

Exploring Curriculum-Based Learning for English Language Learners

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Abstract: Examining curriculum-based learning for English language learners (ELLs) is the goal of this journal article. Effective instructional strategies that address the particular needs of ELLs are becoming more and more important as a result of the increasing diversity in classrooms. The theoretical underpinnings of curriculum-based learning are examined in this article along with its potential advantages for ELLs. The difficulties of applying this strategy in various educational settings are also covered, along with some practical considerations. The goal of curriculum-based learning for English language learners (ELLs) is to create and use teaching tools and methods that are specifically suited to the linguistic and academic requirements of ELL students. This method acknowledges the particular difficulties ELLs face in learning the language while also engaging with content knowledge in a range of subject areas. This journal article explores the theoretical underpinnings, essential elements, and potential advantages of curriculum-based learning for English language learners (ELLs). The focus of this journal article's thorough overview of curriculum-based learning for ELLs is on its importance in promoting inclusive education for a variety of student populations. Teachers and policymakers can support the academic success and linguistic development of ELL students by making decisions based on their understanding of the theoretical underpinnings, essential elements, and potential advantages of this approach.

INTRODUCTION

In recent years, classrooms around the world have become increasingly diverse, with students from various cultural, linguistic, and socioeconomic background. This diversity is a result of globalization, immigration, and the recognition of the importance of inclusive education.

As a result, teachers face the challenge of meeting the unique needs of each student, including English language learners (ELLs). As a result of migration and globalization, the presence of ELLs in classrooms has increased. These students come from a variety of linguistic backgrounds and may have limited proficiency in the language of instruction, which is often English. ELLs face a variety of challenges that must be carefully considered to ensure their academic success and social integration.

Learning English verb tenses, phrasal verbs, articles, spelling, pronunciation, and idioms will be challenging for the majority of English learners. This is due to the fact that these aspects of English are either very distinctive from those of the majority of other languages or are difficult to memorize. Unqualified teachers, a small learning environment, disrespectful classmates, the overuse of mother tongues in the classroom, students who are overly dependent on the teacher, and dominant students who rule the class are additional issues and restrictions that students must deal with. Utilizing idiomatic language and slang. Although these expressions are frequently used in everyday speech, a literal translation may not make sense. For instance, the phrase "kick the bucket" refers to death, but the meaning of the phrase cannot be inferred from the words alone.

A challenge for English language learners can also come from cultural differences. Since Western culture has had a significant influence on the language, some idioms and expressions might not make sense in other cultural contexts. Additionally, cultural allusions or jokes that depend on familiarity with Western culture may be difficult for non-native speakers to understand. When attempting to practice their language skills, English language learners may run into social barriers. They might be anxious and reluctant to speak because they are worried about making mistakes or sounding awkward.

To address these challenges, curriculum-based learning has emerged as a pedagogical approach that supports ELLs' language and academic needs. Curriculum-based learning focuses on integrating language development with content instruction. It emphasizes the use of authentic materials and real-world contexts to engage students in meaningful learning experiences. Curriculum-based learning assists ELLs in developing both language proficiency and academic knowledge simultaneously by incorporating language instruction within the context of subject matter content. This approach recognizes that language is best learned when it is purposeful and meaningful, rather than when it is taught in isolation. It encourages teachers to provide explicit language instruction while also providing opportunities for ELLs to practice and apply their language skills in authentic situations.

Curriculum-based learning also encourages the use of scaffolding techniques to help ELLs understand and participate. Scaffolding entails providing temporary support and guidance to students in order to help them understand new concepts or tasks. Teachers can make content more accessible to ELLs by using visual aids, graphic organizers, simplified texts, and other instructional strategies. As students gain English proficiency, the scaffolds can be gradually removed, allowing them to work independently. Collaboration and cultural responsiveness are also important components of curriculum-based learning for ELLs. Teachers should foster an inclusive classroom environment that values diversity. They should promote peer interactions, cooperative learning, and group projects that foster positive relationships between students from various backgrounds.

METHOD

The research starts by determining the current issues. The next step after a problem has been identified is to gather research-related data. Data were gathered as secondary data from

research findings and earlier studies. then, as a method, the collected data will be examined using library research.

RESULT AND DISCUSSION

The idea behind the Foundations of Curriculum is to prioritize learning situations. Making the ideas understandable and inspiring for the general public is the top priority. Assulaimani (2019) states that for the majority of language learners, mastering a second language is about reaching a level of proficiency comparable to that of a native speaker. Many students are reluctant to participate in English as a Foreign Language classes at first because of their limited linguistic abilities. Furthermore, Hamouda (2013) discovered that most study participants expressed worry about their diction, particularly when speaking in front of their classmates. The majority—roughly 75 percent—said they would be embarrassed if they mispronounce something and thought the idea would make them anxious. Instead of teaching language and content as separate subjects, the integration of language and content instruction aims to develop language skills alongside content knowledge. It has been found through numerous studies conducted in a variety of contexts that students who receive integrated content and language instruction improve their language abilities and have a deeper understanding of the subjects they are studying.

According to Vygotsky the learning process actually involves three key themes: culture, language, and the “zone of proximal development”.

1. *Culture*

According to Vygotsky, what sets humans apart from other animals is the use of tools and symbols in the formation of cultures. A learner demonstrates intelligence when they are able to "internalize" the resources offered by the culture, which enables them to develop personally and broaden their knowledge base. It is crucial for educators to have a historical and cultural understanding of the human mind.

2. *Language*

According to the Sociocultural Learning Theory, language is learned through a variety of social activities, situations, and procedures. Social speech, private speech, and inner speech are the three stages that learners go through as they develop their speech. Social speech starts at age two, private speech starts at age three, and inner speech starts at age seven.

3. *Zone of Proximal Development*

The Zone is the discrepancy between a learner's potential educational development and their actual educational development. This evaluation is based on a spectrum, with what students can do with or without help at one end and what they can do with help at the other. This gives teachers the opportunity to discover what a student is capable of learning or hasn't yet mastered but could learn with the right instruction.

According to Vygotsky's Zone of Proximal Development, students learn best when they are given tasks that are just a little bit challenging for them. This indicates that they will require some assistance from a teacher or a peer to successfully complete the task. Contrarily, the BICS and CALP framework from Cummins emphasizes language development. The framework makes a distinction between cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS) as two different categories of language proficiency. BICS refers to the language abilities required for casual communication, whereas CALP refers to the more sophisticated language abilities required for academic contexts. Students who are fluent in their

first language can use their BICS proficiency to learn a second language, claims Cummins. However, CALP acquisition calls for more structured language learning experiences and explicit instruction. Students who have trouble learning CALP in their first language may also have trouble learning it in their second. Language instruction in schools today has been shaped by Cummins' BICS/CALP framework and Vygotsky's Zone of Proximal Development.

Differentiation and scaffolding are general instructional techniques that can be used to meet the needs of all students, including ELLs. Providing structured support to students in order to help them learn new ideas and develop new skills is referred to as scaffolding. This can entail segmenting tasks into manageable pieces, giving clear instructions, simulating the task, and providing feedback. On the other hand, differentiation entails utilizing a wide range of instructional strategies and lesson modifications to meet the various needs of students in a classroom. Language learning and content learning can both be improved with the use of these two techniques. Utilizing language objectives in addition to content objectives is an important component of efficient instruction for ELLs. In order for students to successfully complete a task or comprehend a concept, language objectives put a strong emphasis on the specific language skills that they must develop. A further way to assist ELLs in developing language skills that are applicable to their daily lives is by using authentic materials and real-world tasks.

Digital resources and technology are essential for supporting curriculum-based instruction. Technology-enabled assessments support learning and teaching by conveying proof of learning progress and giving teachers and administrators insights, according to the National Education Technology Plan 2017. Teachers can access online resources that support curriculum-based instruction, find leveled readers, go on virtual field trips, explore virtual labs, and more with the help of technology. In order to equip teachers to use digital technologies effectively in the classroom, there is a need for teacher training programs. Internet-based learning resources are now widely available, but their effectiveness depends on how well they are implemented, according to a review of the role of digital technologies in education. Teachers who have received training in curriculum-based instruction using technology are better able to engage their students and promote learning.

Assessment in Curriculum-Based Learning

In order to assess language ability, subject-matter expertise, and academic progress, assessment techniques and tools are crucial. With the aid of these tools, educators can better understand the strengths and weaknesses of their students, allowing them to modify their teaching strategies to suit the needs of each individual pupil. The learning outcomes of English Language Learners (ELLs) must be captured through formative assessment, portfolios, and performance-based assessments. Throughout the learning process, formative assessment involves gathering data on students' understanding and advancement. By using this kind of assessment, teachers can modify their lessons to better meet the needs of ELLs and make sure they have a strong foundation before introducing more challenging ideas. Student work is compiled into portfolios to show their development over time. ELLs can demonstrate their language development through this type of assessment, which also gives teachers proof of the students' progress. Performance-based evaluations involve assignments that call for students to use their knowledge and abilities in practical contexts. These tests give ELLs a chance to show their understanding in a more genuine way.

1. Formative Assessment

In order to provide feedback that can be used to enhance instruction, formative assessment is a

continuous process of gathering evidence of student learning. Because it enables teachers to track students' progress and modify instruction as necessary, this kind of assessment is particularly helpful for ELLs (Gottlieb, 2006).

2. Portofolios

Student work is gathered in portfolios to show how they have improved over time. They can come in a range of formats, including written work, creative works, and audio and video recordings. Because they enable ELLs to demonstrate their strengths across a range of areas and give a more comprehensive picture of their development, portfolios are particularly effective for ELLs (Cummins & Davison, 2007).

3. Performance-based Assessment

Through practical tasks or projects, students must demonstrate their knowledge and skills for performance-based assessments. These tests can be especially helpful for ELLs because they let them use their language skills in a useful context, making them more authentic than traditional exams (Rivera & Collum, 2010).

Culturally Responsive Practices

Creating a culturally responsive and inclusive learning environment is crucial for the success of ELLs. Integrating culturally relevant materials, promoting cross-cultural understanding, and valuing students' diverse linguistic and cultural backgrounds within the curriculum-based learning framework are crucial in creating an inclusive educational environment. By allowing students to relate their personal experiences to the curriculum, culturally relevant materials enhance the learning process. Promoting intercultural understanding among students aids in the development of empathy and respect for others, creating a more peaceful learning environment. Students' diverse linguistic and cultural backgrounds should be valued because doing so helps to affirm their identities and fosters a feeling of belonging, both of which can increase academic success.

Reading literature by authors from different backgrounds is one way to incorporate culturally relevant content. Students may be exposed to various viewpoints and experiences as well as have their own experiences from similar backgrounds validated. Including historical occurrences and contributions made by people of different backgrounds in the curriculum is another option. This fosters a more accurate portrayal of the world and broadens students' historical understanding. Activities like cultural exchanges, in which students talk to one another about their respective cultures, can help to promote cross-cultural understanding. This can foster a deeper understanding of various cultures and aid in the dismantling of stereotypes. The curriculum can value students' varied linguistic and cultural backgrounds by incorporating multilingual resources, such as books or websites. This fosters inclusivity and helps to validate the languages that students speak.

Challenges and Solutions

It can be difficult to implement curriculum-based learning for English language learners. Many obstacles must be overcome in order for educators to give students a high-quality education. Limited resources, language barriers, and a range of proficiency levels among students are three major difficulties educators face. Limited resources may include a lack of qualified teachers, insufficient classroom supplies, and inadequate funding for schools. It may be challenging for teachers to give their students a high-quality education due to these restrictions. Educators may also face serious difficulties as a result of language barriers. In order to succeed

academically, students who speak a different language at home may find it difficult to understand what is being taught in class. Finally, different levels of student proficiency can make it challenging for teachers to meet the needs of all students in the classroom. To keep up with their peers, some students might need extra help or accommodations, while others might need more difficult material to keep their attention. This journal aims to explore the challenges associated with curriculum-based learning for ELLs and propose solutions to address these challenges.

Solution 1: Language Development Integration

The integration of language instruction into curriculum-based learning for ELLs presents a challenge. Teachers can explicitly teach language skills while delivering the subject material by incorporating language objectives alongside content objectives. According to Snow (2010), this method aids ELLs in simultaneously developing academic language proficiency and subject-matter knowledge.

Solution 2: Differentiated Instruction

Addressing the various needs of ELLs in a single classroom presents another difficulty. With differentiated instruction, teachers can modify their lesson plans, resources, and evaluations to better meet the needs of each student. This strategy guarantees that ELLs get the right support and scaffolding based on their level of language proficiency (Tomlinson, 2001).

Solution 3: Culturally Responsive Teaching

Cultural differences can make it difficult for ELLs to comprehend and participate in the curriculum. By incorporating culturally pertinent resources and teaching methods into the curriculum, culturally responsive teaching recognizes and values the cultural backgrounds of its students. With the aid of this strategy, ELLs can connect their prior knowledge to brand-new concepts and learn in a supportive environment, according to Gay (2000).

Solution 4: Collaborative Learning

For ELLs to interact meaningfully with peers and native English speakers, collaborative learning offers opportunities. ELLs can improve their language proficiency while also gaining access to their peers' knowledge by participating in group projects or discussions in a safe environment (Slavin, 1996).

Solution 5: Assessment Strategies

ELLs' progress can be difficult to evaluate because of linguistic and cultural barriers. ELLs can demonstrate their understanding in ways that are appropriate for their language skills and cultural backgrounds by implementing a variety of assessment strategies, including performance-based assessments, portfolios, and oral presentations (Cummins, 2000).

CONCLUSION

In order to encourage academic and guarantee that students receive a thorough and well-rounded education, curriculum-based learning is essential. It offers a structure for efficient instruction and learning, directing teachers in their methods of teaching and allowing students to reach their full potential. For ELLs, a benefit of curriculum-based learning is that it offers a standardized framework for language development. At each grade level, teachers should concentrate on particular language skills and structures to help ELLs develop a solid foundation

in the language. For students who are learning the language for the first time and need additional support, this can be particularly significant. Curriculum-based learning can support ELL students' educational equity. No matter their background or home language, all students can access the same content and language instruction by using a standardized curriculum. This may lessen the achievement gaps between ELLs and their peers who speak native English.

For English language learners, curriculum-based learning has many benefits. First of all, it offers teachers a clear framework for lesson planning and delivery, ensuring that all essential language skills are covered. Teachers can guarantee that students receive a balanced and thorough education in English language acquisition by adhering to a well-designed curriculum. Additionally, curriculum-based learning encourages continuity and consistency in teaching. Students can advance through various levels of language proficiency with confidence when there is a set curriculum in place because they are building on previously learned skills. Additionally, this consistency makes it easier to monitor students' development and spot areas that might require more help.

Curriculum-based learning also encourages individualization and differentiation of instruction. Teachers can give students the specialized support and scaffolding they need to overcome obstacles and succeed in their language learning objectives by designing the curriculum to meet the needs of English language learners. This method acknowledges that every learner is different and needs individualized instruction to reach their full potential.

It is crucial to remember that putting curriculum-based learning into practice for English language learners necessitates careful planning and ongoing assessment. In order to choose appropriate materials and instructional strategies, teachers must have a thorough understanding of the unique needs and skills of their students. Regular assessment is essential to track students' progress and modify the curriculum as necessary.

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