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Willington Cardona Orozco

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Contextualization of Class Material to Promote Meaningful Learning

Willington Cardona Orozco

School of Languages, Universidad de Antioquia

Teaching Practicum and Research Advisors

Ms. Natalia Isabel Franco Betancur

Magister in Foreign Language Teaching and Learning

Thesis Advisor

Ms. Carolina Herrera Carvajal

Magister in Foreign Language Teaching and Learning

El Carmen de Viboral

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### **Abstract**

This action-research aimed to identify and reflect on how the contextualization of class materials promotes meaningful learning. It was carried out in a public school in La Unión, Antioquia with 41 seventh grade students. The action strategies were the adaptation of the study material “Way to Go” textbook with information about La Unión and tasks related to the personal context of each student. The data collection instruments included the teacher’s journal, student artifacts, and a focus group with five case-participating. The findings refer to the connection that the participants achieve with the class content when the material is contextualized, the students’ attitude to develop the proposed activities, and the improvement of the students’ English level as an impact of the contextualization.

***Keywords:*** Contextualization, class materials, meaningful learning.

Título en español: Contextualización de los Materiales de Clase para Promover el Aprendizaje Significativo.

### **Degree requirement**

This action research project is submitted as a requirement to obtain a bachelor's degree in foreign language education (English- French) at the Escuela de Idiomas, Universidad de Antioquia, El Carmen de Viboral, Colombia.

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## **Preface**

I am a student of foreign languages teaching program from a public university in Antioquia, Colombia. As teacher, I believe that education should be a formative process that adapts to the context of the students to achieve true functionality. This was a principle that I had in mind from when I began this research project and was confirmed in each observation that I did. This study was carried out from late July 2022 to late June in 2023. As a pre-service teacher, I conducted the project in a public school in La Unión, Antioquia and with a group of 41 seventh graders. This research project is mainly addressed to teachers in training and educators, who want to do of foreign language teaching an experience with meaningful results.

Willington Cardona Orozco

La Unión Antioquia, June 26, 2023

### **Description of the Context**

The institution where this action research was carried out is a public educational institution located in the municipality of La Unión, Antioquia, Colombia. This institution has 60 years of experience and has been a reference at the municipal level for its multiple educational services in different modalities, to name some: Night education, Saturday education, technical training and computer training for the community in general. At this moment, the institution offers preschool, primary, secondary, and rural education services (Institutional Operating Plan, 2023).

The English teaching in the institution is led by a bilingualism committee made up of the three English teachers of the main headquarters. This committee oversees and adapting the teaching plans and proposing different strategies to implement in the institution to improve the students' performance in English.

Participants in this study were seventh grade students. This group was made up of 41 students with ages that range between 11 and 14 years and many of them come from rural areas. Regarding the students' perception of English, most of them expressed interest in learning it and enjoyed listening to music, movies, and audios. However, some others recognize that English has been one of the most difficult subjects for them. The main reason was that they think that they lack fundamental elements in the language to understand and produce texts and reports of medium and advanced demands (Students' Questionnaire, September 27, 2022).



As for the cooperating teacher, he holds a bachelor's degree in English and French teaching and he has five years of experience in the private sector and six in the public sector. As an English teacher, he considers that teaching English should be both a formative and an acquisition process (CT's Interview, September 9, 2022).

### **Statement of the Problem**

Based on the observations done to this seventh grade, I could notice that the materials used for English were lists of vocabulary (called vocabulary cycles) and the workbook "Way to Go! 7". This material could be a great advantage in the English course because each student had copies of the book and the vocabulary cycle lists. In addition, these elements were published with their respective audios, instructions, and recommendations on Google classrooms. Besides, there was also a website where the book was published. Therefore, the resources were accessible, however, there was not a positive observable impact of the use of these materials or their accessibility on the students' learning. The students were not connected to those resources, and they had the tendency to copy their answers from their classmates without real practice. Similarly, the evaluation of vocabulary cycles did not reflect the achievement of the strategy's objective which is to strengthen the students' lexicon. For the students, this had only been an evaluation that requires temporal memorization and as result, in the last term, 39 of 41 students failed the vocabulary cycle test (Journal #6, March 8, 2023).

Concerning the workbook, it was well structured. First, the activities went from simple to complex and they were related, so they showed a process. Second, there was information and examples about Colombia with images of children who look like seventh

graders. Nevertheless, the student's English level was not enough for an autonomous development of the exercises presented in the book and the four skills had not been practiced even if the book covers them. Thus, students usually copied from other students or used digital translators to complete the book activities (Journals #3, #6 & #17, August 3, 6 and September 17, 2022). It was evident that students had not related to this material and there had not been any meaningful learning.

In addition, the dynamic of the class and exercises from the book were not connected to the students' real life, needs and interests, The book by itself did not contain grammatical explanations or linguistic orientations which resulted in a great difficulty for the students because of the absence of grammatical knowledge, they tended to copy from classmates (See on students' textbook activities development in Group's Google classroom). Additionally, students expressed they like listening to music, audios and watching movies in English (Students' Questionnaire, September 23, 2022) but the use of the book did not cover these activities (Journals # 1, 3, 6 & 17, August 2, 9 19 and September 26, 2022).

The main problem I observed was that the material was well structured, but its implementation was not connected to the students' context. As a result, most of the time, students used digital translation, or they copied from other classmates without any analysis and reflection. Therefore, the use of materials in teaching needs to be contextualized to the real life, interests and needs of the students to achieve meaningful learning.

### **Theoretical Background**

In this section, I introduce the theoretical bases on the two concepts that guided this action research. First, I present the definition and the characteristics of Contextual Education. Second, I provide information about the elements that evidence meaningful learning and suggestions to work on it. And finally, I will attempt to explain some methods of contextualization of class resources and material as an alternative to promote meaningful learning for students.

In general words, the definition of the noun ‘contextualization’ provided by the Oxford Learners’ Dictionary, refers to “the process of considering something in relation to the situation in which it happens or exists” (Oxford Learners’ Dictionary, n.d). More particularly, in the educational process, the relation between education and context has also been called Contextual Teaching and Learning -CTL- (Johnson, 2002). The educational projections related to the context correspond to a method in a constructivist theory where “information is presented in a way that students are able to construct meaning based on their own experiences” (Harish, 2015, p. 20). These approaches highlight the importance of knowing the students’ context, needs and wants to include them in the adaptation and design of materials used in class as fundamental principles in CTL research. Moreover, Berns and Erickson (2001) consider CTL as an “opportunity that helps teachers relate subject matter content to real-world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers” (p. 3). In this order, contextualization is more than a teaching method and it can really be considered as an alternative to promote meaningful learning for students.

Regarding ‘meaningful learning’, for Cuzco and Zhagui (2010), meaningful learning is the active relation between new information and prior knowledge. Moreover, Novak (2002) talks about Meaningful Learning when learners construct meaning by connecting new knowledge to previous knowledge. These experts show the content connection to knowledge as a condition to identify meaningful learning evidence. This integration between new and previous knowledge explains the teaching model as a process, since there is continuity learning, and meaningful learning would be the result.

Concerning the teaching process necessary to achieve Meaningful Learning, Novak (2013) presents meaningful learning as an element with three fundamental requirements: Relevant material to learners, concept and prepositions from learners, and integration of new ideas with the already existing. These three requirements are an opportunity to include the students’ interests and needs in the teaching process, which become contextualization principles to design the teaching strategies in this research process. In the same line, Ballester Varolli (2014) proposes to use open works as a strategy to promote meaningful learning. This suggestion considers that every learner is free to suggest a product and to show it in his own way. The open works are ideas that illustrate a possibility to contextualize teaching by allowing students to make their wants and realities materialized in class. Additionally, they leave room to identify a relation between contextualization and meaningful learning, since this orientation is also presented by Ballester when argues that “when learners do open works their learning is reinforced, it is meaningful” (p. 200).

Moreover, it is important to highlight the process to follow to promote meaningful learning through contextualization of class material. Freeman and Lewis (1998) talk about

CTL from two concepts “Content and Orientation”, they propose to present content material in class and from that, the teachers can ask questions or ask for descriptions to students, so they can direct the class having in mind the learners’ answers. Freeman and Lewis’ words reflect an alternative of contextualization using the class resources to explore the students’ perceptions and guiding the process in a connected way to their own realities. Teaching from learners’ perspectives is a contextualization guide that would help them to construct new knowledge on their previous knowledge, which is proof to determine the meaningful learning results. This type of contextualization is also a strategy proposed by Shrum and Glisan (2015), who define the contextualization as a teaching engagement where “meaning and situation from the world outside the classroom are present in an instructional approach method or classroom activities to help learners to constructing meaning and using L2 to communicate and acquire new knowledge” (p. 44). Shrum and Glisan’s words also show the communication and the use of a second language as elements to explore Meaningful Learning results in contextualization process.

Contextualization in foreign language teaching can be worked with textbooks because these are one of the most common resources in this area. Brown (2000) highlights that textbooks are a very functional support material in teaching, he mentions some of the advantages of textbooks: They can project the language class as a process; textbooks suggest several types of activities and precise evaluation points, etc. However, it is important to analyze an implementation plan to connect its tasks with the learners’ context. For example: Richards (2001) expresses that this type of text must be adapted to the real learner’s process. In the adaptation and contextualization of materials, he proposes to

select, eliminate or reorganize the content. Besides that, he recommends adding necessary missing items in the texts, modifying or restructuring the suggested tasks as a possible study method.

In an adapting plan, Thomas and Janosy (2020) propose to use complementary materials that are relevant to the learners' needs. Similarly, Zastavnaja (2019) recommends material that helps students achieve communicative language through mechanical and meaningful practice, and Gomez (2010) expresses that English teachers should use materials that offer opportunities to communicate, interact and negotiate meaning. These ideas are principles to have in mind to contextualize the textbooks suggested from institutions. Although to promote in the students a learning process, with continuity and meaningful results for them must be always the main goal of all this adaptation.

In conclusion, there are several possibilities to contextualize resources in an EFL classroom that aims at promoting meaningful learning. However, each possibility must be connected to the learner's learning process, where through the class material they can relate the class content to their personal life. Class spaces should allow students to connect the new content with their previous knowledge in an effective way to construct on, hence they improve their communicative abilities as a true educational process.

### **Research Question**

How can contextualized materials promote meaningful learning in a group of seventh graders in a public institution in La Unión?

## **Objectives**

### **General Objective**

To explore how contextualized materials in the English classes can promote meaningful learning in a seventh-grade group in a public institution in La Unión.

### **Specific Objectives**

1. To identify students' needs and interests to contextualize the class materials.
2. To identify students' perception about the impact of contextualization of the material on meaningful learning.
3. To reflect about the contextualization of the material and its impact on meaningful learning.

### **Action Plan**

To answer the research question proposed for this project, three actions were developed during 6 academic weeks. The first action was a students' questionnaire to identify basic information about the participant learners; in this questionnaire, students were asked for some information related to their contexts and perspectives regarding English classes. This information was a fundamental requirement in the contextualization process of class resources. The second action was the contextualization and implementation of the class material taking into account the institutional study plan, the suggested class material and an analysis of the information obtained from students' questionnaire. The objective of this contextualization was to adapt the suggested class material and its implementation according to the needs, wants and perspectives of the students. Finally, an

evaluation of this contextualization process was carried out, through a qualitative socialization in class about the work carried out by students and a focus group with five participating students to determine meaningful learning results.

Data was collected by means of memos, the students' artifacts, and a focus group with five participant learners. Memos were written and codified weekly; the students' voices in the focus group were recorded, transcribed, and codified as well as the students' artifacts that were also analyzed and compared with the other data.

### **Development of Actions**

A paper-based questionnaire was given to the students in class as a part of the first action. In this activity, students were asked to give basic information related to their contexts outside classroom, they also were invited to express in a writing way their perspectives about the English classes, their preferences and suggestions from their needs and wants to the English teaching in the institution. Instructions and questions were included in the paper; therefore, students were able to provide all the information required. The questionnaire could be responded in an anonymous way, while doing the activity they were quiet and calm, and did not feel pressured to answer correctly.

The second activity was the contextualization of class material and its implementation. This activity was developed during the following 5 weeks when the suggested class material was intended to be connected to the contexts, needs, wants, and perspectives of the students. For this, the thematic unit "Tell your story" Contained in the book 'Way to Go 7' was worked on. However, the work of this unit was done in a different way like from the one that is suggested in the book itself, since some contextualization



principles were followed, for example, I selected only some book activities and reorganized their order. Additionally, I also restructured them changing the original information of them by information about places and people from La Unión. The purpose was to offer to learners known information to work on it. And as complement, I also left them to use their personal experiences as relevant content to work in class and in their tasks but keeping the objectives presented in the book.

The third activity to complete this action plan was a qualitative evaluation of the process, to determine if the project promoted meaningful learning and in what way it was evidenced. This evaluation was applied in the sixth week through two moments. The first one was a presentation in class of the different tasks made by the students. The presentation of students' artifacts would help me to identify the impact of teaching a foreign language in a contextualized way. The second moment was a focus group with five case-participant, intended to discuss and reflect on the participants' perspectives about Contextual Teaching and Learning done in this process. As a discussing guide the focus group was oriented by questions about likes, dislikes, relevant aspects, suggestions, and self-assessment of each participant during the process.

### **Data Analysis**

Data was collected, categorized, triangulated, and analyzed according to Creswell' (2012) model for qualitative and quantitative research. Memos were written and codified weekly; the students' voices in the focus group were recorded in an audio, transcribed, and codified; and the students' artifacts were also observed to identify codes on them. The

results obtained from this analysis allowed building interpretations to be later reported in written paper.

### **Findings and Interpretations**

This study aimed at contextualizing class material to foster meaningful learning in the English class. Data analysis evidenced that that students learn meaningfully when the class material is contextualized. Findings refer mainly to Students Constructed Meaning from Previous Knowledge, their Attitude in the Development of the Activities Reflected Willingness, Motivation and Empowerment, and their Foreign Language Level Improved. In the following paragraphs, I explain in-depth each of these findings.

#### **Students Constructed Meaning from Previous Knowledge**

Data analysis revealed that students could construct meaning from previous knowledge. On the one side, the students connected better to the resource when it was about their contexts and personal experiences. On the other side, they could connect new and previous class content. Thus, they could understand, remember, and learn the language in a more meaningful manner.

#### ***Connecting Context and Personal Experiences***

Data revealed that contextualizing the resource with the students' context and their personal experiences promoted more attention, a better use of the language, more clarity and enjoyment. In other words, they connected better. As reported in the journal, the contextualization of resources with the students' place of origin, it is possible to see how it

attracted the students' attention: "The students' answers were immediate because the image was striking for them since it corresponded to a place where many of them have been" (Journal entry, March 26, 2023). Besides, in the evidence below, the use of the students' context promoted a better use of the language. In fact, the students remembered more options to answer in English, as they did in different sessions. I reflected in the journal: "The students' answers were mechanical (Fine and you? - good). However, when I mentioned "the weather in La Union is" students remembered other options to answer a greeting and express them" (Journal entry, April 26, 2023).

It was also possible to see that students could have a clearer idea of the expected outcome, that it was easier for them to understand, and that they enjoyed working with these resources. In fact, in one of my journal entries, I describe the students' reaction after providing the instructions for one of our activities: "From the moment I gave the instructions to write their descriptions about a meaningful trip, many students already had a clear idea about what they wanted to write despite their difficulties expressing it in a second language" (Journal entry, April 10, 2023).

Besides, in the discussion held in the focus groups, students expressed that when their personal experiences are used in the English class, it was easier to understand because they only have to focus on the language: "Pienso que mi nivel ha mejorado con las tareas, porque cuando uno hace tareas para hablar de uno mismo, uno ya conoce el tema entonces uno solo se tiene que concentrar en el idioma y es mucho más fácil entender"<sup>1</sup> (Focus group, May 3, 2023). They also expressed that they like to work with contextualized

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<sup>1</sup> "I think that my level has improved with the tasks, because when I do tasks to talk about myself, I already know the subject, so I only have to concentrate on the language, and it is easier to understand"

resources connected to their personal experiences: “Lo que más me gustó es que el material que estamos trabajando sea de acuerdo a nuestra vida cotidiana”<sup>2</sup> (Focus group. May 3, 2023).

To sum up, the contextualization of the resource with the students’ context and personal experiences promoted a better connection. The students showed a higher degree of attention, language production, clarity, and enjoyment.

### *Connecting New and Previous Class Content*

Data revealed that the students could construct meaning from their previous knowledge because they could also connect new and previous class content. They could understand, remember, and expand their knowledge more easily because of the connections they could make. First, the contextualized material allowed the students to connect their previous knowledge to class content to understand easier. To illustrate, the following excerpt from the journal shows how students could understand a text by using their previous knowledge:

“For the students it is difficult to express their ideas in English. However, in reading comprehension, many of them manage to identify a coherent idea based on the few known words they know and the connection of the content of the text to the context.” (Journal entry, April 12, 2023)

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<sup>2</sup> “What I most liked is that the material we are working on is according to our daily life” (My translation)

Moreover, students could also understand the grammatical structures and infer meaning from it. They could replicate the usage of the structure from what they knew.

Evidence of this situation is presented in the following journal entry:

To explain the negative structure, I used as examples some tasks that ss had done and I rewrote them in a negative way. The use of these examples helped ss to understand the structure easier and they voluntarily participated orally about the use of the structure and providing examples of it (Journal entry, May 3, 2023)

Besides, in the focus group students recognized that it is easier for them to understand and learn when they can connect to previous class content: “El libro a veces tiene demasiadas cosas que son difíciles de entender, en cambio este método es más adecuado para nosotros, porque si uno ya conoce el material es más fácil entender y hacer las tareas”<sup>3</sup> (Focus group, May 3, 2023)

Second, the students could remember better when they connected new and previous class content. The next journal entry describes how the connection that the students made of new class content with a video allowed them to remember vocabulary of verbs and their use in a description:

“When I asked the reason for which they know the way to conjugate verbs in past, ss answered that they remembered a video that I showed in previous class, and in addition, they say that some of the verbs presented in the list were in the descriptions that they were constructing” (Journal entry. April 12, 2023).

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<sup>3</sup> “The book sometimes has too many things that are difficult to understand, instead this method is more suitable for us, because if one already knows the material it is easier to understand and do the tasks” (My translation)

Third, the students could not only remember and understand but also expand their knowledge. To illustrate, in the focus group, a student affirmed that they could expand their knowledge because of the connections they made to previous class content: “Lo que usted nos ha enseñado, ya lo habíamos visto antes pero de forma más resumida”<sup>4</sup> (Focus group, May 3, 2023).

In brief, the students could construct meaning from contextualized class resources by connecting their new and previous knowledge with their personal experiences to understand, remember and expand their knowledge. This connection is a meaningful impact that according to Cuzco and Zhagui (2010) would be meaningful learning because the authors define it as the active relation between new information and previous knowledge.

### **Students’ Attitude in the Development of the Activities**

The contextualization of the resources promoted meaningful learning which can be observed in the students’ attitude when developing the activities. The students were willing to participate, they were motivated to use their previous knowledge in class activities, and they were empowered to help each other.

### ***Students’ Willingness to Participate***

Data demonstrated students’ willingness to participate in class. The students provided answers, showed their homework, and described orally before asking them. As reported in a journal entry, student’s willingness to describe some images of the touristic places of the town: “I presented images of touristic sights of La Unión, the students said the description before asking them, and they even made comments to express that they knew

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<sup>4</sup> “What you have taught us, we had already studied before but in a more summarized way” (My translation)

those places” (Journal entry, March 29, 2023). On a different reflection, I wrote: “In this class the students were more attentive. and even some of them insisted on sharing me their homework before I asked them about it” (Journal entry, April 19, 2023).

### ***Students Motivation to Use their Foreign Language***

Data analysis reported that the students were motivated because they felt that the class content could not only be connected to previous knowledge, but also learnable and useful for their life projects. To illustrate, the following journal entry reflects that students liked to use their life experiences for writing: “The students demonstrated to be very motivated to write the main items about their personal experiences” (Journal, April 19, 2023).

Moreover, in the focus group, students expressed their opinions on motivating to see that the class content is useful for life:

Student 1: Uno se motiva con lo que hemos aprendido, uno sabe que esto le puede servir para más adelante e incluso uno se motiva para pensar en ir a la universidad

Student 2: Es que uno a veces siente que es muy difícil estudiar inglés, pero cuando uno ve que de verdad se puede utilizar ya no parece tan difícil y uno se motiva a estudiarlo

Student 3: Uno siente que con este trabajo el docente se preocupa porque todos los estudiantes aprendan y entiendan<sup>5</sup> (Focus group. May 3, 2023).

In summary, the contextualized resources motivated students to use and learn the foreign language, as they could write about their personal experiences, they felt that the content was useful for their lives and considered the learning process easier.

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<sup>5</sup> Student 1: One is motivated by what is learning, we know that that can help us in the future, and we are motivated to think about going to university

Student 2: It is that sometimes one feels that to study English is very difficult, but when one sees that one can really use it, it does not seem so difficult, and one is motivated to study it"

Student 3: One feels that with this work, the teacher worries about all students learning and understanding. (My translation)

### ***Students' Empowerment to Help Each Other***

Students were empowered to help their classmates. When the activities were connected to the students' context, they felt self-confidence to help others. In the next journal entry, taken during an activity about the students' personal experiences, it is evident how students' connection to activities promoted empowerment and allowed them to help others: "Some classmates were able to help those who did not have a very clear idea of how to develop the activity" (Journal entry. April 19, 2023). On a different session, students recognized their classmates' abilities and asked them for help: "Some couples did a very good job; other groups needed more support. so, it was possible to observe how some students wanted help from others (Journal entry, April 26, 2023). In this way, the contextualized resources promoted empowerment in the students to develop the activities and support each other.

In broad terms, the willingness, motivation, and empowerment were students' attitudes that resulted from relevant material for the students. According to Norvak (2003), the relevant material is a fundamental requirement in meaningful learning and in this research process the relevance was the contextualization of the class resources.

### ***Students' English Level Improvement***

Data analysis also revealed that the students could improve their English level with the use of the contextualized resource. Class participation and products reflected a better English level at the end of the implementation. Besides, the students also felt that they had learnt during the implementation.

The first item to mention to check improvement is the student's response to develop certain activities in class. To illustrate, when in a class activity students worked on the



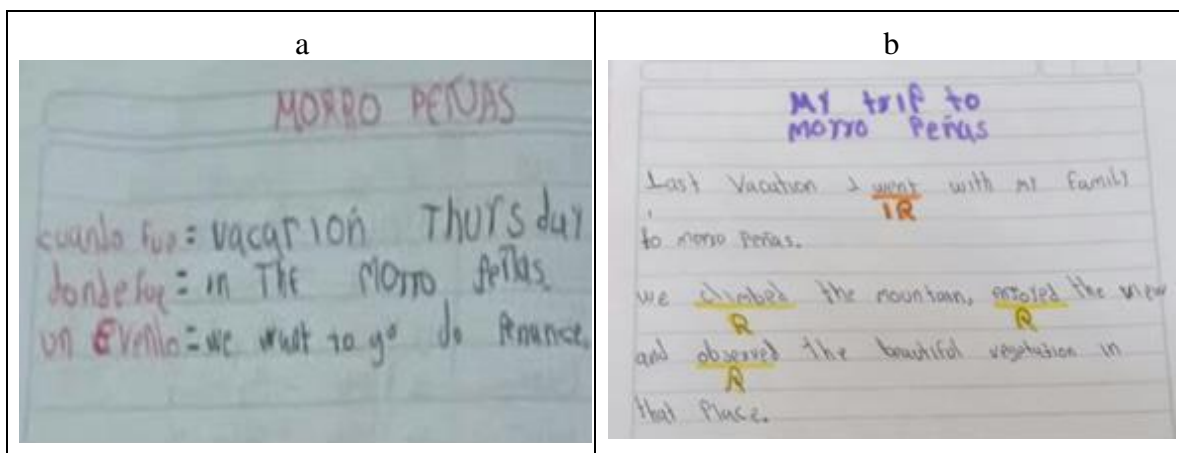
artifacts that they had made and were able to correct them, I reported in the journal “After an exploration and explanation, Students checked their first version works, and could make corrections or changes that they considered necessary” (Journal entry. April 19, 2023).

Additionally, in the focus group, students expressed several times that they recognized that they had learned so their English level had improved: “En cuanto an este trabajo he aprendido muchísimo, sí, sí ha mejorado”, “Me gusto que es un método nuevo, nunca lo había estudiado antes y uno aprende más”<sup>6</sup> (Focus group, May 3, 2023)

Finally, the students’ artifacts also evidence the improvement in the English level. Figure 1 presents student’ s products, showing an improvement on their language level. Since after some class studying with contextualized resources, a student could make better descriptions through short texts. while before it, he was no able to write sentences in a connected way to express an idea.

**Figure 1**

*Students’ Written Production Comparison*



*Note.* Column A shows the first version of a student’ paragraph and column B shows the second version of that same student after the implementation of the strategy.

<sup>6</sup> “Regarding this process, I have learned a lot, yes, it has improved”, “I liked that it is a new method, I had never studied it before, and one learns more” (My translation)

With this evidence it is possible to observe that students' language level improved, since the connection that they had with contextualized resources facilitated the use of second language elements. The artifacts reflect that contextualization helped students to construct and connect sentences in a specific verbal tense to communicate an idea in a clearer way. Confirming the recommendations from Ericson (2001), when using the contextualization of resources was an opportunity in the teaching process to support the students' learning process.

### **Conclusions and Implications**

This research proposal aimed at identifying how contextualized class resources could promote meaningful learning in a seventh-grade group. We can conclude that meaningful learning was evidenced: by the connection that the students had with the class content which allowed students to recognize their knowledge and correct their own work in an independent way. Additionally, students' attitude changed, and they became willing to participate and motivated to develop the proposed activities. Finally, the strategy helped in the improvement of the participants' English level.

The students' connection with the class content impacted students in two ways. One, when students recognize their own context in the class activities, which allowed them to feel identified with the class. And two, when the material and resources used in class included students' previous knowledge it became easier for them to understand, therefore they felt connected and engaged to the class dynamic. Additionally, the students' attitude is an important aspect in determining how meaningful learning was promoted. This study

helped students to take ownership of the content, so their desire to participate was evident, since they responded to questions immediately and insisted on sharing their works even before asking them for such tasks. In addition, learners also recognized that the material was efficient and relevant, considering themselves more motivated to develop the proposed activities because it could help them in the future. Finally, it is important to highlight that meaningful learning fostered the empowerment that some students had to help others to develop the activities. Finally, contextualized material helped in the improvement of students' English level.

An implication for this action research refers to the possibilities of practice that the contextualized material can bring to the class; since the class resources managed to be so attractive for the students that they managed to connect their previous knowledge either from the identification, the review, the practice of the language and complement their knowledge with new learning.

### **Reflection**

Life at the university, more than an academic process of professional training, was an opportunity for personal growth where each lesson went beyond paper. Lessons that will be worth analyzing and using when the profession ceases to be a dream to become a reality because the true profession consists of this, knowing how to use what has been learned in each situation to become the person and professional that I want to be.

The teaching practicum was the experiential that complemented the personal enrichment mentioned above. An experience full of instructions, implementing plans, correcting works, and designing materials; but also, an experience that gave me valuable

learnings, since each student more than a learner was someone from whom I could also learn a lot.

Regarding research, the teaching profession is itself continuing research. Each plan, each class, each activity and even each word used in the teaching discourse must contain an objective, a projection, an analysis. In other words, each teaching action must be evaluated as research to achieve the understanding and change as two fundamental challenges in the teaching exercise.

I can only say to whoever considers that has something to teach; that true teaching is much more than communicating knowledge. Before two roles “teacher and apprentice” there must be a relationship of human beings where learning can be mutual, and knowledge goes beyond what is embodied in a report. It means that learning must be constant to achieve the results that one wants to get personally, interpersonally, and professionally.

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