CONTEXTUALIZING ENGLISH LANGUAGE LEARNING: DESIGNING ENGLISH LESSON FOR STUDENTS MOTIVATION

ZHAO XIAOJU
St. Paul University Manila – Manila, Philippines

REYNALD ALFRED G. SY
Far Eastern College -Silang – Silang, Cavite, Philippines
St. Paul University Manila – Manila, Philippines

ABSTRACT

This study aimed to enhance motivation among secondary vocational students in China, particularly in learning English. The study employed a qualitative method, utilizing focus group discussions (FGD) to understand students' preferences regarding content, teaching activities, learning methods, and assessment. Twelve students participated in the FGD, providing valuable insights that informed the design of customized session plan tailored to their vocational focus. Then the plan was implemented with 284 tourism students of Grade one across six classes at Jiangyou Secondary Vocational School. The researcher utilized document analysis, classroom observations and teacher and student reflections. Data was collected through FGDs, observation and reflections, the researcher analyzed the application of contextualized language learning in English teaching for secondary vocational students underscoring the value of aligning teaching methods with the students' interest to foster better engagement and learning outcomes.

Findings indicated that contextualized learning, through interactive methods like role-playing, multimedia, and scenario simulations, significantly enhanced student engagement, motivation, and practical language skills. The study concluded that these approaches fostered a dynamic learning environment, improved students' cooperation and cross-cultural communication skills, and positively influenced their learning attitudes. Based on these results, recommendations included continuous optimization of teaching methods, regular teacher training, diversified assessments, and fostering students' intercultural competence to enhance their preparedness for future careers. The researcher reflected on the need for more diverse contextualized activities and improved spoken English skills to better align with students' interests and sustain their motivation for learning English.

Keywords: Contextualized English Language Learning, Student Motivation in Vocational Education

1.0 INTRODUCTION

A crucial component of vocational education is the teaching quality of secondary vocational English education which is directly linked to students' career development. Recognizing the significance of English proficiency in vocational training, China's Ministry of Education introduced the revised English Curriculum Standards for secondary vocational schools in 2022.

These standards specify that students should "master about 2,200 words, learn about 400 idioms and expressions, 500 sentence patterns, and master 55 professional sessions." Furthermore, the revised standards emphasize that English teaching should "cultivate students' ability to use English in life and professional occasions" (English Curriculum Standards for Secondary Vocational Schools, 2022).

Despite these ambitious goals, achieving these goals remain to be a challenge. Current data suggest that most secondary vocational students have limited vocabulary and struggle in using English correctly (Jia, 2023). Many students do not find English relevant to their daily lives and perceive it as a burdensome subject rather than a practical skill. Studies have shown that secondary vocational students often lack motivation and interest in learning English, sometimes even experiencing learning fatigue (Feng, 2019; Wang, 2020). One of the key reasons for this disengagement is the students' inability to see the value of English in their daily activities. Since English is not frequently used outside the classroom, students struggle to grasp its practical applications, leading to a belief that learning English is unnecessary.

Studies on using contextualization while creating lesson plans for English instruction in secondary vocational education is a significant gap in the body of literature currently in publication (Nurlaelawati, 2020). Numerous studies demonstrate how traditional teaching approaches, which mostly rely on lectures, dominate English training. Although lectures are an effective way to impart knowledge, they can result in a boring classroom environment and do not actively involve students in the learning process. Studying fatigue and poor retention result from this lack of engagement, which makes it challenging to cultivate enthusiasm in studying English (Zhao, 2020). Additionally, it is also challenging for students to understand how English can help their occupational training because the material presented in English classes is sometimes not in line with their own professional goals (Wu, 2020; Wang, 2021).

Li (2023) highlights another critical issue: rote memorization. Many students learn English solely to pass exams rather than to develop meaningful language skills. Since English is seldom used in daily interactions, students rarely get the opportunity to practice listening, speaking, reading, and writing in authentic settings. This lack of practical exposure hinders their ability to apply English proficiently in professional and daily contexts (Jia, 2020). Without a conducive language environment, students struggle to develop communicative competence, further diminishing their motivation to learn.

Recent literature suggests that contextualized English language learning—where learning is tied to real-world and career-specific contexts—can be an effective approach to addressing these challenges (Wang, 2020). Contextualization enables students to perceive, understand, and use English in meaningful situations, fostering engagement and motivation (Li, 2022). By making English learning relevant to students' professional fields, contextualization helps bridge the gap between theory and practice, thereby enhancing language application skills.

However, despite its potential benefits, the application of contextualized English language learning in secondary vocational education remains underexplored. Most existing research focuses on theoretical discussions rather than empirical studies evaluating its effectiveness in classroom settings. Additionally, previous studies primarily compare traditional and contextualized teaching methods based on test results, lacking diverse assessment approaches

that account for students' experiences and engagement levels (Zhang, 2019; Xing, 2020). This study aims to address these gaps by examining how contextualization can be incorporated into session planning to improve English learning outcomes for vocational students.

Drawing on constructivist theory, particularly Piaget's (1977) principles, this study emphasizes student-centered learning, where learners construct knowledge through active engagement and real-world application. By designing English learning session plans based on students' needs and interests, the study seeks to enhance motivation and learning effectiveness.

To investigate the impact of contextualized learning, the researcher employed a qualitative approach, observing classroom instruction and documenting reflections on contextualized learning experiences. The analysis focused on identifying how contextualized English teaching methods influence student motivation, engagement, and language proficiency.

By addressing the identified gaps, this study contributes to the growing body of research on vocational English education and highlights the need for more practical, student-centered instructional strategies. The findings are expected to provide insights into how contextualization can be effectively implemented in English instruction, ultimately supporting vocational students in acquiring the language skills necessary for their professional growth.

1.1 Purpose of the Study

The study aimed at contextualizing English language learning in a secondary vocational school in China.

1.2 Research Questions

1. What are the learners' interest in terms of

   a. content;
   b. activities;
   c. methods;
   d. assessment?

2. What English learning session plan may be developed based on the identified preferences and interests of the students?

3. How can the learning session plan be effectively implemented?

4. What learning methods may be recommended in different contextualization?

1.3 Theoretical Lens

This study explored ways to enhance the English learning motivation of Chinese secondary vocational students by utilizing contextualized English learning, based on their generally low motivation (Gao, 2020). The research was grounded in Piaget's (1977) constructivist learning theory, which aligns with the needs of secondary vocational students who possess strong practical skills and hands-on experience. It asserts that knowledge is actively constructed through interactions with the environment, making contextualized learning particularly suitable

for vocational students. By integrating English learning into simulated, real-world contexts, students could engage more actively and meaningfully with the language, fostering increased motivation and learning effectiveness.

In this framework, students take an active role in constructing knowledge, while teachers serve as facilitators (Yang, 2022). Researchers conducted by Xu (2020) and Yao (2019) emphasize that real or simulated contexts enhance meaning-making in language learning. Contextualized teaching, as supported by Xing (2019), boosts student interest and engagement while also improving learning outcomes. Furthermore, it cultivates vocational competencies, adaptability, and innovation skills essential for secondary vocational students (Shao & Katt, 2019; Liu, 2021). By applying contextualized English learning in vocational education, this study aimed to enhance students' motivation, learning effectiveness, and overall professional development.

1.4 Review of Related Literature

With an emphasis on contextualizing English language instruction to increase student engagement, the study examines secondary vocational English education in China. It looks at how to create an English learning lesson plan that fits the interests of the students and the contextualized teaching methodology. The research's synthesis section explains the reasoning behind the study and stresses the necessity of creating lesson plans that use contextualized teaching techniques to improve students' motivation and English learning experience.

1.5 Secondary vocational English

The core quality of English subject in secondary vocational schools was the concentrated embodiment of the value of education, and the value concept, essential character and key abilities that students should form through study and practice. It was composed of four aspects: workplace language communication, perception of thinking differences, cross-cultural understanding and independent learning. These four aspects were relatively independent, but also blended with each other, which formed a whole learning of English (New English Curriculum Standards for Vocational Schools, 2022).

English course in secondary vocational schools was a compulsory public basic course for students of all majors, which had both instrumental and humanistic characteristics. On the basis of compulsory education, the task of secondary vocational English was to help students further learn basic language knowledge, improved language skills such as listening, speaking, reading and writing, and develop the core quality of English subjects in secondary vocational schools (Vocational Education of China, 2022). To help students engage in language practice activities within authentic contexts, appreciate cultural diversity, foster an open and inclusive mindset, and cultivated a well-rounded sense of aesthetics (Chen, 2022).

In secondary vocational English learning, teachers should help students understand the thinking differences of people in different countries, and help students establish a correct world outlook on life and values. Students should consciously practise the socialist core values to become high-quality laborers and technical talents with all-round development of morality, intelligence, physical health and labor in the future (Jiang, 2022).

1.6 Current English language learning in secondary vocational schools in China

A significant body of literature suggested that the current state of English learning among secondary vocational students was generally lacking in China (Yan, 2021 & Lu, 2023). Students' learning. As the English foundation of secondary vocational students was generally poor, they lacked interest and confidence in English learning, which leaded to the poor learning results. For example, secondary vocational students mastered a few vocabularies, they could not understand grammar and they could cnot use them correctly, so their listening, speaking, reading and writing skills of English would not be improved (Li, 2021). Mastering vocabulary was the basis of English learning, Wu (2020) found that the secondary vocational students in Chongqing City and rural areas had a common characteristic that they could not remember the words on the basis of understanding the meaning and usage of the words, and the method of memorizing words was recitation repeatedly. The main reason was that secondary vocational students had not mastered effective English learning methods, they were not able to understand context, sentences meaningfully.

Most of students only knew 26 English letters when they entered the vocational school in Santai Vocational School in Sichuan province, they did not know the grammar, student were not interested in learning English, and even tired of learning English, they never spoke English in daily life, most of students thought English was difficult, boring and useless, so they gave up learning English.(Hu, 2020).

Wang (2022) discovered that many students had difficult in memorizing vocabulary in a study of Ningbo Secondary Vocational School in Zhejiang province. There was extensive English vocabularies, along with complexities like multiple meanings and homophones, complicated memorization. Additionally, some students lacked effective techniques and strategies in learning vocabularies, which leaded to inefficient retention of words and sentences.

In a survey on the English learning status of secondary vocational students in Zaozhuang, Shandong province, Zhao (2020) found that most students struggled with grammar comprehension. For instance, students often couldn't use different sentence structures correctly to convey their intended meanings, and they always made a lot of mistakes, such as , structural confusion and frequent grammatical errors. Such as tense and voice were also challenging for them to grasp and apply. The lack of grammatical understanding hindered students' ability to interpret written texts accurately and affected both their writing clarity and speaking skills.

Qin (2020) conducted a survey on the contextualizing English learning of secondary vocational students in Zunyi, Guizhou province, He found that students had obvious confusion and contradictions in the ability to learn independently. Although many students expressed a willingness and confidence in using information resources and methods to improve their English, their actual awareness and practices in information-based learning remained limited. For example, students tended to rely on teacher supervision and engaged in passive learning rather than taking initiative, resulting in a lack of enthusiasm and motivation for English learning. The main reason for students' poor English learning was that they lacked the enthusiasm and initiative to learn English, they had no desire to learn English, they received knowledge in a passive method and lacked the awareness and habit of independent learning.

To improve this teaching method, teachers should guide students in developing positive learning concepts, foster their independent learning skills, and help them adjust their attitudes

toward learning (Putra, 2020). By making English learning enjoyable, students could become more engaged in activities and take the initiative to experience the joy of learning English.

Traditional teaching method. At present, teachers used the traditional teaching methods in most of the English classroom teaching in secondary vocational schools. Teachers took teaching as the center, they designed the simple learning session plan according to the teaching content and rarely combined with the real life and vocational simulation of real scenes and the students. English classroom was not interactive and interesting, and students didn't have a sense of participation and belonging (Qiu , 2023).

This method failed to foster a strong learning atmosphere, it didn't develop students' inquiry and collaboration skills effectively, and it lacked in nurturing creative thinking (Wang, 2020). For instance, teachers didn't select or adapt teaching materials based on students' needs but it followed textbook content rigidly, without creating the contextualized learning environments of engagement, which leaded to a dull, uninspiring classroom atmosphere that didn't align with students' learning needs or career aspirations (Zhao, 2020). When teaching vocational dialogues, teachers had students read and analyze the dialogue directly, explaining vocabulary and sentence structures without using role-play or contextual scenes, which prevented students from experiencing the richness and enjoyment of professional English contexts.

In order to change the dreary teaching environment, teachers should make the teaching content fresh, teaching activities rich and teaching methods diversified. Only in this way could they grasp the interest of students, make English learning interesting and meaningful, and the students would gradually change from passive learning to active learning, which was conducive to enhancing students' learning motivation and improving English learning effectiveness (Li, 2020).

1.7 Assessment Method

Secondary vocational English teaching assessment methods were still largely influenced by traditional teaching practices and grade-based assessments. Many teachers primarily relied on students' tests, monthly exams, mid-term exams, or final exams to assess students' learning, focusing on application and transfer of knowledge. While this method allowed for the quantification of learning outcomes, it overlooked students' dynamic engagement and emotional experiences during the learning process, making it difficult to comprehensively assess their overall learning abilities (Xiong, 2021 & Yan, 2022).

After the end of classroom teaching, teachers assigned homework to students was an important link for students to review and consolidate knowledge. By correcting homework, teachers could find the problems existing in the learning process of students, and they gave the students feedback and guidance in time. This kind of homework assessment could provide teachers with objective teaching feedback, and help teachers understand the classroom teaching effect, it could assess the students' mastery of knowledge, but it couldn't assess the students' comprehensive abilities (Zhu, 2023).

1.8 Contextualizing English language learning

Contextualizing English language learning aimed to equip students with language skills in a highly interactive experience by simulating real language environments and incorporating them into everyday life scenarios (Liang, 2022). Focus on the application of knowledge in practical communication, such as through the simulation of shopping, travel, scenic spot introduction, hotel service and other diversified scenes, stimulate students' emotional resonance and learning motivation. This method could promote the overall improvement of students' listening, speaking, reading and writing ability, and deepened students' understanding of different cultures. Contextualizing practice and immediate feedback could ensure the efficiency and focus of students' learning process, so that students could master English in a near-real contextualization naturally, and it improved students' English learning effect and interest (Wang, 2022). After reading a lot of literature, the researcher found that in recent years, contextualizing English language learning had been widely concerned and applied in English language teaching in China.

The application of contextualizing English language learning. Contextualizing English language learning referred to the method in English classroom teaching that teachers took students as the center, it paid attention to the close connection between learning environment and real life or career scenes, and guided students to learn English knowledge and mastered English skills in real contextualization by simulating or reproducing real scenes (Wang, 2022). This method could stimulate students' interest in learning, enhance students' motivation to learn English, and promote students' internalization of knowledge and improvement of skills (Zhu, 2021).

Hu (2022) suggested that teachers could use music to enhance contextualization in English teaching. By leveraging the linguistic features of music, such as its melodies and rhythms, teachers could create musical images that offered students a rich aesthetic experience. Music had the power to evoke emotional resonance and increased the appeal of learning. For example, when teaching vocabulary and expressions related to "travel and adventure," the teacher played the English song "Traveling Light" and provided students with printed lyrics. The students first listened to the song and attempted to identify travel-related words. During a second play, the teacher paused the song at certain points to introduce and explain new words like suitcase, highway, and journey, providing definitions and examples. The students then repeated the words and tried to memorize them by associating them with images or objects.

Yu (2021) suggested that role-play and presentation could be effective methods for contextualizing English teaching. By encouraging students to engage in role-playing or presentations, teachers helped students connect with the characters in the text, deepened their personal experience, and enhanced their sense of participation and comprehension of English. For example, when teaching Travel and Adventure, the teacher could guide students to prepare role-playing cards, each depicting scenarios they might encounter during a trip (Benedito and Rabago, 2023). Students would work in pairs, drawing lots to assign roles and scenarios, and then performed simulations using newly learned vocabulary and expressions. The teacher encouraged students to use the language creatively, while providing corrections for grammatical errors, helping students put real-life contextualization into their English learning seamlessly. Zhang (2019) summarized the strategies of guessing the meaning of the words in vocabulary teaching by using text information fragments such as affixes, stems, common sense

and icon, designed activities with clear goals and teaching steps, and pointed out the clues of vocabulary teaching from three aspects, structure, inferred semantics and definition.

Zhong (2021) also proposed that teachers should leverage affix teaching innovation to stimulate students' interest in learning, enhance the students' memory of vocabularies, and teachers should improve the students' understanding of vocabularies through context-based experiential learning. He believed that such methods allowed students to explore and construct knowledge within a specific context actively, thereby improving learning outcomes. For example, when teaching words like happy, usual, and friendly, students could also learn unhappy, unusual, and unfriendly to understand the meaning of the "un-" prefix through comparison. To make affix teaching more engaging and intuitive, teachers also could use example sentences and pictures to explain the meaning and usage of affixes. Additionally, students were guided to observe and analyze word structures so that they could discover the rules and usage of affixes independently. To reinforce students' understanding and memory, teachers could design various exercises, such as fill-in-the-blank activities, sentence creation, and translation tasks.

Shi (2019) studied the teaching methods of oral English and reading through questionnaire survey, interview and test, and found that contextualizing teaching cultivated students' interest in oral English and reading learning, enhanced students' learning motivation, and effectively improved students' English scores.

Gan (2023) and Wang (2021) found that setting a contextualized method to English language teaching encouraged students to participate more actively in classroom activities. Real and specific contextualized learning could significantly boost students' motivation to learn English. They suggested that teachers should innovate in contextualized teaching to stimulate students' interest in learning and enhance their vocabulary retention through experiential learning. This method helped the students cultivate their abilities to explore and construct knowledge actively, improving their learning effectiveness ultimately.

Contextualizing teaching could cultivate students' ability to discover, explore and solve problems, it formed the students' critical thinking and exercised students' ability to collect information, and it also enhanced the spirit of cooperation and creativity. Yang et al. (2022) believed that the application of contextualizing English language learning method in English teaching could reduce students' negative emotions such as difficulty, fear, loss and anxiety in the learning process, and it cultivated students' good learning habits and learning abilities such as independent learning and cooperative learning ability.

Xiong (2021) believed that contextualizing English teaching, on the one hand, created contextualization through questions and improve the professionalism of teachers' teaching level. On the other hand, it guided students to find and solve problems, it promoted students to grasp the teaching content faster and more accurately, and formed critical thinking. For example, when learning different scenic spots in China and the West, teachers asked students different questions, guided students to compare the similarities and differences of scenic spots, then teachers told the students different cultures from several aspects.

Gao (2020) believed that the main methods of English teaching were contextualized learning methods. Through the study, he found that discourse context helped to strengthen students'

long-term memory of the context of the content, which had a significant impact on English learning. For example, some words had multiple meanings, if students wanted to understand their meaning in this article accurately, it was necessary to understand the context completely.

Yang (2019) pointed out that the rational use of objects and pictures could make students more directly feel the connotation of what they had learned. Yang and Wang (2024) suggested that teachers used physical demonstrations to help students better understand and remember knowledge points. Teachers could also select typical scene pictures from daily life, so that students could connect what they had learned with the pictures and real life, and enhanced the practicability and interest of learning. For example, when learning the introduction of scenic spots, the teacher showed the students a picture of the scenic spot, and then told the students "In this picture, you can see..., it is very famous for...., it is the landmark of..." To practice describing scenic spots in English.

Thus, contextualizing English language learning provided students with a more vivid, three-dimensional and realistic learning environment through multiple aspects such as context creation, context experience, context optimization and context application (Adolfo et al., 2019). In this process, students not only understood and mastered knowledge better, but also they improved their practical ability, innovative thinking and comprehensive quality, and they also laid a solid foundation for their future study and life.

1.9 English learning session plan

English learning session plan was a detailed learning plan designed by teachers according to students' preferences for learning content, activities, methods and assessment methods, teaching references, combined with students' personality characteristics and Vocational needs. Through reading the studies of many researchers, the researcher found that different context were created in different ways when designing English learning session plans.

Inal and Cakir (2014) proposed to teach vocabulary in the context of stories, allowing students to guess the emotional direction and meaning of words according to the development context of stories and logical thinking, so that students could learn and remember vocabulary based on context and their own existing knowledge and experience. Shang (2014) also proposed to create contextualization for English teaching by playing videos in class. Videos were intuitive and interesting, which could well catch students' eyes and make them pay attention to English learning.

While Santos (2019) proposed that multimedia technology could be used to set and strengthen contextualization. Multimedia could solve many technical problems in the teaching process, activate the classroom atmosphere, and enable students to better participate in the class.

On the other hand, Shao (2021) proposed to use pictures, gestures, games and music, scene simulation, role playing, etc., to create contextualization. Pictures and gestures were intuitive and lively, especially in line with the characteristics of secondary vocational students' dislike of learning.

There were also researchers who believed that contextualization could be done in a variety of ways. For example, Guo (2019) who had tried to establish a mode of language

contextualization, in which the teacher created language contextualization by means of session and communication, and brought the students into the contextualization to learn and use knowledge. Cui (2023) proposed that context creation should have continuity, integration and coherence. Context coherence ensured the continuity of knowledge learning, and helped students practice their existing knowledge experience and enriched knowledge structures.

Guo (2022) put forward the innovative model of contextualizing teaching and proved its effect through experiments, which mainly included the following processes, teachers assigned learning tasks and created contextualization, and teachers recorded students' learning process, and gave certain evaluations to students in the process of practicing, so as to promote students' learning.

Through the analysis of literature, thinking and combined with the researcher's educational practice experience, the researcher believed that the following problems should be paid attention to in the creation of English language contextualization. First, according to the preferences, personality characteristics and learning characteristics of secondary vocational students, the creation of contextualization should be targeted. Second, there were multiple methods to create the contextualization. Third, creating different contextualization in different ways should be according to the teaching purpose and content.

At the same time, when implementing contextualized teaching, it was important to address certain issues. For example, teachers should improve their own competencies, acquire theoretical knowledge on creating contextualization effectively, and guide students in acquiring knowledge within this context. Manzano et al. (2021) pointed that teachers should use contextualized teaching selectively. First, the method of context creation should align with the course objectives, choosing approaches that suit both the course content and the cognitive and developmental characteristics of the students. Secondly, because secondary vocational students had little knowledge, teachers should start from students' everyday lives to ensure that knowledge was relevant and applicable, fostering a connection between life and learning.

1.10 Students' motivation

Student motivation referred to the internal motivation or external inducement that pushed students to carry out learning activities. It involved many aspects such as why students were willing to learn, how to keep learning enthusiasm, and setting learning goals (Zhao, 2020).

When students had intrinsic motivation to learn English, they would gain pleasure in the process of learning. If students could experience the value of using English, keep their curiosity about English and its culture, their interest in the customs of English-speaking countries, and their positive attitude towards English learning, they would learn English well(Wang, 2021).

Hu (2022) found that students with intrinsic interest in English were more willing to face difficulties and challenges in learning the language compared to those without interest. However, not all students were interested in English, and for those who were not to learning English, they found English learning was boring. Therefore, it was crucial for the teacher to consider students' preferences regarding learning materials, content, methods, and assessment methods when designing the curriculum. By tailoring teaching programs to enhance students' learning motivation, teachers could better engage them carefully. To stimulate the motivation

of secondary vocational students to learn English, teachers should select materials that are interesting, relevant to students' lives, and aligned with their career development needs.

Yu (2021) believed that teachers could choose English content, video or audio materials related to fashion, service, culture, technology and travel related to tourism majors, so as to make students feel close and interesting in the learning process. Such teaching content could not only attract students' attention, but also it could enhance students' learning motivation.

Zhong (2021) found that cross-cultural communication could be added to the English course plans, so that students could learn about the different cultures, customs and ways of thinking of different countries while learning the language. In addition, activities such as comparative analysis and simulated dialogue could also cultivate students' intercultural communication ability and stimulate students' desire to explore English culture and motivation for learning.

Nurlaelawati et al. (2020) found that through innovative teaching methods and full use of multimedia technology, such as PowerPoint, videos, audios, etc., the teaching activities were more intuitive and vivid. Because multimedia assisted teaching attracted students' attention, improve their learning interest and participation, and it also enhanced students' learning motivation. Teachers could also implement flipped classroom teaching method, allowing students to independently learn new knowledge through videos and reading materials before class, the students would focus on answering questions, they would discuss and take part in practical activities in class. This teaching method could give full play to students' subjective initiative and cultivate students' independent learning ability and critical thinking.

Wang (2021) pointed out that teachers should adopt a variety of assessment methods in teaching, such as formative assessment and summative assessment, to give feedback timely, the teacher would help students adjust their learning strategies and assessed students' learning process and results comprehensively. Students could be encouraged to conduct self-assessment and peer assessment, so that students could better understand their strengths and weaknesses. On the one hand, the students could learn from each other, on the other hand, they could make progress in English, which could not only enhance the motivation of students to learn English, but also it could cultivate students' self-reflection abilities and cooperation abilities.

Guo (2022) found that when teachers organized students to conduct demonstration activities such as English speech, recitation and role-play, demonstration assessment could exercise students' English expression ability, it enhanced students' self-confidence and sense of achievement, which could stimulate students' learning motivation and make students have the desire to express their ideas.

Existing literature on English teaching methods primarily focused on regular middle schools, discussing the advantages and disadvantages of various teaching methods, such as increasing student enthusiasm, shifting students' learning attitudes, and enhancing their English scores, which demonstrated the widespread use and success of contextualized teaching in English (Liu et al., 2022). However, the foundation and learning abilities of regular middle school students were better than those of secondary vocational students generally, who struggled to engage actively in lessons. In secondary vocational, the emphasis was on skill development rather than theoretical study, and students' interest in learning English was typically weak. Many teachers still relied on traditional methods, the teacher rarely tailored lesson plans to meet the specific

needs of students and neglected to foster students' motivation. As a result, there was limited research on the application of contextualized English teaching methods in secondary vocational education, so exploring the contextualized method was very important for vocational students, On the one hand, it was to enhance the motivation of students to learn English, on the other hand, it was to improve the English level of vocational students.

Therefore, drawing on constructivism theory and aligning with the requirements of the New English Curriculum Standards for Secondary Vocational Schools to be issued in 2022, this study analyzed the application of various contextualizing English teaching methods in Jiangyou secondary vocational school. The researcher explored different implementation methods and based on the current conditions and feedback from students, the researcher proposed suitable English teaching methods and recommendations tailored to secondary vocational students.

2.0 METHODOLOGY

2.1 Research Design

In this study, the researcher examined the effectiveness of contextualized teaching methods in enhancing student motivation in secondary vocational English education. Ethical considerations were prioritized by obtaining permission from the school administration and securing informed consent from participants. The research process followed a structured five-stage approach: identifying student interests through focus group discussions, developing a contextualized session plan, implementing the plan, conducting observations and reflections, and analyzing data for feedback. Each stage was carefully aligned with the research objectives to maintain coherence and validity.

The study employed a range of contextualized teaching strategies tailored to vocational education needs. Vocabulary instruction incorporated physical demonstrations, games, and multimedia resources such as videos and audio to create immersive learning experiences. For instance, students engaged in interactive question-and-answer sessions and dialogues within tourism-related scenarios, reinforcing vocabulary acquisition. Role-playing and scenario-based simulations were also used in vocational training sessions, enabling students to apply newly learned vocabulary and structures in realistic settings, thus improving communication skills and adaptability (Zhang, 2021). Additionally, comparative analysis of scenic spot videos helped students recognize cultural differences, fostering cross-cultural communication competence. The task-oriented teaching approach encouraged students to integrate their knowledge by developing travel plans or managing hypothetical emergencies, ultimately enhancing their practical skills and comprehensive abilities.

2.2 Research Locale

The researcher conducted the study in Jiangyou city, Sichuan province, China. The researcher selected Jiang vocational school to participate in the study. The school was selected because of its accessibility to the researcher. The participants were chosen using the stratified sampling for 12 discussants, and random sampling for 6 tourism class students.

Participants from the Jiangyou vocational school were selected because the school could represent the English learning level of all the students in China. Vocational schools was located

in every city,in China. The students are 16 to 22 years old. Vocational schools offer a variety of theoretical and basic courses, but they were more inclined to cultivate students' operational skills.

This study was conducted with 284 in Grade one of tourism students across six classes at Jiangyou Secondary Vocational School, which has over 6,000 students. Grade one is the first academic year of China's secondary vocational education, Vocational school students generally didn't like learning, especially they were poor at English, and most students had given up learning English.

The school provided a representative context for exploring the challenges and opportunities in English learning. The research activities and observations were carried out within the school premises.

2.3 Data Source

According to Perkmen (2025), an FGD was generally composed of 6 to 12 participants. The focus group discussants were 12 students of Grade one majoring in tourism in Jiangyou vocational school, the ideas of these 12 students could basically cover the interests and preferences of all tourism students. The participants of English contextualized classroom teaching were 284 students from 6 classes of Grade one tourism major. The participants in FGD were selected by stratified sampling, while the class participants were selected by simple random sampling. Then the researcher conducted focus group discussions according to the question guide to know about students' preferences on English learning content, interactive activities, teaching methods and assessment methods. The researcher collected direct feedback information from the learners. The researcher particularly used FGD to document the interest and preferences of the discussants. The documented and transcribed data were then interpreted using a thematic approach. This allowed common themes to be clustered and interpreted. The researcher could conclude the answer of the question one this step.

The researcher designed the learning session plan and analyzed documents that provided insight into the background of the study. Specifically, the researcher selected documents issued by the Chinese Ministry of Education on English course in secondary vocational schools, as well as the current textbook and curriculum guideline for the Grade 1 of secondary vocational schools, which specified teaching requirements and assessment criteria. From this step, it could solve the question 2.

The researcher used observation to note students' interest, attitude, engagement and learning effectiveness in classroom learning, and used reflection to document the students' behavior. Through observation, the researcher could capture various micro-expressions of students, and it told the psychological state of students from their behavior (Li, 2024). That was, the researcher observed and recorded students' class participation, group cooperation, learning attitude and task output, focusing on whether students could transfer knowledge to simulated scenarios and role playing. And found out whether the learning sessions naturally connected, whether the contextualized sessions aroused the students' interest, and how the students worked in groups to solve the problems they encountered.

Based on classroom observation, the researcher carried out teaching reflection to optimize the contextualized teaching method. According to the students' classroom learning, the researcher optimized the implementation of learning session plan and strengthened the weak links in the classroom, such as supplementing background knowledge as the foundation, so that students could more easily devote themselves to English learning.

The researcher's thoughts on contextualized teaching and problems found in the whole process of data collection. The reflections helped the researcher to optimize the research process and improve the validity of the research results (Zhang, 2020).

These documented and transcribed data were then interpreted using a thematic approach. This allowed common themes to be clustered and interpreted. So from the Implementation of the plan, the thematic analysis of the observation and reflections, the researcher analyzed the answer of the question three, and question four. The goal of this step was to assess the effectiveness of contextualized English learning and whether these methods could enhance the students' motivation.

3.0 RESEARCH INSTRUMENTS

3.1 Focus Group Discussion Guide

An FGD Guide was a set of questions that extract the interest and preferences of the discussants. The researcher utilized a FGD: the guided FGD for the 12 students, The researcher used this to structure and organize the flow of discussion, ensuring that key topics related to students' interest and learning preferences, such as learning content, learning activity, learning method and assessment were covered systematically.

3.2 The guide of the Scenario simulation (session)

A guide of the scenario simulation was a reference material that offers guidance and information to students on how to conduct and engage in scenario simulation exercises or activities. They could simulate all kinds of vocational sessions (Xu, 2021). Scenario simulation focused more on session practice in simulated real travel environment, emphasizing the integrity of context and fluency of dialogue (Huang, 2020).

In this study, a guide of the Scenario simulation (session) was an outline of the tourist visiting the scenic spot, the tour guide introduced the origin, the history, the speciality and cultures, ect. The session was between the tourist and the tour guide, they would talked about many interesting things. This guide ensured the topic and scope of the session. It could improve the language communication ability during travel by simulating real travel scenes (Shen, 2020).

3.3 The guide of the Role play (session)

A guide of the Role play was an instructional resource that provides direction and advice for students engaging in session activities. They needed to role play different characters according to the contextualization (Putra et al., 2020).Role-playing, by playing different roles, focused on understanding and mastering the language characteristics of specific roles and the ability to convert between different roles (Wu, 2022).

In this study, a guide of the Role play (session) asked the students to act out the session according to travel requirements. the researcher asked the students to role-play different roles in a trip (such as tour guide, tourist), they could exchange the role. The students would practise the session to deepen their understanding and mastery of travel-related vocabularies, sentences and contexts (Cao, 2023).

3.4 The guide of the Game competition (vocabulary)

According to Chen and Li, (2023), A guide of the game competition was a comprehensive, detailed and practical guide designed to help students better understand the competition, the students would prepare for it and actively participate in it to achieve excellent results. The game competition paid more attention to the learning and memory of vocabularies, and increased the fun and interaction of learning through games, and improved the learning efficiency (Wu, 2022).

In this study, A guide of the game competition (vocabulary) included the game content, game rules, and how to play the game. In the study, it was used in the vocabulary learning. The aims were to learn and consolidate travel-related vocabularies through game competitions. It paid more attention to vocabulary memory and quick reaction ability, which could improve vocabulary effectively (Zhang, 2022).

3.5 Document analysis

In this study, the contextualized learning method would be checked whether it was highly consistent with the teaching aims in the course guide, the requirements of the learning session plan or integrated into the context of the tourism major completely, whether it could fully reflect students' acceptance of contextualized teaching and met students' current learning needs.

3.6 Reflections

The researcher's reflective journal served as a critical tool for capturing real-time observations and thoughts, it was helpful to collect students' feedback, observe and record students' learning effectiveness data, summarize successful experiences and areas to be improved through descriptive statistics and qualitative analysis, and recommended adaptive learning methods.

All the data extracted from this research tool were thematically interpreted to identify prevailing themes that will lead to answering the specific statement of the problems.

Necessary Audio and notes were allowed throughout the study, which ensured that the researcher captured what the discussants and class participants were really like in the study. The study first sought the consent of all participants to ensure that participants felt comfortable and that their identities were secure. The FGD notes, observation and reflection journal was capable of counter-checking the record of the entire study to ensure that the information being interpreted was accurate. In addition, the researcher guaranteed that the data would be destroyed once the case study was completed.
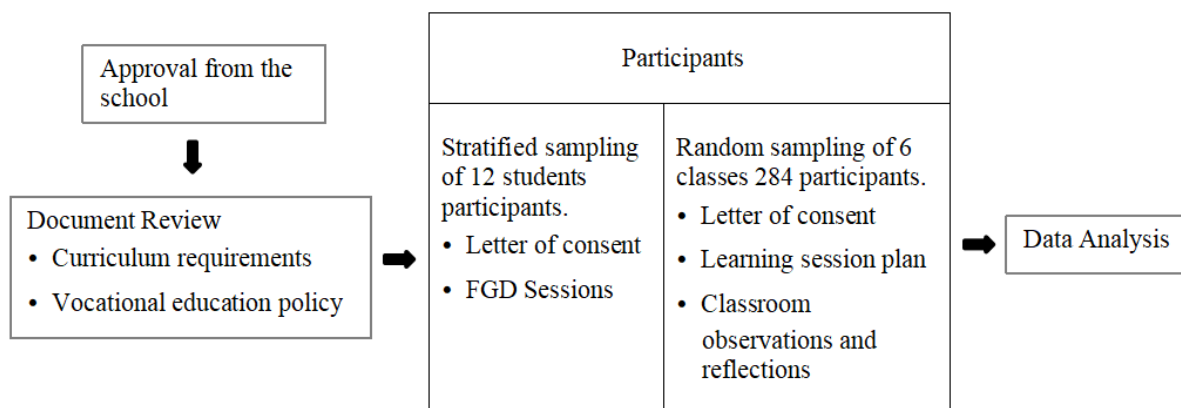
3.7 Data Collection Procedure

Figure 1. Data Collection Procedure

The study utilized stratified sampling to select 12 discussants for a focus group discussion (FGD) and random sampling to choose six students from tourism classes. To better implement English teaching in context, the researcher first identified students' interests and preferences regarding learning content, activities, methods, and assessments. Two students were randomly selected from each of the six classes, forming a group of 12 discussants who signed consent forms before participating in the FGD. Participants received a copy of the consent form, while the researcher retained another for documentation. They were informed about the audio recording for data collection and were asked to review the interview protocol before engaging in the discussion. This method enabled the researcher to gain insights into vocational students' learning needs, ensuring that contextualized teaching methods were aligned with their interests. The 15-minute discussion helped inform the creation of a learning session plan based on student preferences.

For classroom implementation, all students from the six classes signed consent forms to participate in English learning sessions, with copies retained by both participants and the researcher. The sessions were audio-recorded, and classroom observations were conducted to assess student motivation, engagement, attitudes, and learning effectiveness. The researcher meticulously documented students' reactions and evaluated the effectiveness of different contextualized teaching methods. FGD sessions were transcribed verbatim, while classroom sessions were video-recorded, with all observations and reflections carefully noted for analysis. Confidentiality was strictly maintained, with recordings securely stored until transcription and subsequently destroyed to ensure data privacy.

3.8 Data Analysis Procedure

The data analysis procedure followed a thematic analysis approach, which involved identifying, analyzing, and reporting patterns within the data. The process was divided into four stages. The researcher collected data through FGD systematically, observation and reflections.

The researcher filtered out irrelevant or redundant data, focusing on information that related to the research questions directly.

The researcher organized the data into categories based on emerging themes related to students' motivation, students' view and attitude, and learning effectiveness.

The researcher interpreted the findings, drawing conclusions about the most effective teaching methods for motivating secondary vocational students in English language learning. Recommendations were provided for optimizing teaching methods based on the study's results.

This methodological framework ensured a comprehensive and systematic analysis of the factors influencing student motivation in secondary vocational English education, with the ultimate goal of designing and implementing effective, student-centered English lessons.

3.9 Ethical Considerations

Throughout the study process, the researcher needed to pay attention to the protection of the privacy and security of the selected samples and comply with the relevant code of ethics.

Prior to conducting a preliminary study, permission from the school administration was obtained to ensure that the Jiangyou vocational school the researcher sampled were satisfied with the way, the study data was collected.

All samples taken must participate on a voluntary basis and must not receive any form of compensation for their participation. Informed consent form was provided to each participant. This form should provide participants with detailed information about the reasons for conducting the study and how to protect the privacy of the data collected. To demonstrate voluntary participation, each participant would reserve the right to withdraw from the study at any time prior to the end of the study.

The researcher assured participants that no personal information of students would be disclosed during the study, and all tools and data used in the study would be destroyed after the study was completed.

4.0 RESULTS

Research Question 1:

To answer the first research question, "What are the learners' interest in terms of content, activities, methods and assessment ?" the researcher concluded the results of the FGD.

Here are some sample answers from the students:

Student 1.

a.你最喜欢的学习内容是什么？

What are your preferences when it comes to the content you find more engaging?

我最喜欢的学习内容是关于旅行和运动的。

I think the more engaging learning content are about travel and sports.

b.**你最喜**欢参加什么类型的活动？

What type of activities you enjoy participating in？

我最喜欢参加的活动是游戏竞赛。

The type of activities I enjoy participating in is game competition.

c.**你最喜**欢的学习方法是什么？

What's your favorite learning method?

我最喜欢的学习方法是情境化学习法。

My favorite learning method is contextualizing learning method,

d.**你**认为哪种评估方法对你的学习最有效？

What type of assessments are the most effective for your learning?

我感觉最有效的评价方法是多元化评价，如：教师评价，学生评价等。

The type of assessments I feel the most effective for my learning is diversified assessment methods, such as teacher assessment, student assessment...

Traveling could broaden the horizon of students, sports could make students relax, such learning content was not only vivid and interesting, but also established the right values for students (Fernando and Lasaten, 2023). Contextualized learning methods and some contextualized activities, such as game competition, scenario simulation, role playing, etc., could improve students' language application abilities effectively (Nurlaelawati and Putra, 2020). Diversified assessment methods focued on the cultivation of students' communicative skills that was, listening, speaking, reading and writing skills. These assessments were good reflection of students' real communication needs and could enhanced their language skills.(Li ,2024).

Student 2.

a.该你啦！你最喜欢的学习内容是什么？

You please! What are your favorite in terms of content?

我最喜欢的内容是运动和电子游戏。

My favorite contents are sports and computer games.

b.**你最喜**欢的学习学习活动是什么？

What are your favorite in terms of activity?

我最喜欢的学习活动是游戏竞赛。

The type of activities I like is game competition.

c.你认为最适合你的学习方法是什么？

What's your favorite learning method?

我认为角色扮演法最适合我的学习。

I think role-playing learning method is best for my learning.

d.哪种评价方法对你的学习最有效？

What type of assessments is the most effective for your learning?

我认为最有效的评价方法是小组评价。

I feel the most effective assessment for my learning is group assessment".

Some students were crazy about the games and sports. Adolfo (2021) pointed that learning English through games and competitions in class could make English learning more lively and interesting, which stimulated students' enthusiasm and interest. By taking on roles in sports or games, students immersed themselves in the English environment of sports and video games, thus mastering game-related English terms and conversations more naturally. Guillermo (2021) found the group assessment method made students realize their real level objectively, and they found their advantages and disadvantages in English learning, and then they would improve their English learning in time.

Student 3.

你最喜欢的学习内容、活动、方法及评估是什么？

What are your preferences in terms of content, activities, method and assessment?

我认为最能让学生参与的学习内容是关于旅行和电子游戏。我最喜欢的学习活动是情境模拟，我喜欢通过多媒体来学习。我认为最有效的评价方法是多元化评价，如教师评价和学生评价等。

"I think the more engaging content are about travel and computer games. The type of activities I enjoy participating in is scenario simulation. I like learning through multi-media and the type of assessments I feel is most effective for my learning is diversified assessment methods, such as teacher assessment and student assessment...".

Learning about travel and games by means of multimedia and scenario simulation activities not only enabled students to master knowledge easily in a pleasant environment, but also

enabled students to have strong interest in what they had learned and then devoted themselves to English learning, which improved students' critical thinking, communication and cross-cultural communication skills (Eduardo, 2021). In addition, diversified assessment methods could simulate the real context and evaluated students' English communication ability, so as to help students better adapt to the English application in real life (Katt, 2019).

Student 4

你最喜欢的学习内容，活动，方法和评价方法各是什么？

How about your preferences in terms of content, activity, method and assessment?

"我认为最能让学生参与的学习内容是尖于美食和电子游戏。我最喜欢的学习活动是角色扮演，我喜欢角色扮演的学习方法。我认为最有效的评价方法是教师评价"

"I think the more engaging content are about food, games. The type of activities I enjoy participating in is role-playing. My favorite learning method is role-playing learning method. I think the most effective assessment for my learning is teacher assessment."

Wen (2019) pointed that when learning food content, teachers used the real food they usually ate to let students try cooking, tasting, and discussing them from all aspects, etc., students could understand the process of the food making and master the words and phrases, they also could communicate with classmates about food culture. Games made the whole class active and created a good learning environment (Wang, 2020). Role-playing made students immersive and easier to understand the content of sessions. Teachers' assessment methods not only pay attention to students' learning results, but also paid more attention to their learning in the learning process (Manzano, 2020).

Student 5.

你最喜欢的学习内容，活动，方法和评价方法是什么？

What is your favorite content, activity, method and assessment?

我最喜欢的学习内容是旅行。我最喜欢的活动是游戏竞赛。我认为情境化学习方法对我的学习最有效。我喜欢小组评估法。

"My favorite content is travel. The type of activities I like is game competition. I think contextualizing learning method is best for my learning and I like group assessment."

Contextualized learning made the learning content of travel more efficient, and students could consolidate the vocabularies in game competitions (Sánchez, 2020). The use of group assessment can "stimulate students' interest in learning, improve their participation and self-learning ability (Guo, 2019).

Student 6.

你呢？What about you?

我认为我更想参加的学习内容是关于旅行和运动的。我最想参加的活动是情景模拟。我喜欢情境模拟法。我认为多元化评价法能够全方位评估我的学习情况，我认为它最适合我。

I think the more engaging content are about travel and sports. The type of activities I enjoy participating in is scenario simulation. I like scenario simulation method and I think diversified assessment methods can assess my study in an all-round way, it is the best for me.

Setyarini (2020) believed when learning travel and sports content through situational simulation, the students were more actively involved in learning, which was conducive to cultivating students' learning interest and enhancing their learning motivation. Geraldine and Padden (2022) pointed that "diversified assessment methods, such as project-based assessment, student assessment, and teacher assessment, promoted the students' development of self-reflection, self-regulation and critical thinking skills.

好啦！现在你们都熟悉我要问的问题啦，为了节省时间，那就逐个回答吧！

OK! Now you know the questions, in order to save time, let's say them one by one.

Student 7.

我认为我更想参加的学习内容是关于旅行和参观景点方面的。我想参加角色扮演活动。老师能帮助我最好学习的方法是情境化教学法。我认为对我学习最有效的评价方法是多元化评价法，如：教师评价，同伴评价，作业评价等。

I think the more engaging content are about travel and visit the spots. I enjoy participating in role-playing activity. The teaching method of the teacher help me learn best is contextualizing learning method and the type of assessments I feel is most effective for my learning is diversified assessment methods, such as, teacher assessment, peer assessment, homework assessment...

Role-playing activities enabled students to use English to exchange knowledge about scenic spots in a scenario simulation, which not only exercised students' language application abilities, but also cultivated students' positive and healthy mentality (Perkmen, 2025).. In classroom teaching, teachers observed and assessed the students' learning, which accurately capture the development of students' language use, teamwork, innovative thinking and other abilities. They also could use other assessment to get the feedback. Li (2024) argued that diversified assessment methods played an important role in the reform of classroom teaching in student

Education, and provided an effective way to cultivate innovative talents to meet the needs of society.

Student 8.

> 我最喜欢的学习内容是旅行和美食。我喜欢游戏竞赛活动。我认为游戏学习法
>
> 最适合我的学习。我认为学生评价对我的学习最有效。

> "My favorite contents are travel and food. I like game competition activity. I think game learning method is best for my learning and I think student assessment is very effective for my learning."

When students learned what they were interested in, they participated in English learning with positive attitudes, which indicated that interest enhanced students' learning engagement and motivation effectively (Putra, 2020). If students liked to learn about travel or food, then they had a lot of opinions about travel and food, and they would discuss and solve problems actively. As for assessment, most students believed that diversified assessment methods could stimulate students' learning interest and participation, making them more active in English learning (Chen, 2019).

Student 9.

> 我认为我更想参加的学习内容是有关购物的。我喜欢参加情境模拟活动。情境
>
> 模拟法最适合我。我认为对我学习最有效的评价方法是多元化评价法，如：教
>
> 师评价，学生评价等。我们应该去除掉仅仅以成绩评价学生的方法。

> "I think the more engaging content is about shopping. The type of activities I enjoy participating in is scenario simulation activity. Scenario simulation method is suitable for me and I feel diversified assessment method is very effective for my learning, such as teacher assessment, student assessment and so on. We should get rid of the method of judging students only based on our examination results."

Shopping was essential in our daily life, students liked to learn about fresh items, and to buy, to use. If the shopping scene was introduced into the classroom, students could shop in English as much as possible, which was very interesting. Students would quickly master the target vocabularies in the scenario simulation, and then students were assessed in diversified methods. Not only did it promote innovation in teaching content and methods, but also it improved students' self-awareness, and promoted educational equity (Niao, 2024)

Student 10.

> 我认为我更想参加的学习内容是有关参观景点的。我喜欢参加游戏竞赛活动。
>
> 我最喜欢的学习方法是情境对比法，因为很有趣，并且很清晰。我认为多元化

> 评价法对我的学习最有效，如：教师评价，成绩评价等。我们应该去除掉仅仅
> 以成绩评价学生的方.

> "I think the more engaging content are about visiting the spots. I enjoy participating in game competition. My favorite learning method is contextualized contrast method, it is interesting and clear to learn different things. I feel diversified assessment method is good for my learning, such as, teacher assessment and test assessment... we should get rid of the method of judging students only based on our examination results."

By simulating the scene of visiting scenic spots, students integrated themselves into the virtual spots, they felt the beautiful and spectacular scenery, experienced the different history and culture, and talked about their understanding of the scenic spots, then the teacher guided students to use a variety of assessment tools and methods to collect students' information from multiple aspects, which helped the teacher to understand students' English learning more accurately. Then the teacher provided them with more targeted guidance and help (Padden, 2022).

Student 11.

> 我喜欢旅行相关的学习内容。我喜欢的活动是视频和讨论。我认为任务导向学
> 习法最适合我的学习，我喜欢成绩评价，因为我能知道我的学习成绩。

> "My favorite content is travel. The type of activities I like is watching the video and having a discussion. I think task-oriented learning method is best for my learning and I like score assessment, because I can know my grades of study."

When learning travel-related content, the teacher played videos about travel for students. After watching, the teacher let students discuss their own views about the guideline in groups, which stimulated students' interest and enhanced their intuitive understanding of the learning content (Hyun and Kwak, 2019). Task-oriented learning combined with score assessment enhanced students' learning motivation, effectiveness, and promoted students' knowledge mastery and application (Gomes, 2019).

Student 12.

> 我认为我更想学习的内容是关于电子游戏的。我喜欢的活动是游戏竞赛。我喜
> 欢角色扮演法，我最喜欢的评价方法是教师评价。

> "I think the more engaging contents are about computer games. I enjoy participating in is game competition. I like role-playing learning method and my favorite assessment is teacher assessment".

Çeken (2024) pointed that computer games could cultivate students' agile thinking abilities. If the teacher changed the learning content into games, students would be able to play different roles in the game competition, and they would mastered the learning content quickly. This not

only met students' interests and enabled them to practice English immersed, but also it enhanced the novelty of English class and improved students' language abilities (Taşkın, 2024). What's more, it also enhanced the student's self-confidence and expression skills after the teacher gave the students correct assessments and feedback (Désiron & Sascha , 2024).

The students' answers were clustered according to the theme. The researcher was able to come up with the following.

Theme 1. The students' preference in terms of content

Content	The students' preference in terms of content
Travel	I think the more engaging learning content are about travel and sports(1.1).
	I think the more engaging content are about travel and computer games(1.3).
	My favorite learning content is travel(1.5), (1.11).
	I think the more engaging content are about travel and sports(1.6).
	I think the more engaging content are about travel and visit the spots(1.7).
	My favorite contents are travel and food(1.8).
	I think the more engaging content are about visiting the spots(1.10).
Computer Games	My favorite contents are sports and computer games(1.2).
	I think the more engaging content are about travel and computer games(1.3).
	I think the more engaging content are about food, games(1.4).
	I think the more engaging contents are about computer games(1.12).
sports	I think the more engaging learning content are about travel and sports(1.1), (1.6).
	My favorite contents are sports and computer games(1.2).
food	I think the more engaging content are about food, games(1.4).
	My favorite contents are travel and food(1.8).
shopping	I think the more engaging content is about shopping(1.9).

Table 1: Preferred content

Through the focus group discussion results, the researcher fund that 8 students prefer travel-related learning content(1.1, 1.3,1.5, 1.6, 1.7, 1.8, 1.10, 1.11), Most of students thought the learning content about travel was interesting, they could open their minds and experienced the different cultures from the learning(2020, Jia).

Four students' favorite content were computer games (1.2, 1.3, 1.4, 1.12), most students were crazy about the computer games, they thought they could developed their thinking abilities and they would be smart and clever from the computer games (Jiang, 2021).

Three students are interested in sports(1.1, 1.2, 1.6), sports were good for our health, if the students liked learning the knowledge about sports, they would like doing sports, then they would be positive and healthy(Zhou, 2022).

Two students were interested in learning content about food (1.4, 1.8), some students enjoyed all kinds of food, they would learn the knowledge about the food and culture, and they would know how to make them. They would be full of passion in their daily life (Su, 2023).

One students' favorite content was about shopping (1.9), student could talk about the topic about shopping, they would master the session from the learning, and they could felt the value of the life through shopping.

Six students liked two learning contents at the same time. The most popular content was about travel. Almost everyone liked enjoying the beautiful view, they could experience the different life, and they thought travel could broaden their minds (2023, Yang).

Theme 2: The students' preference in terms of activity

Activity	The students' preference in terms of activity
Game competition	The type of activities I enjoy participating in is game competition (1.1).
	The type of activities I like is game competition (1.2), (1.5).
	I like game competition activity(1.8).
	I enjoy participating in game competition(1.10), (1.12).
Scenario simulation	The type of activities I enjoy participating in is scenario simulation (1.3), (1.6), (1.9).
Role-playing	The type of activities I enjoy participating in is role-playing(1.4).
	I enjoy participating in role-playing activity(1.7).
Video and discussion	The type of activities I like is watching the video and having a discussion(1.11).

Table 2: Preferred activity

In terms of students' favorite learning activities, five students liked game competition (1.1, 1.2, 1.5, 1.8, 1.10, 1.12). In the process of participating in the English game competition, Zhang (2023) found that learning English through game competition greatly improved students' interest in English learning, and students could naturally master more vocabulary and grammar structures in the game. Through the exciting games and competitions, the students not only exercised their English listening and speaking ability, but also learned how to use English to communicate effectively in team cooperation. The practical experience was of great help to students' English learning.

Three students liked Scenario simulation (1.3, 1.6, 1.9). In the simulated English learning environment, students could be in the real English communication scene. This immersive experience enabled students to express themselves in English more naturally, which greatly improved their oral English and self-confidence (Wang, 2024).

Two students preferred role-playing activities (1.4, 1.7), by participating in role-playing activities, students experienced the culture and lifestyle of English-speaking countries. This immersive language learning environment greatly stimulated students' interest in learning, and enabled students to master English vocabulary and expressions in a relaxed and pleasant way (Chen and Li, 2023).

One student liked watching videos and discussing related knowledge with partners (1.11), Video could create a real contextualization for students, and discussion could give feedback to students' learning situation timely, which could make students more intuitive to understand the application of English in practical communication. Through in-depth discussion, students not only deepened their understanding of English knowledge, but also they learned how to use English to express themselves in diverse contexts correctly (Lin, 2023).

Theme 3: The students' preference in terms of method

Method	The students' preference in terms of method
Contextualizing learning method	My favorite learning method is contextualizing learning method (1.1) I think contextualizing learning method is best for my learning (1.5). The teaching method of the teacher help me learn best is contextualizing learning method (1.7).
Role-playing learning method	I think role-playing learning method is best for my learning (1.2). My favorite learning method is role-playing learning method (1.4). I like role-playing learning method (1.12).
Scenario simulation method	I like scenario simulation method (1.6). Scenario simulation method is suitable for me (1.9)
Game learning method	I think game learning method is best for my learning (1.8).
Multimedia learning method	I like learning through multi-media (1.3).
Contrast learning method	My favorite learning method is contextualizing learning method, especially contrast learning method (1.10).
Task-oriented learning method	I think task-oriented learning method is best for my learning (1.11).

Table 3: Preferred method

In terms of students' preferred learning methods, discussed through focus groups, the results were as follows.

Three students preferred contextualizing learning method (1.1, 1.5, 1.7), the student 10 said he liked contrast method very much.

Three students preferred role--playing learning method (1.2, 1.4, 1.12), through role-playing, students could play different characters and experience the fun of different roles (Ji, 2021).

Two students were more interested in scenario simulation method (1.6, 1.9), through scenario simulation, students deepened their understanding of English expression and understood how to flexibly use English to communicate in different situations quickly (Liao, 2020).

One student was more inclined to learn knowledge through games (1.8).

One student was more inclined to use multimedia learning method (1.3).

One student was interested in contrast learning method (1.11).

One student was more inclined to task-oriented learning method (1.11).

After summarizing, it was found that all above methods the students mentioned belonged to contextualizing learning methods, through the contextualized English learning method, Qiong (2023) found that students could master the practical application of English words and sentences easily in vivid situations. This learning method not only made English learning interesting and efficient but also improved students' English communication ability and self-confidence greatly.

Theme 4: The students' preference in terms of assessment.

Assessment	The students' preference in terms of assessment
Diversified assessment	The type of assessments I feel the most effective for my learning is diversified assessment methods, such as teacher assessment , student assessment, homework assessment... (1.1),(1.3), (1.7) I think diversified assessment methods can assess my study in an all-round way, it is the best for me(1.6). I feel diversified assessment method is very effective for my learning, such as teacher assessment, student assessment and so on. we should get rid of the method of judging students only based on our examination results (1.9), (1.10).
Teacher assessment	I think the most effective assessment for my learning is teacher assessment(1.4). My favorite assessment is teacher assessment (1.12).
Group assessment	I feel the most effective assessment for my learning is group assessment(1.2). I like group assessment(1.5).
Student assessment	I think student assessment is very effective for my learning(1.8).
Score assessment	I like examination result assessment, because I can know my grades of study (1.11).

Table 4: Preferred assessments

In terms of the assessment methods preferred by students, the results obtained by FGD are as follows.

Six students preferred diversified assessments (1.1, 1.3, 1.6, 1.7, 1.9, 1.10).The diversified assessment method not only paid attention to students' English knowledge and skills, but also

attached importance to the development of students' emotional attitude, cooperative spirit and creative language application ability in the learning process. The diversified assessment methods allowed students to face the challenges of learning English with more confidence and stimulated their continued interest in learning English (Dao, 2022).

Two students preferred teacher assessment (1.4, 1.12), through teacher assessment, students could clearly recognize their strengths and weaknesses in English learning. This kind of targeted feedback made students more oriented in English learning and easier to find the key points to improve themselves (Hen, 2021).

Two students liked group assessment (1.2, 1.5), in group assessment, students could discuss the progress of learning together and put forward suggestions for improvement to each other. This assessment method not only enhanced students' teamwork ability, but also enabled students to gain friendship and trust in the process of English learning, making English learning more relaxed and enjoyable (Bu, 2019).

One student liked student assessment method (1.8). In the process of self-assessment and student assessment, students learned to reflect on and appreciate the advantages of others, which not only enhanced students' self-awareness, but also promoted mutual assistance and cooperation among students, making English learning more lively and interesting (Lei,2023).

One student hoped to assess by examination results (1,11), Regular performance assessment allowed students to know their own learning results intuitively. This feedback could motivate students to work hard to achieve better results in English learning, and at the same time made students cherish every learning opportunity (Mo, 2022)

The researcher clustered the themes extracted from the FGD sessions and found that students were more interested in the content related to travel, computer games and sports. They liked to participate in some interactive activities, such as game competition, scenario simulation and role-playing. They thought contextualizing English language learning method was very useful for them, such as role-playing learning method, scenario simulation method, game learning method, Learning through multi-media etc. Almost all students thought contextualizing teaching method were easy to draw the students' attention, and they believed that the most effective assessment methods for learning were diversified assessment methods.

Research Question 2:

Based on the analysis results of FGD themes and the current English course outline and background adopted by Jiangyou Vocational School, the researcher explained the reasons for choosing Unit 5, and then created an English learning session plan according to students' majors, which produced the answers to the second question, "What English learning contextualizing plan may be developed based on the identified preferences and interests of the students?"

4.1 Analysis of the learning value to the topic "travel"

Based on the comprehensive consideration of students' interests, course background and course outline, the researcher chose Unit 5 "Travel Broadens the Mind" as the topic for my study. The reasons were as follows.

Students' interests. Students had shown a strong interest in travel-related content I think the more engaging content are about visiting the spots (1.1, 1.3, 1.5,1.6, 1.7, 1.8, 1.11) , which was in line with the theme of Unit 5. Student 5, student 11 said they favorite learning content was travel. Student 1, student 3, student 6, student 7 and student 8 said they thought the more engaging learning content were about travel.

Students' needs. The students not only could enjoy learning about scenic spots and cultural customs around the world, but also they could enjoy participating in travel-related interactive activities such as game competitions (student 1, student s, student 5, student 8, student 10 and student 12 they said the type of activities they like was game competition), scenario simulations (student 3,and student 6 said the type of activities they enjoyed participating in was scenario simulation). And role playing (student 4 and student 7 said they enjoyed participating in role-playing activities). In addition, All students generally liked contextualized English learning methods. What's more, the content of Unit 5 could provide a rich travel context, which was convenient for the implementation of teaching methods, such as role playing method (student 2, student 4, student 12 said they preferred role--playing learning method), scenario simulation method (student 6 and student 9 said they were more interested in scenario simulation method), and game learning method (student 8 said he was more inclined to learn knowledge through games).

Curriculum background and education philosophy. This textbook was planned by China Ministry of Education and belonged to the public basic course of secondary vocational schools. It focused on moral cultivation and vocational characteristics, aiming at improving the core quality of students' English comprehensively. On the one hand, the topic of Unit 5 "Travel Broadens the Mind" could guide students to understand the cultural customs of different countries and broaden their international perspective through the learning of the travel topic, which was in line with the overall concept of educating people in the textbook. On the other hand, the content design of Unit 5 was close to the actual life and future career development of secondary vocational students, and the language was real and vivid. In the activity design, the researcher could pay attention to the students' engagement and helped the students solve practical problems.

Course outline and teaching content. This textbook consisted of 8 learning units.

Unit 1. I Love My Family

Unit 2. Time Really Matters

Unit 3. I've Got a Headache

Unit 4. We're Ready to Help

Unit 5. Travel Broadens the Mind

Unit 6. Let's Go Shopping

Unit 7. Inventions Make Life Better

Unit 8.There ls No Easy Path to Success.

Only Unit 5 and Unit 6 could meet the students' interests. Since more students liked travel-related content and Unit 5 covered travel-related vocabularies, expressions, cultural background, students could master travel-related knowledge and skills as much as possible through various contextualized methods.

Considering that students believed that diversified assessment methods were most effective, and the learning assessment of Unit 5 could carry out from classroom learning, scenario simulation, role playing, group discussion and task output, the researcher could adopted student assessment, group assessment, task assessment and teacher assessment, so as to facilitate the comprehensive assessment of students' learning outcomes and comprehensive abilities.

In summary, the selection of Unit 5 "Travel Broadens the Mind" as the learning unit not only met students' interests and needs, but also reflected the course background and philosophy. At the same time, the teaching content was rich and diverse, and the assessment method was scientific and comprehensive, which could better explore students' motivation and learning effectiveness of English learning in different contextualization.

4.2 The English Learning Session Plan

The learning session plan was as follows. The learning session plan was approved by the Vice President in charge of the academic Affairs and Research Department of the Jiangyou vocational school.

Unit 5 Travel Broadens the Mind（Based on 1.1, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11)

Teaching Aims

Understand and master the vocabulary and topics related to travel，local people and food, etc. Use the words you have learned to describe your travel experience.

Be able to introduce places of interest and talk about travel experiences using the words and phrases you have learned.

Analyze the characteristics of local tourism and promote cultural dissemination.and be able to make a travel plan.

Teaching importance points（Based on 1.1, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11)

Students can understand the words and expressions related to scenic spots, travel preparation and travel experience, such as:

Travel essentials. Sunglasses, ticket, food, water, umbrella, sun hat, backpack, eye-mask, purse, ID card ...

Scenery. Mysterious, beautiful, incredible, pretty special, wonderful, unforgettable, attractive, charming, eye-catching, impressive ...

People appearance. Tall, handsome, sun-burnt, wearing traditional clothes ...

Character. Friendly, easy-going, humorous, gifted ...

Special activity. The Torch Festival: light torches, hold a torch....

Teaching difficulties. Students can combine the knowledge they have learned to contrast the different scenic spots and make a travel plan, then talk about their feelings about travel.

Teaching methods. Contextualizing English language learning methods (Based 1.1, 1.5, 1.7, 1.10). Such as multimedia: music, video, pictures, (Based on 1.3). Game method (Based on 1.8). Role-playing method (Based on 1.2, 1.4, and 1.12). Objects (Based on 1.1, 1.5, 1.7). Scenario simulation method (Based on 1.6, 1.9). Contrast method (Based on 1.10). Task-oriented method (Based on 1.11).

Teaching procedures.

Vocabulary learning (objects and pictures, games) (Based on 1.1, 1.3, 1.5, 1.7, 1.8)

Let students brainstorm and discuss what accessories should be on a travel essentials packing list.

Learn the vocabulary related to travel necessities through objects and pictures.

Ask students to simulate the pronunciation of these words.

The limited time game can stimulate students' interest in learning, and help students to consolidate the vocabularies, which can pave the way for the smooth development of this lesson. (Students finish the game competition)

Vocational Session learning (Based on 1.6, 1.9)

Set the scene: explain the scenic spots. Students work in groups to act as tour guides and tourists.

The teacher plays videos of relevant scenic spots to the students, distributes the explanations of scenic spots, learns the relevant expressions according to the audio, and then lets the students listen to the explanations in the videos. After the students have expressed the words related to

the scenic spot, divide the students into groups and guide the students to talk about the contextualization according to the audio. Teachers should correct students' pronunciation in time and give students feedback.

Role Play the Session (Based on 1.2, 1.4, 1.12)

Ask students to role play the session, retell the session, to achieve the purpose of "listening to promote speaking". (According to the text, the students work in pairs to role-play the session between Zhou Bo and Lyn with the help of key words cards.) Teachers hand out information about scenic spots, after the students prepare, the teacher randomly selects several groups to role-play. The teacher should emphasize the use of target vocabulary and sentence patterns, such as "Welcome to our city's most famous landmark..." "Can you tell me more about ...?" After each group's presentation, other groups should give comments, and teachers should correct students' mistakes and make suggestions for improvement in time.

4.3 Practise and feedback

Summarize the class content: review the travel-related vocabulary and sentence patterns learned in this class, and emphasize the application in communication.

Student sharing (Culture knowledge learning): Invite several students to share their experiences in vocabulary learning, contextualizing session and role playing, especially contrast the similarities and differences of the scenic spots, what challenges they encountered and how they overcame them.

Teacher comments: Students' performance is acknowledged, while pointing out common problems and suggestions for improvement. It is emphasized that in tourism English, apart from language accuracy, it is also necessary to pay attention to the differences in tone, attitude and cultural background.

Contextualized Task-oriented Learning (Making a Weekend Travel Plan)

Stage 1: Introduction and Warm-Up (Easy)

Objective: To introduce the topic and activate students' prior knowledge.

Activity: The teacher begins by showing a short video of a weekend getaway, sparking students' interest in travel. Students then brainstorm different types of weekend trips they would like to take.

Stage 2: Vocabulary Building (Moderate)

Objective: To build vocabulary related to travel planning.

Activity: The teacher provides a list of vocabulary words related to travel (e.g., destination, budget, itinerary). Students work in pairs to create sentences using these words. This helps them familiarize with the language needed for planning a trip.

Stage 3: Task Assignment and Planning (Difficult)

Objective: To apply vocabulary and planning skills in a real-life scenario.

Activity: Students are divided into groups and assigned the task of creating a weekend travel plan. They must decide on a destination, budget, itinerary, and transportation. They use worksheets and online resources to guide them through the planning process.

Assignment Instruction: Writing an Essay on Your Travel Experience

Objective: To craft an essay that discusses your personal travel experience in detail.

Steps to Follow

Select a Topic. Choose a specific and memorable travel experience as the focus of your essay.

Gather Information. (1). Recall the basic details of your trip, including the destination, dates, traveling companions, and itinerary. (2). Organize your observations from the trip, encompassing natural scenery, cultural sites, local cuisine, and folk activities. (3). Note down your feelings and takeaways from the journey, such as emotional touches, broadened horizons, and strengthened friendships.

Develop an Outline.

Introduction. Briefly introduce the timing, location, and reasons for choosing the trip.

Body of essay. Describe the natural beauty and cultural landscapes of your destination. Share amusing anecdotes or memorable experiences from the trip. Express your feelings and reflections during the journey.

Conclusion. Summarize the impact of the travel experience on you and offer any future outlooks.

4.4 Drafting the Essay.

Introduction. Start with a concise and engaging hook to captivate readers.

Body of essay. (1).Elaborate on your observations using vivid language and specific details. (2). Interweave personal feelings to make the essay more authentic and moving. (3). Employ techniques such as comparison and exemplification to enhance persuasiveness and readability.

Conclusion. Conclude concisely, elevating the theme and leaving a lasting impression on readers.

Revising and Polishing. (1). Review the essay for clarity in structure and coherence in logic. (2).Correct grammatical, spelling, and punctuation errors. (3). Refine the language to ensure smoothness and vividness.

Key Considerations. (1). Ensure the content is truthful and original. (2). Emphasize personal feelings and experiences to avoid a mere chronological narration. (3). Adhere to any word count requirements, avoiding overly lengthy or brief essays. (4). Maintain a positive tone, conveying positive energy.

4.5 Submission Requirements:

Hand in the essay, please be on time to avoid delays.

By following these guidelines, you will be well-equipped to craft an insightful and engaging essay about your travel experience.

Research Question 3

As for the third research question, "How can the learning contextualizing plan be effectively implemented? " the researcher achieved it from the following three procedures: The implementation of the learning session plan, the classroom observation and reflections and how to improve the learning session plan and implementation.

The Implementation of the Learning Session Plan

This part of the researcher conducted English teaching for students in six classes through the learning session plan. After implementing the teaching activities of the three classes, the researcher found that the problems of the students in the first three classes were generally the same, because the students did not know anything about the learning content before the teaching of the first three classes, so according to the observation and reflections, the researcher optimized the implementation of the learning session plan for class 4, class 5 and class 6 from the three aspects of preview, during learning and output.

The Classroom Observation and Reflections

The notes of the observation and reflections. After the implementation of the English learning session plan , the researcher observed and reflected the classroom teaching and learning, the information were as follows.

The researcher presented travel-related objects and pictures to attract the students' attention, such as "sun glasses", " sun hat", "umbrella", "backpack", "train ticket", "water"etc. In order to further consolidate the learned vocabulary and stimulate students' enthusiasm, the researcher played word games, such as "quick answer", "word matching"activities, requiring students to look at pictures or objects and speak out the words, or match words with the Chinese meaning.

Class 1: Most of the students can actively observe the objects and pictures, and quickly speak out these words according to the phonetic symbols of the words under the guidance of the researcher. And they can actively imitate the researcher's pronunciation of each word. They are able to actively participate in word games.They are willing to practice their vocabulary through objects and pictures. The students can speak the vocabulary fluently, and the learning effect is very good.

Class 2: Most students were able to quickly associate words with objects or pictures, they could read and memorize the vocabulary actively. All the students were interested in the vocabulary games, they could join in the games and practised the words easily. Although a few students had difficulty in pronunciation of the words. Overall, the students' participation is very high and their attitude were very great. Through the practice of vocabulary consolidation, they could read these words fluently, they mastered the pronunciation and meaning of these words.

Class 3: Most students were interested in learning vocabulary through objects and pictures, they could read the words after the researcher and imitate the pronunciation. They also showed great interest and strong willingness to participate in the game competition, The students' learning attitude is very good, most of them can speak out the words correctly. When they can confidently say the words or match the words correctly, I can see the pride of the students from their eyes. They became more confident.

Class 4: Most students can learn vocabulary by objects and pictures. When they saw the pictures or objects, they could immediately say the words in Chinese meaning, and some students could also say the words in English. When the researcher showed the phonetic symbols of the words, they were very active in spelling out the words. In vocabulary practice, students participated in games actively, and they understood these words. The students' reaction was slightly more agile than the previous three lessons.

Class 5: Most of the students could quickly understand the meaning of words according to the objects and pictures, they learned pronunciation and repeat the words actively. When consolidating vocabularies, all the students were very interested in word games, and they are willing to participate in matching the words correctly and easily. And the students' learning attitudes were slightly better than that of the class 1,2 and 3.

Class 6: Most students were interested in learning vocabulary through objects or pictures.they could read the words loudly. They showed great interest and strong willingness to participate in the word game. Although some students made mistakes in word matching, they showed a positive attitude in learning. When they said the words confidently or matched the words correctly, they were very happy. I can read they had a palpable sense of pride and their eyes became firmer and clearer.

The researcher used scenario simulation and role playing methods. First, the researcher used music and videos to create a scene about travel topics for the students. The researcher asked the students to listen to the session and feel the scene by immersing themselves in the session.

When the students were familiar with the content, the researcher played the video again, turned off the original session sound, let the students simulate the session in groups, and encouraged the students to simulate the session in groups. The researcher gave timely guidance and assessment to the students, and encouraged the students to assess the scenario simulation in groups and classmates, so that the students could master the content more efficiently. After the scenario simulation, the researcher guided the students to role-play the session. In each group, one student acted as a tour guide and the other students acted as tourists. The students could experience the fun of travel.

Class 1: The students were full of enthusiastic and curiosity, they are very active in scenario simulation activity. Many students were willing to simulate session content, they are very serious and active. Many students were willing to simulate the session content, In role-playing activity, most students were able to role-play the session according to the useful information. Although a small number of students are poor at the pronunciation, they tried their best to practise the session, they nodded their heads and smiled to me when they mastered the session, and the researcher could feel their satisfaction and happiness with what they had learned from their eyes.

Class 2: Many students were willing to simulate session content, they were full of enthusiastic in scenario simulation activity. Most students could role-play the session. They could master the phrases and sentence patterns of the session. They could experience the value of communicating in English. Most students can retell the session fluently. Only several students didn't want to participate in the activities.

Class 3: In the scenario simulation, most students could try their best to participate in the activity. When they met problems, they could discuss with each other in groups or ask the researcher for help actively. Some students were a little shy and joined in the activity passively. In the role- playing activity, all the students had a particularly positive attitude. They worked in pairs and put themselves into the session and expressed their opinions in English as much as possible. When they were encouraged and affirmed by the researcher, the students were very happy and role-play the session loudly.

Class 4: Most of the students were able to actively participate in the scenario simulation activity, they were full of enthusiastic and very active. And they were very active in role-playing activity. When they encountered the words they could not read, they would raise their hands to ask the researcher for help, and they also discussed with each other how to role-play the session realistically. They were very active and each group wanted to show themselves, and most of the students could fully retell the content of the session.

Class 5: Many students were willing to simulate the scene of the session they were very active and serious in class, most students could understand the meaning of the session, only a small number of students have difficulty with pronunciation, but they had good learning attitudes and they were trying their best to learn how to pronounce and role-play the session correctly. The learning effect was very good.

Class 6: The students were very interested in the scenario simulation, most of them can do their best to participate in the activity, when they encounter problems, they will take the initiative to consult the researcher, they could solve the problem actively, and show a strong thirst for knowledge, and only a few students were unwilling to join in the activity. In the role play, all the students can talk in pairs, the learning atmosphere were very good, most of the students could present the session correctly.

When comparing the similarities and differences between two scenic spots, the researcher provided relevant videos for students to let the students to find and feel the similarities and differences of the scenic spots. Then discuss in groups and contrast from different aspects.

Class 1: All students were interested in watching the videos. They were captivated by the magnificent scenic spots. Most students could contrast two scenic spots from several aspects actively, such as scenery, the weather, the culture and the history, and each group could choose representatives to express their discussion results actively. Every group students were active in discussions, and almost every group could grasp the main aspects to express their views.

Class 2: When watching the videos of the two scenic spots, the students showed great interest in the introduction of the scenic spots. Many students expressed surprise and admiration in unison, and some even couldn't help saying "Wow! It's so beautiful! This is fascinating!" There was intense discussion within the groups, and students could find out the similarities and differences between the two scenic spots from different aspects.

Class 3: All students were interested in watching the videos about the scenic spots. Some students held their breath for an instant and couldn't take their eyes off the magnificent and beautiful scenery. They devoted themselves to these beautiful scenery. They had a very active learning attitude and strong curiosity, and they could find out the characteristics of scenic spots and share their ideas with the classmates actively

Class 4: When comparing the two scenic spots, the students did a good job in group cooperation, actively exploring and comparing the similarities and differences, and then discussing their views on different scenic spots in concise English. The learning state of the students also changed from passive input to active learning, and the students were very active in this part, although some students did not know how to express themselves in English. But they can say the key points in simple words.

Class 5: The students showed great interest in the videos and were able to devote themselves to the beautiful scenery with a very active learning attitude and strong curiosity. Through group discussion, they were able to quickly contrast the similarities and differences between the two scenic spots and select group representatives to express their views. The group cooperated well with each other with clear division of labor and clear ideas.

Class 6: The students watched the video very carefully, they discussed the similarities and differences of the two scenic spots actively and made notes in the group, they were able to select representatives to present the similarities and differences of the scenic spots. When they

were affirmed by the researcher, they were very happy and could not help applauding. Every student was very proud of the learning.

In contextualized task-oriented learning (Making a weekend travel plan). In this part, which was also a summary of the class, the students were asked to make a plan for a weekend trip. First, the researcher asked the students to retell the useful words and expressions this class and guided the students to make a summary. Second, asked the students to make a travel, they could work in groups and had a discussion, they also could use the expressions they had learned.

Class 1: The Students worked in groups, they discussed actively, and first, they listed important vocabulary and sentence patterns together. Some students completed the task independently, some students completed the task with the help of the researcher, but still a few students could not complete the task with the help of the researcher.

Class 2: The students are very interested in making a travel plan and they participated in group discussion actively. They could express the outline of the plan in simple English correctly. Most of the students could speak their plan in English but they had some difficulties in writing in English. They all had good learning attitudes. When they couldn't write it, they would ask the other students or the researcher for help. Some students even looked the words up in a dictionary, they could find ways to solve the problems. Although the students use the simplest sentences, they are very positive in English learning.

Class 3: Students discussed in groups actively, each student had his or her own views. Some students could describe their travel plans in general, but a few students had difficulties in writing. It could be found that task-oriented method can help students sort out their writing ideas and improve their writing level. However, due to the poor foundation of students, the effect of these students to complete the task is not very good.

Class 4: The students had clear aims, they discussed and shared their ideas actively. Most of the students were able to complete the task within the prescribed time; some students needed the researcher's guidance to complete the task, but a few students couldn't complete the task in the prescribed time under the researcher's guidance because of their poor English foundation.

Class 5: The students were very interested in traveling and everyone had their own ideas to make the travel plan. They had a group discussion actively. Most of the students could make their own travel plan according to the outline. Some students could present their travel plans in simple phrases, but they couldn't write them in English.

Class 6: The students were able to discuss actively and expressed their travel plans in simple words and phrases. They were very serious and had very good attitudes. Most of the students completed the task easily according to the discussion outline, but a few students had difficulties in writing in English, they just wrote some key words and phrases.

The Analysis of the Classroom Observation and reflections. The analysis were clustered according to the theme. The researcher was able to come up with the following.

Theme 1: The Students' Engagement. Most students of six classes could learn the words by objects and pictures actively, they imitated the pronunciation of each word by the researcher carefully, and they showed great interest and strong willingness to engage in the vocabulary competition. Although some students made mistakes in word matching, their enthusiasm for learning vocabulary was very high, and the engagement of the students was very good. This showed that objects, pictures and the means of multimedia can stimulate students' interest in learning English and enhance students' engagement in class (Hu, 2019). Liu (2024) pointed that contextualized English language learning methods played important roles in English teaching, such as object, games, multimedia teaching, role playing and Scenario simulation can stimulate students' learning interest and enthusiasm effectively, these methods drew the students' engagement and enhanced the students' motivation of English learning(Liu, 2024). so teachers should use these methods to draw the students' attention.

In the scenario simulation and role-playing activities, Firstly, the students watched the video, then the students tried their best to engage in the activity in groups, where one student acted as a tour guide and the others as tourists. The "tour guide" was using a prop map to guide the "tourists" through a famous scenic spot and providing informative and engaging commentary. The "tourists" participate actively by asking questions, Overall, the activity was engaging and educational, most students found the English learning was fun and interactive(Sun, 2020).

When watching the videos of the two scenic spots respectively, most of the students were surprised and impressed, they placed themselves into the the scenic spots, The students had very strong curiosity, and they were able to talk about the similarities and differences of the scenic spots actively from different aspects. It showed that the contextualized contrast method is effective in engaging students and it can increase students' engagement in English learning (Shen, 2020).

The students had clear goals, they brainstormed, built the vocabularies and discussed in groups actively, and Most of them could list the related vocabularies and sentence patterns, which ensured that students were well-prepared for the final challenge. Most students could engage in making the travel plan actively. The students became more active in classroom's engagement by using task-oriented method (Feng, 2022).

So drawing the students' attention and motivated was very important, which could let the students engage in the activities actively, and the learning would be more enjoyable (Yang, 2019). And the students' active engagement indicated that the contextualized English language learning method could meet the students' preferences and needs. The classroom atmosphere was vibrant and the students are engaged in learning activities and practicing English through a fun session. the students' engagement of the six classes were very good, which showed that the above contextualized learning methods were highly effective in engaging students and enhanced the students' motivation of learning English(Huang, 2020).

Theme 2: The Students' views and attitudes. The Students were interested in vocabulary learning by using the objects, pictures and multimedia. They were very active in word games.

Most students tried their best to match the words and read them. All students had a positive attitudes (Xu, 2021).

The students were full of enthusiasm and curiosity for scenario simulation and role playing, they enjoyed the comfortable and pleased environment very much, and they eagerly took on different roles, such as tourists, guides, and locals, they practised and applied the English in realistic contexts. Most students felt the use value of English session in the scene (Shen, 2020). The role playing was realistic and vivid. The students not only found these activities interesting, but also experienced the fun of traveling and the magnificence of the scenery (Hu, 2019).

Most students enjoyed word games, scenario simulation and role-playing very much, they were very active and enthusiasm with high acceptance and recognition. Therefore, teachers should use games, scenario simulation and role-playing methods more to help students learn English well (Cui, 2023).

When watching the videos of the two scenic spots respectively, the students showed a strong interest in the introduction of the scenic spots and they were completely immersed in the videos of the scenic spots, when they discussed the similarities and differences of the scenic spots, they were very talkative and active, everyone had very positive attitude to the activities (Xu, 2021).

Under the guidance of the task-oriented method, the students list the words and phrases they would use actively in groups, then they discussed the outline of the travel and expressed their opinions freely, which showed that the students' enthusiasm and initiative in learning and the students had a good attitude towards the English learning, which also showed that the students had the motivation of learning English (Li, 2021).

Contextualized English language learning were welcomed by the students, and the students' attitude to English learning changed a lot. As a saying goes: "Interest is the best teacher", so the interest could stimulate students' enthusiasm for learning English and enhance their learning motivation. Overall, the contextualized English learning activities were well-received by students, Most of them had a very positive attitude towards the English, and they had a deeper feeling and appreciation for English learning (Zhang, 2022).

Theme 3: Learning Effectiveness. Most students could read the words correctly and confidently, only a few students needed to practise the pronunciation of the words. When the students matched the words correctly, they had a sense of accomplishment and they became more confident. The word game made vocabulary learning enjoyable and it enhanced the student's memory and understanding of English words (Wu, 2022). Most students mastered and understood these words and expressions easily through the objects and pictures. This showed that the use of objects, pictures, and multimedia methods to learn vocabulary was very effective (Zhang, 2022).

In the scenario simulation and role-playing, Most of the students were able to simulate and role play the session with the vocabularies and sentence patterns they had learned, and they acted

out the session with their true feelings. They were confident, although a few students in each class could not retell the session in English. They were willing to ask their classmates and the researcher for help and tried their best to learn (Wang, 2022). They nodded and smiled when they understood what they were learning, and they presented the content actively that the researcher could feel the satisfaction of the students' mastery of the knowledge from their eyes (Zhang, 2022).

Most students could grasp the key points and discuss the scenic spots, they could find the similarities and differences of the two scenic spots from different aspects. Although some students had difficulties in speaking in English, they tried their best to express the main ideas and enjoyed the opportunity to learn about different cultures and customs, which improved their confidence and spoken English. In general, students achieved good learning results (Yang, 2022).

When making a weekend travel plan, most students were very active in group cooperation, everyone had their own views, they discussed together and made an outline in the group, and then they wrote their own travel plans independently. Which improved the students' abilities of strong teamwork and problem solving. From the completion of the task, most students completed the travel plan quickly, some students needed to complete the travel plan with the help of the researcher, although a few students didn't do well in finishing the task due to the lack of certain English foundation, they engaged in activity with a good attitude and tried their best to make the plan.When students completed the task step by step, they experience a sense of achievement in learning, which enhanced students' motivation to learn English in turn(Yan, 2022) .

From these observations, the researcher found that the use of objects, pictures and other multimedia to learn vocabulary was very effective, which quickly helped students understand and masterd vocabularies. Scenario simulation and role playing improved students' listening, speaking and cooperation abilities (Liu, 2022). Contextualized contrast method helped students quickly find the similarities and differences of two things from different aspects, and cultivated students' divergent thinking (Liao, 2022). Contextualized task-oriented method helped students sort out their writing ideas well and cultivated the students' abilities to explore and solve problems step by step, it also enhanced students' logical thinking abilities (Zhang, 2023).

What's, more, after the implementation of the optimized learning session plan, the researcher found that the students' engagement of class 4 class 5 and class 6 are slightly better than those in class1 class 2 and class 3, which indicated that the teacher's preparation for the implementation of contextualized teaching and the teacher's control over the class will also affect the learning effect of the students (Cao, 2023). All in all, the students were very active and full of passion, they had achieved good effectiveness in English learning. So all these methods enhanced the students' motivation and improved the learning effectiveness.

Theme 4: Learning Assessment. The researcher adopted a diversified assessment method. Students were assessed from four aspects of listening, speaking, and reading and writing, they

thought they did well in these parts. In games and competitions, scenario simulation, role playing and contrast the two scenic spots, based on the researcher's observation. In task output, teacher assessment, student's assessment and self-assessment method helped students gained the comprehensive assessment, they became more confidence. Students thought devised assessments not only focused on their learning process and learning attitude, but also enhanced their learning motivation through timely feedback and recognition from the teacher and the classmates, they all thought contextualized teaching methods were good for the English learning, which comprehensively reflected students' acceptance of contextualized English learning and learning effectiveness (Chen and Bao , 2023).

Students not only mastered English knowledge and skills, but also improved their vocational quality and cross-cultural communication abilities through contextualized learning method (Xing, 2019). What's more, English teacher should try to integrate English into the daily life and let students lay a solid foundation of English step by step. In this way, as long as students had the opportunity to speak English, they would improve their English and realize the value of language learning and communication (Ma, 2020).

How to Improve the Learning Session Plan. The researcher found some problems in class and put forward some countermeasures to improve the learning session plan.

First of all, a few students didn't understand the English content. The main reason was that these students lacked vocabularies and correct learning methods, they learned English through rote learning method (Wang, 2019). Therefore, when learning words, the researcher try to let students through image memory, affixes, roots, associations and other ways to memorize the words, so that they can draw inferences from one another.This can strengthen students' effective memory and long-term memory, making learning fun (Agus et al.,2019)

Secondly, some students were nervous in the scenario simulation and role playing activities, the main reason was that students had not used what they had learned in daily learning, and they had to present what they had learned in class, and they didn't know how to express their views correctly, which resulted in the students presented the session unnaturally and they made some mistakes (Qin, 2020). The researcher thought it will necessary for students to design some relaxing activities and practice activities to guide the students to learn and use English in the class. Therefore, the researcher believed that the learning plan should be created according to students' English basis, interests and needs correctly. On the one hand, the researcher minimized the difficulty of the task and made the task moderate; on the other hand, the teaching activities created by the researcher were vivid, interesting, innovative and attractive, so that all students could participate in the activities (Nastase et al., 2024).

Finally, there were a few students who were unwilling to learn English actively, because they had been used to learning English passively. When the researcher used contextualized method in English teaching, although most students were full of curiosity and enthusiasm, the students felt that the English class was lively and interesting, and they could devote themselves to the English learning, but a few students didn't concentrate on the classroom activities long time,

they still needed the researcher's constant supervision and reminder in learning, and their ability of group cooperation and inquiry is relatively weak (Xiong, 2021). Therefore, the researcher thought it was very important to add some additional assessment steps, let these students who didn't like learning English assess the role play or group discussion of other students just now, after their assessment, give them affirmation and praise, so that they can feel the teacher's expectations of them (Shaham,2019).

How to Improve the Implementation. Before the class, the researcher should ask the students to preview what they learned in advance, and gave students some materials and information related to the learning content correctly to and required them to preview the learning content in advance, so as to reduce the impact of preview on the teaching effectiveness.

During the learning, the researcher should try to enrich the activities that students are interested in, let students engage in the activities (Setyarini et al., 2020). The researcher also should reduce the presentation of difficult vocabularies and complex sentence patterns, gave students affirmation and encouragement in time, and tried to create a relaxed and good language environment.

In the output summary, the researcher should ask the students to work in a group to clarify the task ideas, write an outline, and then complete the task independently (Paguyo et al., 2023).

In this way, not only will the students gain some knowledge or cultivate a kind of thinking mind, but also they will experience the sense of achievement in completing the task, they will have a strong interest in English learning and experience the fun of learning English (Liang, 2020). On the one hand, students will experience the sense of achievement in English learning. On the other hand, the students will feel the teacher's concern and expectation for them, so that they have the motivation of continuous learning and active learning (Li, 2024).

Research Question 4

Based on the results of this study, the researcher recommended the most suitable teaching methods for the future English teaching of tourism majors in secondary vocational schools according to different contextualization, which produced the fourth research question, "What learning methods may be recommended in different contextualization?"

Teachers may create the contextualization by using objects, pictures and games, etc., to help students to learn vocabularies. Because vocabulary learning is very boring, it is difficult for students to remember and understand them (Perkmen, 2025). However, when the teacher show the students objects,pictures and other multimedia, which can stimulate students' interest in learning vocabulary effectively, and promote the students' improvement of vocabulary memory and application abilities (Çeken & Taşkın, 2024).

Teachers may use the scenario simulation or role-playing method to help students to learn vocational sessions. Désiron and Schneider (2024) pointed that scenario simulation and role-playing made English learning more lively and interesting. The contextualized learning

methods draw the students' attention and enhanced students' practical abilities of English application very quickly. By simulating real session scenes, the students would improve their spoken-English and listening abilities effectively (Feng, 2022). At the same time, the students mastered the session easily and enjoyed the fun of English learning.(Chen,2019)..

Teachers may use the contrast method to help students to contrast the similarities and differences between things. Through contrast method, the students identified confusing words, phrases and sentence patterns easily and quickly (Hoyt, 2024). What's more, the students could not only understand vocabularies and grammar rules effectively, but also they could find out the similarities and differences between different things from several aspects, which makes English learning easier and efficient(Lawson & Mayer, 2024)).

Teachers may use the task-oriented teaching method to help students to finish the output task. By designing tasks related to students' real life, task-oriented teaching method enhanced students' interest in learning greatly and made students feel the practicality and interest of English in the process of completing tasks(Cui & Gomes, 2019)). What' more, this method enhanced the students' practical ability of learning English. They could tried to revise and improve the English in practice constantly, so as to deepen the understanding and application of English knowledge (Choi & Hyun, 2019).

5.0 DISCUSSION

5.1 Summary

This study aimed to explore the application and effectiveness of the contextualized English learning in the classroom teaching of tourism major in Jiangyou vocational schools. It used qualitative research method. The study utilized Focus Group Discussion in gathering data from 12 students of 6 classes, classroom observation and reflections. Data were analyzed using content analysis. The researcher reflected the effectiveness of different teaching methods such as objects, pictures, multimedia, scene simulation, role-playing, contrast method and task-oriented teaching method and recommended the suitable teaching methods in different contextualization.

The themes, as a result of the study, presented that contextualized English language learning methods attracted students' attention and engagement effectively by designing an English learning session plan in line with students' interests and teaching objectives (Hu, 2022). It motivated students to be enthusiastic about learning and have positive learning attitudes (Li, 2023). It stimulated students' interest in English learning and enhanced their motivation of learning English (Yu, 2021). The researcher assessed the students' learning effectiveness through diversified assessments, which showed that contextualized language learning methods improved the students' language application abilities (Zhong, 2021).

5.2 Recommendations

Based on the findings of this study, the researcher, therefore, recommends the following:

English teachers should design the contextualized English learning session plan to enhance the students' motivation. Firstly, English teachers should try their best to improve their spoken-English, and create a good English language environment for the students as much as possible in English class. On the other hand, Secondly, English teachers should participate in high-quality training regularly to learn advanced teaching skills from other schools.(Shaham, 2019), Through various means, teachers will improve their professional abilities of teaching. Thirdly, English teachers should design the contextualized English learning session plan, according to students' interest, preferences and course guide to enhance the students' motivation, So as to improve the teaching quality of Secondary vocational school (Huang, 2023).

Teachers should optimize the contextualizing English language teaching methods continuously. Teachers should optimize contextualized English teaching methods constantly in future. They should try their best to create a real environment for students and simulate the communication scenes in daily life, so that students can learn and use English in a good language environment. Teachers should use multimedia as much as possible to enrich the teaching content and make the learning activities lively and interesting (Qiu, 2023). Through a variety of teaching methods, the teachers should practise the students' oral and communicative skills, and improve the students' engagement and learning effectiveness constantly, which are very necessary for secondary vocational students (Peng, 2023 & Nezhad, 2019)

Teachers should use diversified assessment methods to assess the students' all abilities of comprehensively. Teachers cannot assess students' learning effectiveness only by their English scores, but should encourage every student and conduct a comprehensive assessment of students from multiple aspects to find their advantages, so that every student can experience the joy and progress of learning English (Henny, 2019).

Teachers should cultivate the students' cross-cultural ability. In the context of globalization, intercultural communication competence is particularly important for tourism students (Akbar & Santoso, 2019). Therefore, more attention should be paid to cultivating students' international vision and intercultural communication ability in the future teaching, so as to prepare them for their future tourism service work (Niu, 2023).

6.0 CONCLUSION

Combining the teaching references and tourism students' characteristics, the researcher utilized contextualized learning methods and designed a learning session plan that were in line with students' interests and preferences. Under contextualized teaching, the students of six classes engaged well in classroom activities. Especially in the word matching games, scenario simulation and role-playing, the students' attitude was very good, they discussed the questions actively in groups, and they cooperated each other, which formed a good learning environment.

After optimizing the implementation of the learning session plan, the researcher found that the class engagement and learning attitudes of students in class 4, class 5 and class 6 were slightly better than those in class 1, class 2 and class 3, indicating that the researcher's preparation for

the implementation of contextualized teaching and the students' preview of the learning content would all affect students' learning. The researcher used objects, pictures and other multimedia to make the students learn vocabulary more intuitively and effectively. Games, scenario simulation and role-playing created a relaxed, real and pleasant classroom environment, the students engaged in teaching activities actively, which showed that these learning methods improved students' interest effectively and enhanced students' motivation (Gan, 2023).

In addition, it deepened students' understanding and memory of English knowledge, and improved students' English practical abilities greatly (Wang, 2024). Contrast method helped students cultivate the abilities of cooperative exploration and thinking. Task-oriented method helped students sort out their learning ideas and cultivated their clear logical thinking (Yang, 2022). When the researcher gave students appropriate assessment and feedback in time, which not only stimulated the students' enthusiasm, let the students gain a sense of accomplishment, but also it promoted the students' communication and cooperation, cultivated students' teamwork and cross-cultural communication skills, and laid a solid foundation for students' future learning (Li, 2019).

On the whole, the students engaged in the classroom activities actively, they showed positive learning attitude with passion and emotions, which clearly showed that the use of contextualized English learning methods improved the attitude, stimulated their interest and enhanced their motivation of English learning in Jiangyou secondary vocational school.

REFERENCES

1. Burç Çeken, Nazım Taşkın. (2024). Examination of Multimedia Learning Principles in Augmented Reality and Virtual Reality Learning Environments. Journal of Computer Assisted Learning(1).https://onlinelibrary.wiley.com/doi/10.1111/jcal.13097
2. Cao Xinmei. (2023). Cultural awareness cultivation strategies based on thematic context in Integrated English Listening and Speaking Teaching in junior middle school. Chinese Teachers (22), 19-21. doi:10.16704/j.carol carroll nki HXJS. 2023.22.005.
3. Chang Gao. (2023). High school English teachers' classroom verbal feedback effect on students' English learning motivation research. Master's degree thesis. Tianjin Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023649107.nh
4. Chen Hao, Bao Li. (2023). The practice of "Situational + task-driven" teaching method in medical English teaching. Medical Education Administration (04), 458-462.
5. Chen Muting. (2023). Use scaffolding junior middle school English reading teaching research. Master's degree thesis. Sanmenxia University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023772355.nh
6. Chen Xin. (2022). Support teaching method in the application of high school English vocabulary teaching research. Master's degree thesis, Harbin Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202202&filename=1022491365.nh

7. Chen Yuhui. (2019). On the application of "contextualizing Approach" in in-service English teaching. Modern Vocational Education (16), 124-125. doi:CNKI:SUN:XDZJ.0.2019-16-175.

8. Cui Qiaohui. (2023). The contextualizational teaching method in the third period in elementary school English vocabulary teaching, the application of the current contextualization and strategy research. Master's degree thesis. Jilin Foreign Language University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023065784.nh

9. Dai Shasha. (2022). Research on the Difference between Constructivism Teaching Belief and Practice of Junior Middle School Teachers: The perspective of international and domestic. Master's degree thesis. Shanghai Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202202&filename=1022483329.nh

10. Dargahi H., Rahimi S., Shaham G., Rajab nezhad Z. (2019). The Comparison between Lecturing and Role Playing Teaching Styles in Organizational Behavior Course: A Study in Tehran University of Medical Sciences. Journal of Medical Education and Development.https://chooser.crossref.org/?doi=10.18502%2Fjmed.v14i3.2025

11. Di Chen, Yada Zhu, Xiaodong Cui, Carla P. Gomes. (2019). Task-Based Learning via Task-Oriented Prediction Network.https://www.n.cn/search/4f65ecfe927d403496259da600765e6e?fr=none&src=360ai_so_huaci_40&s_type=l

12. Feng Tiantian. (2022). Support teaching method for the application of English reading teaching in high school. Master's degree thesis, Qinghai Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202202&filename=1022508087.nh

13. Gao Xiangyu. (2020). Social construction under the guidance of constructivism learning theory model organism teaching research. Master's degree thesis. Nanjing Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202101&filename=1021517564.nh

14. Guo Weiwei. (2022). A study on English Teaching in Higher vocational Colleges based on Constructivism theory. Journal of Huainan Polytechnic (02), 72-74. doi:CNKI:SUN:HNZJ.0.2022-02-024.

15. Guo Shihang. (2019). Based on the working process systematization "professional English" learning contextualization development studies. Master's degree thesis. Guangdong Technology Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202001&filename=1019189358.nh

16. Han Dan. (2023). Scaffolding instruction model application study in junior high school English reading teaching. Master's degree thesis, Changchun University of Technology.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023613533.nh

17. He Yan. (2023). Based on the motivation of senior English underachiever's teaching research in the theory of three levels. Master's degree thesis, Sichuan Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&file name=1023068284.nh

18. Hilal Inal, Abdulkadir Cakir. (2014). Story-based Vocabulary Teaching. Social and Behavioral Sciences, 98: 675-679.

19. Hu XiaoMin. (2022). Support teaching method in the application of high school English reading teaching. Master's degree thesis. Northwest Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202301&file name=1022618578.nh

20. Huang Guilan. (2020). A study on Non-Predicate Verb Teaching Strategies for Senior high school English based on Constructivist Learning Theory. Master's Thesis, Southwest University.https://link.cnki.net/doi/10.27684/d.cnki.gxndx.2020.004053doi:10.27684/d.cnki.gxndx.2020.004053.

21. Huang Mengying. (2023). The application of scaffolding instruction in junior middle school English listening teaching research. Master's degree thesis, Qinghai Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&file name=1023552992.nh

22. Jiang Dengfei. (2023). Yi's junior middle school students English learning motivation research. Master's degree thesis. Sichuan Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&file name=1023068287.nh

23. Juliette C. Désiron, Sascha Schneider. (2024). Exploring the interplay of information relevance and colorfulness in multimedia learning. Frontiers in Psychology.https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.1393113/full

24. Junyoung Choi, Minsung Hyun, Nojun Kwak. (2019). Task-oriented Design through Deep Reinforcement Learning.https://www.n.cn/search/38fdc8132e0240b5a0e59986c1e9d64a?fr=none&src=360ai_so_huaci_40&s_type=l

25. Li Guihong. (2020). A study on the current contextualization and strategies of oral English learning for secondary vocational students. Scientific Advice. Education and Research (05), 91. doi:CNKI:SUN:KXZK.0.2020-05-082.

26. Li Jingying. (2021). An Applied research on Grammar Teaching Methods in senior high school English from the perspective of Constructivism. Master's Thesis, Harbin Normal University.https://link.cnki.net/doi/10.27064/d.cnki.ghasu.2021.000124doi:10.27064/d.cnki.ghasu.2021.000124.

27. Li Yirong. (2023). Scaffolding teaching mode in junior high school English writing teaching, the application of. Master's degree thesis. Hunan University of Science and Technology.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1024442812.nh

28. Liang Dong. (2022). The application of contextualizing teaching method in Medical English teaching: A case study of clinical medical graduate students. Education and Teaching Forum (29), 149-152. doi:CNKI:SUN:JYJU.0.2022-29-038.

29. Liu Dongkun. (2022). A Study on Picture Book Reading Teaching for Primary School English Based on Constructivism Learning Theory. Master Thesis, Liaoning Normal University.https://link.cnki.net/doi/10.27212/d.cnki.glnsu.2022.001603doi:10.27212/d.cnki.glnsu.2022.001603.

30. Liu Jia. (2019). The mobile assisted language learning contextualization of Chinese English learners' second language learning motivation research. Master's degree thesis. Harbin Industrial University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202101&filename=1020399214.nh

31. Liu Qing. (2024). An analysis of the application of contextualization in business English teaching. English Abroad (03), 93-95.

32. Liu Ruiyue. (2023). Scaffolding instruction for the application of the whole book in junior high school English reading teaching. Master's degree thesis, Sichuan Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023055731.nh

33. Lu Min, Li Mingyu, Xu Yanfang, Liu Daliang & Cheng Zhengwei. (2025). Teaching reform and exploration of Landscape Architecture Research Method--A case study of Shandong Jianzhu University. Journal of Shandong Jianzhu University (01), 96-104.

34. María Jesús Sánchez Manzano, Alfredo Fernández-Sánchez. (2020). The effect of multiple encounters in contextualized learning. Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras (25).https://scholar.oversea.cnki.net/en/Detail/index/GARJ2020/SFJG44F1241EA48BE7047200EEFED43F4F26

35. Mudofir Imam, Maftuh M. Farid, Supriyanto M., Purwaningsih Henny. (2019). Improving Fluency Skill in English Speaking Through Role Playing Learning Strategy at English Study Program, Administration Business Department, State Polytechnic of Madiun. International Journal of Multicultural and Multireligious Understanding (4).https://ijmmu.com/index.php/ijmmu/article/view/934

36. Niu Cuihai. (2023). Scaffolding instruction in oral English teaching in high school study. Master's degree thesis, Huanggang Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023065467.nh

37. O'Neill Geraldine, Padden Lisa. (2022). Diversifying assessment methods: Barriers, benefits and enablers. Innovations in Education and Teaching International (4). doi:10.1080/14703297.2021.1880462.https://scholar.oversea.cnki.net/en/Detail/index/GARJ2021_3/STJD51A600EC4AE1326F42B4E7EE9F0E3A82

38. Ozcelik Erol & Arslan Ari Ismahan. (2024). Enhancing Multimedia Learning by Emotional Arousal. The Journal of Experimental Education (2).https://www.tandfonline.com/doi/full/10.1080/00220973.2023.2182263

39. Patrick Abaya Benedito, Jasper Kim M. Rabago, Carolyn G. Paguyo, Sonny Rae I. Fernando & Ronald Candy S. Lasaten. (2023). Contextualized Learning Resource Material (C-LRM) for the Tingguians of Abra: Its Indigenous Knowledge, Systems, and Practices. Asian Journal of Education and Social Studies (3).https://scholar.oversea.cnki.net/en/Detail/index/GARJ2021_4/SJDT794204AECC31EF7E2812F2230918013B doi:10.9734/AJESS/2023/V43I3941.

40. Peng Qi. (2023). The application of scaffolding instruction in English reading teaching in high school studies. Master's degree thesis, Xinyang Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023697232.nh

41. Qin Anpeng. (2020). Information technology under the condition of secondary vocational students' learning English the status quo of study. Master's degree thesis, Guizhou Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202102&filename=1020438046.nh

42. Qiu Hong. (2023). The application of scaffolding instruction in English reading teaching in high school studies. Master's degree thesis, Shanxi Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1024017400.nh

43. Ruiz Calleja Adolfo, Vega Gorgojo Guillermo, Bote Lorenzo Miguel L., Asensio Pérez Juan I., Dimitriadis Yannis, Gómez Sánchez Eduardo. (2021). Supporting contextualized learning with linked open data. Journal of Web Semantics (prepublish).https://scholar.oversea.cnki.net/en/Detail/index/GARJ2021_1/SJES8B9BCE89F2A1219EB88CC44DDADF2B04 doi:10.1016/J.WEBSEM.2021.100657.

44. Santos M. E. C., Luebke A. I. W., Taketomi T., et al. (2014). Evaluating augmented reality for situated vocabulary learning. International Conference on Computers in Education, 2014(18): 50-82.

45. Sasan Washang. (2014). Boosting Vocabulary Retention Through Adding a Video Component to the Vocabulary Building Classes in English for Specific Purpose contextualization. Social and Behavioral Sciences, 136: 89-93.

46. Serkan Perkmen. (2025). Promoting special education pre-service teachers' technology integration self-efficacy through multimedia learning. Journal of Digital Learning in Teacher Education (1).https://www.tandfonline.com/doi/full/10.1080/21532974.2024.2441697

47. Shao Fang Wen, Basel Katt. (2019). Development of Ontology-Based Software Security Learning System with Contextualized Learning Approach. Journal of Advances in Information Technology (3).https://scholar.oversea.cnki.net/en/Detail/index/GARJ2019/SAPD4C5B1F6476CDF4578F3579C9D96A148E doi:10.12720/jait.10.3.81-90.

48. Shao Tong. (2021). Based on Voki platform flip the contextualization of English classroom pattern design and practice. Master's degree thesis. Tianjin University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202302&filename=1023445258.nh

49. Shen Taihe. (2020). Research on English Grammar Teaching in Senior high schools from the perspective of Constructivism. Master's Thesis, Nanning Normal University.https://link.cnki.net/doi/10.27037/d.cnki.ggxsc.2020.000454doi:10.27037/d.cnki.ggxsc.2020.000454.

50. Shi Hongmin. (2019). A Brief analysis on the application of contextualizing teaching method in vocational English teaching. Modern Vocational Education (36), 106-107. doi:CNKI:SUN:XDZJ.0.2019-36-205.

51. Sri Setyarini, Iyen Nurlaelawati, Rahmat Agung Azmi Putra. (2020). Outdoor Education: A Contextual English Learning Activity to Improve Writing Ability of Young Adolescents. Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019). Atlantis Press.https://scholar.oversea.cnki.net/en/Detail/index/GARCLAST/SPTJ15FB414517261654D518833F5BEC3F31

52. Su Yan. (2020). A Brief analysis of the current contextualization and countermeasures of communication in English classes of secondary vocational students. Modern Vocational Education (16), 16-17. doi:CNKI:SUN:XDZJ.0.2020-16-007.

53. Sun Yu. (2020). A study on the Teaching model of senior high school English Reading based on Constructivism Learning Theory. Master's Thesis, Liaoning Normal University.https://link.cnki.net/doi/10.27212/d.cnki.glnsu.2020.000195doi:10.27212/d.cnki.glnsu.2020.000195.

54. Wang Kaiyu. (2022). Application of contextualizing teaching method in secondary vocational English teaching. English Square (20), 126-129. doi:10.16723/j.carol carroll nki yygc.

55. Wang Lei. (2023). Application strategies of Situational teaching method in college English teaching. Journal of Jiangxi Electric Power Technical College (08), 67-69.

56. Wang Mo. (2021). Investigation on the current contextualization in secondary vocational students' English autonomous learning. Master's degree thesis, Inner Mongolia Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202102&filename=1021612170.nh

57. Wang Xiaoli. (2020). Constructivism teaching mode in high school history teaching. Master's degree thesis. Guizhou Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202101&filename=1020968500.nh

58. Wang Yi. (2021). Teaching through Lively activities -- A Brief discussion on the application of contextualizing teaching method in secondary vocational English teaching classroom. Grade Classics (14), 166-169. doi:CNKI:SUN:PWJD.0.2021-14-056.

59. Wang Yixuan. (2022). Action Research on the Cultivation of cultural Consciousness in high school English Teaching under the guidance of Constructivism Theory. Master's Thesis, Anshan Normal University.https://link.cnki.net/doi/10.27825/d.cnki.gassf.2022.000097doi:10.27825/d.cnki.gassf.2022.000097.

60. Wang Yuhan. (2021). Constructivism teaching view in the application research of basic course for the financial technical secondary school. Master's degree thesis. Changchun Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202201&filename=1021732590.nh

61. Wu Chengyou. (2020). In Chongqing and the core area county secondary vocational students' English literacy training status quo comparative study. Master's degree thesis, Yunnan Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202101&filename=1020760631.nh

62. Wu Leiping. (2022). A study on the application of mixed Teaching based on Constructivism Theory in College Students' English Reading. Master's Thesis, Northwest University for Nationalities.https://link.cnki.net/doi/10.27408/d.cnki.gxmzc.2022.000442doi:10.27408/d.cnki.gxmzc.2022.000442.

63. Xing Jianxuan. (2019). Guided learning based on contextualizational thinking to help language learning: A case study of oral English classroom teaching in secondary vocational schools. School English (24), 40-41. doi:CNKI:SUN:XYYY.0.2019-24-032.

64. Xu Guirong. (2021). A study on English teaching strategies in secondary vocational schools from the perspective of Core competence of English subjects. English on Campus (21), 72-73.

65. Xu Li. (2024). The Influence and Challenges of Diversified Assessment Methods on Classroom Teaching Reform in Higher Education. International Journal of New Developments in Education (11). doi:10.25236/IJNDE.2024.061106.https://scholar.oversea.cnki.net/en/Detail/index/GARJ2021_5/SJIW03A562942DC223BC172FF667FFB241C5

66. Yan Chengliang. (2019). An empirical study of contextualizing approach in vocational English teaching. Overseas English (15), 110-111. doi:CNKI:SUN:HWYY.0.2019-15-054.

67. Yang Liu. (2023). Secondary vocational English text reading teaching problems in scaffolding instruction model studies. Master's degree thesis. Nanchang University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filename=1024337660.nh

68. Yang Qian. (2022). Research on Optimization of project-based learning Process from the perspective of Constructivism Theory. Master Dissertation. Xi 'an International University.https://link.cnki.net/doi/10.27815/d.cnki.gxawd.2022.000313doi:10.27815/d.cnki.gxawd.2022.000313.

69. Yang Xiaoli. (2019). The application of contextualizing teaching method in English teaching in vocational colleges. Think Tank Times (24), 227-228. doi:CNKI:SUN:ZKSD.0.2019-24-150.

70. Yao Wenbin. (2020). Reform path of information literacy education for college students in Langfang under the background of constructivism theory. Journal of North China

Institute of Astronautics and Astronautics (01), 57-59-62. doi:CNKI:SUN:HHGY.0.2020-01-019.

71. Yao Xishuang & Wang Yu. (2025). Is document analysis a research method? A new answer based on ontology, epistemology and methodology. Journal of Shanxi University. Philosophy and Social Science Edition (01), 133-142.

72. Yong Fengtian. (2018). The countryside junior middle school English classroom effective teaching strategy research and practice. Master's degree thesis. Harbin Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201901&file name=1019701376.nh

73. Yu Mengyuan. (2021). Support teaching method in the application of high school English vocabulary teaching research. Master's degree thesis. Jiangsu Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&file name=1023846267.nh

74. Zhang Fengyan. (2023). Scaffolding instruction applied in teaching of high school English reading prior written empirical studies. Master's degree thesis. Gannan Normal University.
https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=102 3663075.nh

75. Zhang Keke. (2023). Application of Situational Teaching Method in English Listening and Speaking Teaching of senior primary school students. Master Dissertation, Shandong Normal University.https://link.cnki.net/doi/10.27280/d.cnki.gsdsu.2023.001386doi:10.27280/ d.cnki.gsdsu.2023.001386.

76. Zhang Ting. (2022). A study on Classroom recessive Management of Junior high School English teachers from the perspective of constructivism. Master Dissertation, Heilongjiang University.https://link.cnki.net/doi/10.27123/d.cnki.ghlju.2022.000838doi:10.27123/d .cnki.ghlju.2022.000838.

77. Zhang Ye. (2022). The Application of Constructivism Theory based Guide Plan in Junior high School English Reading Teaching. Master Dissertation, Jimei University.https://link.cnki.net/doi/10.27720/d.cnki.gjmdx.2022.000223doi:10.27720/ d.cnki.gjmdx.2022.000223.

78. Zhang Yingli. (2019). Under the guidance of constructivism theory in primary Chinese comprehensive course teaching design. Master's degree thesis, Anyang Normal College.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201901&filena me=1019122064.nh

79. Zhao Guomei. (2024). Based on Mr Walter whiteboard scaffolding instruction design research of high school English reading. Master's degree thesis, Qufu Normal University.https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFDTEMP&filen ame=1024038968.nh

80. Zhao Xiaoxue. (2020). Investigation and research on motivation, current contextualization and needs of secondary vocational students in English learning.

Chinese Journal of Multimedia and Network Teaching (06), 202-204. doi:CNKI:SUN:DMWJ.0.2020-06-082.

81. Zhu Shuqing. (2023). The application of contextualizing teaching method in applied undergraduate English teaching. Scientific Advice. Education and Research (06), 56-58. doi:CNKI:SUN:KXZK.0.2023-06-019.