

## Context as a Catalyst: Guiding EFL Students in Discovering and Articulating Their Voices

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### Abstract

This article explores the critical role of context in English as a Foreign Language (EFL) teaching, and highlights that effective language instruction goes beyond teaching isolated skills. While traditional methods such as repeated exercises and reviews remain valuable, this article argues that true language acquisition occurs when students practice their skills in reading, writing, listening, and speaking within meaningful situational and cultural contexts. Context is presented as the integration of language elements—sounds, words, expressions, experiences, and environments that shape communication. By immersing students in diverse content such as stories, backstories, current events, and anecdotes, teachers enhance learners' contextual understanding and promote critical thinking. Exposure to a variety of perspectives encourages students to evaluate, argue, and develop their own ideas rather than passively accept viewpoints. This process fosters a deeper, more significant learning experience. Additionally, context aids in the transfer of skills, and allows students to apply what they have learnt in varying real-world scenarios. However, this can only happen when learners engage in authentic interaction with the context. Ultimately, the article asserts that teaching context is vital, not only for language comprehension, but also for empowering EFL learners to find their voice, think critically, and communicate effectively in diverse situations.

**Keywords:** communication; comprehension; content; interaction; real-world