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Article

The Contextual-Experiential Approach in ELT

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Abstract

The Contextual-Experiential Approach reimagines English Language Teaching as a values-driven, ethically anchored, and technologically enriched approach that resists abstraction and performative compliance. Grounded in the Narrative Language Ecology (NLE) Method, it fuses Dewey's experiential learning, Gardner's cognitive pluralism, and the pluralistic lens of World Englishes to empower teachers as diagnostic designers, learners as narrative agents, and institutions as ethical infrastructures. Central to this approach is the integration of values—social, ecological, and cultural—which are not taught as add-ons but embedded within bilingual story loops, ethical dilemmas, and contextualized tasks that provoke reflection and agency. Technology, especially AI, is not used to automate but to visualize, remix, and critique language use, enabling learners to map their own Englishes and interrogate linguistic power structures. For the future of language teaching and learning, this approach offers a radical shift: from standardization to humanization, from compliance to critique, and from passive acquisition to active reclamation. It positions ELT as a transformative force capable of provoking ethical reckoning, institutional reform, and narrative justice in postcolonial, policy-driven landscapes.

Keywords: contextual-experiential approach; ethical pedagogy; experiential learning; narrative language ecology; world englishes

Corpus Discussion



Source: Microsoft Copilot. (2025).

Let us be honest. Most English teaching today still clings to templates—grammar drills, scripted dialogues, imported rubrics. It's a system that performs fluency but rarely provokes thought. In

places like Mindanao, where English is not the first language and where colonial residue still lingers in the curriculum, this kind of teaching doesn't just fall short—it erases.

That's where the *Contextual-Experiential Approach* comes in. It's not a rebrand. It's a rupture. A deliberate shift from teaching English as a code to teaching it as a narrative tool for reckoning, mapping, and meaning-making.

What It Stands For

This approach fuses two things that should never have been separated:

- **Context:** Language is always tied to place, story, and power. It's not neutral.
- **Experience:** Learners don't absorb language—they live it, question it, and reshape it.

Through the Narrative Language Ecology (NLE) Method (Eslit, 2025), the Contextual-Experiential Approach becomes operational. Not abstract. Not performative. It shows up in bilingual story loops, ecological mapping, and diagnostic tasks that ask learners not just to speak—but to speak from where they are at.

The Niche: Values Learning, Not Just Language Learning

Here's the rupture point. For non English speakers, most ELT models treat values as peripheral. This one puts them at the center.

- Stories provoke ethical reflection.
- Tasks demand empathy and judgment.
- Assessments measure not just correctness, but consciousness.

Learners aren't just asked to describe a picture or fill in blanks. They're asked: *What does this story reveal? Whose voice is missing? What would you do differently?*

This isn't just pedagogy. It's **moral architecture**.

Why It Matters Here—and Globally

In postcolonial contexts, English often arrives as a borrowed script. Learners are taught to mimic, not to narrate. The Contextual-Experiential Approach flips that.

- It validates **bilingualism** as a resource, not a deficit.
- It grounds English in **local realities**, not imported templates.
- It turns classrooms into spaces of **reckoning**, not just performance.

Globally, it prepares learners to navigate not just grammar, but **diversity, misinformation, and ethical complexity**. In a world shaped by migration, media, and machine intelligence, this matters more than ever.

What About Technology?

Most tech-enhanced ELT models automate. They flatten. They reduce learners to metrics. This approach resists that.

- AI is used to **visualize dilemmas, remix narratives, and surface bias**.
- Learners critique digital outputs, ask what's missing, and generate alternatives.
- Technology becomes a tool for **narrative scaffolding**, not surveillance.

What Gaps Does It Actually Address?

Conventional ELT Gaps	Contextual-Experiential Response
Grammar drills and scripted dialogues	Bilingual narratives and ecological mapping
Passive learner roles	Diagnostic tasks that demand agency and ethical judgment

Imported pedagogies	Locally rooted, globally relevant frameworks
Tech as automation	Tech as narrative-critical and ethically guided
Values as optional	Values as central to every story, task, and assessment
Audit anxiety and mechanical outputs	Documentation that breathes—anchored in context and clarity

Comparative Table: Contextual-Experiential Approach vs. Major ELT Approaches

ELT Approach	Core Belief	Learner Role	Use of Context	Values Integration	Technology Orientation	Distinctive Limitation	What Makes Contextual - Experiential Unique
Structural Approach	Language is a system of rules and structures	Passive recipient	Minimal; context is secondary	Absent	Rare or irrelevant	Focuses on form over meaning	Rejects abstraction; centers lived, storied, and ethical context with tech support
Functional Approach	Language is used to perform communicative functions	Functional performer	Contextualized but limited	Implicit	Supplementary, not critical	Often lacks depth in cultural or ethical nuance	Goes beyond function—values are explicit; tech used to scaffold ethical tasks
Communicative Approach	Language is for meaningful communication	Active communicator	Simulated real-life situations	Incidental	Often present but not interrogated	Prioritizes fluency but not moral reflection	Makes context real, values central, and tech ethically guided
Cognitive Approach	Language learning is a mental	Mental processor	Abstract or internalized	Minimal	Often theoretical	Overemphasizes cognition,	Grounds cognition in

	process of understanding				or tool-based	underplays social agency	narrative, values, and AI-enhanced reflection
Ecological Approach	Language is part of dynamic social and environmental systems	Co-navigator	Strong emphasis on environment	Philosophical, often abstract	Varies; not always operational	Lacks procedural clarity for classroom use	Operationalizes ecology through mapped, bilingual, tech-supported narratives
Humanistic Approach	Language supports personal growth and emotional expression	Self-expressive agent	Personal and affective context	Central but subjective	Minimal or avoided	Difficult to scale or document	Values are embedded, assessed, and enhanced through AI-supported storytelling
Contextual-Experiential Approach	Language is a lived, storied, and ethically charged experience	Narrative agent	Mapped, bilingual, diagnostic	Explicit, central, and assessable	Narrative-critical, AI-enhanced, ethically guided	None—built for postcolonial, tech-enhanced realities	Fuses context, experience, values, and technology into a scalable, reformist system

Niche

The **Contextual-Experiential Approach** is the only ELT approach that:

- **Centers values learning** as a non-negotiable core—not a side effect.
- **Operationalizes context** through bilingual ecological mapping and narrative immersion.
- **Uses technology and AI** not for automation, but for ethical scaffolding, story remixing, and diagnostic reflection.
- **Positions learners** as agents of story, critique, and reform—not just communicators or processors.

This is not a hybrid—it's a **pedagogical stance** built for postcolonial realities, institutional scrutiny, and global ethical engagement.

What makes the Contextual-Experiential Approach distinct is its **threefold integration**:

Dimension	How It's Embedded
Values Learning	Stories provoke ethical reflection; assessments measure empathy, agency, and judgment
Tech & AI Enhancement	AI tools scaffold narratives, visualize dilemmas, and support multimodal expression
Multiple Intelligences	Lessons activate diverse cognitive strengths through bilingual, ecological, and reflective tasks

This isn't just a new method. It's a **new lens**—one that sees learners as ethical, cognitive, and narrative beings navigating a complex world.

Dewey, Gardner, and World Englishes

Thinker/Framework	Contribution to Contextual-Experiential Approach
John Dewey	Learning by doing: experiential, reflective, real-world tasks
Howard Gardner	Multiple intelligences: plural cognitive pathways for language learning
World Englishes	Linguistic pluralism: validates diverse Englishes, resists native-speaker dominance

Together, they form a values-driven, cognitively plural, and linguistically inclusive foundation for your approach.

Roles in the Contextual-Experiential Approach

ELT Teachers: From Deliverers to Diagnosticians

Teachers are no longer mere transmitters of content. They become **narrative cartographers**, **ethical provocateurs**, and **diagnostic designers**.

Key Responsibilities:

- **Curate bilingual ecological loops** that reflect learners' lived realities.
- **Design experiential tasks** that provoke ethical reflection, not just linguistic performance.
- **Use AI critically**—not to automate, but to visualize, remix, and interrogate language use.
- **Map learner trajectories** through contextualized rubrics, not generic metrics.
- **Refuse mechanical pacing**—instead, vary rhythm, embed metaphor, and provoke reckoning.

Operational Output:

- Lesson plans that embed local narratives and global frameworks.
- Quizzes that test not just grammar, but **ethical agency and narrative clarity**.
- Documentation that resists uniformity and reflects **contextual depth**.

Learners: From Recipients to Agents

Learners are not passive vessels. They are **story-makers**, **language ecologists**, and **critical agents** of their own linguistic futures.

Key Responsibilities:

- **Map their own Englishes**, recognizing plural forms and rejecting native-speaker hegemony.
- **Engage in bilingual storytelling**, using local languages as epistemic anchors.
- **Reflect on ethical dilemmas** through narrative tasks, not just comprehension drills.
- **Use AI tools** to visualize, critique, and remix their linguistic identities.

Operational Output:

- Portfolios that document linguistic evolution, not just correctness.
- Story loops that embed ecological, cultural, and ethical dimensions.

- Reflections that show **narrative agency**, not just compliance.

Institutions: From Enforcers to Ethical Infrastructures

Institutions must move beyond policy enforcement. They must become **ethical infrastructures**, **narrative incubators**, and **audit-ready reformers**.

Key Responsibilities:

- **Support curriculum innovation** that embeds NLE and World Englishes.
- **Fund and protect narrative-critical pedagogy**, not just standardized testing.
- **Audit learning outcomes** for ethical depth, contextual relevance, and linguistic pluralism.
- **Integrate AI with scrutiny**, ensuring it serves humanization—not automation.

Operational Output:

- Institutional documentation that reflects **contextual-experiential logic**.
- Accreditation reports that show **narrative impact**, not just procedural compliance.
- Faculty development programs that train teachers in **diagnostic and ethical pedagogy**.

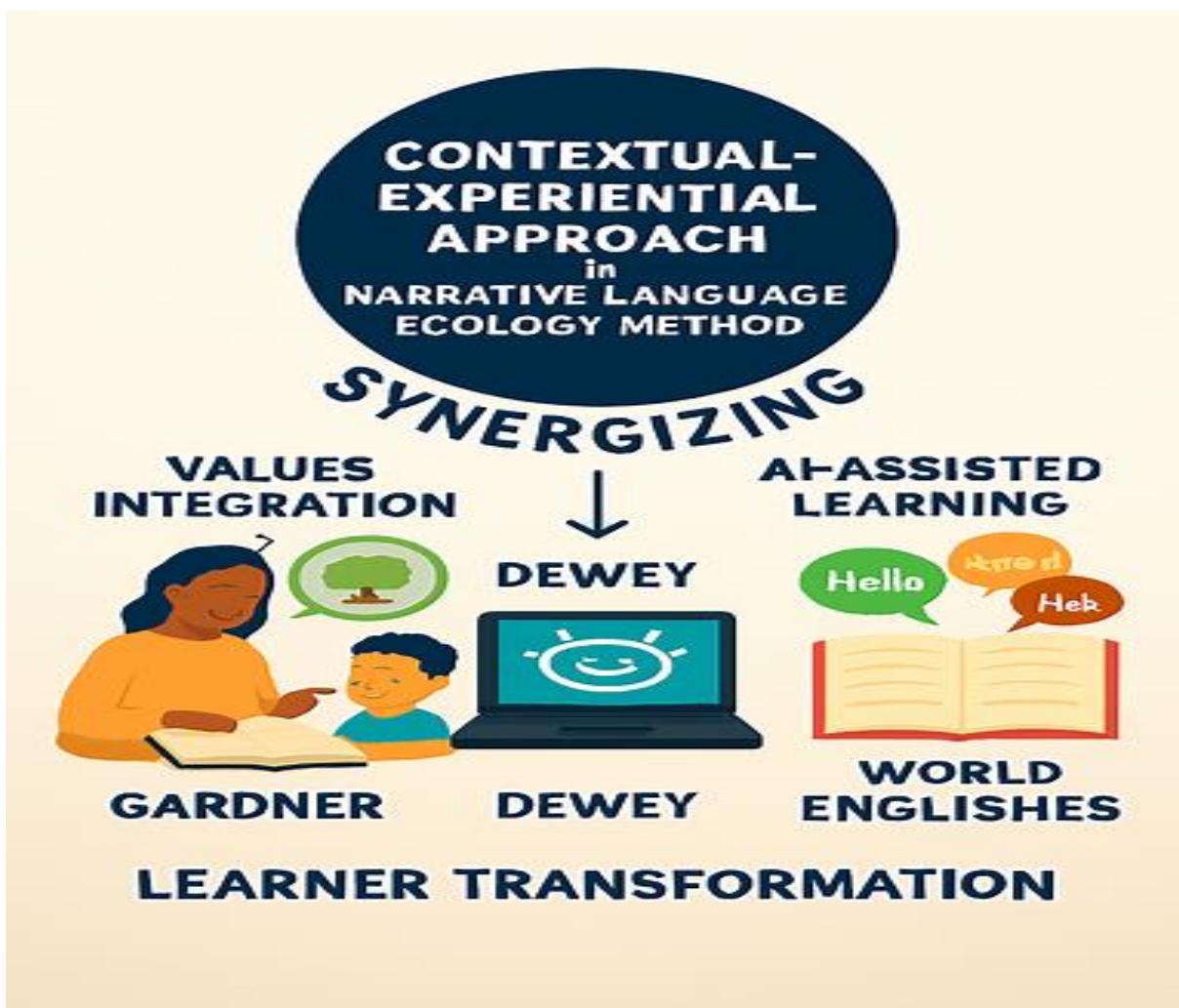
Final Note: This Is Not Reform. It's Reckoning.

The Contextual-Experiential Approach doesn't tweak the system. It **rebuilds it**. Every role—teacher, learner, institution—is re-scripted to resist impunity, reclaim narrative, and provoke ethical transformation.

Final Word

This approach doesn't ask learners to perform English. It asks them to inhabit it—to use it as a tool for story, critique, and transformation. It's not just an approach. It's a stance. A refusal to teach language without teaching values. A refusal to let AI flatten what should be complex. A refusal to let postcolonial learners be voiceless in a language they're expected to master. The Contextual-Experiential Approach doesn't borrow from Dewey and Gardner—it extends them. It takes Dewey's experiential learning and Gardner's plural intelligence, and grounds them in postcolonial, bilingual, tech-enhanced realities. It's not a hybrid—it's a reformist stance. A refusal to teach English without teaching values. A refusal to use technology without ethical scrutiny. A refusal to flatten learners into metrics when they are, in fact, narrative agents of language learning.

The Narrative Language Ecology (NLE) Method and Contextual-Experiential Approach



Source: Microsoft Copilot. (2025).

In an actual English language teaching and learning setting, the *Contextual-Experiential Approach* provides the ecological scaffolding that *Narrative Language Ecology* (NLE) Method needs to thrive. It ensures that learners are not passive recipients of language but active narrators of their lived experience. NLE, as a method, operationalizes this by immersing learners in bilingual mapping, narrative immersion, and ethical reflection. For example, a Grade 1 lesson using NLE might begin with a localized story (Context), invite learners to retell or extend it through their own lens (Experience), embed values like empathy or stewardship (Values Integration), and then use AI tools to visualize, translate, or co-author their narratives (AI as narrative-critical agent).

This synergy allows NLE to move beyond theory into practice: lesson plans become diagnostic instruments, quizzes become narrative checkpoints, and classroom dialogue becomes a site of ethical reckoning. The Contextual-Experiential Approach doesn't just allow NLE—it equips it, frames it, and demands it (Eslit, 2025). Together, they form a pedagogical ecosystem that resists mechanical compliance and insists on clarity, complexity, and humanization.

Declaration: The Contextual-Experiential Approach in ELT is a pedagogical framework that centers language learning on lived realities, ethical reflection, and learner agency. It integrates context, experience, values integration, and AI—not as procedural tools, but as interwoven forces for humanization and institutional reform. This is not an approach for display or compliance; it is an approach for reckoning, designed to provoke clarity, complexity, and ethical urgency in an evolving postcolonial and policy-driven educational landscapes.

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