

Contextualization of Lesson Plan Exemplars for Senior High School Students in English for Academic and Professional Purposes (EAPP)

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Abstract: Contextualization is the call of 21st-century education. Hence, educators and teachers are called upon to execute lesson plan exemplars deeply rooted in the learners. Using the context of modular distance learning, contextualized lesson plan exemplars were crafted to harness the essential learning competencies in English for Academic and Professional Purposes during the school year 2019-2020 of the first semester. With the contextualization of lesson plan exemplars in EAPP, the current study aimed to identify and address the gap by looking into the solidity and weight of the results using the descriptive-correlational design. The study is grounded in the theory of Automaticity. According to Shiffrin & Schneider (1977), Automaticity is the capacity and competence to perform things that only need minimal instruction and reinforcement through practice. The experimental group in the pretest revealed a mean of 3.64 with a verbal interpretation of S or Satisfactory. At the same time, the posttest unveiled 8.14 having a verbal interpretation of VS or Very Satisfactory. The findings surmised that contextualization provides teachable competencies that are easier to grasp by giving learners authentic concepts. The competencies enumerated in EAPP for Grade 12 Cookery-Food and Beverages have shown significant interplay with English language learning and contextualization. This means that contextualization, if utilized properly, there would be a great achievement in attaining language proficiency.

Keywords: contextualization, lesson plan exemplar, automaticity

1. Introduction

Contextualization is the call of 21st-century education. Hence, educators and teachers are called upon to execute lesson plan exemplars deeply rooted in the learners. In the Philippines, the Department of Education calls for this in the field. Classroom teachers must be well aware of the precepts of contextualization. In the fourth year of the operation of the K12 Program in general, the Senior High School to be specific, it is vital for teachers to answer the contextualization need. This paper proposed a study on contextualized lesson plans for Technology, Vocational, and Livelihood (TVL) – Cookery Students in English for Academic and Professional Purposes. Four lesson plans were used, having four different sets of competencies. This is an important call towards understanding the vitality of such material in teaching and learning English to students in a contextualized manner. Moreover, this study is fortified by the mandate of the Implementing Rules and Regulations (IRR) of the Republic Act (R.A.) 10533, which directs that "Curriculum shall be contextualized and be flexible enough to enable and allow schools to localize and enhance the curriculum based on their respective educational and social contexts." This research heeds the call of the democratic stature; hence, this illustrates one of the constructive, practical, and pragmatic moves and practices in language education, contextualizing language learning to Filipino students.

2. Literature Review

According to Baker, Hope, & Karandjeff (2009), contextualization means an educative operation correlated to the curricula, particular discipline, scenario, and environment [1]. In communication arts, contextualization pertains to utilizing language in the macro skills to edify important facets of a locution or linguistic scenario in the learning context. Hassan (2014) pointed out that contextualization is

performed by education in order to aid comprehension of language and aspects of language using all possible context-based materials to assist learning as a whole [2]. Different tools are used in context-based teaching language to students; this can be in the form of audio aid and visual aids or a combination of both. Contextualizing the guidance and direction for English language learners comprise operative, progressive, functioning association and connection to the learner's schema in constructing a greater, advanced, and superior understanding of the lesson. These, in turn, will call on the thrust of the Department of Education to provide quality education. By contextualizing education, educators provide, assure, and establish more participation, cooperation, and engagement between the content and skills required in English language learning. There are studies also that support contextualization in language learning. The study by Labiate (2019) synthesized the beliefs and practices of high school teachers in the coastal towns of the Visayas region in the Philippines [3]. The research found the vitality of incorporating context-based knowledge of the seas and language learning. This becomes an important learning experience for both the teachers and students. In Algeria, Mebitil (2012) emphasized that contextualized approaches and teaching methods boost and enhance the student's ability to grasp the communication lesson [4]. Side by side with the contextualized skills of the teachers are the accompaniment of activities that closely connect with the students and involve their views and perception of what they are learning. Ghelichi's (2018) research using two groups of Iranian first-grade secondary school learners found that contexts encourage and build up fruitful language lessons and provided outstanding results on the test [5]. In addition, meaning founded in context heightens, intensifies, and reinforces language teaching, particularly in tests containing and comprising grammatical awareness and use, as reflected in the posttest.

3. Theoretical Framework

The study is grounded in the theory of Automaticity. According to Shiffrin & Schneider (1977), Automaticity is the capacity and competence to perform things that only need minimal instruction and reinforcement through practice [6]. Automaticity is portrayed and represented by a more effective, authentic, detailed, and reliable communicative performance in language acquisition. Automaticity is linked to contextualization. To make language teaching and learning compelling and practical, the teacher is tasked to create tasks and activities that are authentic and close to the understanding of the learners. Such Automaticity is effective if the Senior High Schools are given lessons linked to their specific strand or track. To articulate further, the lessons in English for Academic and Professional Purposes are effectual and potent if the concepts and ideas injected are in association with Food and Beverages. Given such cognitive loads in Food and Beverages, the students can more easily acquire the language in practice. When an operation is automatic, less intentness is required and desired; hence students can be accustomed and habituated to a more functional operation of the brain to the competency. Language facilitation can be developed automatically if the conditions are met in teaching EAPP. The teacher's responsibility in EAPP is to contextualize tasks and activities, or the whole lesson itself, that gives the juncture in the transference of new scenarios, true-to-life locution, and information that ascribe and concern the learner's interest.

4. Research Questions

The pursuit and discharge of the K-12 Program of the Department of Education stipulated in R.A. 10533, or Enhanced Basic Education Act of 2013, has been met with many challenges, and many studies provide evidence on how the theoretical soundness is translated into practice. With the contextualization of lesson plan exemplars in English for Academic and Professional Purposes, the current study aimed to identify and address the gap by looking into the solidity and weight of the results. This can be gauged by evaluating the language performance of the learner's ability to grasp the language. This can also be a glimpse and exploration of students' language development patterns. Specifically, the research proposal addressed the enumerated queries:

1. What is the performance of the Grade 12 controlled and experimental group as revealed by the pretest and posttest results with respect to the competencies fact and opinion, thesis statement; summarizing, and paraphrasing?
2. Is there significant difference on the level of performance of Grade 12 controlled and experimental group as revealed in the pretest and posttest using contextualized lesson plan exemplars with respect to fact and opinion, thesis statement, summarizing, and paraphrasing?

5. Research Design

The current study employed the quantitative approach to verify how the language functions in acquiring or learning a second language as postulated in automaticity and contextualization. In particular, the study adopted the quasi-experimental design to answer the research questions. Quasi-

experimental research is an interventional form of research fortified on empirical grounds. The quasi-experimental research shed light on the repercussion of the intervention. Moreover, Creswell (2008) stressed that quasi-experimental research claims comparison and affinity with the conventional experimental model or indiscriminate controlled examination [7]. It is claimed that quasi-experiments are conditional and accountable to considerations of internal validity; this is because the other group is comparable to the control ones at the gathered baseline data. By utilizing random allocation, study respondents can be designated as the intervention and the non-intervention group. In addition, this method commonly stresses the presence of two groups. The first group obtained the facets being tested, while the other obtained the opposite.

This is suited to the present study that considered two purposively and conveniently selected sections. The performance of these two sections in different lessons in English for Academic and Professional Purposes was measured before and after their exposure to the contextualized lesson plan exemplars.

6. Material

The primary assessment tool is a researcher or teacher-made pretest and posttest. The pretest and posttest encompassed and contained twenty (20) items or five items for each, namely, five (5) items for fact and opinion, five (5) items for thesis statement, and five (5) items for summarizing and (5) items for paraphrasing. To regulate and configure the range of the formulated and crafted tests, the researcher considered the objectives of the topics in English for Academic and Professional Purposes using the Table of Specifications. A prototype test comprised twenty items. The study adopted and underwent item analysis. In the analysis proper, the researcher deleted and disregarded items and changed items that were burdensome, erroneous, problematic, complicated, simple, and can be easily done with the aid of a reliability test. The tests constructed were objective and parallel to the prescribed competencies to assure and safeguard the even and balance level or smoothness of difficulty. In addition, the test will be face validated by five experts—the experts who validated the test comprised of Master Teachers in English and were selected purposively.

7. Setting and Participants

The participants in the current proposed study are the Grade 12 of Angono National High School in the municipal town of Angono in the Province of Rizal, Philippines. To be definitive, the Grade 12 students are currently taking Cookery-Food and Beverage as a Track-Strand School Year 2019-2020. Currently, there are two sections, section Cookery-A and Cookery-B. Cookery A comprises forty-five (45) students, while Cookery-A also has forty-five (45). The two sections were used as well, as all the students were used.

8. Procedure

The study used two (2) conveniently and purposively selected sections of Grade 12 TVL-Cooker-Food and Beverages students. Cookery – A was the control group, while Cookery – B was the experimental group.

The other section exposed the contextualized lesson plan exemplars in English for Academic and Professional Purposes (EAPP). Hence the other only used the usual lecture of the lesson. Their performance in different lessons in EAPP was measured before and after experimentation. The conveniently and purposively selected sections were given a pretest to determine their level of performance in Fact and Opinion, Thesis Statement, and Summarizing and Paraphrasing. Then, students were exposed to the contextualized lesson plan exemplars in English for Academic and Professional Purposes (EAPP). After the period that the four considered lessons were already covered, the researcher administered the posttest. The students obtained the mean percentage scores in the pretest and posttest in terms of those mentioned above and considered topics. They were compared to determine the effectiveness of the contextualized lesson plan exemplars in English for Academic and Professional Purposes (EAPP). In addition, to access the study's locale, the researcher crafted a letter addressed to the Principal of Angono National High School as a form of courtesy and permission. The researcher also accomplished a Research Ethics Form.

9. Method of Analysis

In order to address Research Question (RQ) 1, to resolve the level of the performance of the Grade 12 TVL-Cookery-Food and Beverages students in the experimental and control group as disclosed by the pretest and posttest scores with the enumerated topics in EAPP, namely, Fact and Opinion, Thesis Statement, and Summarizing and Paraphrasing, weighted mean was used. In order to address Research Question (RQ) 2, to arbitrate significant differences in the level of performance of the Grade 12 TVL-Cookery-Food and Beverages learners in the experimental and control groups as disclosed by the pretest and posttest outcomes concerning the varied topics in English for Academic and Professional Purposes, dependent t-test was used. The above-mentioned statistical treatments were done using Microsoft Excel 2016 and IBM SPSS. An independent critic reader and a statistician were consulted to check and review the appropriateness of the statistical treatments.

10. Results and Discussions

Problem 1: What is the performance of the Grade 12 controlled and experimental group as revealed by the pretest and posttest results with respect to the competencies fact and opinion, thesis statement; summarizing, and paraphrasing?

Table 1
The Performance of the Grade 12 Controlled and Experimental Group as Revealed by the Pretest and Posttest Results with Respect to the Fact and Opinion, Thesis Statement, Summarizing, and Paraphrasing

Competencies in Reading	Experimental						Control					
	Pretest			Posttest			Pretest			Posttest		
	Mean	Sd.	VI	Mean	Sd.	VI	Mean	Sd.	VI	Mean	Sd.	VI
Fact and Opinion	6.07	1.67	FS	15.16	1.90	O	7.80	2.58	FS	10.52	3.89	VS
Thesis Statement	4.67	2.43	S	6.43	1.24	VS	4.45	1.66	S	6.10	1.72	VS
Summarizing	2.13	1.67	FS	5.55	0.88	O	3.57	0.96	FS	4.90	1.05	VS
Paraphrasing	1.67	1.63	S	5.41	1.20	VS	4.40	1.66	S	5.09	1.73	VS
Total	3.64	1.85	S	8.14	1.31	VS	5.10	1.72	S	6.65	2.10	VS

Table 1 The Performance of Grade 12 Controlled and Experimental Group as Revealed by the Pretest and Posttest Results concerning the Fact and Opinion, Thesis Statement, Summarizing, and Paraphrasing. The experimental group in the pretest revealed a mean of 3.64 with a verbal interpretation of S or Satisfactory. At the same time, the posttest unveiled 8.14 having a verbal interpretation of VS or Very Satisfactory. Meanwhile, the control group obtained a 5.10 mean with a verbal interpretation of S or Satisfactory, while the posttest garnered a 6.65 mean having a VS or Very Satisfactory verbal interpretation.

The table shows that the test achievement of Grade 12 controlled and experimental groups, as disclosed both by the pretest and posttest results about the competencies such as Fact and Opinion; Thesis Statement; Summarizing, and Paraphrasing are from Fairly Satisfactory or Satisfactory to Very Satisfactory and Outstanding as per obtained by the average mean score. The findings reveal that contextualization contributed to the increase in the learners' performance level. In addition, contextualized lesson plan

exemplars increase the learners' performance when used in the learning processes. The result showed a significant achievement of the students after employing the contextualized lesson plan exemplar.

The outcome of this investigation aligns with Cubillas's (2020) research that contextualization motivates the learners' interest in achieving the activities and stimulates their eagerness as they participate in class dynamics, which leads to their comprehension of the lesson and mastery of the competencies [8]. Moreover, the findings of this study are fortified by the findings of Petersen et al. (2009) that instructors look at contextualization as a vital tool in learners' language development [9]. This is because contextualization provides a strong connection to their culture and environment, making language and content experience effortless for both the teachers and learners. With contextualization in the classroom, language preparation and materials are uncomplicated for context, environment, and situations are implied.

Table 2

The Significant Difference on the Level of Performance of Grade 12 Controlled and Experimental Group as Revealed in the Pretest and Posttest Using Innovative Intervention Materials with Respect to the Competencies: Fact and Opinion, Thesis Statement, Summarizing, and Paraphrasing

Group		t	df	Sig.	HO	VI
Fact and Opinion	Pretest	21.17	29	.000	R	S
	Posttest					
Thesis Statement	Pretest	8.32	29	.000	R	S
	Posttest					
Summarizing	Pretest	17.95	29	.000	R	S
	Posttest					
Paraphrasing	Pretest	21.17	29	.000	R	S
	Posttest					
Total	Pretest	21.17	29	.000	R	S
	Posttest					

Problem 2: Is there significant difference on the level of performance of Grade 12 controlled and experimental group as revealed in the pretest and posttest using contextualized lesson plan exemplars with respect to the competencies fact and opinion, thesis statement, summarizing, and paraphrasing?

Table no. 2 presents that the P-values of .000 for Fact and Opinion, .000 for Thesis Statement, .000 for Summarizing, and .000 for Paraphrasing are significant since the obtained probability values did not exceed the 0.05 level of significance, which rejects the hypothesis.

It can be inferred that the test accomplishments of the learners advanced through the help of the contextualized lesson plan exemplar. Teaching Grade 12 English for Academic and Professional Purposes (EAPP) entails using the contextualized lesson plan, which leads to successful learning; the contextualized lesson plan exemplars are effective to be used in teaching the lessons in Grade 12-EAPP.

The findings of the study are in agreement with Visconde and Lasaten (2018) that learners in an English class that uses the topic side by side with the skills are tied-up and fastened to the daily lives, schema, and experiences of the learners with which enralls and motivates the learners [10]. In addition, Rohayati (2013) pointed out that in contextualization lessons, learners perform very much in vocabulary [11]. In addition, teachers have the benefit and the advantage of executing the lesson because the topic, side by side with the skills, is tied-up and fastened to the daily lives, schema, and experiences of the learners, which enralls and motivates the learners.

11. Conclusion

Teachers of the English language must always be flexible when it comes to teaching, acknowledging that context is important to language acquisition and acquiring this entails creativity, critical thinking, and innovativeness. Contextualization can be seen as an innovative intervention material in teaching the language, which contributed to the increase in the level of performance of the learners. The competencies enumerated in Grade 12 EAPP are affected by

the contextualized lesson plan exemplar used by the teacher. If utilized properly, language proficiency would be a great achievement. The competencies enumerated in EAPP for Grade 12 have shown significant interplay with the students' academic performance in English language learning. Teachers must explore, create, and craft innovative teaching materials according to the learners' needs. They must be capable of contributing to the achievement of the practical, cultural, social, and educational aims of learning the English language toward communicative competency. Furthermore, educators must elevate the learners' enthusiasm for contextualized and localized learning by exploring other approaches in pedagogy using technologies to intensify, strengthen, and amplify their appreciation and understanding of the community in which the learners are situated.

11. References

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