The Importance of Context Theory in Language Education

Dr. Salwa F. Ben Amer
Lecturer in linguistics
University of Benghazi, Libya

Email: drsalwabenamer@gmail.com

Abstract:

In common use, almost every word has many shades of meaning, therefore, it needs to be interpreted by context. A context theory is a very important theory in language education.

This paper aims to show the notion of context and its importance in communication and language study which has been extensively studied by different linguists from different perspectives. Moreover, in today's world, there is a growing need to learn how to use language appropriately in context and it is widely accepted that language requires context in order to function as a medium of communication between speakers and listeners. Therefore, effective communicator needs to understand all forms of context to master all forms of verbal and physical exchanges of information and as listeners, they make use of background knowledge about the speaker, concepts and previous utterances in order to infer the speaker's intended meaning. Therefore, effective language teachers treat language as a whole integrated communication system and use it as a context to facilitate their students learning.

In this paper, the author emphasizes the importance of context theory in interactive language teaching concentrating on developing natural language communication and the teacher aims to use all language activities in meaningful situation and how to promote the students' communicative competence in the context and use all knowledge about language in meaningful situation to negotiate meaning and get their message through.

Introduction:

As Kramsch (1993, p.34) explains "Our choice of words is constrained by the context in which we use the language". Language never occur in a vacuum. We always use language in context, whether we are chatting with friends or writing. It means every single meaningful oral or written statement is made in a context to understand its purpose and respond to it. Therefore, it is essential to know about context in which the statement is made. The present study set out to show the importance of context in communication and language study in which sounds, words, sentences and grammatical forms are used.

When we study human language processing, we cannot ignore the fact that language is fully embedded within its context with respect to participant and environment. For the past century education thinkers have stressed the significance of context for learning. Moreover, the study of context has been gaining popularity in recent years, either in linguistics or in other subjects such as semantics, pragmatics and discourse analysis. Research shows that words and phrases need to be learned in context and learners should avoid learning language from random lists, phrase books, and vocabulary drills or it would be a waste of time.

Learning words and sentences in context enable us to gain meaning. Meaningfulness is a central plank for getting words into learner's long term memory and helps to connect new information with known information to create what is known as "cognitive structure". In addition, any teaching that takes usage of the formal properties of language, as the only aspect to be taught, will fail to develop adequate language skills in learners. In addition usage, teaching language as it is actually used by native speakers in appropriate context, is the basis of language teaching.

Context is the weaving together of many things which make up language, it is the braiding together of sounds, words, expressions, utterances, situations, people and their personal experiences, the environment and the other things we love to talk about. By making context evident to students, we help them to give life to the language, and make it the gift to communicate and to understand the nature of language and the process of language teaching which include the integration of linguistic, culture and social component to be able to learn language as a tool of communication.

1. What is context?

In everyday, language use the word "context" refers to an explanatory environment and background of a phenomenon that scientific uses of the notion of "context" makes such a relation between phenomena and their in environment. For example, in the social sciences, context usually refers to a broader framework of a phenomena, for instance how the press is developing within the more general field of forms of communication, such as social media and the internet. Where as in epistemology, contextualism is an approach that defines knowledge as beliefs that maybe true or false depending on the situation (Preyer & Peter, 2005).

In the language sciences, the notion of context has been variously defined in terms of properties of communicative events or situations that in influence the variable use of language and the appropriateness of speech acts or discourse. The notion of context refers to the linguistic context which is a preceding word or sentence or a whole text or conversation, or to various nonlinguistic aspects of the communicative situation, such as the gender and age of the participants. Context as communicative situation defined, in order to speak or write appropriately, language users first need to analyze and know the relevant environment and more specifically the social and communicative situation and then adapt the properties of text or talk the situation.

The word "context" is used by different authors and communities for different but often interrelated and dependent notions. Linguists refer to the context of phrase or word as the text that surrounds it. Another everyday usage of "context" refers to a section of the real world in which some events or the discourse takes place. (Christiansen & Dahl, 2005, p.100). The term "context" is used in a non-technical sense to mean "environment" in general, but in its technical sense, context refer only to non-linguistic environment. The environment of a sound is the environment of a sound in sequence of sounds. The context of a word is the environment of a word in a structure. The grammatical context is the internal relations of languages items with each other at the level of form (Widdowson, 1988 : p.98). Context is the process of the production of text in which producer

will put the text in the restriction of certain society and language and then matter world will interact with the text.

Various linguists define context from different point of view according to their own fields, and according to their own ideas. For example, Cook defined context "as a form of knowledge of the world and the term context can be used in a broad and narrow sense. In the narrow sense, it refers to (knowledge) factors outside the text under consideration. In the broad sense, it refers to (knowledge of) these factors and (knowledge of) other parts of the text under consideration, sometimes referred as "context" (Cook, 1999, p.24). George Yule provides us with a general definition, "context is the physical environment in which a word is used." (George Yule, 2000, p.128). Firth (1957) declared that the complete meaning of a word is always contextual and no study of meaning independent of complete context can be taken seriously. Each word when used in a new context is a new word. He emphasizes that the disciplines assist us in making statement of meaning and that meaning has to regarded as a complex of contextual relations. Phonetics, grammar, lexicography and semantics each handles its own component of the complex in its appropriate context (Firth, 1957).

Context can be defined as the parts of a discourse that surround a word or a passage and can throw light on its meaning. It can refer to the environment or setting in which something (whether words or events) exists, and situation in which something happens. So, context is text surrounding an unknown word but word surroundings are only an external part of a context. The main part is hidden deep in the reader's brain, therefore words do not exist on their own, they are parts of the receiver's perception system. Although these definitions are viewed from different perspectives for different purposes, they have an important point in common that the context is the environment (circumstances or factors) in which a discourse occurs.

2. Language contextualization

Contextualization represents a theory within the field of linguistics that is based on the idea that words cannot be completely understood without considering the context in which they are used. By ignoring context, speakers and listeners open themselves up to misunderstanding. Linguists who support the contextualization theory emphasizes that the point of view of the speaker and listener matter just as much as the words themselves. Because everyone has a different life experience and history, linguists also assume that every individual has a unique understanding of language.

The British Council defines language contextualization as putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation and practice only. Contextualizing language tries to give real communicative value to the language that learners meet. People rely on a variety of cues to help them to put the correct meaning to words within a specific context. For example, a change in tone, as such a rising intonation at the end of sentence, this indicate a question. Non-verbal actions such as body

language can also play a major role in defining context. Without these contextualization cues, it is difficult to communicate effectively.

Contextualization also plays a role in understanding the written word. Readers attempt to understand documents in a social, political or a historical context, and this means looking at the attitude and background of the person who wrote them, and the attitude of the society at the time. Contextualization in sociolinguistics refers to the use of language (both spoken language and body language) to signal relevant as aspects of an interaction or communication situations (Anderson and Risor, 2014).

Contextualization is anything a teacher does to help create understanding of language and concepts by using materials, such as actual objects, pictures, gestures or language etc. Focusing on teaching and learning, contextualization means to put different actions of speech or writing that occur in classrooms in different and varying situations, basically setting up a context for these communicative interactions to happening. (Celce – Murica and Olshtain, 2000 : p.11). Auer and Di Luzio (1992) contextualization refers to meaningful language use for communicative purposes within a given situation or context. Johnson (2002) defines contextualization as a "diverse family of instructural strategies designed to more seamlessly link the learning of fundamental skills and academic or occupational content by focusing teaching and learning on concrete applications in a specific context that is of interest to the students.

According to Walz (1989, p.160), reasons for contextualizing language are as follows: it can help learners to understand the function of language; it can assist learners in developing appropriate use of language; learners can activate their own background knowledge to make the language learning more meaningful; it adds the cultural elements, combining language and culture; the combination of all the above can be motivating for both learners and teachers. In a word, contextualization is of crucial importance in language education in the sense that it helps learners to understand the functions the language, assisting them in developing appropriate use of language and activates their own background knowledge to make the language learning more meaningful by using materials such as actual objects, pictures, gestures or etc.

3. Features of context (Situation)

In order to understand a piece of text, it is important to know whom the speaker and hearer are, and the time and place of the production of the text. These elements are important in analysis of the text. Firth (1935) sets up framework for the description of the context of situation that could be used in the study of text. His headings were as follows: the participants in the situation; the action of the participants; other relevant features of the situation ; the surrounding objects and events; the effect of verbal action ; what changes were brought. Firth (1951) seizes first on the persons participating in the speech event. Generalizing over speech events, he abstract the roles 'addressor' and 'addressee'. The addressor is the speaker or writer who produces utterance. The addressee is the hearer or reader he is the recipient of the utterance. Knowledge of the addressor in a given communicative event makes it possible for the analyst to imagine what the particular person is likely to say.

Hymes discusses large-scale features of context like channel (how is contact between the participants in the event being maintained – by speech, writing, singing, signals), lode (what language or dialect or style of language is being used), message (what form is intended-chat, debate, fairy-tale, love-letter), and event (the nature of the communicative event), and purpose (what the participants intended to solve). Hymes (1967) proposed a set of concepts for describing the context of situation. These descriptions are: the form and content of the message; the setting; the participants; the intent and effect of the communication; the key; the medium; the genre; the norms of interactions. The elements of situation include the relevant objects and actions taking place at the time, and the knowledge shared by the speakers and hearers. It also includes the implicit acceptance by the speaker and hearer of all relevant conventions, beliefs and suppositions of members of the speech-community to which the speaker and hearer belong, (Lyons 1981 : 413).

Moreover, there are three levels of situation features: the cognitive level gives us information about participants, processes, circumstantial and relations; the environmental level is related to the cultural representation of the word phenomena. It includes a speaker's attitude temperament, mood and the presence of the physical objects at the time of the speech act and the institutional level it is a paralinguistic level which account for language variation at the inter levels of the form.

4. Classification of context

Meaning is created not only by speakers or writers but also through what they do with words to satisfy the needs of their social environment. Meaning involves linguistic, situational and cultural factors where the context of language use is essential. ***This contextual use of language is what makes language unique to humans***. There are different types of contexts relate to meaning, such as nonlinguistic or situational contexts, but the majority of studies limit the meaning of contexts to the linguistic contexts of a word, i.e., the words before and after a word (Charles, 2000, pp.506-507). So, opinions on how to classify context vary from one to another, and linguists divide context from different dimensions, such as linguistic situational, cultural, physical, social, historical and psychological.

Linguistic context involving the linguistic environment of a language item, it refers to the context within the discourse. It is the relationship between the words, phrases, sentences and even paragraphs. It can be explored from three aspects: deictic, co-text, and collocation. Deictic expressions relates to the space and time where the participants includes the time expressions: now, then, etc.., and the spatial expressions: here, there, etc.., and the person expressions: I, you, etc. Co-text: is the interpretation of the words which occur in discourse. Collections according to Firth is the recognition of syntagmatic relations, between, e.g, bite and teeth, bark and dog.

Situational context involves extra linguistic elements which contribute to the construction of meaning. It refers to the environment, the time and the place, and it helps to clarify the interrelationship of language with context by handling it under three basic headings: field, tenor, and mode. Field is the linguistic reflection of the useful role of the language user in the situation

in which a text has occurred. Tenor refers to the kind of social relationship enacted in or by the discourse. Mode is the linguistic reflection of the relationship the language user has to the medium of transmission.

Cultural context involving how people express their identities through language and how individuals' cultures affect their behavior. It includes language norms, customs, ideas, beliefs and meanings. Cultural context refers to the set of values, attitudes beliefs and views that are integrated within our core principals. They not only influence the way we think, but the way we view the word. Moreover culture as a tool of assimilation affects our communication habits and personal preferences, desires and needs. It is the most obvious and important class of context that relates to the beliefs and values of a group. The way material is effectively presented to a group of teenage boys will be different from the way that is effectively presented to a group of elderly women.

Physical context refers to the general ecological conditions of a particular environment where the communication process takes place. These particular areas can come in the form of classroom, public parks and an office in addition to restaurants (Louw and Cilliers 2014). There is a time and a place for everything, and that is where physical context comes in. it involves the actual location, the time of day, the lighting, noise level and related factors. For example, a sender at a political rally might shout, and use inflammatory language to get the receiver excited, but doing the same thing with a small group of friends around a fireplace late at night would produce a very different reaction.

Social context refers to the general environment or circumstances that the communal framework of interpersonal and individual behavior take place. Moreover, the social context refers to the temperament regarding the relationship an individual has with other people. It refers to a personal matter which involves the relationship of the sender and the receiver and the expectations involved in that relationship. As an example, the way a teacher makes a request to her students will be different from the way she communicates the request to her son.

Historical context refers to the expectations of the sender and the receiver in situations that happen regularly or have happened in the past.

Psychological context refers to the mood and emotions of the sender and the receiver; feelings will have a great impact on how the messages will be obtained.

Halliday (1988) made a distinction between the context of situation and the context of culture. "The context for the particular instances - for language is a process of a text - is the context of situation. And just as a peace of text is an instance of language, so a situation is an instance of culture" (1988, p.7). In the framework proposed by Halliday, the concept of context consist of three strata : context of culture, context of situation, both of them are outside of language itself and linguistic context is inside of language itself. As Halliday (1973, p.10) points out, "the context of situation is a theoretical construct for explaining how a text relates to the

social processes within which its located", and consists of three components : the main social activity taking place, the people involved in it (plus the way they relate to one another), and the roles and function of the text within this social activity. These are known as "field", "tenor" and "mode".These three components offer a system which helps illustrate any socio-linguistic occurrence. Field refers to what is happening to whom, where, when, why it is happening and so on, what the participants is engaged in, it refers to the subject matter. Tenor refers to social relation existing between the interactants in a speech situation. It includes relations of formality, power and affect (manager/clerk, father/son). Tenor influences interpersonal choices in the linguistic system. Who is taking part to the nature of the participants, their roles and statues and what kind of relationship obtain among them. Mode refers to what participants expect the language to do for them in that situation. It is described as the way the language is being used in the speech interaction, including the medium (spoken or written) as well as the rhetorical mode (expository, instructive, persuasive, etc). These three elements : (field, tenor, mode) make it possible for the speaker/writer to orient himself in the context of situation.

The setting on the other hand, consists of the linguistic event material environment. Beyond the context of situation lies the context of culture, composed of social processes, mediated by language. In terms of language education, culture and situation should not seen as too things, but rather the same thing seen from two different depth of observation (Halliday, 1973). There is a close interdependent relationship between language and context. When language is considered as a system its lexical items and grammatical categories is related to its context of culture. The specific text and its component parts are related to its context of situation. Context of culture is related to genre, context of situation is related to register, and linguistic context relates to the discourse itself.

5. Meaning and Context (the field of Pragmatics)

The contextual meaning is not that particular to the language community, it extends up to the social and cultural communities, the context of the statement might be universal or particular to a religious, social or cultural community. For example "He ate his food" is a universal utterance where "His engagement was announced" is particular to a cultural community.

(Parkasam, 1986, p.85). Dixon maintains that the contextual meaning of a piece of language is its meaning with respect to the correspondence that can be set up between its internal patterns and the relevant patterns in its general situation (Dixon, 1946)

The meaning of a sentence affects and is affected by context (Christiansen & Dahl, 2005). Meaning is the cornerstone of language, since people communicate principally to convey meaning, i.e., meaning cannot be communicated without context, and context cannot be established without meaning. Thus, meaning and context are interrelated in a variety of situations. Meaning cannot be understood without context. For example, successful communication cannot be achieved without the integration of meaning and context. Teachers need to combine meaning

and context to achieve all different language skills, so, it is the link between meaning and context in the linguistic context in communication and teaching.

For communicators, meaning and context go side by side to result in a successful relationship. Context plays an important role in determining meaning in communication because separate words and sentences alone are no sufficient for communication (Johnson, 1974). In communication, information provided by the context and linguistic utterance are exchangeable: the more information that is provided by context, the less information is required in the utterance (Johnson, 1974). "There are three key components that speakers must include when communicating: syntax, vocabulary and semantics" (Gardenfors, 1993, p.285). "Successful communication is assured when the hearer properly interprets two contexts: the discourse context, i.e., the information contained in the words, and the physical social context, i.e., the hearer's knowledge of the speaker, environment and the circumstances" (Kreidler, 1998, p.23). The circumstances are "the time and place, the people involved, their background, their relationship to one another and what they know about one another" (Kreidler, 1998, p.27).

For teachers, all different language skills requires intense concentration on meaning and context. Vocabulary reading and grammar are associated with context. With regard to vocabulary and reading skills; students learn an essential amount of vocabulary from context during a school year. "Deriving word meaning from written context is a very important source of vocabulary expansion for primary-school students acquiring their first language" (Fukkink Block & De Glopper, 2001, p.477). Reading skills involve discerning meaning from a context. The meaning of words are dynamic. "Word meanings are not immutable, but change all the time with the use of context" (Siebert, 1945, p.297). To make an educated guess as to the meaning of a word, inference is required, and inference requires practice. Many readers spontaneously use context in word recognition. As students grow older, their ability to use contextual cues develops (Hamilton & McCormick, 1989, p.91). With regard to grammar skills; Grammar is also taught in context. Anderson (2006) integrated grammar and writing instruction in such a way that they worked together to achieve meaning. Aspects of grammar such as tense have meaning, but such meanings will not be understood unless they are presented in the context of a sentence.

6. Context and Culture

Learning a foreign language is not easy. Not only do you need to learn a new set of sounds, vocabulary, and grammar, but you also need to understand the context in which communication takes place. The context is the framework surrounding the act of communication. In this sense, culture, as much as grammar and vocabulary, has a powerful effect on communication so it is reasonable to put language into context that has an important impact on learning, and creates a strong relationship between language contextualization and culture. Many linguists and researchers agree that culture must be integrated with language teaching (Paige et al, 2003). In addition, Burns & Coffin (2001) argue that acceptable contexts vary according to culture (Goode et al, 2000). When learners face formal instructional learning at school; by the way they learned many norms of society and has some background knowledge about the culture or what is called

"schema" which facilitates the comprehension of the right context in which to use a certain word. (Saville-Troike, 2006).

Consequently, learners of foreign language may face cross-cultural differences. As context is part of culture, the contexts in the English language is used will be affected. Therefore, good teachers should find a culturally appropriate context for any linguistic item they teach (Lindsay, 2000) and teachers should put in their consideration all the differences between native and foreign cultures (Western and Eastern cultures) in relation to the English language, The cultural context includes customs, beliefs, activity patterns, behavioral standards, and expectations accepted by the society of which a learner is a member. The cultural context influences the learner's identity and activity choices, and they must be aware of that it is common to make a polite requests by using expressions such as "would you like, would you mind, could you, can I *or* may I" (Parrot, 2010), as an example, when English speakers tend to say 'would you do me a favor' but in the Middle-East people are more direct saying 'do me a favor'. Therefore, making polite requests would be a serious challenge for both language teachers and learners. In a word, culture does affect the way English contextualized in countries with different cultures. Consequently, learners of foreign language may face cross-cultural differences because of the fundamental differences between western and eastern cultures.

7. Context and Language Teaching

The ability to deduce meaning from context is one of the most useful skills that the teacher may achieve with his students and the ability to infer is a skill that can only be acquired by practice. The emphasis should be on the actual use of language rather than on memorizing forms out of context. This is the job of the teacher to devise social contexts in which the language is meaningfully used. "The realization of language as use involves two kinds of ability. One kind is the ability to select which form of sentence is appropriate for a particular linguistic context. The second is the ability to recognize which function is fulfilled by a sentence in a particular communicative situation" (Widdowson, 1988 : p.6).

Context theory is a very important theory in language teaching. In situationally based syllabus the situation will be closely linked with a practical activity and the emphasis is on getting things done rather than learning the language systems. The classroom interaction is of crucial importance to language learning. According to Rivers (1997), interaction in the context is the key to teaching language for communication. She suggests that interaction means students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. The important part of the teacher's role is to stimulate the student creation and the type of context in which interaction naturally used for actual communication. Linguistic interaction is collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation (Well, 1981, cited in Rivers, 1997).

Teachers in the early stages of the course can demonstrate meaning by reference to objects or events in the classroom. For example, the teacher holds up a book points to it and says "This is a book". This sentence functions as an identification but students need to have it named as "a book"

so hear the teacher devise a situation to make the meaning clear and he would use the exercise that aims at developing natural language behavior, for example, "I am walking to the door. The presentation of sentences is a random set of separate units not only does not encourage but it also likely to actually inhibit this development. (Widdowson, 1988, p.118).

"Meaningful context" is what we can build upon in language classroom. The context will be naturally found in the classroom itself and it will arise from the circumstances in which a teacher is teaching that language. The teacher should weave together the vocabulary, grammar, pronunciation, culture and usage of the language. The teacher is teaching this combined context which will make sense to the students, encourage and excite them to reach language as a living devise for communication. The teacher should be sensitive to what his students bring to the classroom from the outside world because students have different needs and objectives in each learning context and teachers should take those things into their consideration.

8. How can a teacher design a meaningful situation in the classroom?

A situational syllabus would be an alternative to the conventional grammatical syllabus in cases where a situational analysis of needs seems, profitable. It would not necessarily be of valuable alternation for the general language learner (Wilkins, 1975 : p.144). Students learn the grammar of English, but in using it they rely on their own native discourse conventions which are learned through face to face contact. Therefore, "We must teach the learner to be situationally appropriate, grammatically accurate, functionally correct. We will teach the rules of use and the rules of grammar (Yaldin, 1979, p.30). In Hornby's situational method, class room situations were used to demonstrate the meaning of a new language item. He used the classroom as a setting for presenting language and meaning using real objects and activities which can be performed within the classroom (White, 1988).

A teacher needs to look at some broader and more flexible ways that context can be taught in the language classroom and this can be achieved by combining the situational and cultural context forming "a universe of discourse" which includes: who is speaking; what experience each brings to the conversation; what they are speaking about and where the conversation is taking place. These four basic concepts of universe of discourse can be used as a frame of conversation and as a tool in using and understanding language within any given situation. The teacher can use the universe of discourse with videos to identify situational context. These videos are useful for the additional cultural context they offer. They present real world videos like news, interviews, skits and others of authentic conversation and language and turns them into personalized language lessons. The use of language in inappropriate situations creates misunderstanding. Therefore, the job of the teacher is to explain to his students everything about situation; its setting, participants, relevant objects, the topic, functions and language activities. The teacher should make the language of the dialogue natural and as real as possible and make use of the objects and events in the classroom. Dialogues should be presented with their cultural context which can be explained briefly in the target language "Customs, food, holidays" may be taken up as the context

in the target language. Students are asked to memorize dialogues and this will help them to gain real sentences that they can vary or expand and use many situations.

The teacher needs to share with his students all different situations in which language is used: in class, in the supermarket, at home with family or on public transportation. They would brainstorm with students of different situations in which they will want to be able to use the language they are studying. The classroom is the first situational context they should share together. Within these contexts, the teacher will use language appropriate to the classroom. To achieve this, the teacher will need posters making materials and flash cards combined with his instructions. Students should know that language will exist both within a culture and within a situation and the teacher will help them to see how context grows out of language.

In a word, all language activities should be performed in the classroom and used in meaningful situations. The teacher encourages his students to respond to these situations and teaches them to how deduce meaning from context. The most important step is to teach them to realize language as use not as usage; they should not have only knowledge about language but they should be able to use it in meaningful situations. So teachers give life to language, lift it from the verb lists and structural exercises to the gift of authentic communication.

9. Teacher-students' Interaction in Communicative Language Teaching (CLT)

Interaction refers to the collaborative exchange of thoughts, feelings or ideas between two or more people (in this state, teacher and students) resulting in a reciprocal effect on each other (Brown, 2000). According to Rivers (1997) interactive language teaching (ILT) is the teaching method in which language comprehension and production are considered as an interactive duo to cultivate the student. Students can use all they have learned – in real – life exchanges to express their real meaning. Teachers should create an atmosphere and relations among students to promote a desire for interaction. In other words, students achieve facility in using a language when their attention is focused on conveying (speaking and writing) and receiving (listening and reading) real messages. Rivers (1987) underscores that from the very beginning of language study, classrooms should be interactive, and states that "through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skills, joint problem-solving tasks, or dialogue. In interaction, students can use al they possess of the language – all they have learned or casually absorbed–in real–life exchanges…" (p. 4-5). Well (1981, cited in Rivers, 1997) suggested that linguistic interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of the situation. Whether the communication be in speech or in writing.

Interaction takes crucial part in language teaching and learning. It could determine the successfulness of teaching and learning in the classroom. Relying on the fact, interaction becomes the main means for teacher and students to exchange their ideas, feelings, opinions, insights, cultures and etc. In this case, teachers need to apply some proper approaches, such as the student-centered approach, in order to deal with such kind of activity. Dagarin (2004, p.128) argues that

interaction as "a two-way process between the participants in the learning process". In other words, the teacher influences the learners and vice versa. And because of this reciprocal effect on each other, the quality of interaction between them becomes crucial in determining the success of teaching and learning. In the field of communicative language teaching, interaction is the heart of communication. By communication we send messages; we receive them; we interpret them in a context; we negotiate meaning; and we collaborate to accomplish certain purposes. After decades of research into teaching and learning languages, we have discovered that the best way to learn how to interact is through interaction itself.

Communicative language teaching (CLT) is one of the teaching method that is in line with the student–centered approach. It sustains the student to be able to interact with the target language by promoting communicative events to be learned in the classroom. Larsen-Freeman (2000) states that communicative language teaching (CLT) makes communicative competence as the goal of language teaching by acknowledging the interdependence of language and communication. It means when students learn a new language, they know how to communicate with that language, how to use it properly. They are not just learning theories, but they should be emphasized practice. Teachers are required to be creative and active when they lead the classroom.

In the communicative language teaching (CLT) classroom, the roles of both teacher and students are different. According to Larsen–Freeman (2000), the role of the teachers is to facilitate the communication in the classroom establishing situations to promote communication. He also acts as an adviser, answering students' questions and monitoring their performance. On the other hand, students are the communicators that are actively engaged in negotiating meaning and trying to make themselves understood and in understanding others. The teacher's role is not to dominate, and students are more responsible managers of their own learning. Teachers should be aware that the students have their own characteristics and their feelings to find out in what situation they learn best according to this. Savignon (2002) declares that within classroom communities some students prefer to be leaders and some prefer to be followers, both are essential to the success of group activities. The teacher should recognize those characteristics and mix each group with leaders and followers in order to reach fairness.

From the above explanations, we can conclude that the communicative language teaching (CLT) method prioritizes the use of interaction in the process of teaching and learning and reaches its goal that makes the students to be able to cope with the communicative competencies. Language teachers have an important role in this case by the way they lead the classroom and interact with students to reach all the abilities contained in communicative competence. When the language classroom is influenced by the communicative language teaching (CLT) method, the interaction between teacher and students will happen frequently and they both approximately have balanced interaction in this case.

In communicative language teaching, the real context exists only when we interact with the target language community providing all the opportunities to communicate by the target language

using various kinds of authentic context such as classroom activities, sports activities, recreation activities, etc. However, this chance is rare. As a result, the classroom interaction is of a crucial importance of their language learning. Moreover, Widdowson (1978, cited in Ohno, 2006) sees the language learning in communicative language teaching (CLT) is more than how to understand, speak, read and write sentences, but how sentences are used to communicate. Language learning is not always concerned with composing and comprehending correct sentences as isolated linguistic units of random occurrence, but also using sentences appropriately in order to achieve communicative purposes (Widdowson 1978). Little Wood (1981) describes some of contributions that communicative activities can make to language learning:

1. They provide "whole – task practice" as an "experiential approach", presenting a complete task to learners to be able to practice the task as single unit. Thus, students learn speaking by speaking, reading by reading, and the like and by conducting various kinds of communicative activity to suit the learners level of ability.
2. They improve learners' motivations to take part in communication with others and increasing success.
3. They allow natural learning all aspects of language learning can take place only through natural processes, when using language for communication, so the communicative activities are important part of the learning process.
4. They can create a context which supports learning that communicative activities provide opportunities for positive personal relationships among learners and between learners and teacher. These relationships stimulate a good situation in the classroom and create environment which support learning.

Conclusion:

In this paper, I have argued that:

- ✓ Language is not merely a set of unrelated sound, clauses, rules and meaning. It is a total coherent system of these integrating with each other, and with behavior, context, universe of discourse and observer perspective.
- ✓ In linguistics, context carries enormous importance in understanding the actual meaning of words, sentences and texts or utterances. Therefore, language should be taught in context rather in the abstract, because the use of language in inappropriate situations creates misunderstanding and the use of inappropriate forms of language communication obstructs communication and leads to misjudgment of the speaker's intent. Context can be advised to clarify the meaning, develop natural language culture communication.
- ✓ Context theory is a branch of the theory of text linguistics, and this theory can be applied in language teaching. The situational based syllabus should be an alternative to the conventional grammatical syllabus. Furthermore, language teachers should engage their students to acquire language meaningfully, to negotiate meaning and get their message through. The ability to work out meaning from context is one of the

most useful skills that a student may achieve, and this can be acquired only by practice.

- ✓ It is essential that students should realize that words do not stand alone by themselves, but there are word combinations which exist with their cultural norms. In this sense, context is the framework surrounding the act of communication and culture has a powerful effect on communication, so it is reasonable to create a strong relationship between language contextualization and culture.
- ✓ When applying the communicative language teaching (CLT) method in the classroom, interaction should be taken into account among language teachers as it plays a crucial part in determining the success of teaching and learning.
- ✓ Language teachers must initiate an atmosphere of context–based and natural environment through interaction in the target language. In doing so, they must perform multiply roles, such as controllers, managers, facilitators, directors and resources. All these roles suggest that learners are partners in language learning particularly when involving them in discussions on what activities to carry out.

By the way of concluding, we would like to make two important conclusions:

1. Context is what leads the process of meaning construction.
2. The Contextual use of language is what makes language unique to humans.

In a word, this paper provides some important analysis in the teaching of language, based on context theory. I hope that teachers and students will benefit from it.

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