## THE CONTEXTUAL COMMUNICATIVE MODEL OF EFL TEACHING-LEARNING

The contextual-communicative model of EFL teaching-learning is basically learner-centred, emphasizing the acquisition of EFL competencies or learning outcomes. It is believed, however, that the competency acquisition requires as a prerequisite the understanding of the intended meaning (message) expressed through the text and the learning of the language elements used to expressed such the meaning. This is further facilitated by practices of communication which can be conducted through communicative tasks. The teaching-learning procedure consists of 3 main parts (Warming up, Main T-L Activities, Closing), with the main part integrating the three aspects mentioned above (meaning, language, communication). The warming up section is to attract and direct students' attention and arousing their motivation. The main section is to facilitate (a) the students' understanding of the intended meaning expressed in the text, (b) the students' learning of the language elements used to expressed such meaning, and (c) the students' acquisition of communicative competencies (skills). This can be further summarized in Figure 1 and illustrated in Figure 2 below.

### A. Warming Up

- 1. Attracting students' attention (interesting and relevant media are used, e.g. pictures, caricatures, real objects, realia)
- 2. Directing students' attention (involving students thorough questions-and-answer activities leading to the topic)
- 3. Arousing students' motivation (questions-and-answers activities leading to students' willingness to learn to acquire the intended competencies)

#### B. Teaching-Leaning Activities

- 1. Content Focus: students' comprehension of the meanings of expressions used to realize the intended competency)
  - a. Presentation of Input text (teacher talk, recorded dialogues, a song, comic strips, passages, specific forms of texts)
  - b. Comprehension tasks (e.g. matching, completing sentences, answering truefalse questions, cross-word puzzles, rearranging paragraphs or stories].
- 2. Language Focus: students' learning of language elements
  - a. Pronunciation (imitating teacher's model or recorded model, imitating the song)
  - b. Spelling (blocks of letters, completing words in the lexical web, quizzes, rearranging jumbled letters into words)
  - c. Structure: rearranging jumbled words into sentences, matching, completing sentences, putting the verbs into correct forms, identifying the correct sentences.
- 3. Communication Focus: communicative tasks in which students practise communication using the already learned expressions to realize the competency (functions)
  - a. Semi-Guided activities: completing a dialogue or other forms of text
  - b. Free activities: quiz, games, simulation, role play

#### C. Closing

- a. summarizing
- b. making students aware of the usefulness of the skills to use the expressions

Figure 1: The Contextual-Communicative EFL Teaching-Learning

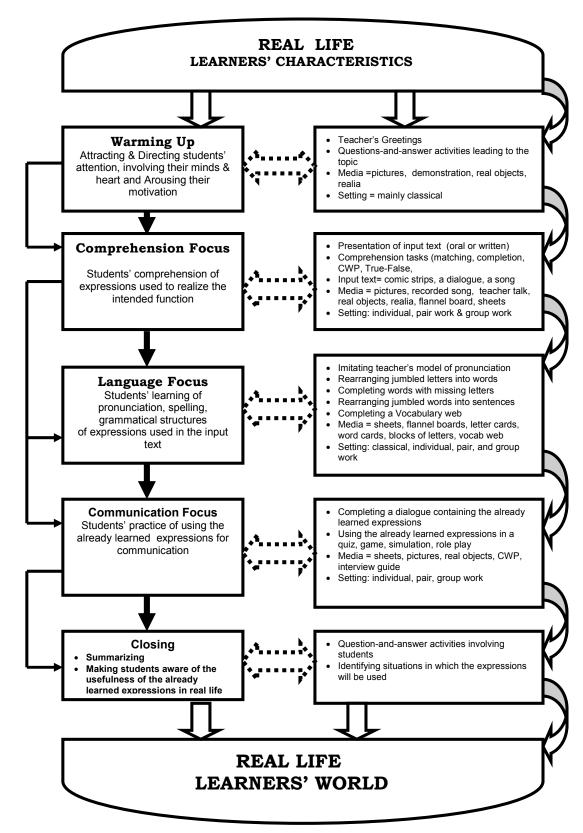


Figure 2: The Contextual-Communicative EFL Teaching-Learning Model

# A LESSON FORMAT (AN EXAMPLE)

A. Class I	dentification	
1.	Grade	:
2.	School	:
3.	Date & Hour	:
4.	No. of Pupils	: (male); (female)
B. Major F	Points	
1. Basic Co	mpetency	:
2. Theme		:
3. Key Voca	abulary	:
4. Key Gr. S	Structures	·:
5. Input text		·
5. Media		·
c. Arousir	ng students' mo	tivation (of learning the intended function):
2. Main Tea	aching-Learnir	ng Activities (Mention the tasks)
a. Conte	nt Focus	
b. Langu		
	age Focus:	
1) Pror	age Focus: nunciation	
1) Pror	_	
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	2) Spelling
	3) Structure
	c. Communication Focus
3. CI	osing
Not	re:
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