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A MULTIDISCIPLINARY AND CONTEXT-BASED TEACHING MODEL IN PRACTICAL ENGLISH LANGUAGE CLASSES

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Abstract

Modern language education increasingly emphasizes interdisciplinary learning and contextualized instruction to improve students' communicative competence and professional thinking. This article explores a multidisciplinary and context-based teaching model implemented in practical English language classes. The study examines how integrating subject knowledge with authentic communicative contexts enhances learners' language proficiency, critical thinking, and professional awareness. The proposed model incorporates reading, speaking, and writing activities connected with real-life and disciplinary contexts. The findings suggest that multidisciplinary and contextual approaches significantly increase student engagement and promote meaningful language learning.

Keywords

multidisciplinary education, context-based learning, practical English, communicative competence, integrated skills, language pedagogy.

Introduction

Contemporary language education has shifted from traditional grammar-centered instruction toward communicative and context-oriented teaching models. In modern educational environments, language learning is no longer viewed as an isolated academic discipline but as a tool for acquiring professional knowledge and participating in interdisciplinary communication. As globalization and technological development increase the demand for cross-disciplinary collaboration, English language instruction must adapt to these changes. A multidisciplinary and context-based teaching model allows language instruction to be connected with other academic fields and real-life professional situations. This approach encourages students to apply language skills while interacting with subject-specific knowledge, thereby developing both linguistic competence and professional awareness. In practical English classes, contextualized tasks such as case discussions, problem-solving activities, and professional simulations help learners understand how language functions in authentic communicative settings. The theoretical foundation of multidisciplinary language instruction is closely related to communicative language teaching (CLT), task-based learning (TBL), and constructivist learning theory. These approaches emphasize meaningful communication, learner-centered interaction, and the application of knowledge in real-world contexts. Multidisciplinary learning integrates concepts from different academic disciplines in order to create a holistic learning environment. According to educational theorists, interdisciplinary approaches enhance students' cognitive flexibility and allow them to transfer knowledge across subject boundaries. In

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language education, this means connecting English learning with fields such as medicine, technology, business, or social sciences. Context-based learning, on the other hand, focuses on presenting language within meaningful situations rather than isolated structures. When students encounter language through authentic contexts—such as professional dialogues, case studies, or real-world texts—they develop deeper comprehension and more effective communication skills. Contextualization also increases learner motivation because students recognize the practical relevance of the material.

Methodology and Practical Value

The multidisciplinary and context-based teaching model offers several pedagogical benefits. First, it creates authentic learning conditions that mirror real-life communication. Students learn to use English not only as a linguistic system but also as a tool for professional interaction and knowledge exchange. Second, the model promotes active participation and learner autonomy. Through collaborative discussions and problem-solving tasks, students become active contributors to the learning process rather than passive recipients of information. Third, integrating disciplinary knowledge with language instruction enhances critical thinking skills. Learners analyze complex problems, evaluate information, and formulate arguments in English. These activities support the development of both cognitive and communicative competencies.

Finally, the contextualized approach increases student motivation and engagement. When learners perceive the practical relevance of language learning, they become more invested in the educational process. The multidisciplinary context-based teaching model is designed to integrate language learning with disciplinary knowledge and authentic communicative situations. This model organizes the learning process into several interconnected stages that allow students to acquire language skills while engaging with meaningful academic and professional contexts. By combining contextual input, interdisciplinary knowledge, and communicative practice, the model promotes both linguistic development and cognitive engagement.

The first stage of the model is the **contextual introduction**, which serves to establish the thematic and disciplinary framework of the lesson. At this stage, the teacher presents a real-life scenario, case study, or problem situation related to the topic under discussion. Such contextualization helps activate learners' background knowledge and stimulates interest in the subject matter. Students are encouraged to discuss initial ideas, share experiences, or predict possible solutions to the presented situation. This stage plays a crucial role in connecting language learning with authentic contexts and interdisciplinary perspectives. The second stage involves **reading and information processing**, where students interact with texts that provide theoretical or practical information related to the topic. These texts may include academic articles, professional reports, technical descriptions, or case analyses. Through guided reading activities, learners identify key concepts, analyze terminology, and extract relevant information. This stage not only strengthens reading comprehension skills but also introduces students to subject-specific vocabulary and discourse structures. As a result, learners gain both linguistic input and conceptual understanding necessary for further discussion.

The third stage of the model focuses on **interactive communication**, which primarily develops speaking skills. During this stage, students participate in discussions, debates, role-playing

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activities, or collaborative problem-solving tasks. Interaction allows learners to interpret and evaluate the information obtained from the reading materials and express their own viewpoints. Through peer communication, students negotiate meaning, clarify ideas, and apply disciplinary knowledge in a communicative context. This stage reflects the principles of communicative language teaching, emphasizing meaningful interaction and collaborative learning. The fourth stage is the **writing and knowledge consolidation phase**, which requires students to organize and express their ideas in written form. Writing activities may include summarizing the reading material, composing analytical paragraphs, preparing reports, or writing reflective responses to the discussion outcomes. This stage enables students to synthesize information obtained from the reading and speaking activities while reinforcing newly acquired vocabulary and grammatical structures. Writing also encourages logical organization of ideas and deeper cognitive processing of the content.

The final stage of the model involves **evaluation and reflection**, where both teachers and students assess the effectiveness of the learning process. Teachers provide feedback on linguistic accuracy, clarity of expression, and the quality of students' arguments or interpretations. At the same time, students are encouraged to reflect on their own learning experience, identify challenges, and evaluate their progress. Reflection activities contribute to the development of metacognitive awareness and support continuous improvement in language learning.

Conclusion

The implementation of a multidisciplinary and context-based teaching model in practical English language classes represents a significant advancement in contemporary language pedagogy. By integrating language learning with disciplinary knowledge and authentic communicative contexts, this model creates a more meaningful and engaging learning environment for students. Such an approach moves beyond traditional language instruction and emphasizes the practical application of language skills in real-life academic and professional situations.

The structured stages of contextual introduction, information processing through reading, interactive communication, and reflective writing enable students to develop language proficiency while simultaneously strengthening their analytical and critical thinking abilities. Through interdisciplinary interaction and contextualized tasks, learners become more capable of understanding complex concepts and expressing their ideas effectively in English. Furthermore, the model encourages active participation, collaborative learning, and learner autonomy, which are essential components of modern educational practice. By connecting language instruction with real-world contexts and professional knowledge, the multidisciplinary context-based approach enhances students' communicative competence and prepares them for effective participation in academic and professional environments. Therefore, the integration of multidisciplinary perspectives and contextual learning strategies should be considered an essential element in the design of practical English language courses. Its systematic implementation can significantly contribute to improving both linguistic competence and the overall intellectual development of learners.

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