Contextualizing English Teaching Materials for Primary School Students

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IT ALL STARTS DUE TO:

Shift from learner as receiver

To learner as constructor of meaning

Observe the following CARTOON 1.docx
Reaction to behaviorists approaches to learning

Research in cognitive sciences

Learning multifaceted
In constructivism, the motivation for learning is in the S, not the T.

(Vygotsky, 1923)
CONTEXTUAL LEARNING THEORY

- Learning when new knowledge makes sense for students
- Learning when students relate new knowledge to background k.
- Learning when students make reference to their own experience

Mind makes meaning in context:
- By establishing relationships
- By making sense
- By establishing usefulness
- SAMPLE EXERCISES 2.docx
Choosing learning environments ENCOURAGES TEACHERS

- Designing learning environments

FOR:

✓ Incorporating a varied amount of experiences.
✓ Identifying meaningful relations between abstract concepts and practical applications in real life.
✓ Applying discovering, reinforcing and relating for the internalization of concepts.

✓ SAMPLE EXERCISE 1.docx
WHAT IS CONTEXTUALIZATION OF LEARNING AND TEACHING FOR LANGUAGE CLASSES?

“conception of teaching and learning that helps teachers relate subject matter content to real world situations” (Berns & Erickson, 2001, p. 2)

“join knowledge and skills; learn abstract concepts by doing practical activities; connect schoolwork with the real world” (Hull, 1993)

“The more comprehensive contextual—in context implies the interrelatedness of all things. Everything is connected including ideas and actions. Contextual also directs our thinking toward experience. When ideas are experienced, in context, they have meaning” (Johnson, p. 10).

a key instructional strategy (Johnson, 2002)
THEORIES BEHIND CLT

- Motivation Theory
- Problem-Centered

Social Learning T

Learning style

AN APPROACH
Collaborative learning
COMPONENTS OF CONTEXTUALIZED INSTRUCTION

- Learning that integrates disciplines (Berns and Erickson, 2001)
- Use of the knowledge of students in relation to the outside (of school) world (Goldman and Hasselbring, 1997)
- Use of learning strategies in which the student is the center of the learning process (Student-centered) (Dirks and Prenger, 1997; Dowden, 2007)
- Use of the collaborative skills of students and teacher collaboration with real life examples (collaborative learning) (Johnson, 2002, Orpwood et al., 2010)
HOW STUDENTS LEARN A L2 WITH CTL

- From feeling
- By watching and listening
- By thinking
- By doing
- By sharing
- By using background knowledge
- By relating experiences to contents
- By engaging with the materials
- By meaningful participation
FIVE PRINCIPLES OF A CONTEXTUALIZED LESSON

- The lesson is directed by a purpose
- Problem solving is used to face students with real life situations matter isolation
- Problem solving provides understanding for Learners
- Competence is the constant
BENEFITS OF CLT FOR CHILDREN

Purpose of learning is established (why and how: Needs Analysis)

Previous knowledge is shared (learning is simple)

The knowledge of the students in all of the areas is constantly used

Motivation increases

The retention of knowledge increases
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THANK YOU

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