

The Creation of "Context" in Junior High School English

Bing-Ju Yan*

Yaqueling Junior High School, Yiling District, Yichang City, Hubei, 443100, China

*Correspondence to: Bing-Ju Yan, Yaqueling Junior High School, Yiling District, Yichang City, Hubei, 443100, China, E-mail: 734343109@qq.com

Abstract: With the continuous advancement of educational concepts and the increasing demand for language learning, the creation of "context" in junior high school English teaching has become a key method for improving teaching quality. This paper explores how to effectively create contexts that are close to students' lives and rich in educational significance in junior high school English teaching. It includes the use of multimedia resources such as real objects, pictures, and videos, as well as designing interactive activities such as role plays and group discussions. The aim is to enhance students' language practice abilities, stimulate their interest in learning, and ultimately improve the efficiency and effectiveness of English teaching, laying a solid foundation for students' English proficiency.

Keywords: Junior high school English; teaching; context; creation

Introduction

In the context of globalization, junior high school English education faces new challenges and demands. Traditional teaching methods often focus on the mechanical memorization of grammar and vocabulary, neglecting the practical application of language in real-life contexts. This results in students struggling to convert the knowledge they have learned into actual communication skills. Therefore, creating rich and life-related contexts in junior high school English teaching has become an important strategy to stimulate students' interest and enhance their language use abilities. By simulating real-life scenarios, students can naturally acquire English in a relaxed and enjoyable atmosphere, laying a solid foundation for their future

studies and life.

1. The Theoretical Basis of Context Creation

1.1 Definition and Characteristics of Contextual Teaching

(1) The Connotation of Contextual Teaching

Contextual teaching is a teaching method based on the creation of context, where the core concept is to place learning content in real or simulated situations, allowing students to learn knowledge and skills in an environment that closely resembles actual life. This approach emphasizes the active participation and practical operation of learners within the context, stimulating students' interest in learning and improving their learning outcomes through the simulation of real-



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life contexts or the construction of problem-based situations.

(2) Core Elements of Contextual Teaching

The core elements of contextual teaching include the creation of context, learners' participation and practice, and the guidance and reflection within the context. The creation of context requires teachers to design problem- or task-based environments that are exploratory, enlightening, and challenging, based on the teaching content and the characteristics of the students. Learners' participation and practice are key aspects of contextual teaching, as students are required to actively engage, investigate, and solve problems within the context. Additionally, guidance and reflection within the context are essential; teachers need to provide timely guidance on the direction of students' learning and reflect on and summarize students' learning outcomes after the contextual teaching has concluded.

1.2 The Role of Contextual Teaching in Junior High School English Education

(1) Stimulating Students' Interest in Learning

Contextual teaching stimulates students' interest and curiosity by creating situations closely related to their daily lives. For example, in an English classroom, teachers can set up real or simulated situations such as shopping, traveling, or school life, allowing students to learn English vocabulary and sentence structures within these contexts. This approach increases their interest in learning and engagement in the class.

(2) Improving Students' Language Proficiency

Contextual teaching emphasizes language practice within real-life contexts. By simulating actual situations or constructing problem-based contexts, students enhance their language application abilities through hands-on experience. For instance, during activities such as role plays or group discussions, students are required to communicate and express themselves in English. This not only strengthens their speaking and writing skills but also cultivates their language organization ability and adaptability.

(3) Cultivating Students' Ability for Autonomous and Collaborative Learning

Contextual teaching encourages students' active participation and self-directed learning. Through the creation and guidance of contexts, students are encouraged to explore, discover, and solve problems independently. Additionally, contextual teaching

emphasizes collaborative learning, where students work in groups, engage in discussions, and share ideas, fostering teamwork and cooperative skills.

2. Strategies for Creating Context in Junior High School English Teaching

2.1 Visual Demonstration: Creating Vivid Contexts

(1) Using Multimedia Technology for Demonstration

Multimedia technology, known for its intuitive, lively, and vivid characteristics, is an important tool for creating vivid contexts. Teachers can use multimedia resources such as PowerPoint presentations, videos, and audio clips to combine abstract language knowledge with concrete real-life scenarios, enabling students to learn, understand, and apply English in context. For example, when teaching the topic of "shopping," a teacher might show a video of a supermarket shopping experience in an English-speaking country, allowing students to experience the shopping process and learn relevant shopping vocabulary within a real-world setting. This method not only captures students' attention but also deepens their understanding and retention of the language points.

(2) Using Real Objects and Pictures as Teaching Aids

Real objects and pictures are also effective means for creating vivid contexts. Teachers can prepare relevant real objects or images based on the teaching content and present them in class for explanation. For instance, when teaching the theme of "food," the teacher might bring in common food items such as apples, bananas, and bread, and ask students to name these foods in English. Additionally, the teacher can show pictures of food from different countries, guiding students to explore various international food cultures and broadening their global perspective.

2.2 Vivid Storytelling: Creating Imaginary Contexts

(1) Using Rich Emotions to Present Language and Cultural Knowledge

Language is a vehicle for culture. By sharing the cultural knowledge behind the language, teachers can stimulate students' imagination and interest in learning. Teachers can incorporate relevant historical stories, holiday customs, local traditions, and other cultural aspects related to English-speaking countries into the lesson. This not only helps students understand the culture but also enhances their ability to comprehend and use English. For example, when teaching the theme

of "Christmas," the teacher could explain the origins of Christmas, its celebration methods, and related legends, guiding students to imagine and experience the festive atmosphere of English-speaking countries.

(2) Using Questions to Guide Students' Imagination and Thinking

Questioning is an effective method to stimulate students' imagination and critical thinking skills. Teachers can design open-ended questions related to the lesson content to encourage students to imagine and think. For example, when teaching the theme of "future life," the teacher might ask, "What do you think life will be like in the future?" and encourage students to respond and discuss in English. This not only fosters their language application abilities but also nurtures their creative thinking^[2].

2.3 Raising Questions to Spark Intelligence: Creating Inquiry-Based Contexts

(1) Setting Questions to Trigger Cognitive Conflict

Setting questions is a key aspect of creating inquiry-based contexts. Teachers can raise questions related to the teaching content to trigger cognitive conflicts, thereby stimulating students' curiosity and desire for exploration. For instance, when teaching the grammar point of "tenses," a teacher might present a sentence containing multiple tenses and then ask students, "Why does this sentence use the present perfect tense here, but the simple past tense there?" Such questions encourage students to think deeply about the usage and distinctions of different tenses, which enhances their understanding of the grammar point.

(2) Encouraging Independent Thinking and Research

In the process of creating inquiry-based contexts, teachers should encourage students to think independently and conduct their own research. Teachers can provide learning resources or clues, such as relevant books, online materials, and video tutorials, and then guide students to explore, analyze, and summarize on their own^[3]. For example, when teaching the theme of "environmental protection," a teacher might assign a research task on "How can we protect the environment?" and have students work in groups to investigate, discuss, and write reports. Such activities not only improve students' autonomous learning abilities but also cultivate their teamwork skills and environmental awareness.

2.4 Creating an Atmosphere: Establishing Cooperative Communication Contexts

(1) Using Games and Stories to Create a Positive and Harmonious Teaching Atmosphere

Games and stories are effective tools for creating a positive and harmonious teaching atmosphere. Teachers can design fun games or stories that allow students to learn and communicate in a relaxed and enjoyable environment. For example, when teaching the theme of "numbers," a teacher might organize a "number chain" game, where students take turns saying numbers and then make simple descriptions or sentences in English. Similarly, when teaching "fairy tales," students could be divided into groups to perform or retell a story, helping them develop their speaking skills and imagination.

(2) Encouraging Students to Actively Participate in Cooperative Communication

Cooperative communication is an important way to improve students' English speaking abilities and social skills. Teachers should actively encourage students to participate in group work, role-playing, debates, and other activities, so that they can enhance their language skills through interaction. For example, when teaching the theme of "travel plans," teachers can have students work in groups to create a virtual travel plan, and then report and discuss it in English. Such activities not only help students improve their English expression but also cultivate teamwork and planning abilities.

2.5 Relating to Real Life: Creating Practical Teaching Contexts

(1) Introducing Teaching Content by Connecting with Real-Life Situations

By linking real-life experiences with English teaching, students are better able to understand and apply the language. Teachers can introduce real-life examples or situations related to students' everyday experiences, allowing them to learn in authentic contexts. For example, when teaching "shopping dialogues," the teacher could use students' own shopping experiences to design practical shopping scenarios for dialogue practice. This approach makes it easier for students to understand and retain the lesson content, while also improving their practical language application skills^[4].

(2) Creating Contexts Related to Students' Lives to Enhance Practical Skills

In addition to incorporating real-life examples into

teaching, teachers can also create contexts that are directly relevant to students' lives, allowing them to use English in simulated or real-world scenarios. For example, when teaching the theme of "ordering in a restaurant," teachers could design a simulated restaurant scene, where students role-play as waiters and customers, practicing ordering food and paying the bill. Such contexts not only enhance students' speaking abilities but also improve their social skills and ability to respond in different situations.

3. Challenges and Solutions in Creating Contexts in Junior High School English Teaching

3.1 Challenges in Creating Contexts

(1) Differences in Students' Cognitive Levels

There is a significant variation in the cognitive levels of junior high school students, which directly affects their understanding and acceptance of context creation. Some students may find complex contexts confusing, while others may feel that simpler contexts lack challenge. This difference in cognitive levels presents a considerable challenge to the effective creation of contexts in teaching.

(2) Limitations of Teaching Resources

The limited availability of teaching resources is another key factor that constrains the effectiveness of context creation. In some regions or schools, due to financial, equipment, and textbook limitations, teachers may struggle to access diverse and rich resources for creating contexts. This restricts the diversity and creativity of the contexts that can be created, making it difficult for teachers to design contexts that meet the varying learning needs of students at different levels.

(3) Complexity and Time-Consumption of Context Creation

Creating contexts often requires teachers to invest a significant amount of time and effort in careful design and preparation. From selecting the context theme, gathering relevant materials, and creating teaching aids to organizing classroom activities, every step requires meticulous planning and organization. However, in practical teaching, teachers often face heavy workloads and limited time, which makes the complexity and time consumption of context creation an unavoidable challenge.

3.2 Strategies and Recommendations

(1) Fully Understand Students' Cognitive Levels and Teach According to Their Needs

To address the differences in students' cognitive levels, teachers need to thoroughly understand students' cognitive characteristics and learning needs, and teach according to these differences. In the process of lesson planning, teachers can divide the creation of contexts into different levels of difficulty based on students' cognitive levels and learning interests, ensuring that each student learns and grows in a context that suits them. Additionally, teachers can regularly assess students' cognitive levels and learning outcomes through observations, interviews, and tests, in order to adjust teaching strategies and context creation plans in a timely manner.

(2) Make Full Use of Available Teaching Resources and Innovate Teaching Methods

In the face of limited teaching resources, teachers should fully explore and utilize the existing resources and innovate their teaching methods. For example, teachers can use the internet, libraries, and other resources to collect images, videos, audio materials, and other content related to context creation. They can also incorporate real objects, models, and other teaching aids to create more vivid and intuitive teaching contexts. Additionally, teachers can experiment with project-based learning, group cooperation, and other diverse teaching methods, allowing students to improve their language application skills and cross-cultural communication abilities through participation and interaction.

(3) Strengthen Teacher Training and Improve Context Creation Abilities

To enhance teachers' abilities in context creation, schools and educational departments should strengthen training and support for junior high school English teachers. Training programs could include the theoretical foundations, practical techniques, and case studies of context creation, helping teachers master more effective methods and strategies for creating contexts. Furthermore, schools can encourage communication and collaboration between teachers, allowing them to share experiences and results regarding context creation, thus fostering a positive learning environment. Additionally, schools should provide necessary teaching resources and support to

ease teachers' workload, allowing them more time and energy to devote to creating effective learning contexts.

Conclusion

In summary, the creation of contexts in junior high school English teaching demonstrates great potential and value. It not only adds vitality to the classroom but also promotes the enhancement of students' practical English application abilities. Through carefully designed contextual activities, students can better understand and apply language knowledge, while also strengthening their awareness of cross-cultural communication. In the future, teachers should continue to explore and implement more diverse methods for creating contexts, overcoming resource and technological limitations, in order to better meet students' learning needs and lay a more solid foundation for their English learning journey.

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