CONTEXTUAL APPROACH IN TEACHING ENGLISH

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ANNOTATION

This article deals with the use of contextual approach in teaching foreign languages. At resent much attention is aid to the language learning in a contextual environment. The article gives theoretical and practical application of contextual approach in teaching FL.

Keywords: context, approach, conception, context based language learning, assessment, real world situations, instruction, comparison, modeling, selection.

Contextual approach is defined as a conception of teaching and learning that helps teachers relate subject matter content to real-world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning require.

Thus, contextual approach helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multi-disciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts.

Contextual teaching and learning as a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. So, it is an expectation that the approach can give benefits for teacher and students in teaching learning process.

According to Verbycskii there are some differences between contextual approach and traditional instruction. Traditional instruction is an instruction that emphasized in conventional way, it still applies the importance of memorization not construction the materials from the real context based on experience. It still stresses in teacher's role than students. While contextual instruction is in the opposite. There are some comparisons of contextual and traditional instructions

Although context approach is a relatively new concept in the field of education, its principles and practices have been around for centuries.

The concept of teaching students in a context as close to real life as possible can be dated back to the 16th century. Michael of Montaigne, a Renaissance writer, believed that students could learn more from travelling and experiencing the world first hand than they could from studying a textbook. In fact, the school fieldtrips that students take today could be a result of the belief that students learn without the textbook; field-trips give students an opportunity to interact with society and gain valuable experiences.

Creating a setting in which students learn as realistically as possible is a goal of teachers who use context approach. Teachers who use context approach practices not only place emphasis on field-trips, but they also emphasize practices.

There are several models of activities of contextual approach which are widely used in teaching of FL.

Modelling is one of the components of in CTL approach, in learning skill or specific knowledge. Modelling is offering behaviour for imitation. Modelling assists by giving the students information and a remembered image that can serve as a performance standard. Model can be imitated by student such as how to pronounce or spell some words, operate and do something. The teacher is not only a model but students, native speaker, doctor, police etc.

Reflection is one of the important parts of contextual approach; it is the way of thinking of everything that has been learned in the past. Reflection evaluates effective program which has been done. The teacher helps the students in connecting the previous and new knowledge. So, the students felt getting new knowledge from what they learned.

g. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching or learning process; and provide students with opportunities and direction for improvement.
Authentic assessment is used to monitor student progress and inform teaching practices. Assessment is collecting data that describes learning student development. It is important to know the result as long as the teaching and learning process not only the test (middle and final test) but all of the student process.

Selecting a Response to Performing a Task: On traditional assessments, students are typically given several choices (e. g., a,b,c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

Contrived to Real-life. It is not very often in life outside of school that we are asked to select from four alternatives to indicate our proficiency at something. Tests offer these contrived means of assessment to increase the number of times you can be asked to demonstrate proficiency in a short period of time. More commonly in life, as in authentic assessments, we are asked to demonstrate proficiency by doing something.

Application of Knowledge: Well-designed traditional assessments (i. e., tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. Thus, as mentioned above, tests can serve as a nice complement to authentic assessments in a teacher's assessment portfolio. Furthermore, we *are* often asked to recall or recognize facts and ideas and propositions in life, so tests are somewhat authentic in that sense. However, the demonstration of recall and recognition on tests is typically much less revealing about what we really know and can do than when we are asked to construct a product or performance out of facts, ideas and propositions. Authentic assessments often ask students to analyze, synthesize and apply

what they have learned in a substantial manner, and students create new meaning in the process as well.

Teacher-structured to Student-structured: When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic assessments allow more student choice and construction in determining what is presented as evidence of proficiency. Even when students cannot choose their own topics or formats, there are usually multiple acceptable routes towards constructing a product or performance. Obviously, assessments more carefully controlled by the teachers offer advantages and disadvantages. Similarly, more student-structured tasks have strengths and weaknesses that must be considered when choosing and designing an assessment.

Context approach integrates such strategies into learning activities as: problem solving, self-directed learning, learning from peers, learning in real situations and authentic assessments; the five characteristics to its integration are as follows and can be incorporated into teaching activities

1. Activating knowledge. It means, the material that will be learned is a unity of previous knowledge that has relation each other. Teaching and learning process actives knowledge.

2. Acquiring knowledge. Contextual teaching is a learning to get and add new knowledge deductively; the teaching begins from universal knowledge to detail one.

3. Understanding knowledge. The knowledge acquired is not a memorizing but understanding it such as asking the other respond about the knowledge acquired than improved it based on that respond.

4. Applying knowledge. The knowledge and experience acquired enable to apply in real-world student and appeared a student behaviour change.

5. Reflecting knowledge. This is a completing and evaluating process of acquiring, activating, understanding and applying knowledge.

According to Johnson, there are seven characteristics of context approach:

1. Making meaningful connection. Learning is related with real - world life, student actively to develop their interest, study individually or in group. They realize the importance of studying for their future.

2. Doing significant work. Students make correlation between school and several of contexts in real-world life in the house, community and work site.

3. Self-regulated learning. Students do significant work that has purpose, interaction, decision and real life result.

4. Collaborating. Students cooperate with each other, and the teacher helps them how do they understand to communicate with other students.

5. Critical creative thinking. Students use high critical and creative thinking to analyse, make hypothesis, solve the problems, make decision and use logical evidence.

6. Nurturing the individual. Students take care of their personality, giving attention, having high expectation, motivating and strengthen themselves and respecting the other.

7. Reaching high standard. Students know and reach high standard, teachers identify and motivates them to reach the purpose.

8. Using authentic assessment. Students use academic knowledge in real-world contexts for meaningful purpose.

Context approach as a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. So, it is an expectation that the approach can give benefits for teacher and students in teaching learning process.

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