

Innovation and Practice of English Language Teaching Model Based on Context Theory

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Keywords: Context Theory; English Language Teaching; Teaching Model

Abstract: With the acceleration of globalization, the importance of English as an international language has become increasingly prominent. Traditional English teaching methods ignore the actual situation and contextual factors of language use. This article aims to explore the application of context theory in English teaching and the concrete construction and practice of this teaching model. Firstly, this article constructs an English Language Teaching (ELT) model based on context theory, and defines the teaching objectives, ideas, implementation steps and key elements. Under this model, the setting of teaching objectives is no longer limited to imparting language knowledge, but pays more attention to cultivating students' practical language application ability and cross-cultural communication ability. By creating real language situations and designing various teaching activities, such as role-playing, group discussion, situational dialogue, etc., the context theory is deeply integrated into the teaching content, methods and strategies. Students' language expression in the simulated context is natural and fluent, and their language use and communicative competence can be significantly improved. Finally, this article summarizes the value of context theory in English teaching and emphasizes its key role in improving teaching quality and effect. It is an important direction of English teaching reform in the future.

1. Introduction

ELT is particularly important in today's globalization. It is not only a tool for international communication, but also an essential skill for personal development, academic research and career promotion [1]. The rapid progress of society and the evolution of language environment have brought many challenges to English teaching. How to effectively improve students' language use ability and enable them to use English freely in practical communication has become an urgent problem in ELT [2]. Context theory is an important branch of deep linguistics. It emphasizes the importance of situation in language use, and holds that the meaning and function of language appear in a specific context [3]. This theory provides a new perspective for ELT. It helps us to understand the essence and process of language learning more deeply and explore more effective language teaching methods.

Context theory comes from in-depth observation and analysis of language use. Context is the environment or situation when language is used [4]. It includes the time, place, participants, topics and background knowledge of language. The core idea of context theory: the meaning and function of language do not exist in isolation, but are closely related to a specific context [5]. In the fields of linguistics and second language acquisition, the application of context theory is increasingly extensive. The research shows that simulating the real context can promote students to master and use the language better, and improve their communicative competence and cultural understanding.

The traditional ELT mode pays attention to the teaching of language knowledge and the explanation of grammar rules, but ignores the actual situation of language use [6]. Although this teaching mode can improve students' basic knowledge of language to a certain extent, there are obvious shortcomings in cultivating students' language application ability and communicative competence [7]. With the renewal of linguistic theory and teaching concept, some emerging teaching models have begun to try to integrate context theory to create a more realistic and vivid learning environment [8]. Most of these attempts are still in the exploratory stage, and the integration degree and effect of context theory in language teaching mode need further study and

verification. Therefore, it is particularly urgent to innovate English teaching mode based on context theory. In view of this, this study is devoted to discussing the innovation and practice of English teaching mode under the guidance of context theory, aiming at contributing to the improvement of English teaching quality and effect.

2. Construction of ELT model based on context theory

2.1. Application principles of context theory in English teaching

Context theory brings a brand-new perspective to the content selection and arrangement of English teaching [9]. In terms of teaching content, the focus has shifted from simple grammar rules and vocabulary collocation to emphasizing the application of language in specific situations. This requires that the selection and compilation of teaching materials should fully consider the real use environment of the language and ensure that what students have learned can be closely combined with real life. Context theory also guides the organization of teaching content. By introducing diversified contexts, students can learn and practice in a simulated environment and deepen their understanding and memory of language knowledge.

Context theory also plays a key role in teaching methods and strategies. This article advocates the student-centered teaching method and encourages students to complete tasks in real or simulated contexts and master the language through practical operation. For example, situational teaching method and task-based teaching method [10]. Teachers should make full use of multimedia and network resources to provide students with colorful contextual materials and enhance the liveliness and interest of language learning. The application of these methods and strategies highlights the core position of context theory in English teaching, that is, language learning should be carried out in actual context, and language should be learned and used through practice.

2.2. Teaching mode design framework

Based on the context theory, this section constructs a brand-new ELT model (Table 1). The goal of this model is to cultivate students' language application ability and communication ability, so that they can communicate freely in English in various practical situations. Conceptually, this teaching model emphasizes the practicality and situational nature of language learning, and holds that language is learned in the process of use, not just by memorizing and practicing. The implementation steps are shown in Table 1.

Table 1 Elements of the ELT Mode Based on Context Theory

Element	Description
Mode Objective	To cultivate students' language proficiency and communicative competence, enabling them to use English fluently in various real-life situations
Teaching Concept	Emphasizes the practicality and contextuality of language learning, believing that language is acquired through use, not just memorization and practice
Implementation Steps	
1. Context Creation	Create real or simulated contexts to stimulate students' enthusiasm and participation
2. Student Practice	Guide students to engage in language practice within the context, such as dialogues, discussions, role-plays, etc., to acquire language knowledge and skills
3. Evaluation & Feedback	Provide evaluation and feedback to help students recognize their weaknesses and progress, further enhancing their language application abilities
Key Elements	
Context Creation	Create real or simulated contexts that meet the teaching needs
Student Practice	Students engage in actual language use activities within the context
Teacher Guidance	Teachers provide guidance and support during student practice
Evaluation & Feedback	Evaluate students' performance and provide feedback to facilitate progress

The key elements of this model include the creation of context, students' practice, teachers' guidance and evaluation feedback. These elements are interrelated and interact with each other,

which together constitute a complete language teaching process.

2.3. Characteristics and innovation of teaching mode

Compared with the traditional English teaching mode, the teaching mode based on context theory shows obvious differences and advantages. The traditional model focuses on the teaching of language knowledge and the interpretation of grammar rules, ignoring the actual application situation of language. The teaching mode based on context theory pays attention to the practical use of language, and improves students' interest and enthusiasm in learning by creating real context. The innovation of this model lies in the application of context theory in all aspects of English teaching: from the selection and organization of content to the application of methods and strategies, and then to the design and implementation of teaching model, which fully embodies the importance of context theory. This innovation has improved the quality and effect of English teaching. It also promotes the cultivation of students' language application and communicative competence, and lays a solid foundation for their future study and career.

3. ELT practice based on context theory

3.1. Preparation for teaching practice

The background of teaching practice is the disconnection between theory and practice in current ELT. In particular, the traditional teaching model ignores contextual factors, which leads to the lack of students' language use ability. In the selection of teaching materials, this article pays attention to the authenticity and situational nature of the materials, and selects topics closely related to students' life and study; At the same time, multimedia resources and real corpus are used to enrich the teaching content and improve students' interest in learning.

Before teaching practice, it is necessary to organize teacher training to help teachers deeply understand context theory and master teaching methods and strategies based on context theory. At the same time, teachers also require students to preview, be familiar with teaching topics and related vocabulary, and prepare for teaching practice.

3.2. Teaching practice implementation and feedback

In the process of teaching practice, teachers can design a variety of teaching activities for students to communicate in English in a simulated context. Such as role-playing, group discussion, situational dialogue, etc. As a guide, teachers actively participate in students' interaction and provide necessary language support and feedback. In the role-playing activities, students play different roles in groups, and practice their oral expression and communication skills by simulating the dialogue in real scenes. In group discussion, students exchange views on specific topics and exercise their language organization and expression skills. Situational dialogue is to let students master common spoken English in practice by setting specific contexts.

The specific application of context theory in teaching practice is reflected in various aspects, as shown in Table 2:

Table 2 Examples of Applying Context Theory in Teaching Practice

Teaching Activity Type	Description	Specific Purpose	Implementation Method	Expected Outcome	Teacher's Role
Role-playing	Students are grouped to play different roles, simulating real-life scenarios and dialogues	To enhance oral expression and communication skills	Group work, role assignment, simulated dialogues	Improved fluency in speaking, enhanced situational coping abilities	Guide, providing language support and feedback
Group Discussion	Students exchange opinions on	To cultivate logical thinking and language	Discussion around a topic, recording	Enhanced language logic, improved	Observer, intervening to guide the

	specific topics, exercising language organization and expression skills	organization skills	viewpoints	clarity in expression	discussion when necessary
Situational Dialogue	Specific contexts are set for students to practice common oral expressions in real-life situations	To familiarize and master everyday oral expressions	Setting contexts, practicing simulated dialogues	Mastery of common oral expressions, improved actual communication skills	Creator, designing contexts and providing language materials
Case Analysis	Students analyze real or simulated cases and discuss solutions	To cultivate problem-solving skills and critical thinking	Providing cases, guiding students to analyze and discuss	Improved problem-solving skills, enhanced critical thinking	Guide and Evaluator, providing cases and feedback
Role Swapping	Students swap roles in different contexts, experiencing communication from different identities	To enhance role awareness and empathy	Setting multiple contexts, students taking turns to play different roles	Improved role adaptability, enhanced empathy	Designer and Observer, setting contexts and observing performance
Teacher's Role	As a guide, creator, observer, and evaluator throughout the teaching process	To support student language learning, facilitate classroom interaction	Actively participating in student activities, providing necessary support and feedback	Creating a positive learning atmosphere, improving teaching effectiveness	Multiple roles, adjusting flexibly according to student needs

This teaching mode based on context theory can effectively improve students' language use ability and communication ability, and stimulate their interest and enthusiasm in learning. In order to evaluate the effect of teaching practice, this article designs a detailed evaluation scheme. Among them, student evaluation is an important part. Teachers can understand students' satisfaction, gains and suggestions on teaching practice through questionnaires and interviews. At the same time, teachers also need to conduct self-evaluation and reflect on the advantages and disadvantages in teaching practice.

4. Conclusions

This study adopts the theory of context and creates and implements a new English teaching model. Its innovation is mainly reflected in the deep integration of context theory into teaching content, methods and strategies. By creating real language situations, students' language application ability and communication ability are effectively improved. Through the implementation of this teaching mode, students will behave more naturally and smoothly in the simulated context, and they can flexibly use the language knowledge they have learned for practical communication. The application value of context theory in English teaching is remarkable. It not only enriches the theoretical basis of teaching, but also provides a new perspective and method for practice, which significantly improves the quality and effect of teaching. By emphasizing the situational nature of language use, context theory makes English teaching closer to real life and enhances students' interest in learning. Popularizing this teaching mode has far-reaching significance for improving the overall level of English education.

With the continuous progress of educational technology and the continuous updating of teaching

concepts, the application of context theory in English teaching will be more extensive and in-depth. It is expected that English teaching in the future will pay more attention to the practicality and context of language, and provide students with richer and more vivid language learning experiences by creating more real and diverse language situations. In order to deeply explore the English teaching model based on context theory, this article suggests that future research can start from the following aspects: First, expand the research sample and select learners with different backgrounds and levels to conduct research to verify the universality of the model. The second is to extend the teaching practice time and observe the long-term effect of the model. Third, combine modern educational technology to explore more efficient and convenient teaching methods and means. Fourth, strengthen interdisciplinary cooperation and learn from the research results and methods of other disciplines to provide more theoretical support and practical experience for English teaching.

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