Proceedings

INTERNATIONAL CONFERENCE
ICEL 2013

The First International Conference on Education and Language (ICEL)

28,29,30 January 2013
Bandar Lampung University（UBL）
Indonesia

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Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

The First International Conference on Education and Language

ICEL 2013

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Organized by:

Faculty of Teacher Training and Education (FKIP), English Education Study Program

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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others:
University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

PROCEEDINGS

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(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

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RECONTEXTUALIZATION: SCHEMA-BASED PRE-READING ACTIVITY

Milagros Villas

Abstract

The study Recontextualization of "Veronika Decides to Die": Schema-Based Pre-Reading Activity is aimed at preparing the pre-reading activities as a means to draw out the students' concerns in the real world. With the growing incidences in the country of young people committing suicide, Literature classes can serve as an effective venue for the students to reflect about their lives and learn from other people from different cultures and periods of time that man can provide solutions to problems.

The methodology involved preparing a lesson with the following pre-reading activities: a) listened to a tribute made by a classmate to someone who committed suicide, b) listened to the song "Why?" by Rascal Flatts to draw reactions about committing suicide, c) made students take an adapted Anger Management Test, wherein the focus was not to determine the interpretation of the results but to make the students reflect about how they handle difficult situations, d) grouped the class into 5 (Group A-E) to discuss about the questions given, d) reported to class on the discussion made among the group members.

The questions given for discussion were as follows: 1) How do the students manage their negative emotions – anger, anxiety, depression or worse, emptiness? 2) What would be the possible reasons which drive young people to commit suicide? 3) What would you do if you were like Veronika who survived death after committing suicide and was given the chance to live 5 more days?

The findings were that they have their parents to cling to when they have problems; some believe they can manage or that they will seek the support from their peers or friends. The reasons that they cited as those why young people commit suicide are as follows: the pressure they feel from their parent's expectations from them; losing a loved on and pressure borne from the desire to succeed in life so they can help their families. As to how they would spend the remaining days after having been rescued from death, the students considered making amends to those they wronged, staying with their loved ones and rekindling relationships.

The answers of the students were not really new but having drawn out responses from them about the realities in young peoples' lives was significantly important. The term 'recontextualization' is not simply introduced and utilized as a strategy but as a means to awaken the recesses of the students' consciousness about what may possibly happen to them should they fall prey to the pressures around them.

Keyword :

INTRODUCTION

Literature classes serve as opportunities for teachers to foster values and positive views about life which can help the present-day students cope with real life problems. With the growing statistics of young people committing suicide, teachers can take up literary works as vehicles to listen and take part in whatever preoccupation young people are involved with in this present-day living with its deceiving set of 'values' and 'standards'.

To make the context of a literary work be more attuned to what the present-day students need to be inculcated with, there is a need for recontextualization in taking up literary selections. Recontextualization, in this study, is to be understood as the process of recreating a particular literary work into one which will be made relevant to students' lives. Recontextualization of a literary work will enable the teacher to tap the students' resource of knowledge and experiences..

he students' background or\\find reading a literary text more After which, the teacher will interrelate these experiences or the schemata they have to the struggles and aspirations of the characters in a literary work and to human beings in general.

It is disappointing that when students are asked about the theme or the significance of a literary text, they simply restate what are provided from the internet sources or other sources for summaries of literary works. These sources may be helpful for them to understand the 'story' but may not create what the Greeks originally aimed at, which is bringing about a 'cathartic effect' or a change of heart in the audience.

For the *catharsis t*o take place, the Process Approach in reading will facilitate in creating change in the reader as reading a selection will involve three stages which are – Pre-reading, While Reading and Post-reading. The Pre-reading stage is the crucial part of taking up a selection as it is the stage which is likened to the element of 'motivation' in the archetypal structure of a short story as well as the 'incubation period' in the preparation of writing a paper. If the students are exposed to contextualized activities in the pre-reading activity, it will allow them to generate inferences and generalizations on the frailties and strengths of men or on upheld values from false values, based on a real story told or a culturally-relevant issue discussed. The change of heart may not immediately take place, but it will serve as a 'thinking over period' or what was mentioned as the 'incubation period', for they will be given time to wallow in their thoughts and be made more aware about making decisions in their lives, about upholding the values that they need to attain real victories, or, about what is to be human. The pre-reading activity then is the motivating stage which propels the students towards achieving their individual 'catharsis' and towards making them understand that human beings from different races and from different periods of time encountered different kinds of struggles but came out 'heroes' or successful by bravely facing them and eventually overcoming them.

STATEMENT OF THE PROBLEM

The answers to the following questions were sought for in taking up Paolo Coelho's "Veronika Decides to Die":

1) Who or which do the students consider as the "collective madness" in their lives which make them 'insane' or 'unfree'?

2) how do the students manage their negative emotions – anger, anxiety, depression or worse, emptiness?

3) what would be the possible reasons which drive young people to commit suicide?

4) what would you do if you were like Veronika who survived death and are given the chance to live 5 more days?

RELATED LITERATURE

Recontextualization

Recontextualization, which has been known to have been introduced by Kristeva in 1966, has long been applied in literature classes when teachers recreate or adapt a story according to their students' cultural background or concerns. The precept of adopting recontextualization is to make a literary selection relevant or akin to the students' real-world situation.

Recontextualization is not really a new strategy. According to Linell (1998), it is "the dynamic transfer-and-transformation of something from one discourse/text-in-context to another".Recontextualization then is a strategy which is intended to prepare the students for a selection to be taken up by preparing activities according to the purpose to which a teacher wants the story to be emphasized or given importance.

The concept of recontextualization has been association to other terms. One of which is Decontextualization. Decontextualization, as introduced by the Behavorial Psychologist Hayes (   ) Recontextualization is also associated with intertextuality which is introduced by   because it is making anew what may have already been known before. The discussion about the characters are steered towards the archetypes that have been known from early forms of literature. Since utilizing recontextualization involves The use of intercursivity is also associated to recontextualization as it also involves the interweaving of discussion of traditional notions with contemporary issues.

Recontextualization then is dealing global or traditional issues according to what can be relevant in the local context. A literary selection is not considered as a new material but as a product of experiences which any human being in any period of time can associate with.

Schema-based theory Pre-Reading Approach

Plato is said to have first introduced the notion of 'schema' when he provided that the ideal mental state of man can be compared to a perfect circle. The knowledge and experiences that we have will continually occupy or fill up the space of the mental construct or the 'circle' where our memory or acquired knowledge is stored.

According to Bartlett (as cited by Azideh, 2003), when one reads, there is an active process of retrieving, weaving and retaining of information from these recesses of our memory called schema. The richer one's resources are, the better one can abstract information. Bartlett provides that one does not just absorb information but interacts with a discourse or body of information with whatever knowledge background one has accumulated in the past. Yule (1985)

avers that success in reading is attained through making sense of how one perceives in the real world. One schema then serves as a bridge between the new information introduced and one's background information that has been stacked in one's memory.

In utilizing the Process Approach, the Pre-reading Activity serves as a preparation for the students in the understanding of a literary selection (Chastain, 1988). Among those that are indulged in the Pre-activity phase of reading are to unravel linguistic difficulties, understand the period of the setting, make predictions based on the title of the selection or make inferences to prepare the students to understand the context to which statements are meant to be understood. Since literature is about life, then the Pre-reading phase should also prepare the students to understand cultural differences. Adapting recontextualization or associating situations to those that are familiar with the students, the Pre-Reading phase can be an effective opportunity for the students to process information. either to expand or alter their views. According to Goodman (1970), knowing what has to be known out of a reading selection is not the sole purpose of reading but also involves the process of constructively associating new information with one's stored knowledge. Reading, as Goodman asserts, involves active interaction wherein "tentative decisions are made to be confirmed, rejected or refined as reading progresses" (p.260).

METHODOLOGY

In preparation for the While Reading Activity, the students were first instructed to close their eyes and listen to a letter written as a tribute to a young boy who committed suicide. Then they were divided into 5 groups (Group A to E) to discuss on the following questions 1) who or which do the students consider as the "collective madness" in their lives which drive them 'insane' or make them 'unfree' like Veronika? 2) how do the students manage their negative emotions – anger, anxiety, depression or worse, emptiness? 3) if you were the young boy who committed suicide who would be saved from death like Veronika, how may you have dealt with him so his second chance of life will be as precious as living the supposedly few days that Veronika had to live because of a serious impairment of the heart?

FINDINGS

For the first question, Group A, C,D,E considered their parents' culturally-influenced over-protectiveness to be those that makes them 'insane' and 'unfree'. Other than their parents' over-protectiveness, they also expressed their fears about their parents' expectations after graduation. Group B consider the conflicting Christian values as those which make them confused and sceptical about what it is to be a Christian. However, they do not believe that what they experience is not as worse as that in Japan wherein young people decide to commit suicide in groups because they were bullied or they felt worthless as a member of a highly advanced society. Some of them expressed that they could not understand why Veronika, with all the good things that came her way, still chose to die.

After answering the Anger Management test, majority of the members of the Group A, B, D three groups consider their family members as those who they will talk with to ventilate serious feelings of anger, anxiety, depression or emptiness. Groups C consider themselves responsible for managing their negative feelings. However, the members agree that their family would be that which they will approach should they encounter difficult problems. Group E consider opening up with their peers whenever they will encounter difficulty in dealing with their emotions. Some members however do not think that they would have problems which will be difficult for them to handle, specially with their family who will always stand by them when they have problems. Most of the groups do not find it sensible to commit suicide.

Should the young boy who was given a tribute been saved from death, Groups B,C, E would give the young boy more time or accord with more respect and real concern about what he considers important in his life. Group A would more keen to what he wants to be listened to about himself. Group D would help the young lad in building a better relationship with his immediate family. There were some who commented that Veronika might have her experience of the special feelings she felt for   for the short time that she will live in the world.

CONCLUSION

Utilizing recontextualization in the Pre-reading activities serves as an effective tool in preparing the students to connect to new situations or knowledge to their present schema of things. Pre-reading activities should start to motivate them to do constructive processes such as predicting, interpreting, reflecting and actively process aid them in in making them reflect on how they would face similar situations, as well as, value those that are praiseworthy about their culture in comparison to other cultures.

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