

AN ETHNOGRAPHIC CASE STUDY: CHALLENGING DE-CONTEXTUALIZATION IN LANGUAGE CLASSROOMS

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Abstract

Designing de-contextualized tasks in language classroom often leads to detached learning. This paper attempted to challenge the concept of de-contextualization with its negative effects. Through observations, questionnaires and interviews data was collected and interpreted by both the grounded theory and critical discourse analysis for a population of 89 business administration students of which seven were randomly selected for detailed analysis. The results showed that by allowing language to occur in a broader context that includes social, cultural, physical and psychological aspects can be of relevance to the learners. Thus by situating tasks teachers can use them as means of relating language to real life and extend its use for their professional lives.

Keywords: Decontextualization, situated learning, tasks, meaning making, context, and real life learning.

1. INTRODUCTION

This paper will attempt to challenge the concept of de-contextualization and negative effects of its use in designing classroom tasks, that often lead to detached learning. Context here is taken as a broader term to include social, cultural, physical and psychological aspects of state around which learning can occur. Here the meaning of learning involves more than just accumulation of facts to the building of an identity in real life. Understanding and meaning making can only occur in a context. Context may be physical, social, cultural, psychological, and historical. It asks for positive participation of the learner to work in a context that is not de-contextualization of all those aspects which surround a learner. Since knowledge and learning through language are social constructions, so creating meaningful tasks in language classrooms that are situated can help overcome the negative impacts of de-contextualization.

According to Lave, learning becomes meaningful only when it is situated in a context. De-contextualization can be removed if learning is made to occur in a context that is relevant to the learners own environment. Towards the end, it is shown in this research how developing and using situated tasks in a language class can help individuals learn to incorporate knowledge with their long term goals. It is also observed in this research that situating learning places students directly in relation with the environment that helps integrate meaning and understanding. Students are made aware of the relationship that exists between language content and real life. The situated theory has taken many forms recently and has been extended by Brown, Collins, Heeter and Atherton. However, the core remains to be the use of context. This is discussed further in the literature review section.

1.1 RESEARCH QUESTIONS

1. Why do we continue to allow language learning to occur in vacuums that have little or no relevance to the learners?
2. What are the impacts of decontextualized language learning in classroom?
3. How can a teacher manipulate the surrounding context to design and carryout situated tasks?

1.2 OBJECTIVES

- To challenge the concept of de-contextualized language teaching
- To design at least one contextualized/situated task and check its implications

1.3 BACKGROUND

1.3.1 Ethnographic case study

Ethnographic studies tend to explore the inside perspective of a social group whereas a case study looks more towards the outside. Integrating both will help develop a better understanding of the phenomena under consideration. Patricia Duff, in her work on 'case study research in applied linguistics', states that the case studies generally focus on the behaviors or attributes of the learners whereas ethnographic interpretations attempt to understand those behaviors (Patricia Duff, p.34). She further states that a case study may involve more than one participant and may have four to six 'focal participants'.

The analysis to her can be enhanced if the participant is studied keeping in mind the context of the participant. This context to her may involve the home, school, community, peers, the social network and teachers. Since 'cases' in a case study can involve individuals, cultural groups, communities, phenomena, events and, in fact, any unit of social life organization, virtually all methodologies and/or data collection tools can be called upon dependent on the case at hand (W. Lawrence Newman, 2008). While talking about the potentials of case studies, Duff states it involves explorations and opening up of new areas in the describing and explaining process. In ethnographic case studies, the important thing is to be a close part of the research site for a long time. Mats and Kaj, in *Reflexive Methodology*, refer to Greertz (1988), who says that in ethnographic research, 'the crucial thing is to have been there'. Sanday (1979), states that in order to conduct an ethnographic study a year's submission in the society is enough but if the object of the study is some part of the researcher than the time may be less (Mats Alverson and kaj, p.45). Such a study is conducted in a natural setting without distorting the environment merely for the purposes of research. It involves a complete participation of the researcher as a participant who attempts to understand the context naturally.

Taft in 1997, pointed out that both ethnography and case study may be interchangeable at times. Since grounded theory, ethnography and case study use similar methods to collect data and than similar ways to interpret data so the three can be interlinked to see the outside/inside of the phenomena and eventually link all this with the data collection, analysis and the interpretation. Silvermen describes ethnography as any research involving observation of events, actions in natural settings and the mutual dependence of theory and data (Mats Alverson and kaj, p.45). This study is carried out in an institution where English for specific purposes and for specific students is taught, Air University. The institution caters for students who may be associated to different fields for instance engineering, business, aeronautics and computer science. The students form a similar group with similar concerns for the language to be learned. Each group requires language for the sake of its use in their respective fields. Their communication skills, reading, and writing skills are mostly paid attention. The groups form a co-operate institutional culture for similar language needs that are obviously different from others. It is believed that all practices are occurring in a culture of the institution and it as a whole forms a community of practice where concerns are similar.

The students come from different backgrounds. A single class is filled with forty to fifty students, each with a different mind set, a different background and different language needs. Some are quite good at language, others may be considered as beginners. The specific group with which this research was conducted has been with me for two years where their language learning for specific business needs started two years back when I taught them in first semester, then in the third and now in their last. In the first semester, most students were starting to learn the corporate culture and their language needs. In the fourth semester, business communication and English language is finalized and it is thought that they would by now have attained sufficient language training and would be able to employ the learned language and communication skills in professional life. The demands of the other subjects overtake the space that is required by language and students are more concerned with becoming proficient in their respective areas. Keeping this in mind, it becomes necessary for the facilitator to devise topics and content in a way that the long term goals may be achieved. It adds extra responsibility on the facilitator to not only initiate language learning but to find ways to do so in expedient ways.

It becomes necessary to make use of the student's specific area knowledge and to incorporate it into language class activities. Their language learning is focused on the market needs. In order to meet these needs it is necessary to be innovative and open. It is often expected that students would learn to communicate orally, make use of electronic forms of communication, learn about ethics, and writing etc. In many cases, their language is weak. They have poor language structure, problems in tense formation and lack of vocabulary. However, it is expected that they would already have a good command of language right from the start. They are thrown on the stage without much practice and asked for presentations and the use of language. It is often not realized that they are only on the periphery when they arrive and with practice and time they can become better if language is taught keeping in mind their needs. They are often assessed unfairly on their oral and written communication, and not made to improve in some cases. Looking at this problem, I took up a practical real life task and from the very start of the semester prepared ground and background knowledge of vocabulary and language that they could ultimately integrate in the major semester project.

The language to be learned is for specific occupational purposes. The group requires language to fulfill their technical needs. They have expectations such as the use of language to carry out practical tasks, communicate and present material and write manuals etc. teaching is considered effective if these requirements are fulfilled. Relating learners previous language knowledge with their need is the key in such courses (Hutchinson and Waters, p.9). The teacher adopts a skill centered and students centered approach to develop the material to be used to teach language. Hutchinson further emphasizes the term ‘student needs’. The factors that influence such course designs are communities where the policy makers affect the learners, the institutions, and the recourses. It further includes the learners linguistic level, conceptual and motivational levels. The important question in these cases that every teacher ask is, ‘What does the expert communicator need to know in order to function effectively in a real life situation’, (Hutchinson and Waters, p.53) and also where they will use the language. Keeping this information in mind, it therefore becomes necessary for the researcher to consider this as an ethnographic case study where the institution is taken up as a complete community in its own right.

Keeping in mind the Lave and Wegner situated theory this task was designed and conducted. Since I have been with this group for nearly two years now, I could easily reflect back and compare their performance and evaluate accordingly. Heeter (2005), points out that considering the group as a community of practice with specific needs if a teacher follows situated theory and make tasks that have relevance to the student needs can be very beneficial. Considering a related concept of Lave and Wegner of ‘legitimate Peripheral participation’ where a learner from the outwards moves to the inside of a community learning its practices; in this case language , or perhaps Brown and Collins cognitive apprenticeship in which learner learns inside and outside the class exploring context to learn may be beneficial.

2. LITERATURE REVIEW

2.1 Background

Situated theory and its potential for language learning was being discussed in the last part of the twentieth century, the concept has been developing since then. For instance, the concept of a situation was extended to the occurrence of an interactional activity in context that may be social, cultural or both. The interaction factor brought forth the concept of community of practice. Any practice group that had certain boundaries associated to its practices, concerns and associations in what they do and learn could be a part of a community. The concept of situatedness and its use in language learning was further explored by Brown and Collins in 1989, which brought forth the theory of cognitive apprenticeship and its role in knowledge construction. Similarly, Atherton (2005), talked of the legitimate peripheral participation where a learner moves from the outskirts of the community to the inside and attains the shared knowledge. At the same time, Heeter talked of the situated cognition that result from the use of situated activities in which the real life like context is either created or the students explore the existing and surrounding context to learn. It is important to point out here that each researcher kept the term situation at the core of the research and saw the benefits that situated and context related tasks can have for learners. The term situation and context were often used in interrelated terms and there use showed similar benefits for the learners. They helped remove decontextualized practices that were earlier used to teach language and are still continued to be done so in various parts of the world, for instance, in most Pakistani language classrooms.

2.1.1 Decontextualization

Decontextualization here may be defined as, “Language used in ways that eschew reliance on shared social and physical context in favor of reliance created through the language itself”. (Snow, Cancino, De Temple & Schley, 1991. p.90) Decontextualization then is the removal of the context from the given situation in which language is to be learned and taught or in other words any classroom situation in want of a real world context. To take language teaching and learning as decontextualization then is to remove it form the totality of its many contexts or any of the context that surround a given situation. It is creating such tasks for the students that are not situated. It is this de-contextualization that is to be challenged in language classrooms.

Learning to decontextualize involves changed roles of both the teacher and learners. While creating a classroom task based on situated learning, it is necessary to keep in mind context that can stimulate and make good use of the knowledge practically. Students are made to learn not only from the teacher but also from their peers, textbooks, and the environment. They receive feedback, learn to improve and thereby assess themselves. The authenticity of the tasks is determined by the degree to which they are contextualized.

2.1.2 Contextualized language learning

The major issue here is to understand the importance of context and design classroom tasks accordingly. Learning should be made to create meaning and occur in contexts that are relevant to the learners in any given situation. The context here is taken as the external environment that exists around any given situation. Designing situated tasks takes the learners directly to that context where learning occurs and the learner is connected to the environment. Though the context remains the same for everybody yet each learner is individually influenced by the context based on his/her particular and unique ability to comprehend the task and relate it to the world around. It is important for the teacher to understand these liabilities. Situated learning model was first given by Jean Lave and Etienne Wenger. Lave points out that creating tasks relevant to ones own context can be very meaningful for the learners. *Contextual learning is learning that is designed so that students can carry out activities and solve problems in a way that reflects the nature of such tasks in the real world (Karweit, 1993).* Learning occurs best when it is placed in the context to which it is applied. Situated learning to them occurs when knowledge is placed in a social and physical environment. Brown quotes Lave and writes, *Knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used. [Therefore] learning methods that are embedded in authentic situations are not merely useful; they are essential (Brown et al, 1989).*

Situated learning is made to occur in context, where the learning takes place in a real life situation. This type of learning is different and beneficial for the students as they can relate language learning to their practical use. It requires the learner's participation in a community that involves them actively learning the behaviors of that community or group. Lave argues that learning as it normally occurs is a function of the activity, context and culture in which it occurs (Lave and Wenger, 1991). It involves exploring real life environment, learning in class and outside. Learners do not learn alone and work with the participants in the community to explore how to participate fully. Tennant (1997), points out that this type of learning connects the content knowledge with praxis.

"There is an intimate connection between knowledge and activity". Problem solving and learning from experience become central processes where learning is a part of daily living. Situated learning depends on two claims:

- *It makes no sense to talk of knowledge that is decontextualized, abstract or general.*
- *New knowledge and learning are properly conceived as being located in communities of practice. (Tennant, 1997)*

Heeter in 2005, pointed out that situated learning usually goes beyond a real world context, and also includes other social participants in the learner experience (Heeter, 2005). She further gives an example of the way language activity can be made authentic and situated in a context as opposed to one that may be rather, decontextualized.

APPROACH1: classroom (decontextualized, inert)	APPROACH 2: authentic (problem situated in real world)
For example, go through the Photoshop reference manual, tool by tool, in alphabetical order, learning how each tool (line, paint, bucket, select, etc.) works including all possible optional settings.	For example, start with a visualization task you want to accomplish (such as, create a logo for a company.) Look up and learn only a few particular tools you realize you may need to use to accomplish the design.

(Heeter, 2005).

Herrington and Oliver (1995), **model of instruction** for situated learning was adopted in which they emphasize on providing 'authentic context' that reflects ways of using the knowledge in a real life situation. According to them, the task should be designed keeping in mind that space is given to the student for exploration and student should be self reliant in making decisions on how to go about the task. To create an understanding of the content, multiple opportunities are to be provided to the learner, so that they may get different perspectives of the same situation. Instead of testing in the end, assessment and feedback on the progress of the learners should be given during the tasks (Jan Herrington, 1997). The task design also kept in mind the legitimate peripheral participation model given by Atherton in 2005. It is legitimate as the learner as a novice participant is accepted in the community, peripheral because the learner moves on the outer boundaries and locates possible spaces to the center. Students were asked to study marketing strategies and design product boxes in groups where they could design a new product or modify an existing one with respect to a selected audience or target market. It was followed by a formal presentation and a written report.

This task helped them to acquire knowledge that was situated in practice and in context. Students had ample time to experiment and participate fully in the given activity whereas the teacher took up the role of a facilitator who worked together with the students patiently, remaining positive while giving way to the students to extend their learning. To deepen understanding the environment was made an integral part of the task.

3. RESEARCH METHODOLOGY

Qualitative research is used as a method due to the quality of results that one is able to arrive at using this research paradigm. According to Krefting (1998), qualitative research is intimate in its procedure and also open to natural setting. Detailed data and elaborated responses can be gathered through the methods provided by this paradigm. Elaborating on the characteristics involved in qualitative research James points out,

Purpose: Understanding - Seeks to understand people's interpretations.

Reality: Dynamic - Reality changes with changes in people's perceptions.

Viewpoint: Insider - Reality is what people perceive it to be. (James P, 1970)

Furthermore, as meaning takes many shapes and a single perspective or method hides ways of seeing truth as it actually is instead of as it is shown or often seen, so more than a single method will be used to gather the data.

3.1 Population and Sample: The population is 89 students whereas the sample includes seven business communication students

Six teachers: 4 teaching Business communication at university, 1 at Numl, 1 from college.

3.2 The methods used in this research are;

1. Structured interviews were used to get detailed responses that allowed space to explore the issues in this research.
2. Questionnaire were given to students to get their responses regarding their perceptions of what they experience while learning language in context as opposed to the decontextualized language learning.
3. Observations of the students were carried throughout the research to assess the workability of the designed task and understand the responses of the students as well as the teachers.

3.3 Observations and Interviews

The techniques to gather the data were observations and interviews as discussed above. The observations used were both direct and indirect. They were done after the task was given, while students negotiated on how they would conduct it, during the planning, discussion and conduction phase. Observations were also descriptive and evaluative. Descriptive as the researcher wrote directly whatever was seen and evaluative as they helped to arrive at inferential judgments.

Interview was used as it helped to investigate the given issue with depth from the perspective of the teachers who reflected on their practices and on their perceptions on the challenges of decontextualizing. Duff said that interviews give insights or perspectives of research participants with less attention paid to the linguistic features and more attention paid to a thematic content analysis (Patricia Duff, p.133). It helped to discover what the individuals' teachers think and to arrive at informed decisions regarding this data. Structured interviews were used in this research that helped achieve better responses and allowed for detailed discussion on some issues. It also elaborated the feelings, perceptions and opinions that can generate useful insights for generalization. Both the techniques used help the researcher involve completely in the participants context.

4. DATA, ANALYSIS AND INTERPRETATIONS

First grounded theory is applied to the interview data. Next, in order to better interpret and to overcome bias and limitations of grounded theory critical discourse analysis was applied. Each of these methods is elaborated below to see the significance and implications of the results thus arrived at.

4.1 SECTION 1: Grounded theory

Grounded theory is a method that helps develop the theory in a systematic way where continuous efforts of the researcher to gather and analyze the data are carried throughout. The purpose is to make transparent the hidden grounded reality in the data. The categories of the major concepts are put together based on the data given. The categories are coded by keeping in mind the view points, participant's responses and the observations. However, it is important to remember that preconceptions should not direct bias on the data analysis.

Grounded method can be summarized in the following stages that are often overlapping at times. They are given below:

INITIAL OPEN CODING OF THE INTERVIEW DATA: The first step is called open coding that involves the finding and making of first level categories of the data.

AXIAL CODING: The second step is the axial coding which is more directed and conceptually motivated. In this phase the relevant analytic categories of interest are selected.

SELECTIVE CODING: In the last stage, explanation of the possible relations to the categories is carried out that helps formulate the hypothesis and the integration of grounded theory.

The grounded theory is applied to the interview data below:

4.1.1 Open coding of the interview data

1ST Interview

Context involves environment, relate task to surrounding, and present a scenario or a situation

It involves a constructive approach

Relates past to previous

Decontextualization occurs when we over generalize with respect to the foreign context and not Pakistani

It is the irrelevant context where learners are fed not encouraged so no language is development

Don't teach English in Urdu

Teacher can manipulate by using real life example, previous knowledge

I bring context awareness in activities

Satisfied with textbook as it guides but after evaluation we can change

Concerns should be with overall language learning issues by looking at student's shortcomings

Each language group varies

Due to lack of awareness, following traditional methods language is taught in vacuum

Need teacher training and awareness of new techniques

To teach Report writing, I brought the scenario of an organization

2nd Interview

Context use is a complete different philosophy, equip with future needs, real life usages, and relevance with environment, latest material, and use of what goes on, student role is maximized and teacher's role is minimized

Decontextualization is when context is not used

Loss of interest as irrelevant material is used

No motivation

Teacher satisfaction is lowered; decontextualization is a disaster and no application of learned language

Benefit is ten fold

Use a context and situated each activity

Not satisfied with textbook and don't depend on it

It doesn't meet student requirements and made for foreigners

Teaching is faulty as English is not taken as a language but a subject

Need of people who can develop books and modify them student backgrounds are given undue importance

Intelligence is there teacher has to kick it

I gave instructional manual and ask them to design a new feature of an existing mashing and campaign collection activity to ask students to explore and work in context

3rd Interview

Context is practical implication designing activities according to students need and purpose

Decontextualization limits thinking

Teacher can make use of context by giving problem solving activities, take to lab, and bring daily life application

Use of context is definitely advantageous

Textbook is satisfactory as it's systematic

Reference books are used

Realize example

We allow vacuum learning that is irrelevant

We won't be able to access information and remain behind

Context is to be used in every subject

4th Interview

Practical

Combine theory and practice and scaffold

Build on previous knowledge

Decontextualization is when students can't apply and relate to real life

Take them to the lab

Use of context is useful

Not satisfied with textbooks so use reference books

Make learning relevant and not removed from the real life application

Took them to the surrounding to explore the language to be learned

5th Interview

Context is to stimulate by involving new trends and giving real life examples

Decontextualization can be removed by bringing real life situations

Teacher can develop infrastructure, technology, recontextualize the real life situation for students

Use of context is maximum

We don't refer to specific books but topics keeping key ideas

Teaching in vacuums occurs as teachers don't have enough understanding of subject

Content is taught but context is not made relevant

Student's backgrounds also affect understanding

Situating tasks is helpful as students know 65%, teacher has to ensure the other 35% by relating the previous with new context that can be achieved

Decontextualization leads to language learned in vacuum, learners are befuddled, the tool is given but the use is not taught (monkeys with matches trying to burn the forest)

To teach I send the students to the vendors for specifications, they explored the context and options

6th Interview

Context is the surrounding, environment and background

Decontextualization occurs with memorizing that leads to no ability to communicate and speak

Teacher can ask student to explore surrounding, send them to library or give context in class activity (recontextualize the social practice)

I can't employ context and make use of the questions given at the end only

Syllabus and administrative limitations

Textbooks are not satisfactory and a student uses unnecessary help books

I would like to make the learning practical

Language is taught in vacuums due to board and exam demands to complete syllabus

Teacher are not trained and students background is poor, they can not even read

Student continue to memorize and old methods are used so they do not learn

Government schools and colleges need to change

To teach grammar I asked student to think of a situation; the activities carried out a day before

4.1.2 Axial coding of the interview data

This stage is one in which the codes are related to each other to arrive at the core themes.

Strauss and Corbin (1990), paradigm for the axial coding of the above data is given below.

1. The Phenomenon of the study: Challenging de-contextualization in language classrooms

2. Conditions related to the phenomenon:

Environment

Institutional setup

Board and syllabus demands

Teachers' concepts

Students' needs and purposes

3. The strategies that can be used to handle the phenomenon

Overcoming decontextualization by relating tasks

Changing methodology

Working in real life relevant contexts

Teacher training
 Meeting syllabus demands in innovative ways
 Exploring practicality
 Putting together content with context
 Decontextualization activities
 Understanding students needs and purposes for language learning

4. The consequences of the actions:

Decontextualization leads to a detachment among learned material and practice, memorizing, dissatisfaction, and limited thinking. Students become mere receptors and do not learn to activate the learned language nor are able to use it for their purposes successfully.

4.1.3 Selective coding of the data above

In the last stage the explanation of the possible relations to the categories is carried out that helps formulate the hypothesis and the integration of the grounded theory. From the above data, it is clear that environment and the context has to be brought in language teaching, however, the Institutional setup, board and syllabus demands, teachers' concepts and student needs and purposes each lay certain constraints on the language taught. Decontextualization occurs when the activities are not situated and the language is made to occur in irrelevant ways. It has many disadvantages; it leads to a detachment among learned material and practice, memorizing, dissatisfaction, and limited thinking. Students become mere receptors and do not learn to activate the learned language nor are able to use if for their purposes successfully. Decontextualization can be challenged by relating language to real life usages, changing methodology, working in real life relevant contexts and putting together content with context. Furthermore, understanding the needs of students and purposes can help overcome decontextualization. The textbooks need to be adapted and language activities have to be made relevant. It is important to remember that the intelligence level is present in students but the teacher has to stimulate it and act as a catalyst.

4.2 Section 2: Observations and Questionnaire

In this section, the observations made and the responses of the students are given. The data is attained form the questionnaire given to seven random students. Their opinions will help triangulate the results of the above data. Different responses from the participants are attained and the observations made during the process are also discussed in the section below.

4.2.1 Questionnaire responses of participants

Most of the students said that they were usually not given tasks in language classrooms which allowed them to explore the surrounding context. In response to 'how far do you think the task helped you explore real life situation', students said that they learned market related unique selling proposition, and it helped to understand real life. The task given to them was relevant and they could relate to it in long term. They felt that they participated and presented their work which lead to positive feelings about the work. They learned to manage time, make decisions on which features to work upon and were satisfied with the teacher facilitation. They had to think 'out of box', as reported by one participant. The instructor was considered friendly, helpful, and a platform. While comparing the tasks given to them with the previous experience they said that earlier they were merely taught grammar but now the environment is taken into consideration. This refers to the students understanding of the fact that context related tasks are better and relevant. They enjoyed the task and reported that this kind of language skill will be used by them in their workplace.

One student reported that time management was an issue as such a task was given for the first time where they had to integrate previous knowledge to complete it. She reported that her decisions were based on the study of the 'natives'- target audience. Waseem reported that they are not given such context related tasks often, and said that it helped him understand a real life situation, and was suitable to his long term goals. It helped him understand how to deal with people, how to collect real life data and coordinate in a group and helped in making decisions on 'who will do what' to bring the best of every members potentials. He reported that the instructor helped him at each step. Shaheer said that such tasks are often not given to them and agreed to the potential of the task and its relevance to the real life situation. He thought it was exciting and innovative, 'we not only play with words but with things'. He reported that the teacher was helpful and provided a platform however; they made decisions on their own.

4.2.2 Observations

It was observed that the students could take charge and were self regulated during the task. They understood the task nature and could relate to it meaningfully since it was relevant to their long term marketing goals. They negotiated change to refine the activity given to them and each time discussed the changes. Some designed product boxes while others had relatively different way of presenting information. Students were excited about the work as it was authentic and relevant to them. They understood that the task can be related to the real life and extended to their professional life.

The task was built on an exploration of the environment that required in-depth work. Students discovered concepts and applied skills by interacting with the physical world, materials, technology, and other people. It was observed that the learners built on knowledge in a meaningful way. Students presented the work properly and were able to justify their responses in questionnaire sessions. The students were able to understand the task and carry it out according to the requirements. The results were satisfactory as majority achieved the target.

4.3 SECTION 3: Application of the Fairclough model to the data

Alveesson & KaJ, in Reflexive Methodology, mention the limitations of grounded theory and says that the reliance of too much confidence in theory and coding of the data often leads to data dependence. It is a theory in want of different perspectives. To overcome these weaknesses the data has to be triangulated. One type of triangulation involves the convergence of multiple data sources (Denzin, 1978). To triangulate, critical discourse analysis is applied to the above data where the text is deconstructed and further interpreted in light of the understanding from the Fairclough model. Critical discourse analysis makes use of the different aspects of the context to arrive at both hidden as well as apparent meanings, so it is preferred in this research.

Fairclough analytical frame work of CDA is basically a text oriented form of analysis that includes, first, the linguistics analysis, second, the macro socio logical analysis of the text involving social discursive relations and identities. Lastly, it is a micro sociological interpretation that discusses the whole phenomena from text production to consumption and effects. He sees discourse in relation to text, interaction and context. (Sara Mills, 2004)

The purpose of the study was to challenge the practice of de-contextualized teaching in language classrooms. The interview data showed major categories that summed up as environment, institutional setup, board and syllabus demands, teachers' concepts, the student needs and purposes, context and overcoming traditional ways. Likewise, teacher training was emphasized. The key concepts of the questionnaire were learning by doing, long term goals, context related and relevant tasks, etc.

Form the analytical interpretations of the discourse, it is clear that the micro practices are related to the macro process. The way language is being taught is based much on the traditional methods where teachers are often constrained by the institutional cultures and at large by the education system. Not much importance is given to the needs of the students. Language is taught to them in a way as if they were living in a vacuum. This is the reason for most students coming out of colleges and still not being able to have a sufficient command of language. There is discrimination in the setups of institutions and syllabus taught. Some continue to be unexposed and others exceed in exposure. Furthermore, university teaching of language is much better compared to the college or school as the teachers are well trained and make sensible choices in accordance to the needs of their students. The strategies that can be used to handle the phenomenon involves first the overcoming of decontextualization by relating tasks, next by changing methodology and allowing language to occur in real life relevant contexts. Finally, the overcoming of decontextualization had many advantages as it lead to an active learning experience where students activated the learned language for practical purposes.

5. CONCLUSIONS

From the above case study, it is clear that environment and the context has to be brought in language teaching. However, the Institutional setup, board and syllabus demands, teachers' concepts, student needs and purposes each lays certain constraints on the language taught. Decontextualization occurs when the activities are not situated and the language is made to occur in irrelevant ways. It has many disadvantages; it leads to a detachment among learned material and practice, memorizing, dissatisfaction, and limited thinking. In this research, it was observed that situating language to be learned changes the role of both the teacher and the students. Most of the students reported their earlier experiences and said that they were given tasks in language classrooms that didn't allow them to explore the surrounding context and thus disabled them to see the use of the language learned.

However, the contextualized task was seen as means of relating language to real life and extended its use for their professional life.

Decontextualization can be challenged by relating language to real life usages, changing methodology, working in real life relevant contexts and by putting together content in a context. Eventually, understanding the needs of students and purposes can enhance the overall learning experience.

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