Individual Differences in the Development of Content-Based English Language Learner Strategies

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Abstract

Individual differences in the development of content-based strategies in English language learning. This study aims to explore individual differences in the development of content-based English learning strategies. With the increasing need for English language acquisition, especially in the context of content-based learning (CBL), it is important to understand how factors such as learning style, motivation, and cultural background affect the way students learn. Data shows that only 30% of the Indonesian population can communicate well in English (BPS, 2022), signaling the need for a more effective approach. Using a descriptive qualitative approach, this research analyzes data using the Literature Study Technique by collecting and reviewing from various literature data which is then connected to the research to get answers to this problem. The results showed that strategies tailored to individual needs can increase the effectiveness of English language learning and can also provide insights for educators in designing curricula that are more inclusive and responsive to the needs of each student.

Keywords: Content-based learning, individual differences, learning strategies

Introduction

Learning English as a foreign language is increasingly important in this era of globalization. In the context of education, the development of effective learning strategies is key to achieving optimal results. However, we know that language teaching can only be successful if there is sufficient knowledge of the learners' traits and behaviors. In a teaching and learning process, there are always learners who succeed well and learners who are less successful. This is caused by various factors, one of which is the way or learning strategy of the learner.

In this regard, Naiman et al, (1978: 1) state that "All forms of language teaching can be developed properly if we have sufficient knowledge about learning and the teaching and learning process itself. Thus, knowledge of the learners' characteristics will help in facilitating teaching and learning activities so that learners can achieve maximum results.

Since each individual has different characteristics, such as learning style, motivation, and cultural background, which can affect the way they learn English. According to Gardner (1985), motivation is one of the key factors in language learning, where highly motivated individuals tend to be more successful in language learning.

Based on previous research, there are various teaching methods that can be applied, but not all methods are suitable for each individual. For example, students with visual learning styles may find it easier to understand English materials through pictures and videos, while kinesthetic students prefer to learn through hands-on practice (Fleming & Mills, 1992).

Therefore, it is important to understand individual differences in the context of English learning so that teaching strategies can be tailored to their needs. This article will try to answer some problems about the many differences in using English language learning strategies based on content-based instruction. The difficulties that students go through start from explaining some content-based learning strategies in the process of learning English. By using several content-based instruction (CBI) learning strategies, students can improve their strategies in learning English with various variations.

Content-Based Instruction (CBI) is a way of teaching a second language that focuses on the subject or information that students need to learn, not just on grammar or vocabulary. According to Krahnke, it involves teaching content in the language being learned without a separate attempt to teach the language itself separately from what is being taught.(Khranke 1987: 65)

Many researchers and writers have defined Content-Based Instruction (CBI) in various ways. This section provides important information about what is meant by CBI. CBI is an approach where students learn a new language through engaging content. According to Richards and Rodgers (2001), "Content-based instruction refers to a method of second language teaching that focuses on the content or information that students will learn, rather than just on grammar or vocabulary." Content usually refers to topics that people learn about language use.

In this article, we will discuss how and what are the responses of individual students about learning strategies based on content-based instruction in English language learning. This research is expected to contribute to the development of more effective and inclusive learning methods.

Methods

The research method uses library research, which is research based on the opinions of experts on individual differences in English learning strategies based on content-based learning.

Result and Discussion

This research uses a descriptive qualitative approach to understand individual differences in the development of content-based strategies in English language learning. Data was collected through literature study on individual differences in content-based learning strategies in English language learning.

The results show that there are significant variations in the way students respond to content-based development strategies. Some students showed a preference for the use of visual media, such as videos and infographics, which helped them understand language concepts better. Students with this learning style reported that they felt more engaged and motivated when the material was taught through visual media.

On the other hand, students who have a kinesthetic learning style prefer to engage in practical activities, such as role-play or language games. They feel that these hands-on experiences help them internalize vocabulary and language structures more effectively. This is in line with research by Kolb (1984), which states that hands-on experience is very important in the learning process for individuals with kinesthetic learning styles.

In addition, motivation also plays an important role in English learning. Students who have intrinsic motivation, such as the desire to communicate with native speakers, tend to be more active in learning and more open to various teaching strategies. In contrast, students who are driven by extrinsic motivation, such as grades or rewards, may not show the same engagement. This study supports the findings expressed by Deci and Ryan (2000) regarding the importance of motivation in learning.

Cultural background also affects the way students learn English. Students from more collective cultures may prefer to learn in groups, while students from individualistic cultures are more comfortable learning independently. This suggests that understanding students' cultural context can help educators in designing more effective and relevant teaching strategies.

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Thus, the results of this study suggest that individual differences in learning styles, motivations, and cultural backgrounds should be a major consideration in the development of English language learning strategies. Educators need to adapt their teaching methods according to students' needs to make the learning process more effective and enjoyable

Conclusion

The conclusion of this study confirms that individual differences in English language learning greatly affect the effectiveness of content-based development strategies. Students have unique characteristics, and therefore, a one-size teaching approach cannot be applied to all. By understanding these differences, educators can design curricula that are more inclusive and responsive to students' needs.

The results of this study provide valuable insights for educators in developing more varied and adaptive teaching methods. By accommodating students' various learning styles, motivations and cultural backgrounds, the English learning process can become more effective and enjoyable. Therefore, educators need to continue to research and reflect on their teaching practices to improve the quality of English language education in various contexts

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