FUNCTIONAL-NOTIONAL APPROACH

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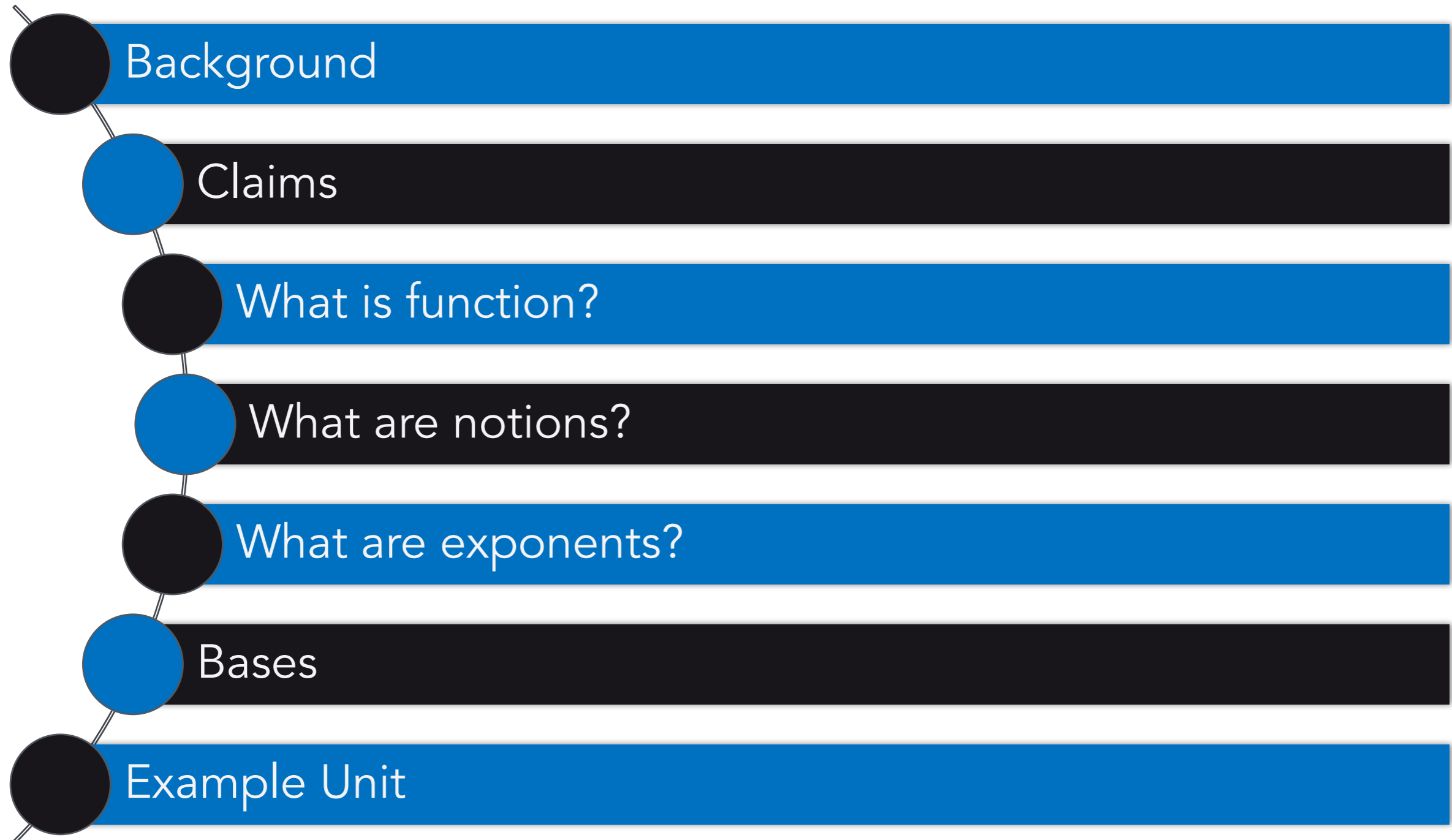
BACKGROUND

- In 1972, British linguist D.A. Wilkins published a document to describe language to an analysis of the communicative meanings.

- Wilkins' work was used by Council of Europe in drawing up a communicative language syllabus.

- This approach focuses on the purposes of language use.

- It provides emphasis on concepts and function through five variables of learning.

BACKGROUND

- Five variables of learning:

Situation	Communication
Human Psychology	
Language Forms	Semantics
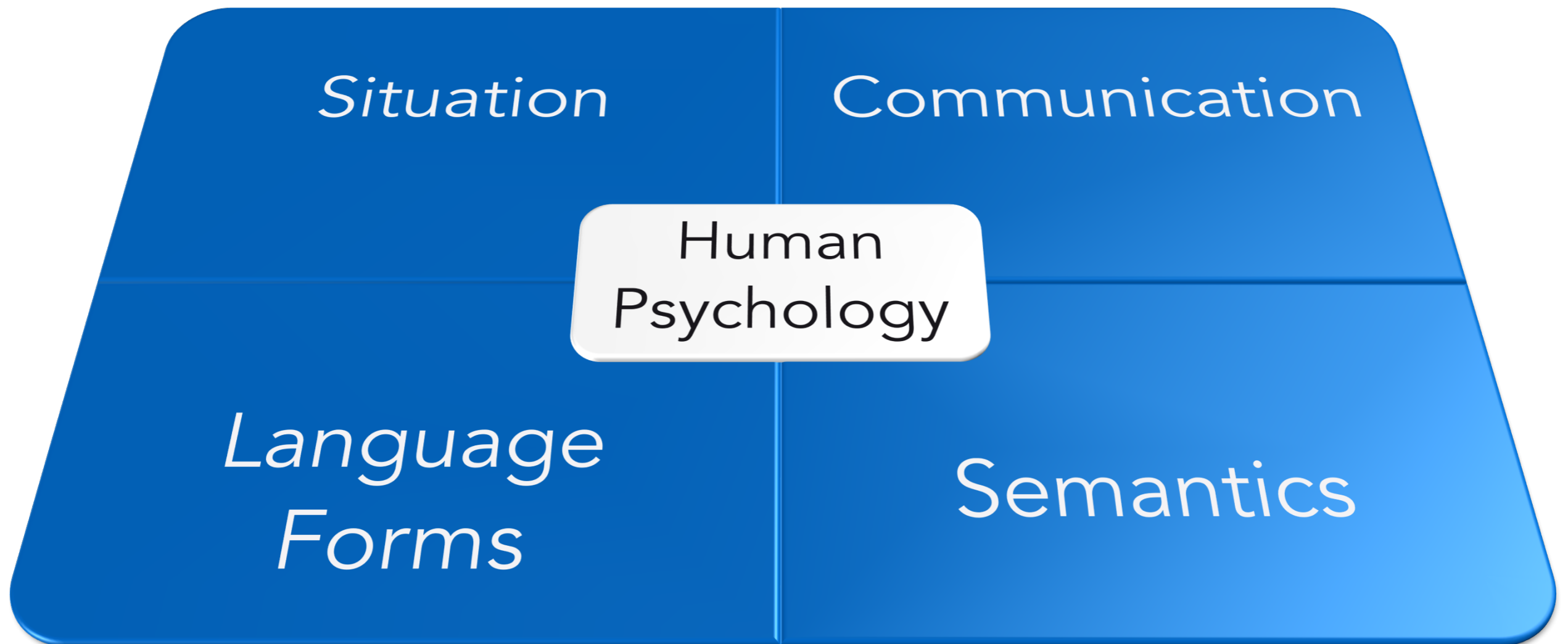
BACKGROUND

- The major characteristic of the functional-notional approach to language teaching is a sensitivity to the individual needs of students.

- Based on the idea that the ability to use real, appropriate language to communicate with others is the primary goal of most foreign language learning, the design of a functional-notional curriculum contributes to the goal of communication and interaction from the first day of study.

- Major emphasis is placed on the communicative purposes of a speech act.

C L A I M S

- Functional- Notional approach focuses on the purposes for which language is used. It emphasizes communicative purposes of a speech act.

- It underlines what people want to do or what they want to accomplish .

- The Functional Notional Approach helps learners to use real and appropriate language for communication.

CLAIMS

- *The basic communicative purposes can be expressed in two ways, depending on the function;*

Either formulas, fixed expressions

Communicative or functional expressions
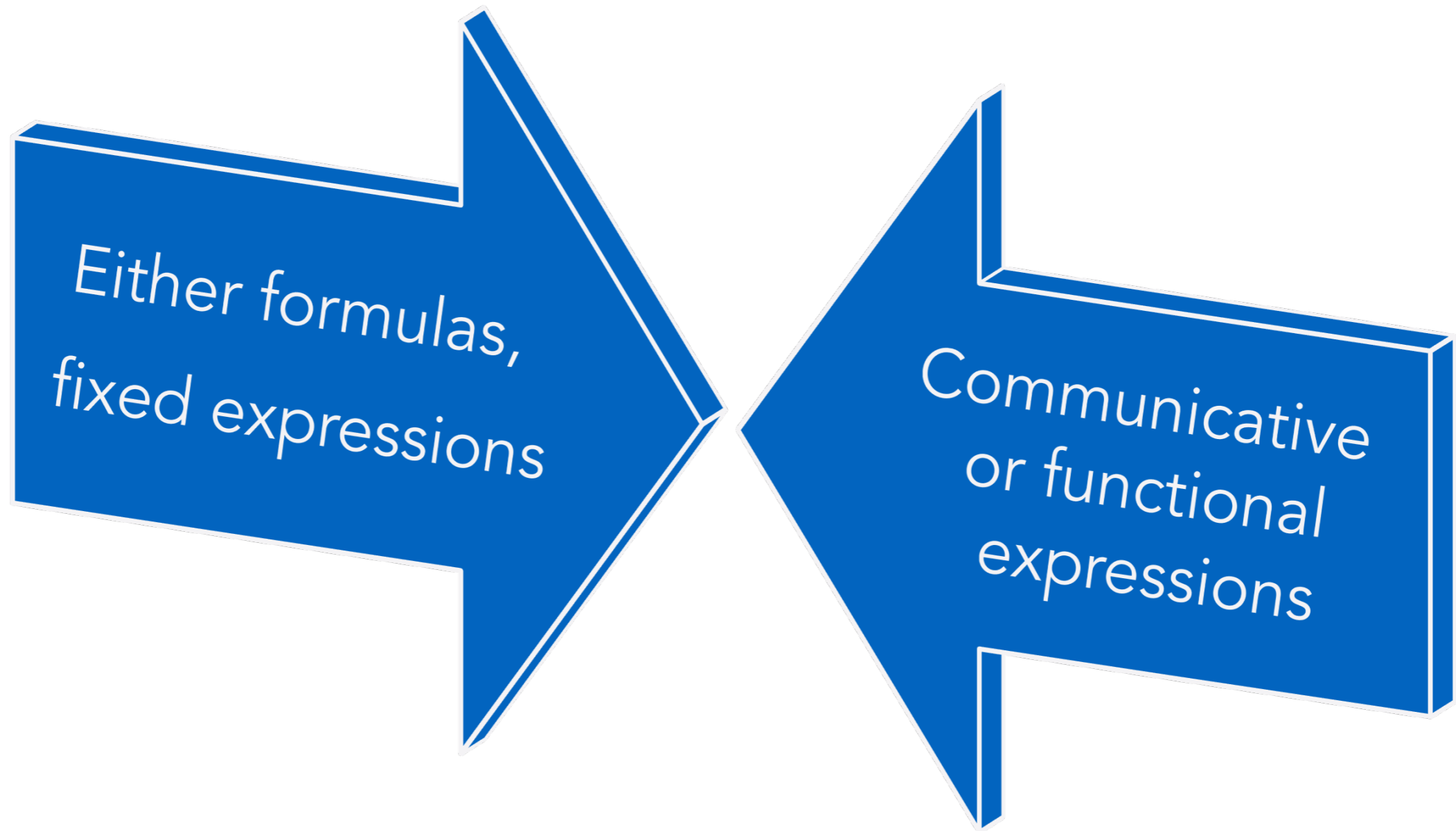
WHAT IS FUNCTION?

- Functions often lend themselves naturally to specific grammatical patterns or common expressions.

- It is also the use of language to achieve a purpose, usually involving interacting at least between two people.

- For example,

evaluating	persuading	arguing	informing
agreeing	questioning	requesting	expressing emotions

EXAMPLE OF FUNCTION/NOTION

- FUNCTION: Greeting
    - (informal) 'Hello'
    - (formal) ' Good evening'

- FUNCTION: Leaving
    - (informal) ' So long' or 'bye
    - (formal) ' Goodbye'

- FUNCTION: acknowledging an introduction
    - (informal) ' Please to meet you'
    - (formal) ' How do you do?'

- FUNCTION: expressing and acknowledging gratitude
    - (formal/informal) 'Thank you'
    - 'You are welcome'

WHAT ARE NOTIONS?

- Elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.

- A notion is a concept or idea.

- It is important that *functional language* must also incorporate with specific *notions:*
    - *vocabulary, nouns, verbs, adjectives, adverbs, structure verbs, miscellaneous words.*
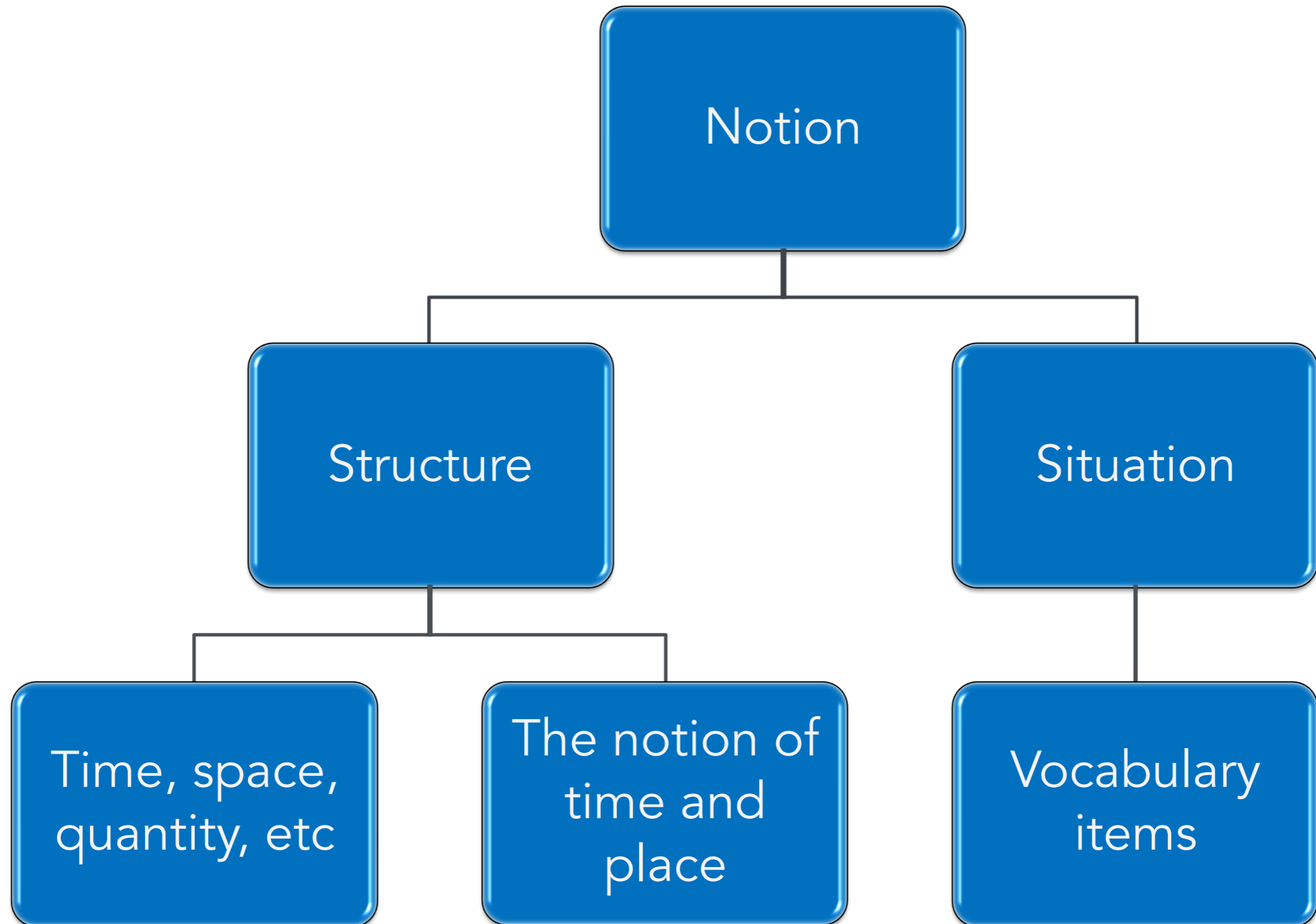
WHAT ARE NOTIONS?

- The words following the functional expression would be considered notions.

- A notion is a concept, or idea and it may be quite specific, such as a vocabulary (dog, house, for example); or it may be very general – size, emotion, movement,place

- A notion may be "time past"; this may include past tenses, phrases like a month ago, in 1990, last week, and utterances using temporal clauses beginning with when….., before…., after…. and so on;

WHAT ARE NOTIONS?

WHAT ARE NOTIONS?

- For example; ' I'd like to invite your son to come to my club for lunch on Saturday.'

- Specific notions depend on three major factors;

    A.   the function
    B.   the elements in the situation
    C.   the topic which is being discussed

WHAT ARE NOTIONS?

- The persons taking part in the speech act.

- The place where the conversation occurs.

- The time it is taking place.

- The topic or activity which is being discussed.

| The function | The situation | The topic |

WHAT ARE EXPONENTS?

- Exponents are language utterances or statements which stem from the function, the situation and the topic.

- They are language forms a speaker uses to express a message or indicate social roles, formality, informality.

- Exponents are mostly depend on our personalities, level of linguistic competence, social status.

WHAT ARE EXPONENTS?

- Please open the window
- Open the window, please.
- Would you open the window?
- Would you mind opening the window?
- I wonder if you would mind opening the window?
- It might be a good idea to open the window.

WHAT ARE EXPONENTS?

Function
- Communicative expressions and/or formulas

Situation
- People, place, thing, topic

Specific Notions
- Nouns, verbs, adjectives, adverbs, structure words

EXAMPLE UNIT

- Functions are classified and put into units or modules.

- Units can be limited to specific duties such as serve as a receptionist in a doctor's office.

- They are specific as global content but free as to internal organization and mode of presentation

- Units will specify general grammatical, lexical, notional-semantic items; that is ,meaningful and appropriate use in context or social situations.

SITUATUION (Notion)	FUNCTION	ACTUAL LANGUAGE	LANGUAGE PATTERNS and TENSES
Getting things connected e.g. gas, phone, TV. Rent-payment–contract Buying furniture – Second-hand, markets, auctions, small ads. Paying bills-when and how. At the door: milkman, dustman, salesman. Repair-plumber, electrician. Making appointments,	Understanding and asking for information.. Understanding directions and local information. Expressing intentions. Declining. Giving information. Making requests to.	I'm looking for a large wardrobe. What sort of price did you have in mind? Have you got anything cheaper? I'm moving to... Can I have the gas/electricity connected, please? What's your address? Hello, I'm the… Could I see your identification, please? Where can I get a…? Are you interested in…? No, not today, thank you	I'm looking for… Have you got…? Could I have…? Can I…? Can you tell me…? Would you like…? Sorry, I… Comparatives/Adjectives Where can I…? (+ infinitive without to)

| LEXIS	LITERACY	SYSTEM	AIDS and MATERIALS
Names of households items, including plugs, etc. Equipment. Names of local institutions e.g. clinic, library.	Reading bills, final demands, meter and filling in estimated bills, checking meter readings. Library-Section headings Form-fillings Reading contracts.	Types of shops best for certain items. Where to buy what. Use of the telephone for buying, inquiring. Filling bills and receips. Guarantees. What is delivered-milk, etc. How and when to pay bills. Where to get local information-library, rent officer, Legal center. Asking for identification from strangers at the door. Meaning of deposit. Meaning of electoral register.	Simplified maps of locality – grading up to actual maps. Simplified and graded gas bills and meter readings. «7 days a week» Pack Tapes – of dialogues situtaions.

BASES

- F-N approach combines 'communicative grammar' with cognitivism and humanism.

- The primary focus is the learner and the function or functions of language- the communicative purpose s/he wishes to express and to understand.

- Varied sociolinguistic situations are taken into considerations.

- Social roles, psychological attitudes of participants, the place, time, the activity, topic are all discussed .

B A S E S

- Functions fall into five specific categories:

Personal	Interpersonal
Referential	Imaginative

Directive
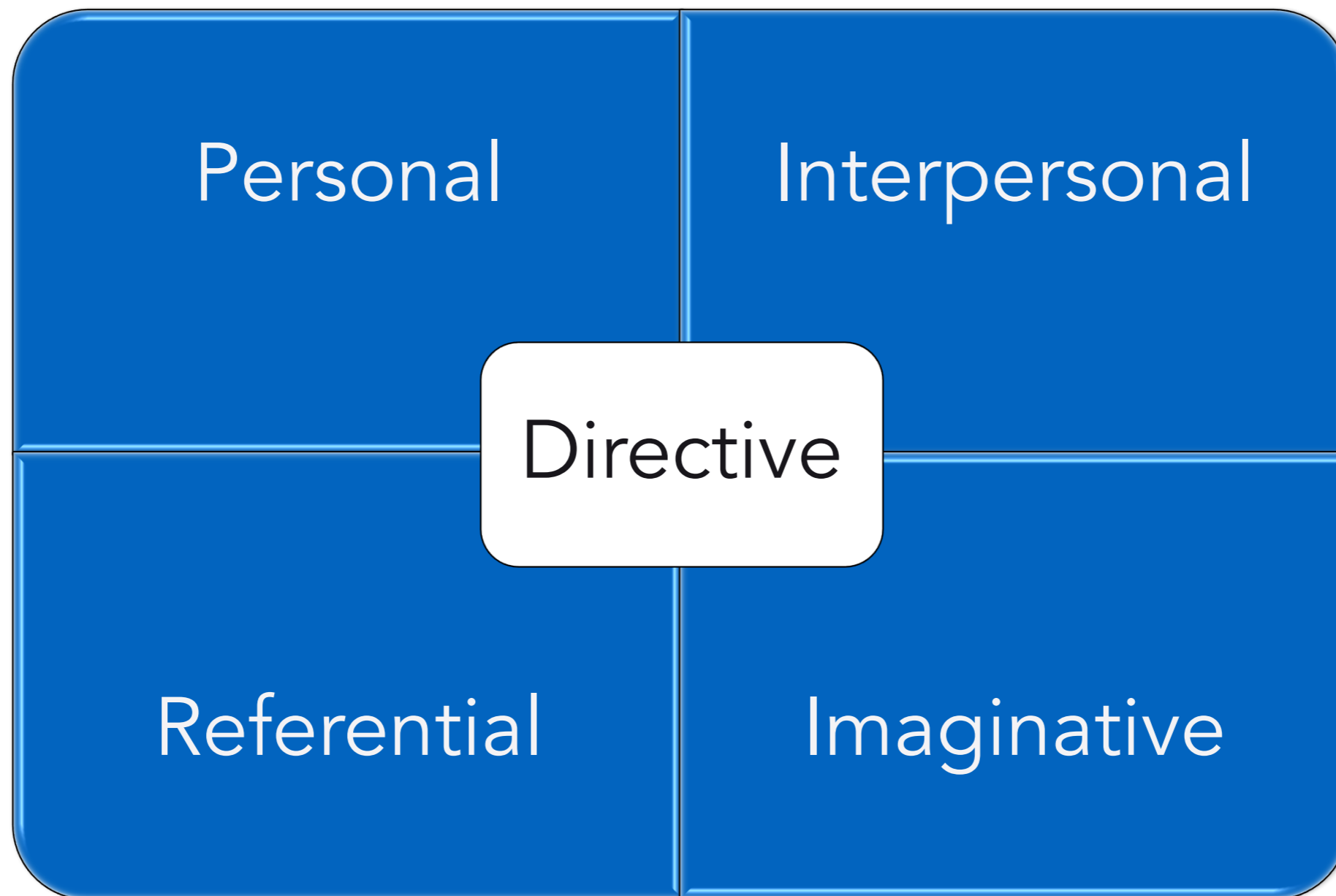
BASES

- There are three things that this approach takes into consideration:

    - Basic needs of learners; need for survival threshold level, self-realization, general competency or advanced.

    - Self – motivating; social, vocational, cultural needs of learners

    - Individual differences: varying abilities: cyclical or spiral approach.

BASES

- F-N approach will provide learner to acquire a reasonable, basic knowledge of the phonological, grammatical and lexical subsystems of the language and the use of language in actual communication.

- Encoding and decoding a message; appropriateness, acceptability

- Oral or written communication

- Gestures and other paralinguistic features