Communicative Aspects of Teaching English and a Look at the Course *New Horizon*

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Abstract

English is, of course, a living language. Like every other human form of language that has existed throughout time, it is comprised of a lexicon (vocabulary) as well as a set of rules (grammar) which govern its use. Because it is a living language, we as ESL (English as a Second Language) teachers are concerned with how humans use it. The ultimate goal of our work as language teachers must be to empower our students with the ability to do things through their use of English. It is not enough to restrict their learning to memorizing vocabulary and drilling grammar rules, without applying these aspects of the language directly to how it can be used in human-to-human interaction.

In this paper, the authors present arguments for the use of a communicative approach in English language education. We discuss reasons why the communicative approach to language may be more efficient for both teacher and student. We recommend the functional-notional approach as a foundation for designing lesson plans for teaching communicative English. Selected dialogs taken from the textbook, *New Horizon English Course*, used in junior high school English language education, are considered in a functional-notional setting.

Key Words: ESL, function, notion, communicative competence

Introduction

The human necessity for language is not grammatical; it is communicative. If we watch children learn their own native language, we do not see them as grammarians, but rather as human beings stressing their needs and desires through language. Therefore, we can take this same approach in teaching, where

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the focus of language learning is on using language functions to meet the learners' needs and desires. Herein lies real communication: we can give our students a natural, meaningful way to express themselves.

We will begin by defining the terms language function, notion, and communicative competence, and see how they relate to communicative language learning. We will then look at reasons why the communicative approach to language teaching may be more efficient for both teacher and student. Finally, we will consider some examples of language functions in selected lessons in New Horizon, and discuss how the functional-notional approach to language learning can relate to the course, eventually to be adapted for classroom activities.

Criteria for Teaching

There are two important questions that we, as language teachers, need to ask ourselves when we have an ESL textbook in front of us. As we look at the dialogs in the text material, we might ask, "What is the author of the textbook doing with the language in these dialogs?" Then we can think about our own teaching objectives: "What do we want our students to be able to do with the language after we've taught the lesson?" Here the key word for us is do. Language can be used to get things done.

Definitions: Function, Notion, and Communicative Competence

In general, a function is what a person or thing purports to do. For example, a function of a heater is to make a room warmer, a function of a pencil is to write something with, and a function of an English teacher is to teach English. In language, we have various ways of getting things or information from others, of getting others to do things for us, of giving opinions, and so forth. The way we perform these language functions is usually through the use of phrases:

- We can give our opinion with the phrase "I like—", such as "I like rice."

- We can ask someone for a favor with the phrase "Would you—", such as "Would you open the window?"

- We can apologize with the phrase "I'm sorry—", such as "I'm sorry that I broke your vase."
We use each of these phrases to do something. There are many different language functions in every language, and each function can often be performed through the use of a variety of different phrases.

In English, functional phrases by themselves, of course, need not be grammatically correct nor grammatically complete. These phrases may be thought of as word clusters or gambits that may be plugged into a sentence. An introduction phrase might be "May I introduce—" or "I'd like you to meet—".

A function may often be expressed in a number of ways with a variety of phrases. For example, the phrase "Give me a cookie" can be compared to "Pardon me, but would you be so kind as to give me a cookie?" Both are request functions; the grammar structure is different, the vocabulary is different, yet the function is basically the same. The second phrase, however, also contains the function of Showing politeness. In this case, we can see that functions may also be strung together—they may be grammatically embedded so as to enable the speaker to express more than one function within the same sentence.

This means that the learner concentrates on using language as a set of functions. This can enable the learner to use the language in a relatively short length of time, using phrases to satisfy his language needs.

Notions are concepts, such as existence, space, time, quality, and quantity. Within these general domains are what are termed specific notions. These are generally what we call contexts, and include places, weather, sports, travel, and so forth. (While we have chosen to give this definition for the purposes of this paper, it is important to mention here that the term notion has been defined in a variety of ways by different linguists and educators.)

Communicative competence is a strategy used by a speaker in order to be understood by others and to understand what others say to him. It is not, therefore, merely the sum total of grammar and vocabulary.

As students are presented with new vocabulary and grammar in each lesson of an ESL text, their language-learning efficiency can be enhanced by focusing on the notion and/or function of certain phrases in the dialogs. Here, the idea of language efficiency is the degree to which the student can use the language to do things: the more things a language learner can do with the language, the greater will be his own enjoyment and satisfaction in learning. Furthermore, when a teacher can see a student doing things with the language, it certainly
provides the teacher with a sense of accomplishment.

The Functional-Notional Approach

An important forerunner of what we call communicative language teaching was the Notional-Functional Syllabus, with notion and function serving as the two major components of communicative English. (The Notional Syllabus, as described by Wilkins, was designed as a way to incorporate grammar and function-notion, based on situations, into a communicative framework. ) Functions, as previously defined, are linguistic strategies we use to get things done. Functions, like notions, may be categorized as general and specific. For example, a general function is Asking for information, and a specific function under this heading is Asking directions.

"The distinguishing characteristic of the Notional-Functional Syllabus is its attention to the notions and functions as the organizing elements of a foreign language curriculum." Its focus is on function-notion as the backbone of the language. "Grammar is attended to only in that it explains the various forms used to accomplish certain functions." This is not to say that grammar is not an important component of a foreign language teaching syllabus, but rather, it places grammar as one of three items comprising what may be called the Language Triangle: grammar, lexicon, and function-notion. All three are interdependent as essential elements in competent language usage (see Fig. 1). Grammar is considered less relevant as an independent item. It is inherently necessary but it is not the focus.

![Diagram of the Language Triangle]

In 1971, the Council for Cultural Cooperation issued a document entitled Threshold Level (T-Level), for the Council of Europe. This work was undertaken by a group of language educators for the purpose of investigating the feasibility of the European scheme for foreign language learning by adults. One
important result of this work is a catalog of important notional and functional components of the English language. This was done through cross-listing lexical items with grammatical structures in describing functional phrases. Another important aspect of their work is their demonstration of how curricula may be organized around such functions as Identifying, Denying, Reporting, Declining an invitation, Asking for permission, and Apologizing. Their work proved to be influential in bringing forth the communicative approach to language teaching.

In the following list from Threshold Level English, we are shown how the language is used and what it can be used for (Table 1). The example selection is the language function Getting things done (suasion).

<table>
<thead>
<tr>
<th>5. Getting things done (suasion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Suggesting a course of action</td>
</tr>
<tr>
<td>(including the speaker)</td>
</tr>
<tr>
<td>Let's +VP</td>
</tr>
<tr>
<td>Shall we+VP</td>
</tr>
<tr>
<td>We could+VP</td>
</tr>
<tr>
<td>What about+Ving...</td>
</tr>
<tr>
<td>We might+VP</td>
</tr>
<tr>
<td>5.2 Requesting others to do something</td>
</tr>
<tr>
<td>Would you(please) +VP</td>
</tr>
<tr>
<td>Could you(please) +VP</td>
</tr>
<tr>
<td>Please+VPP</td>
</tr>
<tr>
<td>Would you be(so kind as to...)</td>
</tr>
<tr>
<td>Would you be(kind enough to...)</td>
</tr>
<tr>
<td>Would you mind+Ving...</td>
</tr>
<tr>
<td>Can I have+NP+Ved(, please)?</td>
</tr>
</tbody>
</table>

Abbreviations of grammatical categories used:
NP: noun phrase
VP: verb phrase
N: noun
Ving: verbal form in -ing
Ved: past participle

Table 1. Example of language function and grammar from Threshold Level English
Also included in *Threshold Level English* is a lexicon inventory with references to the specific functional and notional items that the speaker can use to meet his language needs and help him communicate his feelings.

Nowadays, there are many ESL textbooks that are based on the functional-notional approach. The following example is part of the Table of Contents from one such text, entitled *Person to Person*, showing how functions and notions are applied to a student text (Table 2).

**Table 2. Table of Contents Example (from the text Person to Person)**

<table>
<thead>
<tr>
<th>Unit 6 Are you doing anything tonight?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informal invitations: accepting</td>
</tr>
<tr>
<td>2. Informal invitations: declining</td>
</tr>
<tr>
<td>3. Beginning an invitation</td>
</tr>
<tr>
<td>4. Suggesting another time</td>
</tr>
<tr>
<td>5. Setting the time and place</td>
</tr>
<tr>
<td>6. More formal invitations: accepting and declining</td>
</tr>
<tr>
<td>7. Setting another time—more formally</td>
</tr>
<tr>
<td>8. Setting the time and the place—more formally</td>
</tr>
</tbody>
</table>

This particular unit in the text begins by presenting the student with a dialog, which is recorded on audio tape as well as printed in the text. In it, the main phrases used in the related functions *Making invitations* and *Making suggestions* are illustrated in context. Grammatical structures of the phrases are given next, followed by opportunities for the student to try out the phrases with a partner in a series of conversational exchanges.

In another text, entitled *Notions in English*, the structure is based primarily on the situation (notion or topic) that the student might find himself in, and language functions are presented as ways of navigating successfully in each situation. In the following excerpt from the Table of Contents, notice that notions serve as the main chapter headings. In this selected example, which include the notions *The Weather* and *Sports*, the items that are to be taught take the form of functions (Table 3).
The Weather

Describing the weather; describing the climate of a region or country; commenting on the weather to start a conversation; reporting the weather forecast

Sports

Talking about different sports, stating your likes and dislikes; describing your favourite sports

Table 3. Table of Contents Example (from the text Notions in English)

Rationale for a Communicative Syllabus

“A weakness of the structural syllabus, in its focus on grammar, is its tendency to highlight a grammatical feature to the exclusion of practical application in real situations.” It should be noted at this point that verbal (spoken) as well as nonverbal (gestural) aspects of oral communication are included in a consideration of language function. A focus on grammar is limited to verbal communication, and does not deal with the non-verbal aspects of the language, such as a nod of the head to indicate the function Showing agreement, or a gesture with the hand to show Greeting. Nor does it address such important non-verbal cues as intonation, such as when forming a question using a statement word-order (for example, “You’re going?”). The language function Showing sarcasm, too, would not be addressed. For example, when we say “I just love your hat” with a sarcastic intonation, we probably mean it looks awful. Non-verbal utterances, such as pause-markers (for example, “uh.”) and interest-markers (for example, “uh-HUH”), and ungrammatical yet acceptable phrases, such as “You hungry?”, are further examples of non-verbal cues often used in the language. These kinds of non-verbal cues would be essential for full comprehension and accurate communication in any language. In addition, these non-verbal “phrases” seem to incur a good deal of curiosity and interest on the part of the language learner, making the language not only more accessible but also more enjoyable.

Furthermore, it is doubtful whether many language learners are as interested
in the linguistic and grammar theories of the language as they are in learning how the language can be used in real-life situations. A junior high school student, for example, might find more enjoyment in an English language lesson if it is tied into role-playing realistic situations, such as asking street directions, discussing favorite movies, and other such specific notions and functions. Relevance of the target language to real-life aspects, often in a cultural setting, can provide color and depth to a language lesson.

In addition, problems may arise when teaching a lexical or grammatical item without regard for language function. Let us say that an English teacher intends to teach the modal *should*. When we think of the word *should* and all its uses in terms of language function, we can see that it would be exceedingly difficult to limit the lesson structure to only a grammatical explanation or lexical translation into the students' native language (see Table 4).

<table>
<thead>
<tr>
<th>Form</th>
<th>Possible Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>It should rain.</td>
<td>Stating opinion/belief</td>
</tr>
<tr>
<td>It should have rained.</td>
<td>Showing expectation OR Stating hearsay ORExpressing desire</td>
</tr>
<tr>
<td>He should come.</td>
<td>Showing expectation OR Expressing obligation OR Expressing desire</td>
</tr>
<tr>
<td>He should have been there.</td>
<td>Expressing obligation OR Expressing desire</td>
</tr>
</tbody>
</table>

Table 4. Example forms and functions of the modal auxiliary "should"

If these uses of the modal *should* are taught strictly from a grammatical point of view — how it is used in a sentence structure — without regard for the language function, the grammatical form may imply the wrong function, even though it may be grammatically correct, and therefore, the wrong meaning may be communicated.

The same thing happens with question structures using the words *what* and *do* (see Table 5):
Communicative Aspects of Teaching English and a Look at New Horizon

<table>
<thead>
<tr>
<th>Form</th>
<th>Function-Notion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing?</td>
<td>Asking about action</td>
</tr>
<tr>
<td>What are you doing tonight?</td>
<td>Asking about future plans</td>
</tr>
<tr>
<td>What do you do?</td>
<td>Asking about job/occupation</td>
</tr>
<tr>
<td>What do you do at night?</td>
<td>Asking about habit</td>
</tr>
</tbody>
</table>

Table 5. Example forms and functions of the words “what” and “do”

Here we can look at communication as the focus of teaching: by keeping in mind the learner’s goal — communicating competently in the language — we can see the language as a set of communicative functions.

Another example suggests culture-based understanding of a function-notion. In many cultures, an excuse is almost always required as part of an apology in situations such as cancellation of an appointment or apologizing for being late, and if an excuse is not given, a feeling of insincerity may be communicated by the speaker. In this example, the function of Making an apology in English carries with it as an essential part the function Giving an excuse. “I’m sorry” alone is often not acceptable, and could be construed as such language functions as Withholding information, Showing lack of sincerity, or even Showing dislike.

It is important to recognize that neither function-notion, lexicon, nor grammar is the most important aspect; rather, that each is essential to the other so as to provide a proper balance, and without each of these components acting together, real communication cannot take place. The language function-notion can be thought of as the third dimension of language (see Fig. 1). This differs from the traditional approach to language education which focuses only on grammar and lexicon. And this brings us to the idea of efficiency in teaching and learning. When a student learns grammar, a good deal of memorization is required without a clear communicative purpose — the student does not see the direct effect the grammar item will have in communication. This means it is far-removed from real communicative activities until it can be incorporated into certain contexts and with appropriate vocabulary. It is simply a rote task, such
as learning a verb conjugation, with little respect for its practical use. By the time a student can use a particular grammatical item accurately, he may have spent more time and effort studying it than he would have if he were to learn it as a language function from the beginning. By learning a function, the student is also acquiring the proper grammar as it is inherent in the function, as well as the vocabulary to fit the notion (situation). We feel this could reduce teaching time while increasing learning efficiency, giving the student “more language with less effort.”

Language is a real-life communicative activity — a tool for understanding others and expressing oneself. According to Widdowson, “Communicative competence is not a compilation of items (such as vocabulary lists or grammar rules) in memory but a set of strategies or creative procedures.” We should be striving first for communicative competence before grammatical perfection.

Functional Aspects of the New Horizon English Course

The *New Horizon English Course* is written for junior high school English education in Japan. It is primarily in English, although several textual notes are in Japanese. The course is designed for three distinct levels of ability, with each book number corresponding to the year of study: Book 1 for first-year students, Book 2 for second-year students, and Book 3 for students in their third year of study. In addition to the texts, the course includes student workbooks, dictionaries, and audio and video recordings featuring the dialogs read by native speakers of English.

*A Note on New Horizon Dialogs — The Inherent Smalltalk Function: In social conversations in English between native speakers, especially between friends, the questions and answers that each person expresses are not only for the purpose of requesting and offering information (information exchange). They are often used to “carry” the conversation — to keep the conversation going — in order to show friendliness and interest toward the other participant. This smalltalk is an essential part of forming and maintaining a good relationship between people. This important point is an underlying function of most native-English conversations, and applies to the dialogs found in all three books of the New Horizon English Course. It should be noted that this Smalltalk function can be found in any good
classroom textbook based on the communicative approach where the student is taught communicative competence.

The dialogs in Lessons 5 through 7 in Books 1 through 3 of the New Horizon English Course were examined in terms of their inherent function or functions. In each of the dialogs found in these three lessons in each book, the overall function to be seen is *Exchanging information*. While this can be a very broad function category in that it can take the form of phrases such as "*My name is Mike Davis*, "*I am from Japan*," and "*Whose apple pie is this?*", each dialog can be analyzed according to its specific functions.

In Book 1, Lesson 5, the primary language function is *Introducing yourself*. Dialog 1 takes the form of a narrative rather than a conversation. It presents several language functions in their proper contexts within the notion of *Self-introduction*. The main grammatical practice patterns for this lesson are *I am, you are, and Are you?* The new vocabulary items being introduced include: hello, everyone, am (I'm=I am), at, international, class, his/her, and much.

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Hello everyone.
My name is Mike Davis.
I'm from America.
I'm a student at an international school.
I have a good friend in this class.
His name is Ken.
I like Japan very much.
Thank you.
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Dialog Example: Book 1 Lesson 5 (Dialog 1)

In Lesson 6, the primary language function is *Requesting and ordering*, and there is a focus on the grammatical patterns of *How much/many?, Whose?, and Where?*. The new vocabulary items being introduced in Dialog 1 include: hamburger(s), please, many, want, apple pie, O.K., here (Here you are), How much is it?, and hundred.
Mike: Two hamburgers, please.
Clerk: How many hamburgers?
Mike: Two. And I want one apple pie, too, please.
Clerk: O.K.
Here you are.
Mike: Thanks. How much is it?
Clerk: Six hundred and twenty yen, please.

Dialog Example: Book 1 Lesson 6 (Dialog 1)

We will refer to this dialog again later.

The primary language functions of Lesson 7 are Identifying and Describing ability. Here, the grammatical patterns include I can/it can and Can you? i.e., 1st-person singular statement vs 2nd-person singular question, as needed for a two-person conversation, and the contraction cannot=can't. The new vocabulary items being introduced in Dialog 2 are: interesting, make, some, animals, any, flowers, can't, and hobby. (See Dialog Example: Book 1 Lesson 7 (Dialog 2).)

Mike: Origami is very interesting. What else can you make?
Yumi: I can make some animals.
Mike: Can you make any flowers?
Yumi: Yes, I can. Can you?
Mike: No, I can't. Do many Japanese like origami?
Yumi: Yes. It's a popular hobby.

Dialog Example: Book 1 Lesson 7 (Dialog 2)

In Book 3, Lesson 5 (Dialog 1), Exchanging information and Making guesses are the two language functions presented. The dialog is particularly interesting in that it takes the form of a little guessing game. The new vocabulary items being introduced in Dialog 2 are probably, ring, ah, doll, and the form ~, isn't it?. (See Dialog Example: Book 3 Lesson 5 (Dialog 1).)
Ken: What are you doing, Paula?
Paula: I’m making something for my finger.
Ken: Well, it’s made of paper. So it’s probably not a ring.
Paula: Right. It’s used for little plays.
Ken: Ah, it’s a finger doll, isn’t it?
Paula: We call it a “finger puppet”. My friends and I are going to give a finger puppet show next Sunday. A lot of children are invited to the show.

Dialog Example: Book 3 Lesson 5 (Dialog 1)

It might be interesting at this point to take a look at other dialogs from New Horizon and determine the language function that is being presented. In this way, language teachers may be able to identify a function in other dialogs, and can then begin to prepare a communicative lesson plan based on the language function.

As an example of how we might identify a language function in a dialog, let us look once again at New Horizon Book 1, Lesson 6 Dialog 1. The list of functions may be derived from such inventories as Threshold Level English, or from a Table of Contents from a functional-notional, communication-based ESL text. The notion may be identified as At a Restaurant. (See Table 6, Dialog Example and Primary Functions.)
<table>
<thead>
<tr>
<th></th>
<th>Dialog</th>
<th>Function(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mike:</strong></td>
<td>Two hamburgers, please.</td>
<td>Making a request</td>
</tr>
<tr>
<td><strong>Clerk:</strong></td>
<td>How many hamburgers?</td>
<td>Asking for clarification/repetition</td>
</tr>
<tr>
<td><strong>Mike:</strong></td>
<td>Two. And I want one apple pie,</td>
<td>Clarifying. Making an additional request.</td>
</tr>
<tr>
<td></td>
<td>too, please.</td>
<td></td>
</tr>
<tr>
<td><strong>Clerk:</strong></td>
<td>O.K.</td>
<td>Confirming/Acknowledging request/Showing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>understanding</td>
</tr>
<tr>
<td></td>
<td>Here you are.</td>
<td>Offering</td>
</tr>
<tr>
<td><strong>Mike:</strong></td>
<td>Thanks. How much is it?</td>
<td>Showing appreciation/Acknowledging offer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking for information.</td>
</tr>
<tr>
<td><strong>Clerk:</strong></td>
<td>Six hundred and twenty yen,</td>
<td>Giving information/Acknowledging request.</td>
</tr>
<tr>
<td></td>
<td>please.</td>
<td>Making a request</td>
</tr>
</tbody>
</table>

Table 6: Dialog Example and Primary Functions

Let's think about what Mike is doing when he says, "Two hamburgers, please." He is Making a request, and more specifically, Ordering (food). The situation in which the conversation takes place (the notion) is At a Restaurant. We have now identified the language function and the notion - what Mike is doing with the language and in what situation. The clerk responds with "How many hamburgers?" We see that the clerk is Asking for clarification. Mike’s response of "Two" shows that he is answering the clerk by Clarifying. "And I want one apple pie, too, please." shows that he is Making an additional request, as indicated by the use and position of the words "and" and "too". The clerk says, "OK", which in this situation indicates the functions Confirming, Acknowledging, Accepting the request, and Showing understanding.

"Here you are", as said by the clerk, is a particularly good example of how it is so important to stress the function of a phrase in addition to its
grammatical structure. If taken word-for-word in the traditional grammar-translation approach, the meaning may be limited to Identifying the position or location of a person—in this meaning, it could mean the same as “You are here”. But of course, when the phrase is considered from the point of view of language function with regard to the context in which it is used, one may discern a very different meaning, and the function Offering is apparent. Mike replies “Thanks” in order to Show appreciation and to Acknowledge the offer. He then Asks for information (about cost) by asking “How much is it?”, whereby the clerk says, “Six hundred and twenty yen, please.” The clerk is not only Giving information to Mike, but is also Making a request, by adding the word “please” at the end. Of course, if the clerk had merely replied “Six hundred and twenty yen” to Mike’s question, it would not necessarily function as a Request.

A teacher intending to develop a lesson plan based on this dialog could then look at the list of functions derived by this analysis, and expand selected language functions with additional examples. The situation may be changed where the same phrases could be used in a different context.

Functional—Notional—based Classroom Activities

Once the underlying language function has been identified in a dialog, the language teacher can determine what functions are to be taught, and can then develop activities for the students so that they will be able to perform these functions in particular contexts or situations (notions). The teacher can state the teaching objective in terms of language function: “At the end of this lesson, the student will be able to: Introduce himself,” or “Ask what sports someone likes,” or “Ask for opinions,” or “Make a request,” and so forth. The teacher, for example, might develop a lesson plan where the objective is to teach the language function Making a request, and using the relevant phrases in this dialog, add others and create a new scenario. This could provide the student with a variety of ways to Make a request where, rather than being limited to a specific phrase in a certain dialog, the student has a list of phrases that can be plugged into many situations. The student can be shown other ways of Asking for clarification, other ways of Offering, and other ways of Asking for information, thus giving him a good foundation for communicating in English in a flexible way. The severe limitations of what might be called the phrase-book approach, that is, learning a language by memorizing a dialog, disappear as the student can now come away from a communicative language lesson based on function—notion with a set of tools that can be used in many situations.
We need to keep in mind that in most situations, the speakers will need to use several different functions, and rather than restrict our lessons to a single function, the learner needs to understand how functions are combined to produce a conversational exchange. An example of this combination of functions within a particular situation can be seen in the previous dialog example, where Mike needs to use several functions to order food. The learner also needs to have an understanding of the cultural context in which a phrase is used, as this can often determine the language function of that phrase. One example of this is the phrase “I’m sorry,” which, depending upon the situation, could mean either an apology, an excuse, or a condolence. It is therefore essential that the speaker be aware of these differences.

Summary

If the objective of ESL education is to have students become active language users, then we as ESL educators should strive for communicative competence in our students via a natural approach.

Grammar is an active part of the communicative approach to language teaching, but it is not the focus. It is taught not as a discrete linguistic component but as an item of communication. By teaching language functions, we treat vocabulary and grammar as one entity, thereby both decreasing the actual number of items that the student needs to memorize and increasing learning efficiency. We treat function as a means of achieving a linguistic goal in all sorts of situations and contexts (notions). In other words, function is the practical use of grammar and lexicon. The communicative approach in ESL teaching — stressing function— not ton, grammar, and vocabulary together — is an approach that renders language as a communicative process, a way to fulfill needs, rather than as just a series of academic exercises. Hence, it may offer the student a more efficient and interesting way to learn a second language.

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