

Contextualization to Enhance Students' Writing Ability

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Abstract—The current study used a qualitative methodology to elicit data from ten EFL teachers of Irbid private schools in order to ascertain the responses to the research questions. The researcher gathered data from participants prior to the study using a convenience sample drawn from the public. Convenience sampling is used in research to acquire a decent approximation of the truth, and it gives valuable information. Interviews and observations were used to acquire data for this investigation. Additionally, the present research made use of a technology for non-participant observation. When an observer visits a place and takes notes without being engaged in the activities of the participants, this is referred to as a non-participant observation. To ensure the study's authenticity and trustworthiness, a member check was conducted by presenting data from classroom observations and interviews. Participants had access to their audiotaped interviews as well as their written transcripts, classroom observation instructions, and field notes. As a result, this study's data was acquired through observations and interviews. Qualitative data analysis entails ascribing meaning to texts and visuals in order to address research concerns. The majority of the participating teachers were convinced that teaching students how to write in context and from the context of actual life was important. They supported the use of teaching in context in promoting students' EFL writing creativity.

Index Terms—creativity, writing, contextualization, EFL, Jordan

I. INTRODUCTION

Writing is one of the linguistic skills that students need to develop. Writing is a talent that takes a long time to master. It is a skill that English instructors of all levels often apply while instructing students in the language. Therefore, everyone who intends to communicate in writing must have the skill to do so (Rababah, 2020). An author's ability to use appropriate grammar and punctuation as well as correct spelling and punctuation is essential. Thus, teaching writing skills is a challenging endeavor. English instructors need to rethink how they teach and learn in order to fix the problem. Allowing students to focus on the subject of their writing while saving grammar and mechanics fixes for later may be helpful for teachers in this process as well. Teachers might use the communicative task-based writing technique as a starting point, and several studies have been conducted to determine how this method affects students' creativity. The practice of integrating the study of a foreign language into a larger environment, such as the classroom, is referred to as "contextualization."

Sendur et al. (2021) assessed undergraduate L2 students' performance in written historical reasoning, especially written historical contextualization, before to and after a course in historical reasoning. The content and language integrated learning course was designed as a cognitive apprenticeship model to assist students in improving their written historical reasoning. Participants in the study received education in historical contextualization and other aspects of historical reasoning as part of a quasi-experimental study, while the control group received a version of the course that did not contain this instruction. Students' historical reasoning abilities were evaluated via their argumentative document-based writing. Students in both the experimental and control groups significantly improved across all categories of historical reasoning. Although there was no substantial difference in historical contextualization across the groups, a qualitative examination of students' work indicated a teaching style. The experimental group's students' writing was much better than the control groups. The origins of this discovery are pondered upon. This study contributes to a new field of research by contextualizing historical writing among second-year students.

According to Zhou et al.'s (2017) study, task-based learning (TBL) has been found to increase high school students' critical thinking skills in Xi'an, China (2013). To accomplish the aims, a pre- and post-test experimental design was adopted, including a control and an experimental group. In the experimental group, TBL was employed, while lecturing was used in the control group. Students ranging in age from 17 to 19 consented to participate in a semester-long research study that comprised five chemical experiments. The California Critical Thinking Skills Test was used to collect data (CCTST). The experimental group's analysis was shown to be substantially different ($p < 0.05$) from the control group after TBL. According to the study, TBL may help students enhance their critical thinking and analytical ability.

Marashi and Dadari (2012) examined the writing abilities and originality of EFL students from a total of 89 female intermediate Iranian EFL learners, 56 were selected using a sample piloted Preliminary English Test (PET). Following data analysis, students were randomly assigned to one of two groups: control or experimental. Pupils took a PET

writing exam and the Abedi-Schumacher Creativity Test as a pre-test for the treatment (ACT). Over the course of 18 sessions, each group received the same amount of training and completed identical writing projects. Only the experimental group was obliged to perform task-based writing tasks, as opposed to the control group. At the completion of the treatment, both groups had another PET and the ACT. According to the statistical analysis, task-based writing had a significant effect on students' writing and creative talents.

As such, Fryer (2006) mentions five instructional strategies for fostering creativity in his study: real-world settings; hands-on activities; One of the aims and benefits of contextualized instruction is to catch a student's attention by demonstrating the relevance of the learning experience. Students use this technique to discover and create meaning via experience, using past information to build on present knowledge. A basic premise of contextualized instruction is that information becomes students' property when it is acquired in an authentic setting (Berns & Erickson, 2001, p. 5). It is critical to generate a product while writing for an audience. Additionally, items serve as a source of pride for pupils. When experimenting with various real writing styles, the finished work should complement whatever the student is doing and have a genuine communication goal. For instance, TH assigned his pupils to compose a letter to a pen friend in pairs in the computer lab. To complete the entire process, students were required to create and send a letter to their partner, including a CC to the instructor.

Teachers exposed their students to language that occurs naturally in a natural environment via the use of real-world content. More significantly, they are connected to the needs of learners and serve as a bridge between the classroom and the outside world (Brandl, 2008). It has been argued that by including actual academic texts into academic help programs, low-skilled students become more engaged learners and hence more likely to use their abilities in class (Simpson & Nist, 2002). Writing training is most successful when it matches genuine writing done for real goals, according to research (Duke & Hall, 2006). Thus, writing instruction in schools should closely resemble the writing encountered in real-world contexts (Moghaddas, 2013; De La Paz & Felton, 2010; Vaughn et al., 2009; Bulgren et al., 2009).

The present study investigates students' writing creativity in EFL writing in Jordan and calls for the answers to the following research questions:

1. Is there a particular strategy or approach that is used in the classroom to help pupils develop their writing skills in English?
2. How do instructors use contextualization and approaches in their writing classes?

II. LITERATURE REVIEW

A new term, task-based language teaching (TBLT), emerged in the field of second language acquisition in the 1980s and 1990s, referring to the development of process-oriented syllabuses and the design of communicative tasks that encourage learners to use the language in the real world (Jeon & Hahn, 2006). Constructivist learning theory and communicative language teaching methods have developed into Task-based Instruction (TBI) as a reaction to certain shortcomings of the old PPP approach (Long & Crookes, 1991; Ellis, 2003). A task-based method is theoretically based on Input and Interaction Theory, according to Ellis (1999). Because of "the communicative approach" to language instruction, there is a growing interest in tasks (Cheng-jun, 2006). The type of tasks used in schooling can boost students' performance. Anecdotal evidence from EFL students reveals that reading and writing are regarded as the most difficult academic skills. The students did not value reading and writing, as seen by their absence from reading and writing lessons. These courses looked to be a chore for them, too. Teachers believe that they must provide our children a variety of strategies and tactics to help them overcome their reading and writing difficulties. As a result, task-based instruction for the teaching of reading and writing abilities seems to be a viable option.

Task-based language instruction may help students learn a new language more quickly because it gives them with a clear communicative objective, engagement is required to achieve the goal, and thorough input can occur, and then language acquisition is promoted" (Wang, 2006). Prabhu is the first person to use TBLT in educational programs and practice (Wang, 2006). Accordingly, Prabhu is widely considered to be the inventor of TBLT. A study by Prabhu (1987) found that pupils may learn more efficiently when their brains are occupied with their work rather than with the language they are using. An activity that requires learners to arrive at a result from provided knowledge via some process of thinking, and which enables instructors to manage and govern that process is referred to as a task by Prabhu (1987). (Van den Branden et al., 2006). When it comes to classroom activities, this definition states that reading the train schedule and determining which train one should take is a suitable activity (Richards & Rodgers, 2001). A task is defined as "a piece of classroom work that involves learners in comprehending, manipulating, producing or engaging in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention to convey meaning rather than to manipulate form" by Nunan (1989) in addition to Prabhu. An activity or exercise in the classroom with an objective that can only be achieved through interaction between participants, an organizational mechanism for structuring and sequencing interaction and an emphasis on meaning exchange is a task; (2) an endeavour in language learning that requires learners to comprehend and manipulate and/or produce the target language as they perform some set of work plans; and Van den Branden et al. (2006). Task-based language teaching (TBLT) is a technique to teaching foreign languages that aims to engage learners' interactional real language usage by having them complete tasks. In order to help students learn new languages and organize their current

knowledge, this program is designed (Ellis, 2003). He suggested an alternative for instructors of foreign languages. What language is studied in a task-based class is defined by what occurs when the students perform a specific goal, and the instructor does not predetermine what language is studied (Frost, 2004). Task-based learning is advantageous since it is more focused on the learner. Students may choose any language they like, even if the instructor suggests it in the pre-task. Instead of relying on a single word or phrase, children can use all of the language they know and are learning. As a result, because the exercises are supposed to be familiar, students are more likely to be interested in their language acquisition.

III. METHODS

In order to ascertain the responses to the research questions, the current study used a qualitative methodology to elicit data from private schools, *Irbid*. The qualitative technique is advantageous because it enables the researcher to investigate social or human issues, develop a complex picture, evaluate language, present comprehensive data, and perform the study in a natural context (Creswell, 2013; Denscombe, 2014). In the context of this study, private schools have a rich history of historical development projects and activities that have served as platforms to recruit and conduct educational research and development. Furthermore, private schools contain English language e-content that is now being used in computer laboratories and schools (JEI, 2010; JEI, 2009). Education's history is filled with reform endeavors and attempts. Private schools come with a fully functional ICT infrastructure that can be used to attract and direct continuous educational innovation. Private schools provide all laptops, data projectors, Wi-Fi access points for classes, computer upgrades, and lab personnel (JEI, 2010).

Ten EFL teachers were chosen using convenience sampling. Convenience sampling is used in research to obtain a reasonable approximation of the truth, and it provides useful information (Creswell, 2013). According to Creswell (2013), convenience sampling allows the researcher to simply select participants because they are readily available and willing to participate. As a result, the researcher recruited participants for the current study based on their willingness and availability. The sample consisted of ten EFL professors. In this study, the teachers are only identified by codes to maintain confidentiality.

Interviews and observations were used to acquire data for this investigation. The semi-structured interview was used in this research because, as Creswell (2013) points out. Semi-structured interviews provide a number of benefits, including improving the accuracy of individual replies, allowing free responses from the informant, and allowing the researcher to follow up on ideas, examine, develop, and explain responses while the interview is ongoing. Additionally, semi-structured interviews allow the researcher to create his or her own interview guide without having to adhere to question lists verbatim. Additionally, the present research made use of a technology for non-participant observation. When an observer visits a place and takes notes without being engaged in the activities of the participants, this is referred to as a non-participant observation. To ensure the study's authenticity and trustworthiness, a member check was conducted by presenting data from classroom observations and interviews. Participants had access to their audiotaped interviews as well as their written transcripts, classroom observation instructions, and field notes.

Qualitative data may take the form of spoken or returned words, observed or created visual pictures (Creswell, 2012; Denscombe, 2010). As a result, this study's data was acquired through observations and interviews. Qualitative data analysis entails ascribing meaning to texts and visuals in order to address research concerns. Creswell (2012) advocated six procedures for qualitative data collection, analysis, and interpretation in this area. These six processes are as follows: data preparation and organization, database exploration and coding, results description and formation of themes, findings representation and reporting, and findings interpretation. To begin, the researcher sorted the data into file folders during the preparation and organization stage of the qualitative analysis. Second, data exploration and code development took place. The researcher used preliminary exploratory analysis, which is appropriate to qualitative research and entails exploring the data in order to get a broad feel of it, developing ideas, assessing the data's arrangement, and determining if further data was required. Following that, the text was examined. This procedure is initiated in qualitative research by the data's coding. Coding is the process of segmenting and classifying text in order to generate narratives and broad themes from the data. The researcher employed coding to make sense of text data by segmenting it into text or picture segments, labelling them with codes, examining the codes for overlap and redundancy, and collapsing them into broad themes.

Simplifying data into a few themes is an inductive process that involves progressing from the more specific to the more general. Additionally, the researcher used particular data and excluded others that did not directly support the themes. After reviewing and coding the data first, the researcher began using the pre-established themes. When these themes or categories are similarly classified, they are combined to establish a central concept in the database, which serves as a foundation for qualitative data analysis (Cresswell, 2013). The researcher discovered many codes during the first round. Subsequent analysis narrowed these codes to a few primary themes, as previously stated, by removing redundancy (Creswell, 2013; Denscombe, 2010). The researcher then constructed the present study's principal topics and sub-themes. After establishing the primary and secondary themes, the researcher graphically expresses and discusses the results by augmenting the conversation using tables. In qualitative research, the narrative dialogue is the key format for describing and reporting results. The researcher discusses the results of his/her data analysis in detail in this section.

IV. RESULTS

In order to achieve the study's objectives, interviews and observations were conducted on a convenience sample of ten EFL teachers in Private schools. This chapter's findings are based on the instruments employed to address the following research questions:

1. Is there a particular strategy or approach that is used in the classroom to help pupils develop their writing skills in English?
2. How do instructors use contextualization and approaches in their writing classes?

The first research question: Is there a particular strategy or approach that is used in the classroom to help pupils develop their writing skills in English?

Seven participating teachers provided their points of view concerning how they teach language skills in context as a strategy to promote students' EFL writing creativity. TA claimed that teachers should begin with simple sentences taken from day-to-day life as this gives students confidence. After the students tackle a one-liner, they can move to longer sentences, topic sentences and writing short paragraphs in ascending order. According to him,

“Teachers should begin with short sentences taken from actual day-to-day life, as this will boost students' confidence. After successfully tackling one liner, students can be introduced to longer sentences, topic sentences and so on, until they manage to write short paragraphs” (TA, Interview, November 1, 2021).

Similarly, TI stated that he made it a point to provide authentic writing tasks to his students that are suitable for their age and language development level. He believed that students should be exposed to, and experiment with, various written texts and types of discourse as models. They should not be confined to formal continuous texts like reports and essays but also informal texts such as friendly letters and e-mails, and non-continuous texts like posters, ads, pamphlets, notes and the like. He continued,

“Students will be writing throughout their lives. In order to write a letter to teachers as parents, or to draw up a business letter, it is better if they are proficient in writing to be able to relay their thoughts effectively. Even a note meant for their kids upon returning home from school should be penned in an understandable way” (TI, Interview, November 25, 2021).

TH also talked about using context to teach writing. He stated that

“I think teaching the language in context is important and motivating for our students. Prior to the class, a teacher may prepare something (e.g., letter) the that the teacher wants students to learn through content, A teacher should focus on the content that students can be motivated to know” (TH, Interview, November, 11, 2021).

On the other hand, some teachers like TE, were vocally against using the strategy. He contended that as a teacher in a school, he had some guidelines to follow – some topics in the textbook to stick with because deviating from them would cause problems. He stated, “the English language supervisor visits regularly and reviews whether or not these guidelines are being followed by teachers”(TE, Interview, November 19, 2021).

In sum, the majority of the participating teachers were convinced that teaching students how to write in context and from the context of actual life was important. They supported the use of teaching in context in promoting students' EFL writing creativity.

The second research questions: How do instructors use contextualization and approaches in their writing classes?

Students are considered naturally hesitant to write owing to their fear of making errors in spelling, punctuation, or grammar. On a positive note, all the teachers observed effectively challenged their students' hesitance to write by concentrating on their writing content instead of the errors in them. The researcher observed the following.

The teachers were observed encouraging their students by instructing them to concentrate on the writing content rather than on the mechanics, grammar or punctuation. Emphasizing the importance of the students' ideas, the students were instructed to note these ideas down on paper. When TA's students told him of their reluctance to write because of grammatical errors that they might commit, he changed their minds by assuaging their fear and encouraging them to write and to polish their writing (TA, Observation 2, December13, 2021). Similarly, TD handled his students' fear of making spelling mistakes by telling that not to worry about the spelling mistakes, as he was not concerned about it or about capitalization and punctuation mistakes. He encouraged them to write down their thoughts (TD, Observation1, December11, 2021). TB, moreover, started his lesson focusing on the content in the writing sessions, telling the students not to worry about grammar punctuation or capitalization mistakes, but just skip them and continue writing. The only important thing, he said, was their writing content. (TB, Observation 2, December 16, 2021).

In sum, the teachers observed in the study provided a description of the focusing on content strategy that they used to get students to start writing.

V. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The current study employed a qualitative methodology to collect data from DS schools teachers in order to answer the research issues. Prior to the study, the researcher collected data from participants via a convenience sample taken from the public. Convenience sampling is used in research to obtain a reasonable approximation of the truth, and it provides useful information. This investigation's data was gathered through interviews and observations. Furthermore,

the current study made use of a technology for non-participant observation. Non-participant observation occurs when an observer visits a location and takes notes without becoming involved in the activities of the participants. Teachers who took part in the study were confident that teaching pupils how to write in context and from the heart would be beneficial.

The linkage of fundamental skills training to applications and life objectives is compatible with constructivism, which puts a premium on students' interests and needs (Dewey, 1966; Dowden, 2007). The literature identifies linguistic ability as a factor in the development of competent higher order thinking abilities (Feuerstein, 2007). Additionally, one of the concepts of CLA is communicative competence, which may be beneficial for learning; communicative competence is defined as the ability to use the language meaningfully in contextualized sociocultural activities. Taqi, Abdul-Kareem Al-Nouh (2014) "CLT and Task-Based Teaching are the most extensively employed approaches in language education because they place a premium on creativity via real conversation and idea exchange in group work activities." (p. 8)

Seven participating instructors shared their perspectives on how they teach language skills in context to foster students' EFL writing creativity during an interview. For instance, TA said that instructors should begin with basic statements drawn from everyday life to instill confidence in pupils. Similarly, seven instructors were observed demonstrating their ability to teach in context. (e.g. TD) was spotted writing a thank-you message to a classmate. TD included the element of choice, which increases motivation. Students write more enthusiastically and passionately when they have a say in what they produce. According to Duke and Hall (2006), genuine writing is often characterized as writing on personal themes in the form of a personal narrative or tale.

Fryer (2006) mentions five instructional strategies for fostering creativity in his study: real-world settings; hands-on activities; One of the aims and benefits of contextualized instruction is to catch a student's attention by demonstrating the relevance of the learning experience. Students use this technique to discover and create meaning via experience, using past information to build on present knowledge. A basic premise of contextualized instruction is that information becomes students' property when it is acquired in an authentic setting (Berns & Erickson, 2001, p. 5).

It is critical to generate a product while writing for an audience. Additionally, items serve as a source of pride for pupils. When experimenting with various real writing styles, the finished work should complement whatever the student is doing and have a genuine communication goal. For instance, TH assigned his pupils to compose a letter to a pen friend in pairs in the computer lab. To complete the entire process, students were required to create and send a letter to their partner, including a CC to the instructor.

Teachers exposed their students to language that occurs naturally in a natural environment via the use of real-world content. More significantly, they are connected to the needs of learners and serve as a bridge between the classroom and the outside world (Brandl, 2008). For instance, TI was noticed often assigning pupils writing on everyday life activities or sites in Jordan. It has been argued that by including actual academic texts into academic help programs, low-skilled students become more engaged learners and hence more likely to use their abilities in class (Simpson & Nist, 2002). Writing training is most successful when it matches genuine writing done for real goals, according to research (Duke & Hall, 2006). Thus, writing education in schools should closely resemble the writing encountered in real-world contexts (Moghaddas, 2013; De La Paz & Felton, 2010; Bulgren et al., 2009).

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