IMPACT OF CONTEXTUALIZED TEXT ON STUDENTS' LEARNING OF THINKING SKILLS AT THE TERTIARY LEVEL

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Abstract

Contextualized Text means the text resulting from the local circumstances and in accordance with learners' needs and cognition level.True experimental design was adopted for the research to explain the relationship between dependent and independent variables. Two groups (control and experimental) were selected randomly to conduct the experiment. The independent variable of the study was Contextualized text and dependent variable was Thinking Skills of the learners while learners' Socioeconomic Status was taken as an attribute variable.

One public sector business school was selected randomly for the experiment from which 80 students were distributed in two groups as control and experimental groups with 40 students in each group through a process of randomization.The researcher has selected simple factorial design for the study to study the effects of attribute variable as well on the dependent variable.

Keywords: Contextualized Text: Text used in the classroom made in accordance with local social scenarios.
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Introduction

English language has become a "lingua franca" and is used between non-native speakers these days. Naoki Kameda suggests "Focus on English versus Japanese English already has become a language spoken by so many people in so many places, as we have already observed, it's a language spoken by more people as a second tongue than a first." (Naoki, 2001). English is the official language of government, bureaucracy and military in Pakistan (Rahman, 1996). It is also the language of education, business, law, administration, media, marketing and communication in Pakistan (Coleman, 2010; Khan, 2011; Malik, 1996; Mansoor, 2005; Rahman, 2004). In view of this explanation there are several languages which are performing this task but with some geographical limitations like Spanish between South America and part of North America, French among Canada, some parts of Europe and some parts of Africa, Chinese in some parts of Asia. English is the only language which is being used as a means of communication irrespective of purpose and geographical limits all across the world. "The majority of these countries still use English as official language, and consider it their second language" (Miriam, 2001). In the context of Pakistan, English Language has become inevitable and is considered as a yardstick to measure an individual's competence for success in his profession regardless of his field.

English Language has four basic skills. These skills are integrated out of which two are considered receptive skills and the other two are considered as productive skills.

Receptive Skills → { Listening Skills, Reading Skills } Productive Skills → { Speaking Skills, Writing Skills }
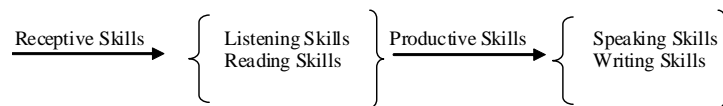
The above mentioned skills show that Listening and Speaking skills are connected together while Reading and Writing Skills are mutually linked up. It also mentions receptive and productive skills. The study focuses on Thinking Skills only at tertiary level of Pakistan. English Language Teaching has been an area of major concern among educators in recent times. The very concept of skill based teaching itself is relatively new in the country. A handful of researchers are working on teaching methodologies and their effectiveness and impact on students' learning at different levels of education. Researchers in Pakistan have started working on skill based teaching of English Language and also skill based testing. Yousuf, (2012) suggests in his doctoral research about the pivotal role of skill oriented language teaching Strategy in improving language learners' competency.

Teachers have been trying to come up with modern and effective strategies of teaching writing skills to the students coming from a variety of educational, social and economical backgrounds. These students lack the pre-requisite skills and knowledge regarding the target skill, in addition to this lacking, books that are available and used for the purpose are non-contextualized; written by foreign writers. In order to develop competence and proficiency among students over business writing, understanding the scenario and cases that are presented to them become important. Students do not seem to understand the information provided for business writing activities and as a result memorize the content. Many methods of teaching of English can be used for developing thinking skills, one of these methods that are comparatively more modern in terms of time is Contextualized Teaching Learning (CTL).

Purpose of the Study

The Purpose of the study was to document, explore and describe the impact of contextualized text on students' learning of thinking skills at tertiary level.

Literature Review

Hutchinson and Waters, 1987 maintain that there are various successful occasions where practitioners of English for Specific Purposes (ESP), while designing a course conduct need analysis to find out learners' real needs before incorporating the course contents in the syllabus. English for Business Purposes, as obvious for its name, is that type of language that is particularly used in business setting. Different business organizations may have different organization culture but one thing has become inevitable now and that is the language. Majority of international trade is carried on and recorded in English Language. English for business purposes has its own vocabulary and words sometime become so technical that only a student of business administration can understand them. Even in business, different aspects of business may have different vocabulary. For example in Business Finance, the language used will be difficult even for a customary business graduate. For that one has to be a finance graduate. Language for Business and Corporate law would be more technical. Language for banking is different than marketing or advertising. Therefore it has become a must now for all business graduates to know English for Business Purposes.

Thinking Skills

Thinking Skills are the mental procedures we use to do things like: resolve problems, make decisions, ask queries, device strategies, pass opinions, systematize information and create new ideas. Often we are not conscious of our thinking – it happens involuntarily -but if we take time to contemplate what is going on we can become more proficient and more creative with our minds. Thinking skills are generally not given its due importance in solving everyday problems. We only realize its importance when we get in a fix or reach a wrong analysis or conclusion only because of lack of comprehension and creative thinking. We can resolve these problems through using our cognitive capacities and thinking more creatively rather than depending on usual

ways of seeing things. Thinking skills, in simple words are tools that enable us to apply existing knowledge to a new situation. It makes us capable enough to analysis and adaptation. It is also called Mata cognition which allows us to get to know our thinking skills, acquire new knowledge and to apply it in novel problems for their resolution. Growth and development in this area provides deeper understanding of the principles and result in acquisition and retention of expert knowledge. Smyth et al. suggest.

"The ability to generate spatial representation is important in our ability to construct analytical representations of our surroundings. When entering a problem space, means-ends analysis permits the problem solver to eradicate the differences between the preliminary state and the goal state by integrating both divergence reduction and the creation of sub goals". (Smyth et al., 1994).

In the words of Graddy "Cognitive flexibility allows an individual to convey knowledge to new situations. Cognitive flexibility can be defined as the ability to spontaneously restructure one's knowledge in many ways, inadaptive response to radically changing situational demands". (Graddy, 2001). This skill of responding to new situations and problems can be attained by learning the art of connecting and relating thoughts and ideas together to reach logical conclusion. Getting cognitive awareness is also important as it makes us able to relate and apply several concepts of other domains and areas to other different contexts like applying mathematical knowledge to problems related to physics. (Anderson, 2000) suggests that"reproductive thinking" can be avoided easily through cognitive flexibility.He defines the term reproductive thinking as "specific routine that students develop in problem solving that do not transfer to novel demonstration".

Importance of Critical Thinking for Education/Language Learning

Literature highlights language skill as a contributing cause to proficient critical thinking skills (Feuerstein, 2007; Nisbett, Peng, Coi & Norenzayan, 2001). This entails that at university level the demands for students to critically reason and argue about topics in an academic context and good language skill influenced by language capability are vital. According to Pienaar (2001), critical reading and understanding at Higher Education level requires:

- Elaboration on an argument and developing its implications
- Understanding, analyzing and evaluating arguments and opinions
- Supporting general assertions with details
- Recognizing the central idea in a work

Definitions of Contextualization

E. Baker, Hope, and Karandjeff point out that contextualization has been defined in many ways. Many terms have been used to refer to contextualization, including "contextual teaching and learning" (E. Baker et al., 2009; Johnson, 2002), "contextualized instruction" (Parr, Edwards, & Leising, 2008; Wisely, 2009), "content-area literacy" (McKenna & Robinson, 2009), "embedded instruction" (Simpson et al., 1997),"writing-to-learn" (Klein, 1999), "integrative curriculum" (Dowden, 2007), "situated cognition" (Stone, Alfeld, Pearson, Lewis, & Jensen, 2006), "theme-based instruction" (Dirkx & Prenger, 1997), "anchored instruction" (Bottge, Rueda, Serlin, Hung, & Jung, 2007), "curriculum integration" (Badway & Grubb,1997), "academic occupation integration" (Grubb & Kraskouskas, 1992; Perin, 2001), "infused instruction" (Badway& Grubb, 1997; Perin, 2001), "developmental education learning communities" (Weiss, Visher, & Wathington, 2010), "workplace literacy" (Mikulecky & Lloyd, 1997), and "functional context education" (Sticht, 2005). Here, I follow the

definition proposed by Mazzeo, Rab, and Alssid (2003): "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" (Mazzeo et al., 2003, pp. 3–4).

In any one program, contextualization of basic skills instruction includes one or more of the following components: interdisciplinary learning (Berns & Erickson, 2001; National Council for Workforce Education & Jobs for the Future, 2010), use of students' informal, out of-school knowledge (Goldman & Hasselbring, 1997), active, student centered learning (Dirkx & Prenger, 1997; Dowden, 2007), student collaboration (Johnson, 2002), authentic assessment (Johnson, 2002), and teacher collaboration to identify real world examples (Orpwood et al., 2010).

The aim of contextualization is to generate conditions for more valuable learning, expressed for example in higher grades and rates of retention in courses, and through succession to more advanced course work. Whether instruction is contextualized or integrated, the correlation of basic skills instruction to applications and life goals is reliable with constructivism, which places students' interests and needs at the center of education (Dewey, 1966; Dowden, 2007).

The theoretical literature suggests that both cognitive and affective methods bring about the expected improvement in learning outcomes. One of the most important tools in teaching a course is the text book or relevant material. Most of the teachers that were contacted by the researcher of this study came up with a common complaint which was unavailability of material which causes unpreparedness in teachers which ultimately lead to disinterestedness among the teachers towards contextualization. Do ESP textbooks really exist? This is the fundamental question Johns addresses. One of the basic problems he presents is that "ESP teachers find themselves in a situation where

they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time". (Jones, G.,1990).

Curriculum of Business Communication in Pakistan

Business Communication is a compulsory course at MBA level all around the world. Different universities may use some other terms for that but the core idea remains the same. Higher Education Commission (HEC; monitoring body for universities in Pakistan) has laid down some guide lines for teaching Business Communication at MBA level. After a critical study of these guide lines one point can be observed that HEC has set a curriculum for MBA students to improve their written communication. It has been a proven fact that every industry wants to see polished communication skills. Importance of communication skills can never be denied in any field of life. Different experts in Pakistani corporate world have expressed the need of these skills on more than one occasion. Some of them have been so blunt that they said that they did not need such graduate who could not write even one letter properly. HEC is concerned about such issues and has been trying to develop communication skills.Current curriculum of Business Communication emphasizes on such writing skills that have been the backbone to any industry. It highlights on skills like negotiation skills, letter writing, report writing and most importantly persuasive skills. Persuasion is a very difficult art and in every industry, at all levels this art is most needed. In fact this skill is required in our personal life for interpersonal personal communication as well.

Objective(s) of the Study
- To provide research in Pakistani context regarding learning of Thinking Skills through contextualized text.
- To investigate the relationship between contextualized text and students' thinking skills.
- To measure the relationship between students' socio economic status and their thinking skills by teaching through contextualized text.

- To provide empirical evidences of teaching thinking skills of English through contextualized text.
- To provide curriculum developers tested suggestions regarding contents of teaching thinking skills at tertiary level.

Research Methodology

True experimental design was adopted for the research to explain the relationship between dependent and independent variables. Descriptive statistics were used to convert the data from mere wordy data into statistical one in order to make it measurable and statistically provable. ANOVA[2] was used to make credible inferences from the data obtained. Simple Factorial Design, "one of the true experimental designs" has been adopted for the study. (Ary. D, et al 1990).

Justification of the Selection of the Research Design

In the context of this study the dependent variableis: Students' thinking skills and independent variable is contextualized text. Researchers have proved that only independent variable may not have sole effect on the dependent variables. Rather involvement of attribute variables must also be documented to circumvent artificial simplicity in the experiment. Artificial simplicity hampers the extent of true effects of the treatment onthe dependent variable. Socioeconomic condition of the subjects is the attribute variable in the study. Factorial Design studies the impact of attribute variable(s) on dependent variable along with independent variables, the same design was selected for the study. "Social researchers often use factorial designs to assess the effects of educational methods, whilst taking into account the influence of socio-economic factors and background". (http://explorable.com/factorialdesign.html). Second, the research demanded study of effects of more than one variable, manipulated

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[2]ANOVA: Analysis of variance

simultaneously, on dependent variable; factorial design is most suitable for the purpose. Third, along with the reasons stated, the factorial design also increases generalizability of the research; same was used for the study. A factorial design is one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interface among various variables. Factorial designs are of two types. In the first type of design one of the independent variable may be experimentally manipulated. In this case the experimenter is mainly interested in the effect of the single independent variable but must take into deliberation other variables that may manipulate the dependent variable. Characteristically these other variables are attribute variables. Building the attribute variables into a factorial design not only increases the accuracy of the experiment but also its generalizability because one is able to determine whether the treatment has equivalent effects over all levels, the generalizability of the experimental findings is improved.

Research Question

Does teaching contextualized text develop Thinking Skills in the learners at tertiary level?

Hypotheses

I. H_1: Contextualized text facilitates learners in developing thinking skills than that of non-contextualized text.
II. H_o: Contextualized text does not facilitate learners in developing thinking skills than that of non-contextualized text.

Population

The accessible population for this study is all undergraduate students of public Sector Business Schools of Karachi while the target

population of the study is all undergraduate students of public sector business schools of Pakistan. One public sector business school of Karachi was randomly selected for the study using Simple Random Sampling technique from which 80 students were distributed in two groups; control and experimental groups with 40 students in each group. The adopted sampling technique is probability sampling.

Research Instruments

The research instruments that have been used for the study are:

- Questionnaire for experimental and control group to find out their socio-economic status.
- Contextualized Text
  Contextualized text was developed by the researcher and got it approved by three subject specialists; to make the text valid.
- Achievement Test

At the end of the teaching of each group, one achievement test was administered to measure the effects of the contextualized text on their thinking skills i.e. once in the last class of control group teaching process and second time same test was administered in the last class of experimental group teaching process. Researcher selected post test only design which does not require a pre-test. This achievement test had 8 questions in total with 7 questions containing different contextualized situations and one question of MCQs (Multiple choice questions). Maximum marks of the test were 100 and the students had 3 hours to finish it. Two ways ANOVA was administered to find out the improvement in learners' thinking skills which has been discussed under Analysis of the Data.

Variables and Justification

The researcher studied the relationship of the variables given below:

- Contextualized text.
- Students' thinking skills.

- Socioeconomic status of the students.

Analysis of the Data

Figure 1.
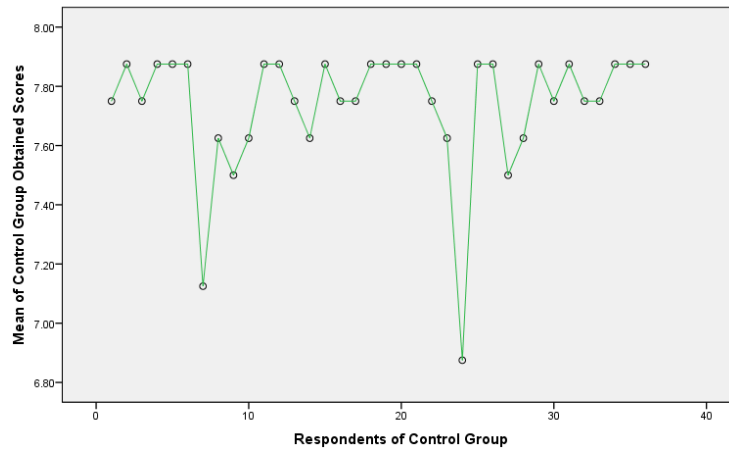
Achievement test scores of control group

Figure 1 represents respondents of Control Group on X axis and mean of obtained scores of the respondents of Control Group on Y axis. Total number of respondents shown is 36. Mean of lowest score is 6.9. Maximum respondents obtained mean score between 7.7 and 7.9. The graph shows consistency of the scores as well as variability of the respondents. It depicts reliability and consistency of the tool.

Figure 2 shows respondents of Experimental Group on X axis and mean of obtained scores of the respondents of the Experimental Group on Y axis. Lowest mean score is 9.19 while highest is 10. Data falls consistently between 9.23 and 9.5. This depicts consistency of the data. The result represents reliability and consistency of the tool.

Figure 2.

Achievement Test scores of experimental group
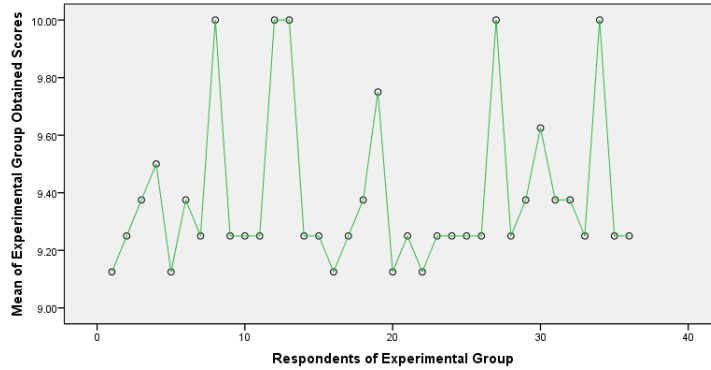
Comparison of Fig. 1 and 2

Comparison of both the graphs shown in fig. 1 and 2 represents that the tool; that was achievement test, was reliable as the data is consistent. Variation in mean scores has also been found which depicts understanding of the subjects regarding the course content taught to them during the experiment. Maximum data, in case of Control Group (fig.1) falls between 7.7 and 7.9 while for Experimental Group (fig. 2) it falls between 9.23 and 9.5. Subjects of the Experimental Group managed to score higher than Control Group which represents their understanding of the concepts, ability of reading comprehension and thinking ability.

Table 1.

Table of Significance

Correlations

		Use of Contextualized text for teaching Business Writing	Mean of obtained scores in achievement test
Use of Contextualized text for teaching Business Writing	Pearson Correlation	1	.958[**]
	Sig. (2-tailed)		.000
	N	72	72
Mean of obtained scores in achievement test	Pearson Correlation	.958[**]	1
	Sig. (2-tailed)	.000	
	N	72	72

[**]. Correlation is significant at the 0.01 level (2-tailed).

Table 1 is the result of test of significance. Pearson correlation was used to find out the relationship between variables i.e. use of contextualized text and mean of obtained scores of both control and experimental groups. The table demonstrates positive relationship between the two variables shown in the table by the value 0.958. The level of significance is 0.01. P-value in the table is 0.00. The estimated co-efficient of correlation is 0.958 which signifies existence of strong relationship between contextualized text and achievement of the students. Level of significance i.e. 0.01 in the table illustrates strong significance of the test. P-value in the table i.e. 0.00 shows that null hypothesis is rejected leading to the conclusion that strong positive correlation between the variables exists.

Table 2.
Table of Significance

Correlations

		Mean of obtained scores in achievement test	Socioeconomic Status of the students
Mean of obtained scores in achievement test	Pearson Correlation	1	.030
	Sig. (2-tailed)		.805
	N	72	72
Socioeconomic Status of the students	Pearson Correlation	.030	1
	Sig. (2-tailed)	.805	
	N	72	72

Table 2 shows relationship between Socio-economic Status (SES) of the students and their achievement in the test in terms of scores. Pearson correlation was used for the test of significance. Co-efficient of correlation in the table is 0.030. This value represents weak relationship between the two variables. P-value is 0.805 which is greater than 0.05 (thresh hold value) and depicts that there is no relationship between the variables. It leads to the logical analysis that the two variables that are SES and Students' achievement in the test do not have any significant relationship. The achievement of the students in the test does not vary because of their socio-economic status.

Table 3.

Hypothesis Testing for Thinking Skills: Analysis of Variance

ANOVA

Thinking Skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53.174	1	53.174	**1858.261**	**.000**
Within Groups	2.003	70	.029		
Total	55.177	71			

H_1: Contextualized text facilitates learners in developing thinking skills than that of non-contextualized text.

H_0: Contextualized text does not facilitate learners in developing thinking skills than that of non-contextualized text.

Thinking Skills of the students were tested in the whole achievement test. Table 3 is Analysis of Variance (ANOVA). Column 01 of the table shows groups. Column 02 contains sum of squares. Column 03 represents degree of freedom. Column 04 shows mean of square. Column 05 contains F ratio and column 06 depicts significance of the test. Significance Value is 0.00 which depicts that null hypothesis is rejected. F ratio obtained i.e. 1858.261 (highlighted in the table) is also significant which suggests that the results of the findings are significantly valid. The table shows difference between groups is higher than the difference within group and hence the obtained F ratio explains the mean of experimental group is greater than the mean of control group. Therefore the test shows that the students taught through contextualized text improved their thinking skills significantly than those taught through non-contextualized text.

Table 4.

Effect of SES on Thinking Skills with the Treatment: Two-way Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: Thinking Skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	53.452[a]	5	10.690	408.959	.000
Intercept	1928.464	1	1928.464	73773.563	.000
Treatment	**53.174**	**1**	**53.174**	**2034.170**	**.000**
SES	**.175**	**2**	**.087**	**3.346**	**.041**
Treatment * SES	**.103**	**2**	**.051**	**1.968**	**.148**
Error	1.725	66	.026		
Total	1983.641	72			
Corrected Total	55.177	71			

a. R Squared = .969 (Adjusted R Squared = .966)

Table 4 is the result of Test of between Subjects Effects for 2 Way ANOVA. Column 01 of the table is source. Column 02 shows sum of squares. Column 03 represents degree of freedom. Column 04 depicts mean square. Column 05 of the table gives values of F Ratio and column 06 shows value of significance. The table illustrates that treatment given to the group contributes significantly in students' learning of thinking skills independently as F ratio shows 2034.170 with significance value 0.000 which is less than the threshold value of 0.05. This indicates rejection of H_o and acceptance of H_1. F ratio obtained for SES is 0.87 and its value of significance is 0.41. When combined effect of independent and attribute variables i.e. treatment and students' socioeconomic status was tested, the obtained values (F ratio: 1.968; Value of Significance: 0.148) show that SES does not have any effect with the treatment in the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students' learning of thinking skills.

Discussion

Contextualized text is the independent variable of the study. The impact of the independent variable was observed on the dependent variable- thinking skills. In the study, socioeconomic status of the students is not the variable of interest for the researcher but it is an attribute variable that might affect the findings of the study. Therefore the researcher took it into account to make the findings of the study more valid and credible. The results of the data analysis show existence of strong causal relationship between contextualized text and achievement of the students. The tests also suggest the two variables that are SES (Socio-Economic Status) and Students' achievement in the test do not have any significant relationship. The achievement of the students in the test does not vary because of their socio-economic status. They also represent that SES does not have any effect with the treatment in the learning of the subjects. They imply that contextualized teaching is the only factor that impacts students' learning of Thinking Skills. All other possible factors were controlled by selecting random technique of sample on public sector business school where students are more selected on merit only rather than fee affordability. They generally come from more or less the same academic background. The researcher also randomized the selected sample for the controlled and experimental groups. No criterion was made by the researcher in assigning subjects to the control or experimental groups. The students were not informed about the groups whether they are part of controlled group or experimental group. This was done to avoid Hawthorne Effect. The study was conducted at a neutral venue to avoid any effect of place or physical environment.

To study the causal relationship among these variables the researcher selected the most appropriate population which was students studying the course of Business Communication at tertiary level in Pakistan. From the whole population the researcher selected the accessible population in order to maintain practicality and access

till the end of the study which was all the public sector universities of Karachi. To make the sample more representative of the target population probability sampling procedure was adopted throughout the sample selection and group making. Simple random sampling technique was used at every step. For experimental study, at least two groups were required therefore a single public sector institution was selected randomly without any bias or pre-set criterion i.e. any criterion of selecting the subjects like their grades or CGPA etc. Subjects were selected who were registered in the course of Business Communication at undergraduate level. The most important aspect of every experimental study is randomization in selection of the subjects for the groups and the same was done by the researcher as well. Two groups were made for the experiment namely control group and experimental group. A neutral venue was selected to control extraneous variables that might affect the experiment. The purpose of selecting a neutral venue was to avoid any effect that their own class room or familiar physical environment might have on their teaching learning process. Duration of the class and total teaching hours were in accordance with the HEC recommendations. Control group was taught first to avoid the Hawthorne effect. Contextualized text was developed by the researcher and expert opinion was taken from three subject specialists. The text was piloted on sample like subjects and necessary changes were made as a result of pilot testing. Achievement test used as post-test was also piloted on the same population at the end of teaching process. Achievement test was also sent to subject specialists and necessary changes were made to make it more reliable after their review.

After instrument development and pilot testing, the researcher selected the most suitable research design after thorough study of the research methodologies which was Simple Factorial Design; one of True Experimental Designs. Eighty students were randomly selected as sample for the study from the population, and then randomized forty in each group; control and experimental group. Control group was taught by foreign authored non-contextualized text used in regular teaching practice in the universities and

experimental group was taught by contextualized text. Students' learning was analyzed through an achievement test.

In the light of the analyses it is evident that the use of contextualized text impacts students' learning positively and creates opportunities of not only swift learning but also applying the concepts on real-time problems.

Findings

The findings of the study are based on the analysis that was done on the data found as a result of the experiment.Statistical data analysis was done through SPSS. The first thing to find out was the reliability of the tool. This was tested and the tool i.e. contextualized text was found to be reliable and consistent. The test has been discussed in figures 1 and 2 under the heading of Analysis of the Data show consistency of the tool. This is a comment on the validity of the text used in the classroom for teaching.

The relationship between contextualized text and students' learning was tested and the findings suggest that a strong positive relationship between these variables exists. This finding suggests that students' learning depends significantly on the selection of text used for teaching. If a non-contextualized text is used for teaching thinking skills, they tend to achieve less learning as compared to those who are taught through contextualized text. Thinking skill is one of the most difficult skills and for teaching this skill the most important and powerful tool that a teacher might have is the text. Therefore a teacher needs to select the text intelligently in order to facilitate students' learning and interest.

Tables 3 and 4 show that the students taught through contextualized text improved their thinking skills significantly than those taught through non-contextualized text. The tables also suggest that SES does not have any effect with the treatment in the learning

of the subjects. It suggests that contextualized teaching is the only factor that impacts students' learning of thinking skills. This leads to the conclusion that socioeconomic status, along with independent variable does not impact dependent variables significantly.

Conclusion

This study was an attempt of working on contextualized text for English Language in general and English for business purposes in particular. This experimental study was conducted as an effort to produce some empirical evidences whether the idea of contextualization was workable in Pakistani setting and to what extent. It was also an endeavor to encourage scholars and English Language Teachers to go for contextualization in the field of ELT to make learning more effective and quick for the learners. Curriculum developers and text book writers should now turn to contextualized text books which improve students learning. This has been the need of the hour in Pakistan especially for curriculum developers and academic administrators to now change gear and start adopting newer and better methods and techniques for teaching. It was also an attempt to provide tested and authentic literature in the field of contextualized teaching learning especially in local context so that the researchers of education and applied linguistics can make us of it for further research. The study also tried to find out the hindrances that teachers face in developing and executing contextualized text in their classes. This document can be used as a reference for those who are a part of the academic administration to create willingness among them for adopting a new approach for teaching in Pakistan. Globally the idea of contextualized teaching learning is not absolutely new but in a developing country like Pakistan where curricula are hardly revised, it is a comparatively new study that has been conducted and presented with empirical evidences.

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