Contextualizing Vocabulary Teaching Practices in Benin EFL Classes

Arlette J. Viviane Hounhanou[1,*]

[1]Department of English, Faculty of Art and Humanities, University of Abomey-Calavi, Benin Republic

*Corresponding author: Department of English, Faculty of Art and Humanities, University of Abomey-Calavi, Benin Republic

Abstract

Acquiring vocabulary in EFL classes has been a controversial issue for years. The research endeavor explores contextualization regarding vocabulary teaching in Benin EFL classes. The paper aims to assist EFL teachers in using the most adequate strategy of teaching vocabulary in the classroom. The study involved public EFL students and teachers. The participants, specifically EFL students were assigned as experimental and control groups. The instruments used for this research were class observation, questionnaire, and interview. Data were gathered in class through two different skills namely Listening, Reading, and a vocabulary lesson. The experimental studied vocabulary by means of memorization, texts, and without clues, while the control group was instructed through contextualization. The data analyzed have shown a good impact on the acquisition of students' vocabulary knowledge for the control group than the experimental group. It is believed that the results from this study can be resorted as a useful method in the English classes by Benin EFL teachers, lecturers, researchers, and language instructors.

Keywords: contextualization, vocabulary teaching, EFL classes

1. Introduction

Learning to use language conveniently in context has become a growing need everywhere in the world. Contextualization has also been viewed as having a great and lasting impact on the different language skills of students. Mayer, 2003; Ellis, (1994).Contextualizing is based on the principle that some students learn more efficiently when they are taught in a real world context than in an abstract way. Submitted to this, (Wisely, 2009) argues that contextualizing instruction for English learners suggests active engagement whereby students experience content in a way that creates a higher level of comprehension. Folse (cited in Siangwan, et al, (2016) contends that learning a language involves various skills subsuming pronunciation, writing, grammatical accuracy, register, reading and composition, and so on. But the most significant aspect is vocabulary. As a matter of fact, vocabulary is one of the central components in a language. That's why opining on the English language, Luppescu and Day (1993), assert that "*Building a large vocabulary is essential when learning English because people with large vocabularies are more proficient than those with limited vocabularies*"(P.266). Thus, helping learners to understand the functions of language develop appropriate use of language, activate their own background knowledge, combine language and culture are some main reasons for contextualization.

In fact, Beninese EFL Intermediate and Advanced School Students face difficulties in the acquisition of vocabulary. This may be the result of relevant teaching techniques to teach vocabulary or lack of training on how to teach effective vocabulary. There are categories of teachers who are still continuing with the traditional methods of teaching vocabulary. Students are provided with a list of words to memorize. Other teachers use translation of words into French to teach their learners vocabulary. With regard to these observations, the current research attempts to analyze the way Benin EFL instructors teach vocabulary in secondary schools, especially in Reading and Listening, and to come up with adequate solutions that could help learners in the acquisition of words in a real context.

1.1 Purpose of the Study

The present study aims to assist EFL teachers in using the most adequate strategy of teaching vocabulary in the classroom as regard to two skills, namely Listening and Reading. It also seeks to show how teaching vocabulary in a contextualized way can influence the performance of students.

1.2 Hypotheses of the Study

This study hypothesizes that:

The students of the experimental group to which vocabulary is taught by means of the traditional method outstandingly perform less than those of the control group made of students to whom vocabulary is taught by the proposed technique.

2. Literature Review

2.1 Definition of the Term Contextualization

Simply defined, Contextualization is any strategy or technique a teacher resort to help in view to bringing learners understand language and/or concepts through the use of materials such as actual objects, pictures, gestures or language. Moltz (2010) views contextualization as a form of "deep learning" which happens through linking ideas and concepts across courses. As for contextual approach, Mayer (2003) points out that instructional method cannot be separated from the context in which they are used. Contextualizing instruction for English learners suggests thus an active commitment by which students experience content in such a way as to get a higher level of understanding.

Through instruction, contextualization gets the assurance about students' involvement in their learning and their ability to access the required content. In addition, Contextualizing instruction is a central factor of quality instruction that requires that teachers begin their instructional planning with real-life contexts. This lays emphasis on the active application of acquired skills and knowledge in a context, rather than laying emphasis only on the possession of basic skills and knowledge. By Contextualization is also meant arranging language features into a comprehensive and real context rather than making them isolated features of language for language intended for manipulation practice only. Learners 'use of natural learning strategies can undeniably help them get a good understanding of contextualized language, as for instance, guessing meaning from context.

Johnson (2002) regards contextualization as "A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" P. 119. As for Auer and Di Luzio (1992), contextualization can be glossed as meaningful language use for communicative purposes within a given situation or context. This kind of approach aims to prove "real" world language use that is to unveil how speakers of a given language use the language in their learning environments, depending on their purpose and the needs of a given situational context.

2.2 Contextualizing Vocabulary

Researchers have proposed guidelines regarding vocabulary teaching and strategies to use contextualization in acquiring words. The study of Cameron (2001) reveal that being knowledgeable about a word suggests mastering such features as (i) its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), (ii) its meaning (that is its conceptual content and how it relates to other concepts and words, (iii) and its use (its patterns of occurrence with other words, and in particular types of language. For Ellis and Redman (1989), mastering vocabulary involves amounts to understanding the word when it is spoken or written, recalling it when needed, using it with the correct meaning and in a grammatically correct way and in the right situation, pronouncing and spelling it correctly, knowing which other words can and cannot be used with it, knowing if it has positive or

negative connotations and when or when not to use it.

The previous scholars further point out that contextualizing vocabulary implies the choice by the sheltered instructors of a range of vocabulary words that are essential to understand the lessons' most important concepts and presenting the definition in context, not just using dictionaries that might offer a series of meanings. The contextualization of vocabulary teaching in displays that vocabulary is the central part in learning EFL. Endorsing that view,

Is the way to showing the importance of vocabulary in learning EFL. This is the opinion of Brown in Rohayati (2013) asserts that contextualization is needed for improving learner's attention and retention toward the language in language situations, such as giving story lines, familiar situation and characters, and daily real-life conversations. In the same vein, Paul (cited in Rohayati (2013) sustains that providing a related situation leads the learners to learn best since they focus their attention on the meaning rather than the words form. In sum utilizing, contextualization as the vocabulary while teaching technique is necessary as it can create the real atmosphere in using the words. This is so, because the words which are selected and taught are the daily words.

2.3 Ways of Introducing Vocabulary

There are three main ways whereby vocabulary can be introduced to the students. Research reveals that our 'mental lexicon' is highly organized and efficient, and that semantic related items are stored together. Hence, grouping patterns of vocabulary in semantic fields (lexical set), such as topics (e.g. parts of the body), is one of the best ways of introducing it. Two other ways of relating vocabulary would be through synonymy (a word similar in meaning) and antonymy (a word opposite in meaning).

Using pictures is an essential technique to acquire vocabulary. By showing a picture to the class, students may easily be helped to relate words with images. This is very useful particularly for the students who are endowed with visual memory. In addition, using thinking map is another way through which vocabulary can be organized and categorized with regard to vocabulary based on a certain topic. It can enhance the acquisition of many words specifically in case it is not easy to refer to pictures to represent the words. Using of some form of visual display or diagram (pictoral schemata) could be helpful to students in interpreting the relationship between words and their meanings. The last strategy in acquiring words is in guessing the meaning through context. The teacher may help students use the word in a sentence in such a way learners possibly guess the meaning of the word because the context is clear and contains no cues of confusion.

2.4 Approaches to Contextualization

Talking of the importance of context in meaning making, Gumperz (1991) claims that it is necessary people construct context to communicate efficiently. This implies that language is not only a semiotic system, the actual usage of which is determined by context; this semiotic system determines the context for the interpretation of encoded in language. Hence, context is the outcome of participants' joint efforts to make it available in an interaction. It is not the gathering collection of material or social 'facts' (the ongoing interaction in a given locality,

between roles bearers, etc).interaction taking place in such-and-such locality, between s roles, bearers, etc.).

According to Walz (1989), contextualizing especially in an EFL environment is a process that is best or at least most easily, organized around content. In concrete terms new information is displayed by the teacher in the context of known information, relying on both linguistic and world knowledge. This leads to a natural spiraling or reusing of language and information used in previous lessons, since the display of new material entails revision and activation of previous material. The content itself sets the language context, or provides information from which the teacher can set a language context. Walz (ibid) further upholds that the contextualization of language denotes bringing students to learn how they can construct language for a given situation. He thus infers that two cognitive and social aspects can be yielded from an effective process of language construction in a classroom.

The cognitive process is characterized by the fact that learners construct their own meaning or knowledge from the input they receive. This input will include information about the context or situation. As the social aspect, it has to do with the idea of learners helping their peers to understand ideas and concepts through such strategies as group and pair works. It is note to stress that both aspects are required for setting up a constructive learning environment both aspects are important in setting up a constructive learning environment contextualizing language. Last but not least the learner is in both cases, the center of the learning process, the one who constructs language based on situation, input, and purpose.

2.5 Contextualizing by Guessing from the Context

Dubin and Olshtain (as cited in Frantzen, 2003) undertake some research investigation about contextualization. Based on concrete examples, they cogently argue that some words appeared in contexts with 'low textual support.' It is therefore inferred from this that these 'less constraining' contexts don't help learners to derive the meaning of the targeted words. Furthermore, in his analysis, Stein (as cited in Frantzen, 2003) points out that it is impossible contextual clues alone to narrow in a word's meaning. This can be accounted for by the fact that the language itself allows for many unavoidable possibilities in interpretation, often many more than wanted'.

On the other hand, Halliwell, (1992), claims that an effective language learning takes place while the learner's mind is engaged with a task rather than focusing on the language. He therefore concludes that rather than teaching in isolated chunks or breaking the language into its grammatical components, teachers should present and use the language "meaningfully" and within a "context" that mirrors the real world discourse (Shin, 2007; Cameron 2001; Keddle 1997; Rixon, in Brumfit et al., 1991; Halliwell, 1992).

Nation (2001), states that one of the most significant ways of vocabulary teaching is to contextualize teaching through guessing from context. Teaching from context is regarded

As the incidental teaching of vocabulary from reading while the learners just concentrate on the message of the text. Teaching from context doesn't connote teaching the definitions of words or translations. He also highlights that when the words are taught in isolation, they are

usually remembered.

2.6 Contextualizing through Listening and Reading

Four language skills, listening, speaking, reading and writing are compulsory for communication. But, the main issue deriving from the four skills is that meaning must precede all activities. It is then urgent that teachers work on the integration of skills in such a way that learners feel situations in real life. When categorize into groups, listening and readings are named as receptive; speaking and writing are named as productive skills.

Listening is an active activity and it is quite impossible to ask learners to listen and remember Willis, (2001).When listening, attention should be focused on specific points and the teacher should ensure that learners are not obliged to understand every word. Ellis and Brewster (1991) develop techniques for listening for example guessing or predicting what may come next, inferring point of view or attitude, working out the meaning from context and recognizing discourse patterns and markers.

Slatterly & Willis, (2001) proposed the same strategies while reading. They indicated that attention should be focused meaning, word recognition, and on how to connect words between familiar sounds and written words or phrases, naming the letters of the alphabet and predicting the pronunciation of a written word. For Slatterly & Willis, (2001), there are interesting techniques to teach reading. Teachers may instruct learners observe and pronounce word or use the division of words techniques, practices on matching pictures to words, classifying words, and make lists.

Scott & Ytreberg, (1990), develop many stages in teaching reading. The early stage has to do with phonic approach, sequencing letters, words or sentences, matching pictures and words, categorizing words to make lists, and checking short written texts or sentences. In later stages, a variety of reading materials can be provided with books for native speakers. Dictionaries and tapes are also wonderful tools to help students acquire appropriate skills in reading.

3. Method

3.1 The Setting and Participants

Public school in Benin n= 248 EFL students from public schools were involved ((04) classes from upper 6th grade took part to the research. Also two (02) intermediate classes (103) participated. The students from the public schools constituted the experimental group. A control group was established with different EFL teachers who displayed the same teaching and had students on the same Learning Situation. (10) EFL Teachers from two (02) different schools were involved.

Table 1. Sampling

Groups	Number of EFL Teachers	Number of EFL students	Number of Schools	Number of classes	Grade
Experimental Group	05	248	01	04	Upper Sixth grade
Control group	05	103	01	02	Intermediate 3rd form
Total	10	351	01	06	Two grades

3.2 Data Collection Instruments

Two main instruments were used during data collection. Classroom Observation and interview. The researcher has followed these procedures:

1. Designing a control group approach of teaching vocabulary from the regular content analysis of the English textbooks taught in secondary Benin EFL schools.

2. Administering the traditional way of teaching vocabulary and the designed approach to the two groups to investigate the effectiveness of the contextualization.

3. Interpret and analyze the results frequency.

3.3 Results from Class Observation

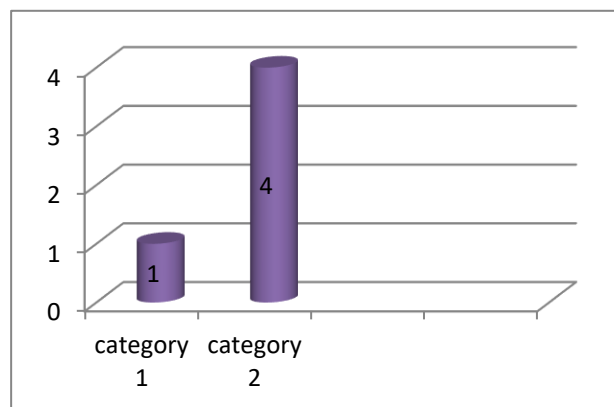From the 05 EFL teachers observed, only 01 EFL teacher succeeded in teaching in a real context.

Figure 1. Frequency of EFL Teachers Observed

Observation on the 1rst lesson: *Listening Comprehension*

For the classroom observation, criteria were established to follow lessons. Attention was focused on the teaching of vocabulary, the clues used by the teacher to let students guessing meaning from the context. The EFL teachers observed displayed a variety of strategies.

3.3.1 Experimental Group

• Observation on the 1rst lesson: Listening Comprehension (Advance form 2)

As for the experimental group, teachers present the lesson without a context. The text was read without the regular speed. Advanced learners from form 2 (Première) were treated as if they were students at university. The teacher's voice was really low and students could hardly catch meaning of words. The stages of Pre-listening activity were skipped and students were confused regarding the comprehension of the text. Instructions from the text were not clear and students' participation was difficult. Only a teacher succeeded in teaching in context. The lesson was vivid and steps for listening were followed.

• Observation on the 2nd lesson: Reading Comprehension (Upper Sixth grade)

Here, for the majority of learners, they have no idea about the war between Hutu and Tutsi. Instructions were given to read the text without any pictures' description and then to provide answers for the questions on the next page. The majorities of students were not able to describe and to interpret the pictures and were not able to use words to express themselves due to comprehension. They were experiencing hard time to understand the reason of the conflict between the two races. Once again as in listening, steps for pre-Reading, while, and Post reading were not well conducted. Only students who were repeating the class had full answers on the questions in the text.

• Observation on the 3rd lesson: Vocabulary lesson (Intermediate form 3)

Learning Situation 3: Communication

How do we communicate today? Page 29

Sequence 1: At the post office

Form: 4ème

The front page presents varieties of pictures on communication.

Starter Situation: Students were asked to describe pictures containing the following terms:

Cell phone; a town crier; the talking drum; the TV; the post office, the telegram, a satellite, a Web site page showing the « New York Times », a computer; a network (the internet).

Activity 1: The teacher asked learners to listen and repeat.

The teacher failed to teach some vocabulary terms. (Post office, telegram, satellite, a Web site page, and the internet). The majority of students were not sure about the meaning of the words used. An example was not provided to illustrate "a town crier" despite its existence in the entire neighborhood in Benin. There was a mixture among the terms to be categorized in column (the traditional and the modern means of communication).

3.3.2 Control group

3.3.2.1 Observation on the 1rst lesson: Listening Comprehension (Advance form 2)

Learning Situation 1: Loved or Exploited (Children's rights and duties).

Listening Activity Page 16

Book: "Go For English 1ère"

Activity 1: Pre-Listening Activity:

1- The teacher may go on and ask about the different types/means of the transportation we do have in Benin.

2- Question of comprehension: Where is Bangladesh? The teacher may use the map and locate the country. Then, he may explain the following vocabulary terms: wheel; fares; and reliable.

Wheel: The teacher may provide a picture of a wheel or draw the object.

Fares: sum charged for conveyance of passenger (how much do you pay if it is a bus to go to Cotonou?

Reliable: to be sure about somebody, to trust a person.

Listening Comprehension (See Appendix A)

Procedure: Activity 1: The teacher reads the text once while students will be taking notes.

Activity 2: Next step: The teacher reads the text a second time.

Instruction

Activity 3: Read the questions below; take notes as you listen to the talk about «Tempo boys" and answer the questions briefly

1- What is a tempo?

2- What does a tempo boy do?

3-Why do drivers prefer to employ boys under 12 years old?

4-What are the dangers for the boys under 12 years old?

5-What do the laws of Bangladesh forbid?

Procedure: After the brainstorming

Next you're going to listen to a text. It 's entitled "Tempo boys"

3.3.2.2 Observation on the 2nd lesson: Reading Comprehension (Upper Sixth grade)

1. A lesson plan was designed to translate the contextualization model Approach

(Lesson planning)

Reading Comprehension: Title: Although the Hutu

Form: Upper 6th grade /Terminale

Material: "Go for English Terminale"Title of the movie: Hotel Rwanda from Don CHEADLE and Sophie OKONEDO and NICK NOLTE.

Objective: To discover the reality of the war between Hutu and Tutsi in Ruwanda in 1994

Activity 1: Open your book on page 21 and describe the pictures.

Activity 2: Skimming: The teacher has conducted the Pre-Reading activity with some key questions (03 mn)

1- Where is Ruwanda ?

2- How many races do you have in the text?

3- Name them

Acivity 3 : Scanning :

1- Identify the various causes of racism

2- Answer the question on the next page P22).

3-Visualizing the movie

4- How do you feel? /Debate and Re-explanation of the text thoroughly.

As a homework, the teacher asked learners to check and to provide the biography of the current head of State in Ruwanda.

3.3.2.3 Observation on the 3rd lesson: Vocabulary lesson (Intermediate form 3)

Learning Situation 3: Communication

How do we communicate today? Page 29

Sequence 1: At the post office

Form: 4ème

The front page presents varieties of pictures on communication.

Starter Situation: Students were asked to describe pictures containing the following terms:

Cell phone; a town crier; the talking drum; the TV; the post office, the telegram, a satellite, a Web site page showing the « New York Times », a computer; a network (the internet).

For the first activity, students look, listen, and they repeat. For the second activity, the teacher taught vocabulary terms. The teacher has used easy words and provided easy description of them. For example:

Town crier: the teacher succeeded in using mime and simulation to illustrate the concept.

Internet: Wide-reaching computer network. It offers a variety of information. It allows people to exchange all over the world. At this point, the teacher has used her personal cell phone.

A post office: place where buy stamps, send and receive letters and parcels and, packages.

In some regions people live backward areas where technology is not present. People communicate with each other, send and receive documents through traditional methods. That's why post office is necessary.

Telegram: a message that is transmitted over distance and then printed and delivered to someone's home or office.

Satellite: an object in orbit around the earth which has been sent into space in order to collect information or to be part of communications system.

Students were asked to classify the means of communication in two catgories: ***traditional*** and ***modern*** means of communication.

Table 2. Classification of Means of Communication

Traditional means of communication	Modern means of communication
A town crier	*The telegram*
The talking drum	*A satellite*
	A Web site showing the New York Times
	A computer Cell phone
	TV
	Post office
	A network (the internet)

3.4 Analysis of the Results from the Experimental and Control Group.

Students benefit from the approach especially the control group. There was a significant difference between students from the experimental and the control group. Students have more details about the civil war in 1994 in Ruwanda, the description of the pictures in the front page, the post office in Benin, and means of transportation in Bengladesh. The collaboration among the students was also visible. The majorities of students learn better, faster, and retain information longer when they are taught concepts (words) in context. They provide answers easily to the questions in their book. Students were able to express themselves with precision and confidence. They were motivated. Learners were able to activate the functions of language, and their own background knowledge. The reading class session observed has increased the culture of students on the war between Hutus and Tutsis. The interesting aspect while teaching means of communication was that the teacher went beyond the description. He made inference about other quick ways of sending and receiving letters or packages from all types all over the world. The example of "TOP CHRONO" which is an express division and DHL (which is a quick shipping and packaging service) were by the teacher.

3.5 Interview Feedback from Some Students

EFL students of the upper sixth grade expressed their view after watching the movie. They believed that the lesson was interesting and the story sad. The Students of 1ère also expressed their beliefs after the lesson on TEMPO BOYS. Regarding students of 4ème, the third form, they were all excited when they learned more about the meaning of words.

Upper Sixth grade Students 'perception

Student 1*: "I am convinced that I really understand the reasons for the war between Hutu and Tutsi this year. Last year I did not have many details."*

Student 2: *"I did not know that this particular text was so interesting. Right now I understand more conflict on racism."*

Student 3*: "I can easily narrate the whole story Hutu and Tutsi today. It is a sad story, but the images and the movie help me a lot to understand the fundamental and the immediate causes of the war in Ruwanda.*

1ère Students Form 2 Perception (second cycle)

Student 1*: "I did not know that the word tempo boys relates to the same term as the corresponding boys in our buses we have in Benin known as « Tokpa Tokpa »*

Student 2: *"I couldn't hear and guess the word "wheel bus". With the picture, I won't make a mistake, because it's the same meaning with what we call "Cloboto" here in the city.*

Student 3: *"To my mind, I thought Bengladesh was a very developed country. I couldn't imagine they were as poor as people in Africa. The teacher's explanation helped me to learn more about the country".*

4ème Students Form 3 Perception (First cycle)

Student 1: *"With our teacher's explanation and simulation, I easily guess the word "town crier". I also learned more about "A Web page «with our teacher's computer.*

Student 2: *"I have no idea about a satellite before. Now I easily know its purpose and I remember that I watched a movie where soldiers have used it".*

Students 3*: "With the picture of the post office, I can now understand and recognize the use of stamps on an envelope. My fathers do receive letters from institutions".*

4. Discussion

The study analyses the dynamic of Contextualization in Vocabulary Teaching Practices in Benin EFL Classes Benin EFL Classes. It has indicated the importance of the acquisition of vocabulary in a real context, and has shown the way student can guess words from a given context. This importance has been supported by Brown in Rohayati (2013) who confirms affirms that contextualization is needed while telling a story, working and analyzing specific

characters, and daily real-life exchanges. Besides, Paul in Rohayati (2013) also asserts that providing a related situation motivates the learners to practice what they have learnt for they are more interested in guessing the meaning rather than words. But not all teachers do possess the new technology. So using adequate and authentic material may not be easy for all EFL teachers to solve the issue of contextualization in some remote areas in Benin. For the teaching of Learning Situation 1: AIDS (Acquired Immune Deficiency Syndrome) in the intermediate classes, the teacher may design his/her own teaching material. The teacher may obtain a local piece of wood from a carpenter to instruct teenagers on the use of condom to protect themselves from the disease. The local wood will represent the male sex organ. The representation may make learners laugh and *smile, but the strategy will be effective.*

5. Recommendations and Suggestions

Recommendations can be proposed through this research. There are varieties of techniques that can be used in contextualization. The techniques involve *top-down teaching*, *content-based instruction*, *theme- and task-based learning models*, and *the use of culturally and linguistically authentic materials.* These techniques may help teachers in the implementation of contextualization. Shrum & Glisan,(1994). Content-based teaching is indicated in FLES (Foreign Language in the Elementary School) and EFL (English as a Foreign Language) programs are efficient for contextualization just because students use the foreign language to acquire new knowledge. Leaver & Stryker,(1989). Theme-based and task-based learning models, occur when students are involved in a variety of integrated meaningful tasks. The idea of theme-based teaching (also known as topic-based teaching) is clearly explained by Cameron (2001:180), who stated that "many different tasks have a strong relationship among themselves and are linked by their content; the theme or topic is relates to everything that happens in the classroom".

The following suggestions may support the implementation of contextualization especially in Benin secondary schools. It is important that inspectors and Pedagogical Advisors provide ongoing professional development, led by trainers who have experience in contextualization, to initiate and support contextualization. Professional development leaders should be experts from within the institution rather than outsiders. Kozeracki, (2005).

English teachers at Benin secondary schools have used a variety of teaching methods and strategies to help students acquire vocabulary. Also, English curriculum designers are advised to use contextualized vocabulary in conceptualizing local materials at secondary schools with special reference to secondary schools. Simple materials for relevant topics should be designed for EFL teachers and productive links for locating materials should be provided.

6. Conclusion

From the findings in this work, the following conclusions are drawn:

First of all, teaching through the use of contextualized vocabulary test has a remarkable

impact on learners' listening and reading performance. Contextualizing vocabulary teaching make students participate more in classroom 'activities. Next, the use of contextualized vocabulary test help students with the experience they need in the development of the four main skills. Finally, through contextualized vocabulary, the students have proved to be more proactive because they have opportunities to use foreign language themselves without enough assistance from the instructor. Apart from the conclusions discussed above, findings from the interview clearly indicated that at the end of the study, the majority of the students, especially upper-sixth graders were satisfied from the reading session specifically with the use of pictures. It is then urgent that Benin government provide secondary school with continuous professional training so that Benin' EFL teachers become expert in the domain.

References

Auer, P., & Luzio, A. D. (1992). *The contextualization of language*. Amsterdam; Philadelphi: J. Benjamins.

Baker, E. D., Hope, L., & Karandjeff, K. (2009). *Contextualized teaching and learning: A faculty primer.* Sacramento, CA: The Research and Planning Group for California Community Colleges, Center for Student Success. Retrieved from http://www.careerladdersproject.org/docs/CTL.pdf

Bongolan, R., & Moir, E. (2005). Six Strategies for Teachers of English LanguageLiterature. *Alliance for Excellent Education Journal,* 1-5.

Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide*. England: Pearson Education Limited.

Brumfit, J. M., & Tongue, R. (Eds.) *Teaching English to children: From practice to principle*. (pp. 33-48). London: Collins ELT.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

Ellis, G., & Brewster, J. (1991). *The storytelling handbook for primary teachers*. London: Penguin.

Ellis, R. (1994). *The study of second language acquisition.* Oxford: OUP.

Frantzen, D. (2003). Factors affecting how second language Spanish students derive meaning from context. *The Modern Language Journal, 87*(2), 168-199.

Gumperz, J. (1991). Contextualization and understanding. In A. Durand & C. Goodwin (Eds.), *Rethinking context* (pp.123-165). Cambridge: CUP.

Halliwell, S. (1992). *Teaching English in the primary classroom.* New York: Longman.

Jones, B. (2010). Integrating literacy and science in biology: Teaching and learning impacts of Reading Apprenticeship professional development. *American Educational Research*

Journal. Advance online publication. https://doi.org/10.3102/000283121038483

Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it's here to stay*. Thousand Oaks, CA: Corwin Press.

Keddle, J. (1997). The Inbetweens. *Teaching English Spring, 5,* 15-19.

Mayer, R. E. (2003). *Learning and instruction.* New Jersey: Pearson Education.

Kozeracki, C. (2005). Preparing faculty to meet the needs of developmental students. *New Directions for Community Colleges, 129*, 39-49.

Luppescu, S., & Day, R. R. (1993). Reading dictionaries and vocabulary learning. *Language Learning, 43*, 263-279.

Mayer, R. E. (2003). *Learning and instruction*. New Jersey: Pearson Education.

Moltz, D. (2010, November 11). Encouraging deep learning. *Inside Higher Ed*. Retrieved from http://www.insidehighered.com

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Rixon, S. (1991). *The role of fun and games activities in teaching young learners*. In C.

Rohayati, T (2013). The implementation of contextualization in teaching vocabulary to elementary students. REACT: Relating, Experiencing, Applying, Cooperating, and Transferring. *Journal of English and education*.

Shin, J. K. (2007). Developing dynamic units for EFL. *Forum*, *45*(2), 2-8.

Slatterly, M., & Willis, J. (2001). *English for primary teachers*. Hong Kong: Oxford University Press.

Siangwan N., & Abhakorn Jirapa May-Agustus. (2016). The Effects of Contextualized and De-contextualized Vocabulary Teaching on Learners' Memorization and Recognition of Word Meanings. vol.21.

Walz, J. (1989). *Context and contextualized language practice in foreign language teaching. The Modern Language Journal, 73*(2)*, 160-168.*

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: *Cambridge* University Press.

Wisely, W. C. (2009). *Effectiveness of contextual approaches to developmental math in California community colleges* (Unpublished doctoral dissertation). University of the Pacific, Stockton, CA.

Appendix 1

A Post Office (in Benin)

A Three Wheeled Bus

Collection of Stamps   A Satellite

Figure 1. Pictures of the War between Hutu and Tutsi in Rwanda in 1994 (Extracted from the Movie)

Appendix 2

Listening Comprehension (Extracted from « Go for English » 1ère/ The teacher's book

Title : Tempo Boys

The tempo is a small three-wheeled bus used for public transport in the cities of Bangladesh. Twelve passengers are squashed into the back of it. It goes about 45 K.P.H and is cheap. Most tempo drivers employ a boy under the age of 12 as their helper and bus conductor. There are estimated to be about 18 000 such tempo boys. There is keen competition for this sort of work. The boy's responsibilities are to clean and maintain the tempo, call out for passengers at the tempo, terminal, collect the fares from the passengers and guide the drivers. Through the traffic, drivers prefer children because they are more reliable, with money and will do any kind of work. They are light, can stand on the, vehicle. The boys are in constant danger of falling off. Any sudden braking, or swerving to avoid a pothole in the road can throw the boy onto the road, and under a vehicle. There are many accidents, some fatal. There are laws forbidding children under 15 to do this kind of work. But still they work every day from early in the morning till late at night (15 hours a day) and up to seven days a week if their health holds out. Some boys are too weak to work regularly, having become chronically ill from malnutrition and overwork.

Question on page 22

1-What is identified as the fundamental cause of the racial conflict between Tutsis and Hutus?

2-What factors made the situation worse during the last 100 years?

3-Are there other factors responsible for the conflicts that have not been mentioned?

4-What was the immediate cause of the April killings?

Copyrights