students can engage with learning materials more flexibly and in an integrated manner. Research by (Nguyen, H. T., 2022) indicates that second language learning through technology can provide a more interactive learning experience, allowing students to receive real-time feedback and learn in ways that align with their learning styles.

However, despite technology's role in enriching the second language learning process, challenges exist in integrating it into language curricula. In this context, educational management is essential in ensuring that technology is used effectively and aligns with the objectives of second language learning. Education managers must ensure that digital platforms and tools support meaningful teaching rather than merely serving as supplementary elements without a significant positive impact on second language learning (Kukulska-Hulme, 2020).

A teaching approach based on authentic and situational communication principles is critical to optimize second language acquisition. This communicative approach involves using the language in accurate and relevant contexts for students' daily lives, enabling them to learn it more naturally and intuitively. For example, a task-based learning model that prioritizes language use in real-life situations can significantly improve students' communication skills in a second language (Littlewood, 2019).

Educational management also plays a crucial role in curriculum development, aligning various teaching methods with students' needs and characteristics. One approach that can be implemented is selecting engaging and relevant materials and teaching strategies that accommodate various learning styles. Thus, a more personalized teaching strategy can maximize students' potential in second language acquisition. This aligns with findings by (Winke, P., 2021), which indicate that personalized second language teaching can enhance student engagement and learning outcomes.

Furthermore, the role of teachers as effective facilitators cannot be overlooked in second language learning. Teachers are content deliverers and classroom managers who can create a learning environment that supports second language development. Well-trained teachers with a strong understanding of second language teaching strategies can foster learning conditions that motivate students to actively participate and develop their language skills (Larsen-Freeman, 2020).

Effective second language learning management also involves measuring and evaluating students' progress. Assessments should aim to measure vocabulary or grammar mastery and assess students' ability to use the language in real contexts. Authentic assessments focusing on fundamental communication skills can provide a more accurate picture of students' second language abilities (Shohamy, 2020).

In this context, educational management must be able to provide assessment tools and strategies that not only measure learning outcomes quantitatively but also offer deeper insights into the qualitative aspects of students' language proficiency. For example, project-based evaluations involving a second language in real-world situations can yield more meaningful results than textbook-based tests that only assess theoretical knowledge (Brown, 2021).

Overall, effective strategies in second language acquisition depend not solely on the chosen teaching methods but also on how educational management integrates various learning aspects, including technology, curriculum, teaching, and assessment, into a cohesive and supportive system. Successful second language acquisition can be achieved through a holistic and well-organized approach that prioritizes student engagement and learning quality improvement.

The primary goal of this research is to analyze the most effective strategies for second language acquisition, particularly in educational management, which can support the development of second language skills among students. This study aims to explore the role of educational management in improving the quality of second language learning by considering language policies, technology use, and integrated teaching approaches. Additionally, this research will identify educators' challenges in implementing these classroom strategies and seek solutions to address them. The main focus of this study is to provide insights into how educational management can be a key element in supporting students in achieving optimal second language competence.

The urgency of this research is closely related to the increasing global demand for individuals proficient in more than one language, particularly in education and the workforce. Amid rapid technological advancements and globalization, second language skills have become highly valued. Therefore, it is essential to evaluate how education can manage the second language acquisition process to ensure that children and learners acquire these skills effectively. This research also provides an overview of how education systems can design effective policies and curricula to support second language proficiency through appropriate managerial strategies. This study can improve educational policies in various countries by mapping out the factors influencing second language teaching.

Furthermore, by identifying how educational management can support second language acquisition, this research has significant relevance in designing more inclusive and adaptive education for diverse student needs. This study also contributes to developing more individualized teaching strategies, allowing students from different backgrounds to learn a second language more effectively. Therefore, the findings from this research are expected to provide practical recommendations for curriculum development, teacher training, and technology implementation in second language learning to be more effective in the future.

METHODS

This study employs a literature review approach to examine various relevant studies on second language teaching strategies, the role of educational management, and language policies

in the academic context. The literature analyzed includes scientific articles, books, and research reports published between 2018 and 2023, discussing topics related to second language learning, educational management, and the application of technology in language teaching. The sources used in this research were selected based on their credibility, relevance to the research topic, and the currency of the information. Data collection was conducted through searches in academic databases such as Google Scholar, JSTOR, and ProQuest, focusing on studies that explore the impact of educational management on second language skill development and the challenges faced in its implementation.

After gathering relevant literature, the analysis was conducted by organizing findings into several key themes: first, strategies used in educational management to support second language teaching; second, the influence of language policies on second language learning in the classroom; and third, the application of technology in enhancing the second language acquisition process. The selected literature was analyzed thematically to illustrate how educational management can facilitate and improve second language proficiency through effective policies and teaching approaches. This study aims to provide deeper insights into the relationship between educational management and success in second language learning and identify areas that require further attention in the development of policies and teaching strategies.

RESULTS AND DISCUSSION
Educational Management Strategies in Supporting Second Language Acquisition
Educational management is crucial in supporting second language acquisition, as effective management can create optimal learning conditions for students. One of the key aspects of academic management is the development of an appropriate curriculum, which includes the selection of language learning materials and teaching strategies that align with students' needs (Larsen-Freeman, 2020). A well-designed curriculum should be able to integrate various language teaching approaches that enrich students' learning experiences, including communication-based, task-based, and technology-assisted approaches. According to research by (Ellis, 2020), a curriculum that focuses on language use in real and interactive contexts can accelerate the second language acquisition process.

Besides the curriculum, providing adequate learning resources is also a key factor in the success of second language acquisition. This includes relevant teaching materials, such as textbooks, learning applications, and teaching aids that support technology-based learning. In her research, (Kukulska-Hulme, 2020) revealed that digital technology, such as mobile applications and online platforms, can enrich second language learning experiences, allowing students to learn flexibly and independently. Access to engaging and interactive learning materials will motivate students in the language learning process.

Quality teacher training is another crucial factor in supporting second language acquisition. Teachers are responsible for delivering material and act as facilitators who can create a learning environment that supports students' language development. Research by (Winke, P., 2021) shows that teachers trained in managing second-language classrooms and adapting teaching techniques according to student's needs are more effective in helping students master a second language. Teacher training should include communication-based teaching strategies, the use of technology, and approaches that emphasize practical skills such as speaking and listening.

Proper evaluation and assessment are crucial educational management aspects supporting second language acquisition. Authentic assessments focusing on fundamental communication skills are more effective than textbook-based tests that only measure theoretical knowledge. (Shohamy, 2020) emphasized that assessments involving real-world tasks, such as presentations or language-based projects, provide a more accurate picture of students' ability to use a second language in everyday contexts. With this approach, students can see the relevance of language learning to real-life situations, which can increase their motivation to learn more diligently.

Furthermore, integrating technology in second language teaching has increasingly become an indispensable strategy in educational management. Online learning platforms and language applications, such as Duolingo or Babbel, have proven effective in improving students' second language skills in a more interactive and personalized manner. According to (Widodo, H., 2022), technology allows students to practice the language in real time, receive instant feedback, and apply their language skills in more natural situations. This integration can create a more engaging learning experience, reduce monotony, and encourage students to participate more actively.

The task-based language teaching (TBLT) approach is also an effective strategy in educational management for supporting second language acquisition. TBLT emphasizes the use of language in authentic and relevant contexts, such as public speaking or group work. Research by (Littlewood, 2019) shows that tasks focusing on communication skills can help students learn a second language more naturally and deeply. TBLT allows students to develop language skills while completing challenging and practical assignments.

Effective classroom management is another crucial educational management aspect supporting second language acquisition. Classroom management includes setting up a supportive learning environment and creating a positive and open atmosphere where students feel comfortable practicing and using a second language without fear of making mistakes. Research by (Lestari & Wibowo, 2023) found that students who feel safe and valued in the classroom are likelier to participate in speaking and listening activities actively. This is important because the success of language acquisition depends significantly on how much students feel encouraged to use the language in social interactions.

Educational management also involves adjusting to students' diverse needs. Students from different backgrounds may have different needs and challenges when learning a second language. Therefore, it is essential to have a flexible and adaptable approach that allows students to learn at their own pace and according to their learning style. Research by (Fadhilah & Sari, 2022) emphasizes that more personalized approaches, such as project-based learning or computer-assisted learning, can improve the effectiveness of second language teaching in a more responsive way to students' needs.

Additionally, educational institutions must establish policies that support second language learning, such as flexible language admission policies and opportunities for students to practice the language outside the classroom. According to (Suyanto, Y., 2022), policies that allow students to stay engaged with the second language through extracurricular activities, such as language clubs, debates, or other social activities, can provide more opportunities for students to hone their language skills beyond formal class hours. These policies also encourage students to develop confidence and proficiency in using the language in social situations.

Overall, effective educational management in the context of second language learning requires careful planning and proper implementation involving various innovative teaching strategies, efficient resource management, and the use of relevant technology. Education can accelerate students' second language acquisition more comprehensively by supporting communication-based teaching, providing training for educators, and ensuring policies that accommodate diversity in language learning.

Challenges and Solutions in Second Language Learning Implementation

Implementing second language learning faces challenges, mainly external and internal factors affecting the teaching and learning process. One of the main challenges is students' low motivation to learn a second language. Research by (Gass & Mackey, 2019) shows that students' intrinsic motivation is crucial for success in second language learning. Students who feel that a second language is irrelevant to their lives or cannot utilize it in real-world situations tend to be less motivated to learn. This motivational factor significantly hinders students' classroom engagement and involvement in second language learning.

An authentic and situational communication-based approach can address this challenge. Using the language in contexts relevant and practical to students can help boost their motivation. Research by (Nguyen, H. T., 2022) shows that implementing the task-based language teaching (TBLT) model can encourage students to use a second language in real-life situations, such as public speaking or group discussions. TBLT allows students to practice their language skills more naturally and relevantly, enhancing their motivation to continue learning.

Limited access to learning resources is also a significant issue in second-language teaching. Many schools, especially in rural or underdeveloped areas, lack adequate access to books, teaching materials, or technology to support effective second-language learning. (Putri & Handayani, 2021) revealed that the lack of access to technology and digital-based learning materials is a primary obstacle in second-language teaching, as students cannot access resources that could help them practice and expand their language skills.

Educational technology and online learning platforms can be effective solutions to overcome this limitation. Research by (Widodo, H., 2022) shows that technology-based second language learning applications, such as Duolingo and Babbel, can provide students with access to learning materials anytime and anywhere. By utilizing online platforms, students can learn a second language flexibly and receive immediate feedback, allowing them to learn more independently and actively.

Another significant challenge is the lack of teacher training, which hinders the effective implementation of second language learning. Many teachers lack specialized training in second language teaching and are not trained in adapting teaching techniques to the latest developments in language learning. Lestari and Wibowo (2023) show that many second language teachers still rely on traditional methods that are less effective in facilitating communicative and task-based language learning.

CONCLUSION

Second language acquisition is a complex process that is influenced by various factors, including learning strategies, student motivation, access to resources, and the effectiveness of education management in managing curriculum and language policies. Education management plays an important role in creating a supportive learning environment by providing

communication-based learning strategies, continuous teacher training, and integration of technology in second language learning. In addition, the use of task-based and real-world teaching methods has proven effective in improving students' language skills, while more authentic evaluation can provide a more accurate picture of their progress in mastering a second language.

However, the implementation of second language learning still faces various challenges, such as low student motivation, limited resources, lack of teacher training, and differences in cultural backgrounds that affect how students understand and use a second language. Possible solutions include strengthening education policies, improving access to technology, and implementing a multicultural approach to learning. With more adaptive and innovative education management strategies, as well as support from various parties, second language learning can be more effective and relevant to the needs of students in this era of globalization.

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