



THE IMPORTANCE OF CONTEXT IN INTEGRATED SKILL DEVELOPMENT

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Abstract. *This paper examines the role of context in integrated language skill development, focusing on how linguistic, situational, cultural, and discourse contexts contribute to effective language learning. It analyzes theoretical perspectives from input-output theory, sociocultural theory, genre theory, and task-based learning to demonstrate how context connects receptive and productive skills. The study also explores practical implications for teaching, including context-based lesson design, authentic materials, multimodal learning, and contextual assessment. The findings highlight that meaningful context enhances comprehension, improves production, and supports the transfer of language skills in real communicative situations.*

Keywords. *Context, integrated skills, language learning, communicative competence, ESP, genre, scaffolding*

Аннотация. *В данной работе рассматривается роль контекста в развитии интегрированных языковых навыков. Анализируются лингвистический, ситуативный, культурный и дискурсивный контексты и их влияние на процесс изучения языка. Также рассматриваются теоретические подходы, включая теорию входа и выхода, социокультурную теорию и жанровый подход, которые объясняют связь между рецептивными и продуктивными навыками. В практической части обсуждаются методы разработки контекстно-ориентированных уроков, использование аутентичных материалов и контекстное оценивание. Результаты исследования показывают, что контекст значительно повышает*

эффективность понимания и использования языка в реальных коммуникативных ситуациях.

Ключевые слова. *Контекст, интегрированные навыки, изучение языка, коммуникативная компетенция, ESP, жанр, поддержка обучения.*

Annotatsiya. *Ushbu ishda til o'rganishda integratsiyalashgan ko'nikmalarni rivojlantirishda kontekstning o'rni o'rganilgan. Tadqiqotda lingvistik, situatsion, madaniy va diskurs kontekstlarning til o'rganish jarayoniga ta'siri tahlil qilinadi. Shuningdek, input-output nazariyasi, sotsiokultural yondashuv va janr nazariyasi asosida kontekstning reseptiv va produktiv ko'nikmalarni bog'lashdagi roli yoritilgan. Amaliy qismda kontekstga asoslangan darslarni loyihalash, autentik materiallardan foydalanish va kontekstual baholash usullari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, kontekst tilni tushunish va qo'llash samaradorligini oshiradi hamda real kommunikativ vaziyatlarga tayyorlaydi.*

Kalit so'zlar. *Kontekst, integratsiyalashgan ko'nikmalar, til o'rganish, kommunikativ kompetensiya, ESP, janr, skafolding.*

Main body

Context is a multidimensional concept that plays a fundamental role in all aspects of language learning and use. At its most basic level, context refers to the circumstances, conditions, and surroundings in which communication takes place. In language learning, however, context encompasses far more than the immediate physical setting. It includes linguistic context—the words, sentences, and texts that surround a particular language item; situational context—the participants, purpose, setting, and channel of communication; cultural context—the shared knowledge, values, beliefs, and practices of the language community; and discourse context—the conventions, genres, and rhetorical patterns that shape how language is organized in different types of communication.

The linguistic context, often referred to as co-text, is the most immediately observable dimension. When learners encounter a new word or structure, the surrounding language provides crucial clues to its meaning and function. A single

word can carry multiple meanings depending on the linguistic context in which it appears. For example, the word "bank" may refer to a financial institution or the side of a river, and only the surrounding words can determine which meaning is intended. This principle extends beyond individual words to grammatical structures, discourse markers, and pragmatic functions. Students who learn vocabulary through isolated word lists often struggle to use words appropriately because they lack exposure to the linguistic contexts in which those words naturally occur.

Situational context involves the participants in communication, their relationship, the purpose of the exchange, the physical setting, and the channel through which communication occurs. A conversation between friends in a café follows different conventions from a formal presentation in a university lecture hall or a professional email to a supervisor. Learners must develop the ability to recognize these situational variables and adjust their language use accordingly. In integrated skill development, situational context is particularly important because it determines which skills are used, in what combination, and for what communicative purpose. A student reading an academic article in preparation for a seminar discussion operates within a specific situational context that shapes both the receptive processing of the text and the productive demands of the subsequent discussion.

Cultural context represents the deeper layer of shared knowledge, values, assumptions, and communicative norms that characterize a particular speech community. Language is inseparable from culture, and effective communication requires more than grammatical accuracy and vocabulary knowledge. It requires an understanding of how cultural factors influence what is said, how it is said, and what is left unsaid. Idioms, humor, politeness strategies, and rhetorical patterns all carry cultural meanings that may not be transparent to learners from different cultural backgrounds. In integrated skill teaching, cultural context must be addressed across all skills: students need to recognize cultural references in reading and listening

materials, and they need to produce culturally appropriate language in speaking and writing tasks.

Discourse context refers to the conventions, structures, and expectations associated with different types of texts and communicative events. Academic essays, business reports, casual conversations, and formal speeches each operate within distinct discourse frameworks that determine how ideas are organized, how arguments are developed, and how relationships between participants are managed. Genre awareness is essential for integrated skill development because it provides the structural blueprint that connects receptive and productive activities. When students read a research article, they are not merely processing vocabulary and grammar; they are internalizing the discourse patterns of academic writing. When they later produce their own academic texts, they draw on this receptive experience of discourse context to structure their writing appropriately.

The concept of context in language learning is closely related to the broader educational principle of situated learning, which holds that knowledge and skills are most effectively acquired when embedded in authentic, meaningful situations. Brown, Collins, and Duguid argue that learning is fundamentally a process of enculturation into the practices of a community, and that abstract, decontextualized instruction fails to produce transferable competence. In language education, this means that skills learned through contextually embedded activities are more likely to be retained and applied in real communication than skills practiced through decontextualized drills.

Context also plays a critical role in vocabulary acquisition. Nation's research demonstrates that vocabulary knowledge develops through repeated encounters with words in varied contexts, allowing learners to build increasingly rich and nuanced understanding of form, meaning, collocation, register, and frequency. A word learned in isolation may be recognized in a multiple-choice test, but it becomes truly usable only when the learner has encountered it in multiple contexts and has had

opportunities to use it meaningfully. This movement from recognition to productive control depends fundamentally on contextual exposure and contextual practice.

Moreover, context influences the cognitive processing of language. When learners encounter language in a meaningful context, they can draw on their background knowledge and expectations to facilitate comprehension. Schema theory, developed by researchers such as Anderson and Pearson, explains how prior knowledge structures help readers and listeners interpret new information. A student who reads a text about environmental policy within the context of a course on environmental science will process the language more efficiently than a student who reads the same text without relevant background knowledge. Similarly, a student who listens to a lecture within a familiar disciplinary context will comprehend more than a student who lacks that contextual frame.

The emotional and motivational dimensions of context should not be overlooked. Learning activities that are embedded in meaningful, relevant contexts tend to be more engaging and motivating than decontextualized exercises. When students see a clear connection between the language they are learning and real communicative purposes they might encounter in their academic or professional lives, they are more likely to invest effort in comprehension and production. Context provides the "why" that gives purpose to the "what" and "how" of language learning.

In summary, context in language learning is not a peripheral concern but a central determinant of how language is processed, understood, remembered, and used. Its multiple dimensions—linguistic, situational, cultural, and discourse—interact to shape the learning experience and determine the outcomes of skill development. Any approach to integrated skill teaching that ignores context risks producing learners who can perform classroom exercises but cannot communicate effectively in real situations.

The interrelationship between receptive and productive skills has been well established in second language acquisition theory. Listening and reading provide the input that feeds speaking and writing, while speaking and writing consolidate and

deepen the knowledge gained through receptive activities. However, this relationship is not automatic; it depends crucially on the context within which skills are practiced. Context serves as the bridge that connects receptive processing with productive performance, ensuring that what learners understand can be transformed into what they can express.

From the perspective of input theories, context determines the quality and usefulness of the language input that learners receive. Krashen's Input Hypothesis emphasizes the importance of comprehensible input—language that is slightly above the learner's current level but still understandable. However, comprehensibility depends heavily on context. A text that would be incomprehensible in isolation may become fully understandable when embedded in a familiar context that activates relevant background knowledge. Similarly, listening comprehension improves when learners can draw on situational and cultural context to interpret what they hear. Context, therefore, is not merely a backdrop for input; it is an active factor that makes input comprehensible and processable.

Swain's Output Hypothesis complements this view by arguing that production is essential for language development because it forces learners to process language more deeply and to notice gaps in their knowledge. However, the effectiveness of output also depends on context. When learners produce language in a meaningful context, they must consider not only grammatical accuracy but also appropriateness, coherence, and relevance to the communicative situation. This contextualized production is more cognitively demanding and more developmentally productive than decontextualized output exercises. A student who writes a summary of a text they have read within the context of an academic assignment must engage with the content at a deeper level than a student who merely answers comprehension questions.

Sociocultural theory, as articulated by Vygotsky and extended by contemporary researchers, provides a powerful framework for understanding how context connects receptive and productive skills. In this view, learning occurs through mediated

interaction within social contexts. Learners first encounter new language and concepts through interaction with more knowledgeable others—teachers, peers, and texts—in meaningful communicative situations. Through this socially situated reception, they gradually internalize language patterns and communicative conventions. Later, they are able to produce language independently, drawing on the contextualized experiences of reception that have shaped their developing competence.

Scaffolding theory extends this insight by showing how teachers can use context to support the movement from receptive understanding to productive performance. Gibbons explains that classroom tasks should provide temporary support that enables learners to understand complex input and transform it into more elaborate output. This scaffolding is most effective when it is embedded in a meaningful context. For example, before students write a research report, a teacher might guide them through the reading of model reports, help them identify the rhetorical structure and disciplinary conventions, and provide vocabulary support within the context of the topic. In this sequence, the context of the research report provides the organizing framework that connects reading, discussion, and writing into a coherent developmental progression.

Task-based language teaching provides another theoretical lens for understanding the role of context in skill integration. Nunan argues that authentic language tasks resemble real-world communication because they require learners to use available input to achieve a meaningful goal. A task such as analyzing a case study and then presenting recommendations to a panel naturally combines receptive and productive skills within a unified contextual framework. The context of the case study determines what information must be gathered through reading and listening, how it must be analyzed and synthesized, and how it must be communicated to a specific audience. Without this contextual unity, the task would dissolve into a series of disconnected exercises.

The concept of genre provides a particularly useful framework for understanding how discourse context connects receptive and productive skills. Hyland emphasizes that academic writing depends on control of genre conventions that learners acquire largely through extensive reading within their fields. When students read academic articles, they are not merely processing language; they are absorbing the rhetorical patterns, argumentation structures, and disciplinary conventions that characterize the genre. This receptive experience of genre context directly informs their productive performance when they write their own academic texts. The context of the genre thus creates a natural pathway from reading to writing, from comprehension to production.

Cultural context also plays a crucial role in connecting receptive and productive skills. When learners read or listen to texts from the target culture, they encounter not only language forms but also cultural assumptions, values, and communicative norms. To produce culturally appropriate language, they must draw on this receptive experience of cultural context. A student who has read business correspondence in English will be better prepared to write appropriate business emails because they have absorbed the cultural conventions of formality, directness, and politeness that characterize professional communication in English-speaking contexts. Without this cultural contextualization, productive skills may be grammatically correct but pragmatically inappropriate.

The cognitive benefits of contextualized skill integration are well documented. When learners process language within a meaningful context, they engage in deeper levels of cognitive processing that enhance retention and transfer. Craik and Lockhart's levels-of-processing theory suggests that information processed at deeper semantic levels is remembered better than information processed at shallow structural levels. Contextualized language learning naturally promotes deeper processing because learners must attend to meaning, relevance, and communicative purpose rather than merely recognizing forms. When a student reads a text in order

to prepare for a presentation, they process the language at a deeper level than when they read the same text merely to answer factual questions.

Furthermore, context facilitates the transfer of skills from reception to production. Transfer is most likely to occur when the learning context and the application context share meaningful similarities. A student who practices giving oral summaries of academic articles in a classroom context that simulates a seminar setting is more likely to transfer that skill to real seminar participation than a student who practices summaries through written exercises. The contextual similarity between learning and application promotes positive transfer, while contextual isolation impedes it.

In ESP contexts, the role of context in connecting receptive and productive skills becomes even more pronounced. Students in specialized fields encounter discipline-specific language, concepts, and communicative conventions that are embedded in particular professional and academic contexts. A medical student who reads patient case reports must understand not only the vocabulary but also the clinical reasoning context that shapes how information is presented. When this student later writes their own case reports or presents patient information to a medical team, they must reproduce not only the language but also the contextual conventions of medical communication. The context of the professional field thus creates a powerful integrative framework that connects all four skills in service of professional competence.

In conclusion, context is not merely a background condition for integrated skill development; it is the active mechanism that connects receptive and productive skills into a coherent developmental process. Through its linguistic, situational, cultural, and discourse dimensions, context makes input comprehensible, output meaningful, and the transfer between them possible. Theoretical models from input, output, interaction, scaffolding, genre, and situated learning all converge on this fundamental insight: language skills are best developed not in isolation, not even merely in combination, but in coordination within meaningful contexts.

If context is essential for connecting receptive and productive skills in theory, then teaching practice must systematically embed integrated skills within meaningful contexts. Designing context-based integrated lessons requires careful attention to the selection of topics, materials, and tasks that create a coherent communicative framework within which multiple skills can develop in coordination.

The first principle of context-based lesson design is thematic coherence. Rather than selecting reading texts, listening materials, speaking topics, and writing assignments arbitrarily, teachers should organize lessons around unified themes or topics that provide a meaningful context for all activities. For example, a lesson on sustainable urban development can begin with students reading articles about green cities, continue with listening to expert interviews or documentaries on the topic, proceed to group discussions comparing different approaches to urban sustainability, and conclude with students writing policy recommendations or preparing oral presentations. In this sequence, the theme of sustainable urban development provides the contextual thread that connects all four skills into a coherent learning experience.

Thematic coherence has several pedagogical advantages. It reduces the cognitive load on learners by allowing them to build and reuse background knowledge across activities. When students read, listen, discuss, and write about the same topic, each activity reinforces and deepens their understanding of the content, freeing cognitive resources for language processing. It also increases motivation by demonstrating the relevance and interconnectedness of different skills. Students can see how reading informs discussion, how listening provides evidence for writing, and how all skills contribute to a unified communicative purpose.

The second principle is situational authenticity. Context-based lessons should simulate or replicate real communicative situations that students are likely to encounter in their academic or professional lives. This means designing tasks that have genuine purposes, audiences, and outcomes. A reading-to-writing activity is more effective when students write for a real or simulated audience rather than for

the teacher alone. A listening-to-speaking activity is more meaningful when the discussion has a genuine decision-making purpose rather than being merely a comprehension check.

For example, in a university English course, students might be assigned the task of preparing a proposal for an international student exchange program. This contextual framework provides a meaningful purpose for all skill activities. Students read existing exchange program descriptions and university policy documents (reading), listen to interviews with students who have participated in exchange programs (listening), discuss the advantages and challenges of different program models in small groups (speaking), and write a formal proposal with budget and timeline (writing). Each skill activity is embedded in the same situational context, creating a coherent and purposeful learning experience.

The third principle is cultural embedding. Context-based lessons should expose students to the cultural dimensions of language use and help them develop the ability to communicate appropriately across cultural boundaries. This involves selecting materials that reflect diverse cultural perspectives, designing tasks that require cross-cultural comparison and analysis, and providing explicit instruction in cultural conventions and expectations.

For instance, a lesson on business communication might include reading emails from different cultural contexts, analyzing how politeness strategies and directness levels vary across cultures, listening to recordings of business negotiations from different countries, and then role-playing cross-cultural business interactions. In this lesson, cultural context is not treated as an optional add-on but as an integral dimension of communicative competence that shapes how receptive and productive skills must be deployed.

The fourth principle is genre awareness. Context-based lessons should help students recognize and reproduce the discourse conventions of different text types and communicative events. This involves explicit attention to how genres are structured, what language features they employ, and what contextual factors

determine their form and content. Genre-based pedagogy provides a powerful framework for connecting reading and writing because it treats reading as the apprenticeship of writing within specific discourse communities.

In practice, a genre-based integrated lesson might proceed as follows. Students first read several examples of a particular genre—such as academic research abstracts—within their discipline. The teacher guides them to identify the typical structure, key language features, and rhetorical moves of the genre. Students then listen to a lecture or discussion about the function and conventions of abstracts in academic communication. Next, they work in groups to analyze additional examples and discuss how the genre varies across disciplines. Finally, they write their own abstracts based on research they have conducted, applying the genre conventions they have learned through reading and discussion. In this sequence, the genre context provides the organizing principle that connects all skill activities.

The fifth principle is scaffolding within context. Context-based lessons should provide appropriate support that helps learners perform tasks that are slightly beyond their current independent ability. Gibbons emphasizes that scaffolding is most effective when it is responsive to the learner's developing understanding within a meaningful context. This means that support should not be generic but should be tailored to the specific demands of the contextualized task.

For example, when students are preparing to write a literature review, the teacher might provide scaffolding that includes: guided reading of model literature reviews with attention to organizational patterns; vocabulary support for discipline-specific terminology; graphic organizers that help students map relationships between sources; discussion prompts that help students synthesize information orally before writing; and peer review guidelines that focus on the specific conventions of the literature review genre. Each scaffold is embedded in the context of the literature review task and supports the movement from receptive understanding to productive performance.

The sixth principle is multimodal context. Modern communication increasingly involves multiple modes—text, image, audio, video, and interactive media. Context-based lessons should incorporate multimodal materials that reflect the complexity of real-world communication and provide rich contextual cues that support comprehension and production.

A multimodal integrated lesson might involve students analyzing an infographic about climate change (visual and textual reading), watching a documentary segment on the same topic (viewing and listening), participating in a debate about climate policy (speaking), and creating their own multimedia presentation that combines data visualization with oral narration (integrated productive skills). The multimodal context provides multiple pathways to understanding and multiple channels for expression, accommodating diverse learning preferences and developing the multimodal literacy skills that are increasingly important in academic and professional communication.

The seventh principle is learner autonomy within context. Context-based lessons should gradually develop learners' ability to identify, analyze, and operate within communicative contexts independently. Oxford's research on language learning strategies emphasizes that successful learners are able to regulate their own comprehension, memory, and expression across different tasks and environments. Teachers can support the development of autonomous contextual competence by involving students in the selection of topics, encouraging them to find and analyze authentic materials, and requiring them to reflect on how context shapes their language choices.

For example, students might be asked to maintain a learning journal in which they record contextual observations: what they noticed about the situational context of a listening text, how cultural context influenced their interpretation of a reading, what genre conventions they identified in a model text, and how they adapted their language use to different contexts in their own speaking and writing. Such reflective

practices help students develop metacognitive awareness of context and increase their capacity for self-regulated, contextually appropriate communication.

In summary, designing context-based integrated lessons requires attention to thematic coherence, situational authenticity, cultural embedding, genre awareness, responsive scaffolding, multimodal richness, and learner autonomy. These principles ensure that integrated skills are not merely combined but are genuinely connected through a meaningful contextual framework that promotes deep processing, purposeful communication, and transferable competence.

The development of contextually integrated skills must be supported by assessment methods that reflect the importance of context in language use. Traditional assessment approaches often separate skills into discrete sections and test them through decontextualized exercises. Such assessments fail to capture the contextual competence that is essential for real-world communication and may send misleading signals about learner ability.

Burns and Richards point out that effective teaching needs assessment tasks that reflect real language use and match the goals of the course. If students are expected to read discipline-specific materials, participate in academic discussions, and produce integrated responses in their academic lives, then assessment should measure this contextualized, combined ability rather than isolated skills. Contextual assessment becomes part of learning, not merely a final judgment, because it requires students to demonstrate the very competencies they are developing.

Formative assessment is particularly valuable for contextually integrated skill development. During lessons, teachers can observe how students navigate contextual demands: how they use background knowledge to facilitate comprehension, how they adapt their language to different audiences and purposes, how they synthesize information from multiple sources, and how they apply genre conventions in their production. Tasks such as contextualized oral presentations, source-based writing assignments, multimodal projects, and collaborative problem-solving activities all provide evidence of contextual competence.

Feedback in contextually integrated assessment should be diagnostic and relational. When teachers respond to student work, they should consider not only linguistic accuracy but also how effectively the learner has engaged with the contextual demands of the task. A weak argumentative essay may indicate not only writing problems but also incomplete understanding of the academic context that shapes argumentation in the discipline. A hesitant oral presentation may reflect unfamiliarity with the genre conventions of academic presentation rather than lack of speaking ability. Therefore, feedback should identify whether challenges lie in linguistic knowledge, contextual understanding, genre awareness, or strategic competence.

Portfolio assessment is especially well suited to contextualized integrated skill development because it captures growth across time and across contexts. A portfolio might include reading analyses, listening reflections, discussion transcripts, draft and revised essays, multimedia projects, and self-evaluations that document how the learner's contextual competence has developed. When students review such a collection, they can see how their ability to operate within different contexts has grown and how their receptive and productive skills have become more coordinated. Portfolios also encourage the metacognitive reflection that is essential for developing autonomous contextual competence.

In ESP contexts, the importance of contextual assessment becomes even more pronounced. Students in specialized fields must demonstrate their ability to use language within specific professional and academic contexts. A medical student may need to read patient records, listen to clinical case presentations, participate in diagnostic discussions, and write treatment plans. An engineering student may need to read technical specifications, listen to project briefings, collaborate on design solutions, and write project reports. In each case, assessment must evaluate the student's ability to integrate skills within the authentic contexts of their field.

Task chains provide a practical approach to contextualized assessment in ESP settings. For example, business students might complete a sequence of tasks related

to market analysis: reading industry reports, listening to expert commentary, discussing findings in groups, and writing a strategic recommendation. Each task is embedded in the same professional context, and assessment evaluates not only individual skill performance but also the student's ability to transform information across modes and to produce outputs that are appropriate to the business context.

Rubrics for contextually integrated assessment should include criteria that reflect contextual competence. In addition to traditional measures of grammatical accuracy, vocabulary range, and organizational coherence, rubrics should evaluate: understanding of source material within its disciplinary context; effective integration of information from multiple sources; appropriate use of genre conventions; awareness of audience and purpose; cultural appropriateness; and the ability to synthesize and transform information across receptive and productive modes. Clear criteria help learners understand what contextual competence looks like and how it will be evaluated.

Self-assessment and peer assessment can further support the development of contextual competence when carefully guided. Students can be asked to evaluate their own performance in relation to contextual demands: Did they understand the situational context of the task? Did they adapt their language to the audience and purpose? Did they apply appropriate genre conventions? Did they draw effectively on their receptive experience in their productive performance? Peers can provide feedback on whether a presentation or essay is appropriate to its context, whether it uses source material effectively, and whether it meets the expectations of the genre. Such procedures encourage responsibility, reflection, and awareness of the contextual dimensions of communication.

One of the main challenges in EFL settings is that students often recognize language forms but cannot use them appropriately in context. This gap between knowledge and contextualized use is a normal stage of development, but it can be reduced through assessment that rewards progress in contextual competence. When assessment focuses solely on accuracy in decontextualized exercises, students may

prioritize memorization over contextual understanding. When assessment values appropriate use in meaningful contexts, students are motivated to develop the contextual awareness that underlies communicative competence.

In many university EFL programs, including those in Uzbekistan, students have limited exposure to English outside the classroom. This makes the contextualization of classroom activities even more important, as the classroom may be the primary site of contextualized language experience. Assessment should therefore be designed to maximize the contextual authenticity of tasks and to evaluate students' ability to transfer skills to new contexts. Performance assessments that simulate real academic or professional situations—such as conference presentations, collaborative research projects, or simulated professional consultations—provide more valid evidence of contextual competence than traditional tests.

Ultimately, assessment in contextually integrated skill development should align with the principle that language competence is demonstrated not through the performance of isolated skills but through the ability to use language appropriately, effectively, and purposefully within meaningful communicative contexts. When teaching, learning, and assessment are all oriented toward contextual competence, students are more likely to develop the integrated, transferable abilities they need for academic success, professional communication, and lifelong learning.

Conclusion

The analysis of theoretical and practical aspects of context in integrated language skill development demonstrates that context is a central element in effective language learning. It functions as the mechanism that connects receptive and productive skills, enabling learners to transform input into meaningful output within authentic communicative situations.

The study shows that linguistic, situational, cultural, and discourse contexts collectively shape how language is understood, processed, and produced. Theoretical frameworks such as input and output theories, sociocultural theory, genre-based pedagogy, and task-based learning all confirm that contextualized

instruction leads to deeper cognitive processing, better retention, and more effective skill transfer.

From a pedagogical perspective, context-based lesson design ensures thematic coherence, authenticity, cultural awareness, and genre sensitivity, while contextual assessment provides a more accurate measure of real communicative competence. In ESP settings, where learners must operate within specialized professional domains, the role of context becomes even more significant.

In conclusion, integrating context into all aspects of language teaching is essential for developing learners who are not only linguistically competent but also capable of using language appropriately and effectively in real-world situations.

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