Humanism and skill development among the Rohingya refugees through Content-Based Instruction

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Abstract

This paper aims to assist the government of Bangladesh to develop a policy for improving educational outcomes and emotional contentment of the refugees living in the camps in Cox's Bazar, Bangladesh. Bangladesh now has become the world's largest shelter spot sheltering over a million Rohingya after a massive wave of violence broke out in Myanmar. This is a milestone that the Bangladesh government in collaboration with UNICEF has declared to ensure access to formal learning and skill training opportunities for Rohingya refugee children by launching Myanmar Curriculum Pilot. With the help of many international and national NGOs, approximately 300,000 children and adolescents are studying at 3,400 learning centers (LCs) in the refugee camps, out of which over 70 percent (2,800) are enrolled in UNICEF - supported centers. This study reveals due to the traditional adaptation of the learning-teaching approach is ineffective to meet the goal. This study is significant in identifying effective approaches and techniques. Content-Based Instruction (CBI) is considered an empowering approach that encourages learners to learn a language by using it as a real means of communication from the very first day in class. Finally, this paper will discuss teaching English as a global language through CBI will be beneficial for Rohingya refugees' skill development, helping them to become more resilient.

Keywords: EFL, Content-Based Instruction, Rohingya Refugee, Skill-development

1. Introduction
1.1: History of Rohingya Refugee arrival in Bangladesh
The Rohingya are a Muslim minority population and a stateless Indo-Aryan ethnic group in Myanmar, forced to migrate to Bangladesh (Blackmore; Parini 283; Rohingya refugees in Bangladesh face relocation to an island). 1.4 million Rohingya ancestors have lived in Myanmar for centuries, but the current Burmese government does not recognise the Rohingya people as citizens (Minar, Halim). In August 2017, the Rohingya Muslims faced harsh persecution in Myanmar by a series of Myanmar army's deadly crackdowns (Myanmar Rohingya). After the outbreaks of violence, over 745,000 Rohingya refugees have fled to the neighbouring country Bangladesh since August 2017 (Bangladesh assessment of the Education). Despite having a shortage of resources and sheltering over a million Rohingya people, Bangladesh has become the highest recipient country in the world. Before 2017, Bangladesh experienced two major influxes of several thousand Rohingya refugees in 1978 and 1992 (Moniruzzaman 3; Ullah). Concerning their migration, Bangladesh showed its generosity by opening its border and sheltering them

since August 2017 (Are not we Human). 2022 traces the fifth year since 700,000 Rohingyas' mass replacement from Myanmar, leading to decades of inures spurred by systematic discrimination and targeted violence.

1.2: Statistics of the majority Rohingya Refugees and their profile

As of October 2022, Bangladesh is hosting over 943,000 stateless Rohingya refugees in Cox's Bazar District, around half of whom are children (Rohingya Refugee Crisis). UNHCR Population Factsheet of 31 July 2022 reports that 52% are children of the total population. The young Rohingya refugees had arrived in Bangladesh, living insecure societies in Myanmar where civil order and services had broken out. They experienced unspeakable violence and brutality, forced displacement, and restrictions on freedom of movement. (UNICEF Rohingya Crisis). UNICEF Executive Director Anthony Lake said through UNICEF Press Release that "Many Rohingya refugee children in Bangladesh have witnessed atrocities in Myanmar no child should ever see, and all have suffered tremendous loss" (Violence in Myanmar). They are now living in camps with no sign of a return shortly to the country where they were refused citizenship and had limited access to education and healthcare (Life for the Rohingya). Although the humanitarian response has saved and improved many lives, the situation is still fragile as the Rohingyas and most of their children are affected by the loss of family. Most arrived in states of shock, grief, exhaustion, suffering from the after-effects of trauma, and committing crimes. Women and girls still face the risk of abuse, neglect, and exploitation, as well as physical danger and disease (Five Years report). According to Bangladeshi officials, some of the young Rohingya refugees are already involved in criminal activities like theft, murder, rape, and drug trafficking. According to an expert on migration and displacement "Rohingya men, particularly those in their teens and 20s, are vulnerable to terrorism and criminality" as they are not employed (Mostofa).

1.3: Needs

Nearly a million Rohingya refugees are living in the world's largest refugee camp in Cox's Bazar district in dire necessities entirely depending on humanitarian aid and their necessities have been affected by the COVID-19 pandemics (5 years on; 5 Years After The Genocide). Since 2017, the beginning of their arrival in Cox's Bazar, the refugee life-savings basic needs like food, water, building shelters and sanitation, emergency healthcare, safety, and security have been changed (Are not we Human?; Moniruzzaman 34-47). As of Revision 1 (August 2022), UNICEF priorities focus on the services in the camps and host communities, including on Bhasan Char:1) safe reopening and operation of learning centers and schools and transition to the Myanmar Curriculum; and 2) supporting community-based structures to identify vulnerable children in need of protection and provide adequate care and psychosocial support. UNICEF also addresses the needs of women and girls, including through mitigation, prevention, and response to gender-based violence and sexual exploitation, and engaging communities, especially adolescents and youths, in preparedness, response, and resilience-building. Multiple humanitarian assessment surveys have found that holistic responses between the host country and international aid agencies' strategies in the crisis should be twofold. Firstly, to improve overall camp security with basic needs of food, shelter, healthcare, and education should focus. Secondly, to avoid mental health issues and problems between refugees and host communities and to seek better future income-generating activities and life-sustaining services with resilience should be taken (Karim; Z. Hossain; Bangladesh: Needs and priorities; UNHCR appeals for). According to Norwegian Refugee Council (NRC) Bangladesh, half of the Rohingya

population are children and adolescents who are at grave risk of becoming a "lost generation" because of their utmost loss of education (One million Rohingya).

The right to education for the stateless Rohingyas can't be denied as it is neither unconditional nor non-discriminatory. Articles 28 and 29 of the Convention on the Rights of the Child (CRC) 1989 advocate Education of the child shall direct the preparation of the child for responsible life in a free society.

Education, skill-developmental activities, and livelihood opportunities will facilitate refugees' eventual safe, dignified, and sustainable return to Myanmar and a pathway to citizenship while also helping them remain secure and productive during their stay in Bangladesh. (Rayburn; Bangladesh: Rohingya Refugee Crisis; UNHCR appeals for). Empowering Rohingya children's education is indispensable to strengthen community resilience and builds learners with the knowledge and skills to live productive, fulfilling, and independent lives with self-awareness. (Rayburn; Bangladesh: A case History).

1.4: Bangladesh Government's contributions to learning facilities in Rohingya Refugee Children

Bangladesh government did not give the status of refugee to these displaced Rohingya people who came to Bangladesh after 1992 and the government refers to the Rohingya as Forcibly Displaced Myanmar Nationals (FDMN) who are living in Bangladesh for a transactional period (Rohingya exodus; Rohingya Refugees in Bangladesh; Rohingya refugees in Bangladesh face relocation). According to UNHCR in crisis 101, Bangladesh government has shown generosity to a considerable number of refugees fleeing genocides and violence in 2017. Bangladesh government provided them as a stateless population with basic needs and protections but not education. Human Right Watch (HRW) explained that Bangladesh authorities have banned formal education, Bengali language instruction, and secondary-level education for Rohingya children who fled after August 2017 (Are not we human). An informal learning program for Rohingya children called the "Learning Competency Framework and Approach" (LCFA) was evolved in 2018 without a sign of repatriation of the Rohingya. Temporary learning centres guided LCFA with no approved curriculum in either Bangladesh or Myanmar (Bangladesh: A case history of education). In a policy document from April 2019, the government of Bangladesh responded to LCFA through a titled Guideline for Informal Education Program (GIEP). In May 2019, a policy from the Bangladesh government it is accepted that "the children and adolescents in their camps will lose their golden time for learning." National Task Forces' instructions delivered informal learning either in Myanmar or the English language. Bangladesh's education policy "chooses to be modest in its aspirations" because of the limited resources since it is expected that the repatriation to Myanmar takes place within two years (Are not we human; Bangladesh: A case history of education).

The Government of Bangladesh took a landmark decision announcing the Myanmar Curriculum Pilot (MCP) on 29th January 2020. Bangladesh authorities confirmed it would end restrictions on education for young Rohingya refugees, mitigating prohibitions in places since the existing camps were established 30 years ago (N.Hossain).

UNICEF welcomes the landmark decision to announce MCP to ensure access to learning for Rohingya children and adolescents. "In collaboration with the Government of Bangladesh, we look forward to further expanding education and skills development programs for all Rohingya children and adolescents to help them develop to their fullest potential," said Tomoo Hozumi, Representative, UNICEF Bangladesh (Reidy). Bangladesh Ministry of Foreign Affairs declared in a Press Release on 5th May 2022 that Bangladesh authorities believe that continuing the Myanmar Curriculum Pilot to keep the children

engaged in skill-based education and capacity-building activities would work as an incentive for their early voluntary repatriation.

1.5: Current Policies on Myanmar Curriculum Pilot (MCP) from BoG and UNICEF

MCP would moderately replace LCFA. The new Myanmar Curriculum Pilot is designed based on the national curriculum of Myanmar that aims to provide Rohingya refugees with a formal, standardised education, and the medium of instruction will be English and the official language of Myanmar, Burmese (Sumon; Education milestone). UNICEF's collaboration with Bangladesh initially targets 10,000 Rohingya students and expands up to 300,000 students in grades six to nine, ages 11-14 pilot basis education (Reidy; Renz; What about Us). As many Rohingya children lost their academic year, the pilot targets older students aged 11-16 to enroll in grades 6-9 for school education and skill development training (Education milestone; Reidy; Renz).

The Myanmar Curriculum Pilot project was launched last November 2021 but interfered with the COVID-19 pandemic for one and a half years (Sumon). On 22 May 2022, the Ministry of Foreign Affairs of Bangladesh declared the Government of Bangladesh has organised to facilitate learning for Rohingya children inside the camps 5617 learning facilities are functioning (Bangladesh: An Introduction). Myanmar curriculum Pilot reaches young Rohingya refugees in Bangladesh delivering new textbooks in May 2022 (Myanmar curriculum reaches) and engaging 10,000 students in July 2022 (What About Us).

As of October 2022, UNICEF reports (report no. 61) MCP has rolled out in UNICEF-supported Learning Centres (LCs) and over 196,359 learners (98,208 female), including 10,914 children and adolescents are learning through MCP.

Under the MCP, Rohingya refugee children are taught English, mathematics, sciences, and social studies, including history and geography. UNICEF targets to teach all school-aged children through MCP by 2023 (Education milestone). MCP has started its activities, and LCFA is still controlling its method among the 90 percent of all students who are at levels 1 and 2, equivalent to second grade. Thus the students are not engaged in MCP, as LCFA was not designed based on MCP standards (Bangladesh: An Introduction; What About Us). MCP needs adequately trained teachers both in Burmese and English language. The government of Bangladesh and UN agencies are working out a strategy to a greater extent to train teachers willingly to make MCP more successful (Bangladesh-An Introduction; Bangladesh: Rohingya children).

1.6: Significance of learning English for skill development

The profile of Rohingya children proves they have minimal formal schooling in their first language and have low levels of literacy in English. In response to the changing demographic population of refugees, English as an international language is irreplaceable. English language skills help the marginalised Rohingya refugee to tell their own stories and to reach the international community directly.

1.7: Purpose of the study

Concerning the profile of refugee children and adolescents, this paper aims to identify ways of improving English Language teaching and learning. This study examines EFL teachers' and Rohingya learners' perceptions regarding English teaching and learning in Rohingya refugee classrooms. It intends to show how the students are willing to acquire an effective teaching approach. It also tries to find out the attitudes of the teachers towards the CBI approach. Finally, this study suggests CBI (Content-Based Instruction)

assists in the development of a more cohesive and holistic approach to English as a global language learning for educational success through MCP.

2. Literature Review

2.1: The Emergence of Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is a process that integrates language and content into a subject. CBI first appeared in Bernard Mohan's published volume "Language and Content" in 1986. Mohan exposed we don't emphasize the integration of language and content in a subject. He suggested learning language and subject matter can be accomplished together (Brinton & Snow 3). CBI brought new tendencies in second and foreign language learning by publishing a volume with a ground for CBI and its historical antecedents in 1989 (Brinton, Snow, & Wesche). Brinton dealt with CBI in the co-edited title "The Content-Based Classroom" in a more comprehensive pattern of syllabus and materials design, evaluation, and challenges of administering CBI programs for post-secondary level and younger learners (Brinton & Snow 2; Richards & Rodgers).

Several academics and educators recommended CBI naturally over a considerable period supporting extensive literature (Richards and Rodgers 116). According to Widdowson; Swain; Stryker and Leaver, CBI is the methodology that integrates language and content learning. Language instruction and content in CBI will be taught in an easily understandable and meaningful way, allowing learners to communicate with the target language in real life (Snow, "Discipline-Based"; Tomlinson). Content-Based Instruction (CBI) is an approach to the second language teaching more than a method since it organizes strategies to design a language course in which teaching coordinates around the content or subject matter that students will acquire, such as history or social studies. CBI is unlike the traditional language teaching syllabus (Richards and Rodgers).

2.2: Principles of CBI

CBI has developed precisely the world, with the change seizing in both EFL and ESL contexts. CBI is not a fully changed philosophy in second and foreign language teachings but produced from the rise of Communicative Language Teaching (CLT) (Brinton & Snow 3). It has been perceived as an adaptive implementation framework for language instruction that involves learners' active participation (Duenas 73; Villalobos). Synthesized so far aspects of CBI found in these findings led these authors to suggest rationales for CBI as follows:
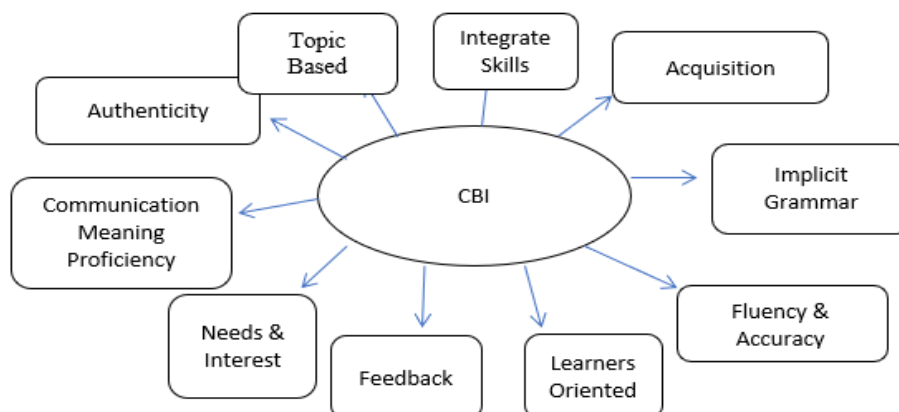

Figure 1: Principles of CBI

1. Content and topic-based instruction: CBI prioritizes a subject matter-based curriculum rather than forms and functions that dominate the selection and organization of grammatical items. (Brinton "Two for one"; Short; Stryker and Leaver).

2. Integrate Skills: CBI involves learners developing language skills in collaboration with social and cognitive skills in real-life situations (Richards & Rodgers 121; Genesse and Lindholm; Brinton "Two for one"; Grabe and Stroller).

3. Acquisition rather than learning: CBI enables learners to acquire the target language more successfully into authentic and meaningful substances rather than the learning process (Genesse and Lindholm; Brinton "Two for one"; Richards and Rodgers 118; Grabe and Stroller).

4. Authenticity: Adapting authentic and real-life materials for structural and functional variations in different contexts for learners, CBI helps to successfully acquisition of the target language (Genesse and Lindholm; Brinton "Two for one"; Stryker and Leaver; Grabe and Stroller).

5. Needs and Interests: CBI designs language items that are similar to the specific needs and interests of the learners in real-life situations (Brinton " Two for one"; Richards and Rodgers; Stryker and Leaver ; Grabe and Stroller).

6. Communication and meaning, proficiency: Providing meaningful and relevant academic content, CBI motivates learners to a larger framework for purposeful communication and proficiency levels development (Genesse and Lindholm; Brinton "Two for one"; Stryker and Leaver).

7. Feedback: CBI advocates learners a high value on feedback on the accuracy involving learners participating in classroom activities (Brinton "Content-Based Instruction"; Richards & Rodgers).

8. Fluency and Accuracy: CBI directs a balanced focus on both fluency and accuracy (Brinton "Content-Based Instruction).

9. Learner-centered approach: CBI dictates a learner-centered classroom in all phases of the learning process (Brinton "Two for one"; Grabe and Stroller).

10. Grammar: "In content-based instruction, language teachers use content topics, rather than grammar rules or vocabulary lists, as the scaffolding for instruction". (Short 629) In CBI, grammatical items are taught implicitly. Grammatical competency is based on the demands of the subject matter rather than in terms of grammatical difficulties (Richards and Rodgers 120).

2.3: Models of CBI
More than 30 years after the evolution of CBI appeared in Mohan's (1986) "Language and Content", many additional models of CBI exist today. Though many hybrid models exist at present, the three primary models of CBI can be identified as "prototype" models remaining central to the approach (Brinton and Snow 4).

Theme-based Instruction:
According to Snow, "Themes are the central ideas that organise major curricular units selected for their appropriateness to student needs and interests, institutional expectations, program resources, and teachers' abilities and interests" (b. "Content-based" 307). The syllabus of theme-based instruction is designed based on topics and themes and language works as a subordinate part where the subject matter is the main focus (Brinton and Snow 5). This instruction is possible for all levels of learning and is most appropriate for the above levels of learners. Teachers select authentic materials and relevant topics that will generate

multiple skills among learners. Conducted tasks and authentic materials help to promote language acquisition and prepare learners for meaningful communication (Richards and Rodgers 130).

Sheltered Instruction:

The second model, "A sheltered content-based course is taught in a second language by a content specialist to a group of learners who have been segregated or 'sheltered' from native speakers" (Brinton, Snow & Wesche, 15). Sheltered instruction facilitates English language development alongside the academic content and multiple skills needed in all disciplines (Goldenberg). The instructor would be a content specialist for the ESL learners and will also be proficient in language instruction for making the content comprehensive by employing visuals, pre-reading tasks, lexical accommodation, strategy instruction, and frequent comprehension checks (Richards and Rodgers 130; Reynolds). The best-known sheltered model, "Sheltered Instruction Observation Protocol" (SIOP) offers eight components: Lesson Preparation; Interaction; Building Background; Practice and Application; Comprehensible Input; Lesson Delivery; Strategies; Review, and Assessment (Brinton & Snow 7).

Adjunct Instruction:

Adjunct instruction emphasises both language and content (Brinton & Snow 9). Learners enroll in two courses on language and content as paired in secondary and post-secondary settings. In adjunct model instruction, language and content instructors use objectives and assignments in collaboration focusing on the language and vocabulary of academic subjects and skills (Richards and Rodgers 130). The adjunct model exists designed to compete with native speakers to admit to regular high school or college (Brinton, Snow & Wesche,). Chamot supports this instruction because students are interested in studying content they focus on rather than examining language separately.
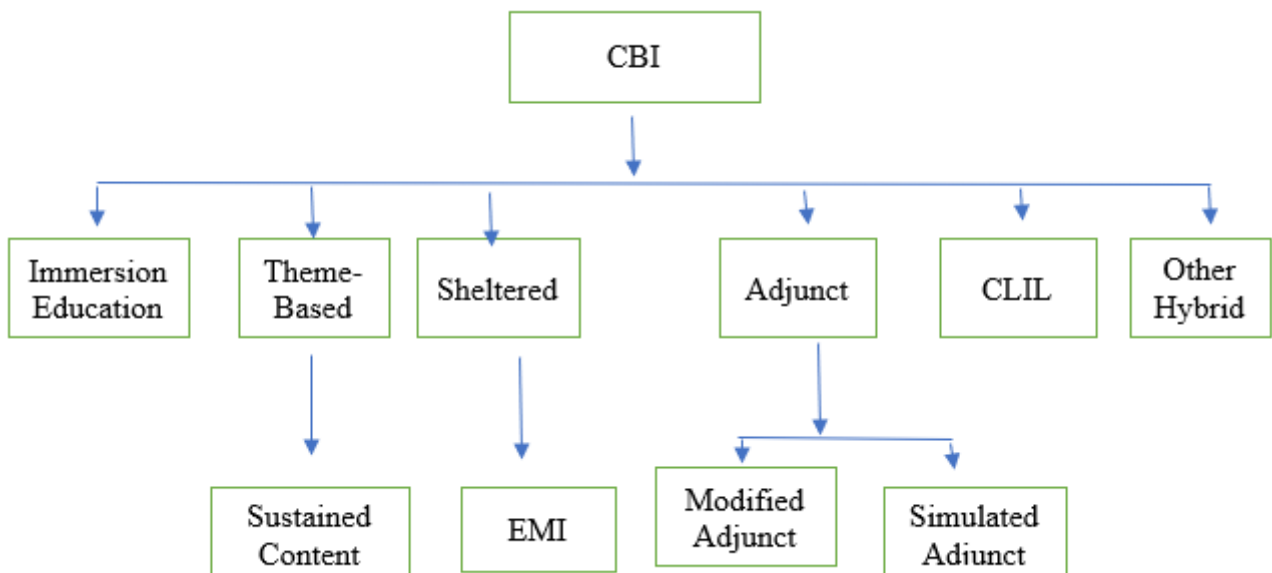

Figure 2: The newer models of CBI. *Source: (Brinton & Snow 2017)*

Immersion:

In Immersion instruction, students receive at least half of their subject matter instruction through the medium of a language that they are learning as a second, foreign, heritage, or indigenous language (L2).

In this bilingual instruction, students receive some instruction through the medium of a shared primary language, which normally has majority status in the community and is very effective for younger students (Lyster & Genese).

Sustained Content Language Teaching (SCLT):

Sustained Content Language Teaching (SCLT) is a theme-based instruction that focuses single content area over the course unit with a complementary focus on L2 learning and teaching (Brinton and Snow 10; Murphy and Stroller). Murphy and Stroller document the advantages of SCLT over more traditional theme-based instruction that enhances knowledge of content and language with multiple skills.

Content and Language Integrated Learning (CLIL):

According to David Marsh (179), father of Content CLIL is a dual-focused educational instruction in which an additional language is a medium in the teaching and learning of the subject matter and language. CLIL is suitable for all levels which are cognitively beneficial for the child. CLIL engages a content teacher teaching content in a second or foreign language (Richards and Rodgers 120). According to Coyle, Hood, and Marsh (5-6): "Much CLIL classroom practice involves the learners being active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex procedures and means for problem-solving (innovation)."

English-Medium Instruction (EMI):

In English Medium Instruction (EMI), the English language is the instruction for teaching academic subjects in places where the majority's first language is not English (Brinton & Snow 12). EMI courses are getting popularity beyond Europe in recent years. More than 60 percent of postgraduate courses are offered through EMI in the world (Macro 4). EMI creates multilingual citizenship and an appeal for international tertiary education (Doiz, Lasagabaster, & Sierra 1,2).

Modified and Simulated Adjunct Models:

There are several changes in the design of the prototype model of the adjunct model to make it more effective in different settings (Brinton & Snow 13). An example of this adaptation is Iancu, An Intensive English Program (IEP) that adopted an adjunct model at an introductory-level university content course. The content course merged with four separate skill-based IEP courses (listening and note-taking, reading skills, academic writing, and speech).

Factors of successful implementation of CBI:

As Brinton, Snow, and Wesche (a. "Content-based") note, many issues impact the successful implementation of the CBI.

Lyster ("Content-based second" 615) suggests that both kinds of goals are equally significant: second language learning and academic achievement are inextricably linked and thus share equal status in terms of educational objectives."

The syllabus and objectives of the CBI course depend on the mastery of content and language (Richards and Rodgers 123).

Teaching Activities need to be designed based on the type of course and its context that enhance student motivation naturally (Crandall 142).

Brinton et al. (3) note how teachers conduct CBI: "They are asked to view their teaching in a new way, from the perspective of truly contextualizing their lessons by using content as the point of departure." CBI teachers need to acquire mastery in the presentation of complex content.

Learners' L2 proficiency level, their prior educational background, and their needs and interests stimulate the progress of learning. (Brinton and Snow 14; Richards and Rodgers 125).

Authentic materials that are appropriate to the cognitive and language proficiency level of the learners can be made accessible through bridging activities (Richards and Rodgers 129).

According to research studies on CBI, CBI tends to be unsuccessful in the imbalance integration of language and content in the classroom. Brinton and Holten; Lyster, "Content -based"; and Tan note in a language and content-integrated classroom, the instructor of language focuses more on content, and language focus remains secondary, and thus focus limits the effectiveness of CBI.

Administrative issues are the impetus for implementing CBI and are responsible for the program's implementation.

3. Research Design

The research has been conducted in the form of descriptive research using a self-administered questionnaire with both closed and open-ended questions. Regarding descriptive research, Seliger and Sohamy assert, "It is similar to qualitative research… in addition, descriptive research is often quantitative" (124). The study involves and focused on a questionnaire including 20 male and female students ranging from secondary level (class six) and seven teachers at the beginning of implementing the CBI approach.

4. Data Analysis

4.1: Response to the questionnaire for Rohingya students

Twenty questionnaires were distributed among twenty students. All of the questionnaires were returned. The questionnaire consisted of eight statements with two open-ended questions. The response has been summed up below:

The English language is crucially important for multi-purposes: Respondents differ in their responses to the open-ended question regarding their interest in learning English. They want to learn English not only for communication but also for the skill department in the future will change their life.

English is interesting but more difficult for most of the respondents.

Areas of difficulty in English learning: Speaking is more than difficult for them. Responses to the question also demonstrate vocabulary learning, grammar learning, and spelling are difficult for them.

In response to the question regarding whether they want to share their culture and stories in the English language, they responded very positively.

All respondents feel the need for teachers' more sincere role in facilitating learning.

Students showed a willingness to learn English more effectively so that learning becomes motivating and easy.

4.2: Response to the questionnaire for teachers

Seven questionnaires including two open-ended questions were selected from six teachers from the primary and secondary levels at Rohingya camps.

Training in ELT

The participants differ in responses to the question regarding whether they have any pre-service or in-service training on ELT.

Teachers' proficiency level as viewed by teachers

Teachers response to the question regarding how they evaluate their proficiency in English. Most of the teachers ticked the option 'good'.

Teachers' concepts about CBI

This data shows that few teachers have a minimum concept of CBI while few have a weak and some of the respondents skip the question.

Understanding of CBI and its potential for ELT in Rohingya camps

One of the questions in the survey intends to elicit teachers' perceptions regarding the general principles of CBI. Notably, the participants showed variation in their responses to the question consisting of six items that teachers are not very clear about the principles of CBI.

Teaching strategies

Teaching strategies are very traditional in the Rohingya camps that are similar to the grammar-translation method.

Teachers' interest in implementing new teaching approach

Teachers respond by receiving any training on ELT would be very beneficial and effective in teaching.

Students-related difficulties

Teachers' responses reflect students' less involvement in classroom activities and very low English proficiency in general. Students are not able to follow if the class is conducted in English and they don't raise questions in English.

5. Findings and Discussion:

The finding of this study reveals that teachers are positive about incorporating an approach (CBI) into ELT in the Rohingya camps. However, given the current condition of the Rohingya camps, the majority of the teachers are not well-trained in ELT programs. The main hindrance to the use of CBI or any approach is the teachers' insufficient knowledge about CBI and its principles. Regarding the difficulties of the students, the first reported constraint is the students' low-level proficiency level in English and their difficulty in speaking, vocabulary learning, and grammar learning. This data shows an age gap results in inconsistency in teaching. The successful implementation CBI approach to ELT in Rohingya camps will only be possible if the teachers are well-trained in ELT and motivate learners.

6. Recommendations:

The study presents several important recommendations for the sectors regarding education and skill development for Rohingya refugees and to develop the feasibility of CBI through the Myanmar Curriculum Pilot (MCP).

Enhance the policy on inclusive education for marginalized Rohingya children collaboratively between the Bangladesh government and humanitarian agencies. Inclusive education for Rohingya children targets access, engagement, and achieve learning in school culture.

There needs to develop a coherent refugee education strategy that meets the learning, welfare, and family supports needs of Rohingya students. Addressing the situation, the study highly recommends Content-Based Instruction. The idea behind this learner-centered approach is to improve linguistic and academic

skills. Teachers' training should be given a platform to engage in developing a strategy for CBI. "Teachers with a high level of motivation and commitment to CBI may be essential" (Richards and Rodgers 128). Authenticity in materials design is highly recommendable for CBI. Learners should be motivated as CBI demands learners' active participation. The CBI models should be adopted that will be appropriate for the contexts and level of learners involved. Mostly, the implementation of Content-Based Instruction among the Rohingya students for skill development is a new assessment, which would bring challenges to both teachers and students. To ensure the feasibility of the CBI, the host country's authority and humanitarian agencies need to employ a long-term strategy that will support and bolster MCP through the provision of education for refugees.

Table: 1 Recommended Content-Based Lesson Plan Sample (Self-administered)

Objectives: To acquire and use content specific and linguistic knowledge. Learning Outcomes: At the end of the lesson students will be able to develop, understand and arise knowledge on content and language structures. Orientation: The instructor will start the class by informing students of today's class topic and tasks.		
Topic & Lesson	Content-Focused Activities Facilitator: Content Instructor	Linguistics goals and skills Facilitator: Language Instructor
Culture and Diversity Lesson 1& 2 (1 hour each)	Warm-up activities: Students will be asked the following questions: Which culture do you belong to? How do people greet each other? What type of customs and traditions do you practice? Are you interested in learning about other cultures? Why?	Identify & learn key vocabulary related to "culture"
Facilitator	Presentation: The content instructor will present a general overview of the topic.	Social & cognitive skills through Listening
	Engage Activity (intensive reading): After presentation, the instructor will distribute the lesson's reading passage to read.	Recognise different structures and functions Reading
	Practice and Group Discussion: After reading the passage, students will be grouped in pairs. They will be given a written task and then they will present.	Writing Use vocabulary and apply the structures have learned Speaking Communicative skills through presentation
Source materials	Book, Visual aids, Hand-outs (Provided by content instructor)	

7. Conclusion:

This concluding paper is on the special issue of humanising the Rohingya community to achieve a sustainable solution by providing education. Though the limitation of the research is that it dealt with limited respondents, CBI is the framework of English language teaching that is useful in the context of EFL/ESL learning and point to the future directions of research into language learning strategies. Identifying the educational need of Rohingya children from the research findings, the present paper suggests the CBI approach that can be adapted to increase compound academic and socio-cultural surroundings through the full implementation of CBI.

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