

A FUNCTIONAL MODEL OF LANGUAGE, INTERRELATIONS OF LANGUAGE, TEXT AND CONTEXT, AND THE IMPLICATIONS FOR LANGUAGE TEACHING

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Abstract

The purpose of this research is to explore the interrelations of language, context and text and the implications for language teaching. In this investigation, the children were recorded and their conversations were transcribed. The transcription of the conversation and the language of advertisement were analysed using the Halliday and the Jacobson models of language functions. How the functional model was used in the assessment of texts and how were language, context and text were interrelated will lead us into a linguistic thought that the practical uses of the language could contribute to the teaching and education developments. The results indicated that the children conversations and the language of advertisement do reflect model of language functions. For example; the functions can be identifying, encouraging, offering and requesting. These findings show an understanding that functional model actually contribute to communicative teaching approaches. This is an approach that may be adopted by teachers of foreign language teaching where learners are not exposed to the target language.

Key words: functional model, context, text, situation, field, tenor and mode.

1. Introduction

How are language, context and text actually interrelated? This question will lead us into linguistic discussions that reflect the practical uses of the language itself and its implications for language teaching and learning.

There is a theory that we can base in this investigation. For instance; Halliday (1978, 1985) attempts to discuss movement towards analysis of relations between text and social contexts. He represents the thinking of the nature of language and the presentation of this theory as a means of interpreting language and meaning within social and cultural contexts.

Kirn and Jack (2002) state that students should be encouraged to understand the topic through comprehension questions and are to be motivated to express themselves in communicative settings.

Any text is an instrument of language which is functional in its context. To help clarify this statement, it is necessary to provide its clear meaning. For example, a text can be a piece of spoken or written language. A text may be considered from the point of view of its structures and/or its functions. For example; warning, instructing, carrying out a transaction and requesting. A full understanding of a text is sometimes impossible without reference to the context in which it occurs.

A text may consist of only one word, for instance; **DEAN**. When this word appears in a certain room, readers will understand that this word means that this room is where a dean's office is located. This word has a function to tell people the location of the dean's office. It is a context that gives a meaning to make it possible for readers to comprehend the sense in that text. A text may also be of more than two or three words. It may even be of considerable length, for

example, minutes of report, sermon and speech. This has led us into an understanding that this simple text has a semantic significance. Another example is worth making in order to have a clearer basic understanding of the context. When we listen to the “weather forecast news” as saying, “there will be shower tomorrow followed by a thunderstorm”. The prediction is from the context.

The text and the context have enabled us to predict what is happening tomorrow namely there will be rain followed by thunderstorm. In this sense, the text above clearly shows us the context of the text that is to foresee something with regard to the text itself. The question of how language, context and text are related is related to an idea that any text is functional which enables us to do things, to have information, to react to something, to predict something where it can make sense of the world of situation. Increasing emphasis on semantic

significance is accompanied by increasing attention to the functional basis of the model and the establishment of three meta-functional components of language.

2. Review of Literature

Halliday, M.A.K and Hasan, R (1995) argue that language has three main meta-functions. These are;

1. The ideational function is to organise the speaker’s or writer’s experience of the real and imaginary world that is, language refers to real or imagined person.
2. The interpersonal function is to indicate, establish, or maintain social relationship between people. It includes forms of address, speech function and modality.
3. The textual function is to create written and spoken texts which is cohesive within themselves and which fit to the particular situation in which they are used.

To help clarify this theory, it is necessary to provide a model of relationships between text and context which appears as follows:

Figure 1: Relationship between text and the context of situation

Situation (feature of the context)	Realised by	Text (functional component of semantic system)
Field of discourse: what is going on.		Experiential meanings: transitivity, naming.
Tenor of discourse: who is taking part.		Interpersonal meanings: mood , modality, person.
Mode of discourse: the role assigned to language		Textual meanings: theme, information, and cohesive relations.

Halliday, M.A.K and Hasan, R (1995: 26)

Halliday (1988, 1995) attempts to discuss the movement towards analysis of the relations between text and social context and the thinking on the meaning and nature of language. The central role of function previously identified as a characteristic of systemic functional linguistic has been

interpreted in various ways and is related to all forms of language. It is Halliday’s theory which has comprehensively investigated and developed a situational feature as well as formal function between language and its social and cultural contexts.

One systemic functional interpretation of function takes into account the speaker's given language and what they can do with it. This interpretation can operate at the level of abstractions. The level of language production is that of particular uses of language, for example, to approve or disapprove, to express beliefs, opinions or doubts, to include, to exclude, to ask and to answer question.

However, looking at uses of language in the sense of simple production might be potentially misleading. To this extent, if only this level of language is considered, the impression given could be identified as a difficult task. To deal with that level of function, Halliday (1978 : 186-187) puts this level of function into a linguistic perspective where he states that,

“It is obvious that language is used in a multitude of different ways for a multitude of different purposes. It is not possible to enumerate them, nor is it necessary to try. There would be no way of preferring one list over another. These various ways of using language are sometimes referred to as function of language. But, to say language has many functions, in this sense, is to say no more than that people engage in a variety of social actions that they do different things together”.

Halliday states that language system can serve a variety of purposes and can be organised into meta-functions. They are a set of highly generalized function of components which comprise the semantic systems. This system is a set of function of choices which represents the semantic possibilities of engagement over what a speaker can mean.

The text is representing language which the speaker produces. In any kind of text, we can perceive a language system which reflects the language choices. Halliday

labels this language system as a resource for making meanings and argues that language system operates in three levels;

1. The semantics (meaning).
2. The lexico-grammar.
3. The phonology and the graphology (sounds and letters).

These three levels can be related to the definition of meta-functions. In identifying meta-functions, Halliday enriches the concept of function by introducing a more generalized level of language to underlie the so called functions of language which he sees as a relatively little importance to a linguistic description. The meta-functions form an interrelated set of three components of the linguistic system that are realised in every text a speaker creates such as the ideational, the interpersonal and the textual functions (as mentioned earlier). The view of language as an interaction process as implied in context requires an authentic expression in the language as the object of the analysis. This is necessary in order to understand the uses of language and how it reflects functions.

According to Kirn and Jack (2002), the meaning of the text can vary in accordance with its context and modality in a communicative settings. They argue that the semantic significance is quite important aspect for the teacher of English to realise in the teaching process and the syllabus should reflect the step and the materials presentation clearly and what aims should be achieved in the teaching and learning processes.

Halliday (1988) draws attention to three aspects of the speech situation which influence the way how functions are realized in particular instance. The field of discourse refers to what is socially going in the particular situation, where language is involved. This determines the grammatical patterns and vocabulary denoting who does what to whom.

It is therefore associated with the ideational macro-function which leads to

ideational meaning. The tenor signifies the role relationship of the people involved in the speech situation, for example, the teacher-student relationships. This influences the kind of rapport between the people concerned, and what the speakers do to achieve this rapport. Tenor is concerned with the interpersonal macro-function which contributes to interpersonal meaning. The mode points to the channel of communication that is whether the text is in the written or spoken forms.

It also signifies whether it is in the rhetorical forms of persuasion, didacticism, description and exposition. It expresses the cohesion of language and it denotes how one sentence hangs together with one another within a stretch of language. Mode is linked to the textual macro-function and also reflects textual meanings. The field, tenor and mode are variables which provide the framework for the selection of meanings and the actualisations of these meanings in structural forms. Halliday labels this as a "register" which reveals what linguistic form is determined by particular contextual factors.

Context of the Situation

The context of situation below shows a world or environment of the speakers in which how the text is really showing a function.

Field: what type of discourse is going on between the speakers and what are the contents of the rappings.

Tenor: who are involved in the relationships and what course of action occurs between the speakers in the interactions.

Mode: What kind of channel does occur in the interactions.

Context of Culture

The context of situation has succinctly indicated that it is an environment arisen that is derived from the text. However, the text can be interpreted in a broader way. When the

text is interpreted in this way, we then relate it to its context of culture. At this level, speakers in the context do interact in the communicative settings which are appropriate for them. The speakers do have their own culture and ways in conveying their meanings.

Halliday and Hasan (1985) put forward clearly that until today, there hasn't been a separate linguistic model of the contextual of culture provided, or, in fact no such model is available. However, to explain the context of situation, it will be very useful to consider the cultural backgrounds on the part of the learners and basic assumptions of the learning processes can be enforced if the text is to be elaborated in accordance the teachers and education system.

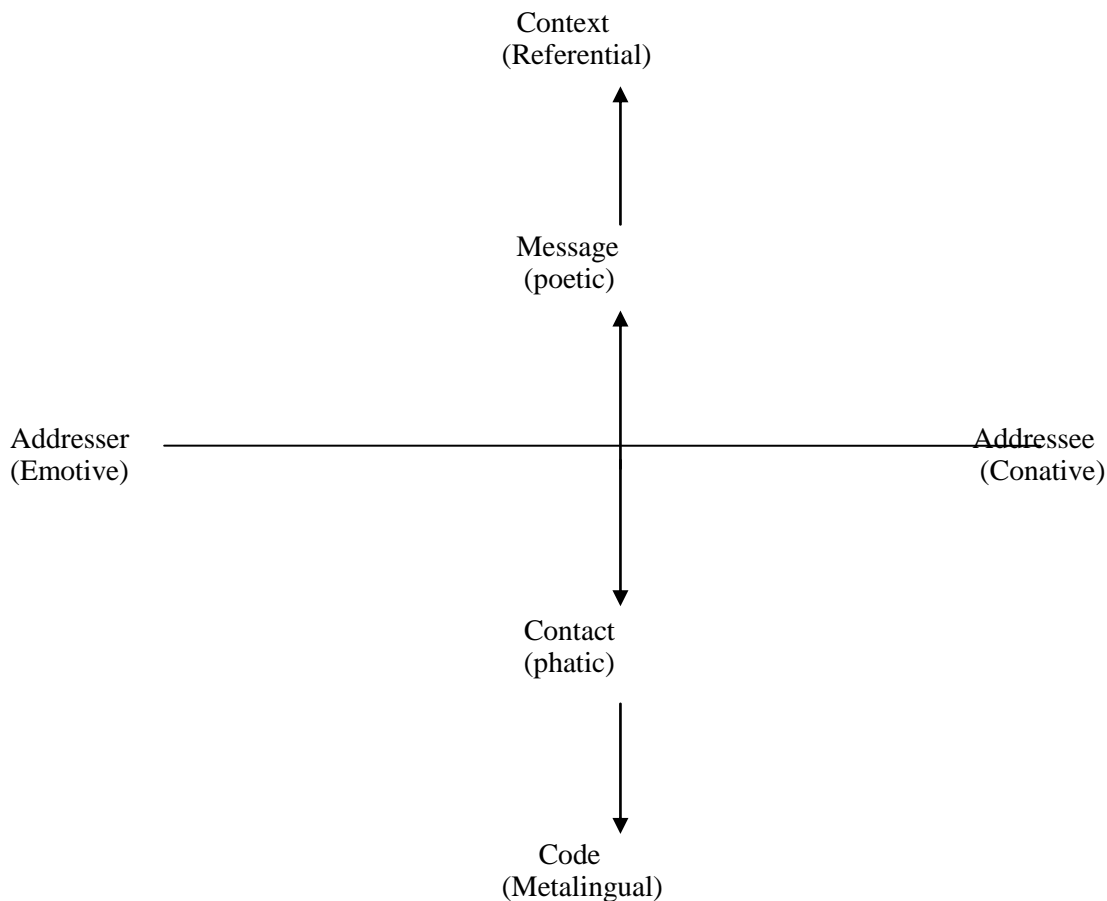
Text and Context

As it was outlined earlier that the type of language underlying this model is a functional one. A functional model reflects the relationships between and text and context and how they are interrelated. The speakers' culture is being utilized in the relationship between the speaker's text and the social situation. This situation becomes principles within their own communicative environment. (1985) states that we can make inferences about the context of situation from the text. For example, when we see the words '**This Is To Certify That**'. This simple text can only be seen in writing. It means that the document in impersonal form is addressed. It normally means to tell readers that someone holds a certain qualification. According to Jacobson (1980), classification of function of language is often realized in the communicative processes within certain events. For example, speakers can be involved in a conversation, lecture and discussion. The message by the speakers can be shaped by a number of environment factors. The Jacobson's model of language function below shows how the addresser imparts a message to the addressee.

In actualisation, the message requires a context which can be grasped by the addressee. A code or ordering system into which the message is encoded is also required. Both addresser and addressee are

involved in a physical channel such as gesture, writing and signals. These channels enable both the addresser and the addressee to be engaged in communicative activities.

Figure 2 the Jacobson's model of language function.



Jacobson (1980)

3. Research Method

This research is an analysis of the children conversations and advertisement language. Two children were recorded and their conversations were transcribed. At the time of the recording the children were at home and this recording takes place while they are at home. Their transcribed conversations and the language of advertisement were analysed using the Halliday and the Jacobson models of

language functions. The findings of this investigation were explored to look at the implications for teaching and learning English in a foreign language situation.

4. Result and Discussion

Halliday's work in systemic linguistic focuses on the concept in a functional approach and the language teaching. The term 'function' in systemic linguistics is used by Halliday in his

linguistic theory as this has contributed to the development of English language teaching principles. In systemic theory, function has two concepts. It is referred to micro function concept and macro function concept. The micro-functions are those that a child learns at the early stages of language development. The child's beginning function is equivalent to early development of use of language. Whereas the macro-function also known as the meta-function is the language function that occurs in adulthood. Both of these functions are used in the following discussion.

To investigate these functions, it is necessary to refer to the transcribed conversations by the children as presented in the following pages. The speakers are Jono, Riki and Mina. The children are at home in the evening and below are their transcribed interactions.

1. Jono: here...here.
2. Mina: What.
3. Jono: Here...string.
4. Mina: That is not string.
5. Jono: (laughing) Here.
6. Mina: Let's see Jono.
7. Jono: Open up.
8. Mina: Here, If I. give me some strings.
9. Jono: What?
10. Mina (measuring Jono's head with string) Yeahh..I've got to see how long your head will be first for the string... Just put this trough there
11. Jono: There...put it through that pen.
12. Mina: Yeah..it is too little... right...right...nearly got it.
13. Jono: (nonsense sounds) uuuu...
14. Mina: Jono...did you take this out?
15. Jono: No..
16. Mina: Then.. who did?
17. Jono: I don't know
18. Mina: There I got it in..now.
19. Jono: Hurry up.. this is my hack (hat).
20. Mina: There.
21. Jono: Thank you very much.
22. Mina: What did you do?
23. Jono: It stuck over there.
24. Mina: Now..we've have to take it out again.
25. Jono: Ahh..that is this.
26. Mina: Don't look what you did.. I now have to start all over again.
27. Jono: Oooh...You put it that with that.
28. Mina: You have to wait again, because I have to start again (children finish with hat making and fitting).
29. Mina: Let's go and play..wanna go outside Jono?
30. Riki: Do you want to stay here? here?
31. Jono: Wanna color in something?
32. Mina: What? I want that book...to colour
33. Jono: Which book?
(the children go into Jono's room).
34. Riki: I 've got a book to colour in and I'm gonna colour it in.
35. Mina: I know let's write letters.
36. Jono: No...no.. I'm not. Who said you could take mine? (referring to paper).
37. Riki: These aren't all yours.
38. Jono: Yeahhh...They're mine. They are all mine.
39. Mina: What about this?..
Oohh..these are mine.
40. Jono: These are Riki's.
41. Mina: They're mine.
42. Jono: These are yours.
43. Mina: I done mine in order. Riki's is that one.
(Children are silent).
44. Mina: Pretend..aahh..why not we write letters to each other?
45. Jono: No...no...
46. I'll? writing a letter to Onnia?
47. Jono: I don't wanna.
48. Mina: I'm gonna write a letter to Onnia then.
49. Riki: I don't wanna.

50. Jono: Get out my room. What are you staying here for? This you ring?
51. Riki: Jono..
52. Jono: Yeahh..
53. Riki: Do you wanna write a letter.
54. Jono: Okay.....smoki cigarette?
(they are walking around the room...Riki is calling)
55. Jono: What?
56. Riki: I'm gonna get some paper.
57. Jono: What?...what?...oohh..thanks.. I could have your easter eggs.
58. Riki: Ooh..don't! give me my easter eggs back.
59. Mina: I'm going to write it down.
60. Jono: Give me one..can you give me one?
61. Mina: No..you go and get one of yours, because I've run out.
62. Jono: I'm going to get a nicer one than yours. Nahh..mine's a more nicer one than yours. Who put this here? (referring to chair).
63. Riki: I did?
64. Jono: I was here (he sings). (children are in the kitchen now).
65. Mina: What ya take?
66. Riki: They are mine if you would like to know (in high tone).

From this conversation, we can see that Jono, Riki and Mina are doing and saying what children throughout the world do and say. They argue, fight, command, control, submit, pretend, tease, and make sense out of one another's meaning and point of view.

Yet, most people, when asked what language is used for, we recognise only the communicative or referential function, that is speaker A, is referring to object C, then transmits information C to speaker B. It is true that language serves to inform message. Any parents who listen to the eagerly-told experience of a child can testify to this setting. But language has other functions as well. What Jono, Riki and Mina do with their

language extends far beyond any simple transfer of information. They use language to effect changes in their surroundings and in the behaviour of others, and to construct a picture of themselves and environment.

Children use language in sophisticated and complicated ways to establish and maintain social relationship, to create a concept of "self" and others, and to interpret their world for themselves and for others. Yet, some teachers still have traditionally regarded language solely as a communication tool. This narrow and wrong perspective has resulted in classroom language work that typically consists of only essay and creative writing, written projects and occasional oral recitations, all with the teachers as audience. From a functional point of view, the language from the extract can pose some questions, namely, what functions do children reveal? What kinds of functions are not revealed in their speech? For example, during the interactions they only interact for that situation, because they deem it appropriate, and they might use the same way of interaction on some other occasions.

In the following discussion, we will see how Halliday's model of language function is different from the Jacobson's model. Halliday looks especially at ways how the speakers use language to carry out various roles within a social group such as satisfying material needs and incorporating the system's value of the group, developing personality and integrating it with a world order. For Halliday, to say that a child knows language is to say that he knows how to use language to perform those functions.

Halliday sees seven distinct functions emerging early in a child's development. The extract will be investigated in the following discussion in relation to seven model of functions proposed by Halliday.

1. Instrumental (I want): language is used as a means by which the children satisfy their material needs or requirements. This is one of

of the first functions to evolve in the child's repertoire. For example, on line 57, Jono says 'I could have your easter eggs'.

2. Regulatory (do as I tell you): language is utilized to influence and control the behaviour of others. For example, line 35 Mina: I know, let's write letters and line 50: Jono: get out of my room.

3. Interactional (me and you): language is used as a means of maintaining relationship with other people. It reveals the child's awareness of others and his relation to them. Language is used to get along with others: the language of social interactions, consolidations, inclusions, exclusions, humour and persuasions. For example, on line 51, Riki: Jono. Line 52 Jono: Yeah. Line 53 Riki: Do you wanna write a letter?

4. Personal (here I come): language is used for expressing one's own individuality and for developing awareness of the 'self' and of personality; the language of interest, pleasure, disgust, and personal feelings. For example, line 38 Jono: Yeah, they are mine. They are all mine.

5. Heuristic (tell me why): language is used as a means of exploration, both outside and inside oneself. Language is used to discover and learn about things. Language like is used with a parent, but, rarely with a sibling. Before starting school, the child already controls a meta-language system for the heuristic function within the words and meanings of a question, answer, understanding and knowing. For example, four-year-old child says 'daddy, what are those things called again at the end of the flower? Father: roots. What are they used for? Four-year-old child: water, fertilizer and soil. (This example is not found in the extract, this is raised to clarify the heuristic function).

6. Imaginative (let's pretend): language is used to create one's own world or environment, including meaningless sound, rhyming and other linguistic play. Story, pretend and make up become elements in the

meta-language of the imaginative function. For example, (not included in the extract) naughty..body, naughty em.. Tony. It means someone tells tony that they are naughty people.

7. Informative (I 've got something to tell you) language is used to communicate new information, to express propositions and to convey a message which makes reference to the world surrounding the child. The informative function does not appear in the language of the very young child, but it is sometimes regarded as the dominant function in the adult speech. For example, line 66 Riki: They are mine if you would like to know. Children use those functions to cope with their environment, to ensure their survival and to take their place in the scheme of things.

Halliday describes the functions of adult language in three meta-functions which cover (1) ideational, representing ideas or experience. (2) The interpersonal is expressing social and personal relations, and (3) the textual is the enabling function which brings life into language and gives it its sense of realness, cohesion and texture.

The textual function is what makes the language used in human interaction being different from a word in a dictionary or a sentence in grammar book. These meta-functions work together in individual utterance, giving rise to three kinds of structure. For example, line 66: Riki's statement ' they are mine if you would like to know'. Line 66 has an ideational function that is asserting something about the world, an interpersonal function that is intervening strongly in the situation, and a textual function that shows an appropriate form of words in this situation. Speech or spoken setting conveys more linguistic values than literal meanings of the words, and the social exchange is realised in its speech acts. The social situation may be characterised by the kind of speech with which they are associated, and many speech acts cannot be transferred from one social situation to

another. The language extract used in this exploration reflects the speakers' common social situation and their speech-use conventions. Jakobson's model of language function cover emotive, referential, poetic, conative, phatic, and metalinguistic. How these functions are revealed in the speech events are discussed below:

1. Emotive highlights the addresser's feelings. This function is revealed in lines 27 and 39: Jono and Mina: oohh

2. Conative. This function focuses on the person being addressed in the speech event. This function is expressed grammatically as the vocative calling the attention of the person which is realised in the imperative form such as requesting or requiring someone to perform some actions. For example line 58: Riki says to Mina: give me my easter eggs back. Also line 19 when Jono says to Mina 'hurry up'.

3. Referential conveys a predominant function of language and is oriented towards the context of the speech event. It relates to the ability of language to impart ideas about something. Very few examples of this function are found in the extract, as the children are engaged in this speech event. The speech shows the children themselves rather than the context. A possible illustration of the referential function is to be found on line 43: 'Riki's is that one'.

4. The poetic function centers on the message itself. It relates to the verbal art and the aesthetics of language. Line 7: Jono seems to show accent. Line 54 Jono deliberately joins English accent 'smoki cigarette', using the poetic device of assonance. Line 13, he alliterates and assonates his country's meaningless sounds. Although we can only guess why Jono plays with this sounds, we can see how the game gives a pleasure to him. At times things are twisting and distorting on their ways.

5. The phatic function indicates that the addresser is well disposed and favourably

inclined to reflect something by the addressee. For example, the seemingly empty greetings, 'g'day', how are you, and hot, ain't it' convey little if any actual information. They serve to open the channel to the speech event and say to the addressee, 'I am a human', just as you are. I am aware of your presence and I am friendly. Such expression as small talk, idle chatter and gab tell us of the existence of the phatic function of language. However, we find no example of the phatic function in the extract.

6. The meta-linguistic function focuses on the linguistic code. Jono's awareness of this function occurs on line 64. When he sings a song, he is breaking with the language code used throughout the rest of the extract. The meta-linguistic function is important in the classroom, since it figures prominently the process of learning and the development of language. We also learn to employ linguistic and grammatical terminologies by allowing us to talk about the language code. The meta-linguistic function shows language codes such as noun, verb, phoneme, morpheme, sentence, relative clause and semantics. That the meta-linguistic is basic to human language is shown by the fact that human can talk about talking, but parrots cannot parrot about parroting.

<p>Last Days. Our 50% off front and rear brakes check offer is on right now</p> <p>MIDAS 257 Second Ave New York City NY Phone: 1 412 626 380</p>
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When we see a text saying 'death penalty', we are then brought to a world of language of law. This piece of text carries characteristics of contextual meaning that is an aspect of situation namely tenor; between law makers and readers. The field is that it is a language of law or verdict. The mode is channel namely; it is either written or spoken language. This text reflects the feature of the context. Most importantly, we are encouraged to predict what will happen with

regard to the enforcement of this law. To this end, someone will be killed as a sentence imposed to him/her. In order to have a more thorough discussion on the language function and the interrelationships between language, text and context, another investigation is provided below. The following text is taken from a language of advertisement.

The above advertisement is a text that has a function to convey a contextual meaning that is to attract more customers to enjoy the 50% discount for their brakes check. This text is meaningful. The company uses language of advertisement because it has certain meanings that it wants to introduce. The text indicates that the language system used has a semantic feature. The text shows that the company conveys meaning that is an offer of 50% discount for brake repairs and it will end soon that is today. So customers should not miss the offer. This language operates in three levels of language system. The MIDAS car service company makes uses of text because it has commercial intentions. It refers to a semantic feature of the language. In order to make meanings, words and grammatical structures are required. The language system consists of vocabulary which refers to lexicon. If this language is made to be accessible to other people either in spoken or written language, it has to be introduced either in written or in spoken forms in a more concrete way. At this level, if it is made in writing system, this refers to graphology and if it is in the spoken form, it reflects the sound system known as phonology. The above advertisement reflects the following three linguistic features.

1. Meaning (the semantic); the company MIDAS introduces 50% discount for brake check offer. Customers are encouraged to come to have their brakes repaired in the last days.

2. Wording (the lexico-grammar); the grammatical structures and vocabulary used in the advertisement express the intentions of the company. To convey its intentions or

meanings, words, clear grammatical features, and sentence structures are used to promote the 50% off for brakes repair offer.

3. Sound and letters (phonology and graphology); the letters used in words and sound as they are found in the advertisement enable the existence of communication of those letters and sounds.

This situation enables readers to predict about the 50% discount offered by MIDAS. This text does encourage people to do things that are to go to MIDAS and have their brakes repaired. As a result, car owners are prompted to show attitudes and could respond in accordance with what the text conveys. It is clear that, any text is an instrument of language which is functional in its context. Any text will enable us to predict what kind of situation does occur and immediate predictability of action is then considered.

It appears that both Halliday and Jacobson models do reflect an interrelationship between language, context and text. The following figure sums up the models.

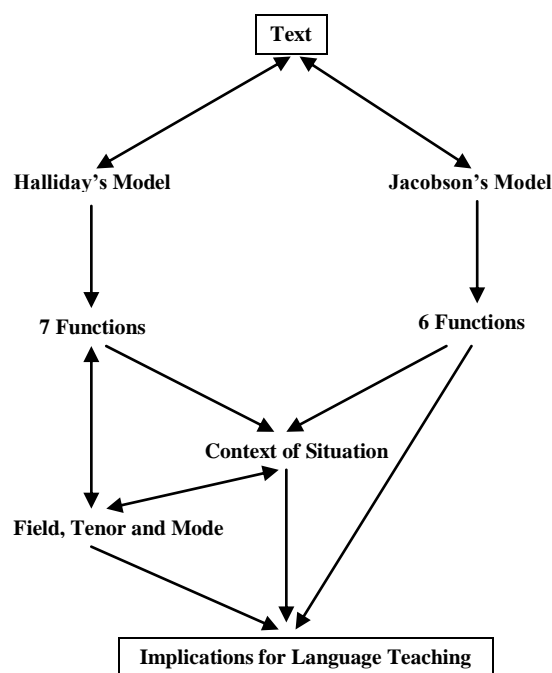


Figure 3; Halliday's and Jacobson's model of functions.

5. Implications for Language Teaching

The exploration of interrelations between text and context does contribute to the implications for language teaching and learning processes in the classroom. It is imperative that teachers should be aware of the various backgrounds that the learners have. Those backgrounds may influence the learners' ways of interpreting the text in its context. It means that the social habits and patterns can be reflected in the texts of the speakers that is the language used in the text can show values, customs, about the world of the speakers.

At this level, language is formed by those cultural backgrounds and in the meantime, language may reflect the culture. For example, the Indonesian language is inherently tied to the people's culture. The language reflects the culture. When Indonesians speak English, they might be influenced by their own cultures and their way of thinking. In this case, their ways of understanding English texts can be influenced by their cultural values of their first language (L1). The teachers of English as a foreign language need to understand that foreign language learners are often influenced by interference, inter- language and generalizations. It is a fact that English texts do reflect the social values of the native speakers that is its original cultural values; British or Western cultures. Consequently, the English teachers need to prepare a syllabus in a way that it caters for the needs of the foreign language learners (L2). This finding can lead us into an understanding that the function of language does contribute to communicative teaching approaches. This is an approach to a foreign or second language teaching in which communicative competence of the learners is the goal that need to be targeted. The communicative teaching approaches have been developed particularly as a reaction away from grammar-based approaches such as the aural-oral approaches, structure-based approaches, audio-lingual method and direct method. The teaching materials to be used in a communicative teaching approach can rely

on teaching preparations that reflect functional model. The teachers of English can emphasize different kinds of communicative functions such as, requesting, inviting, expressing, informing, refusing and directing. The teaching materials need to be designed to cater for the speakers' needs and they can be adopted in way that it reflects how field, tenor and mode are organised to contribute to the teaching and learning settings. It is important for the teachers to know that they should understand the system of the language and how the language works linguistically and functionally. If the teachers have already known the system and how it works, they should then know how to apply the knowledge to the teaching and learning processes in the classroom. Halliday's and Jacobson models of language functions can be developed by the L2 teachers as a basic lesson plan. The seven functions that emerge from Halliday model can cater for the communicative approaches that cover instrumental, regulatory, interactional, personal, heuristic, imaginative and informative. The teaching materials can also be developed to apply the model of function suggested by Jacobson which is comprised of emotive, conative, referential, poetic, phatic and meta-linguistics.

The functional approaches to language teaching are closely related to the communicative approach. This approach has been largely understood as a term to underlie concept that language is used for communication and that the communicative needs of the learners need to be dealt with.

It is the applied linguist's and the language teacher's task to draw upon linguistic insights and apply them to areas of language teaching. We see that the social conventions that govern the language forms and language features can be used as basis to the process of learning language for communication. At this point, the need for developing the discourse insights within human interactions involves the teacher's communicative competence in the preparation of teaching and learning processes.

One of the teacher's tasks in the teaching processes is to promote the learners' competence to use language. For this task, it is imperative that the teachers should be aware of the communicative needs of the learners. The learners' experience can be used as basic steps to nurture the learners' communicative competence and linguistic repertoire. When the teacher plans the teaching activities, the teaching methodology needs to be designed in a way that it caters for the learners' language repertoire needs.

In the teaching and learning processes, the teacher should be aware that language operates in three levels namely, the semantic (meaning), the lexico grammar and the phonology/graphology. This enables the learners to promote their competence on how language works, how the structures are formed and how it sounds or how it is written. More importantly, comfortable interactions between the teacher and the learners should be created by the teachers during the teaching and learning processes. Such condition can boost up the way the teacher handles the class and the way how learners manipulate and comprehend the teaching materials.

Another aspect of teaching methodology is that the teacher should be aware of the fact that any text has a meta-function of language which encompasses an ideational, interpersonal and textual meanings. The context of the text can be manifested in three features namely the field, tenor and mode. These features can specify the nature of the text which is also known as a register of the text.

Language learning does show a feature of contextualisation. At this point, the text enables the readers to predict, expect about what will happen with regard to the text. In so far, educationists and teachers tend to think that learning is a cognitive process and pay less attention to linguistic aspects. The language teachers could consider that learning is a linguistic process. So, there is

a need to explore the role of language in education. The teachers should be aware of the need to supply the language learners with ample opportunity of being involved in learning resources that would promote the learners' role and communicative competence.

6. Conclusion

It is concluded that language function signals a shift in linguistic study from the formal properties of language to the ways how speakers make use of their language. This issue can be considered as a new paradigm for the ecology of language. Study shows that language does not exist in isolation, but, in company of a host of interlocking factors. Language is actualised through a web of relationships among speakers, their surroundings and the ways how they use it.

A similar trend has been emphasized in the natural science where it shows that the right place of the organisms should be located in its native place, rather than in the scientist's laboratory. This comparison should not give the impression that language is a 'living' organism, in the sense that a living creature such as a 'bird'. But it is in the sense of language is developing. Language comes to life through a build up of meanings which people create as they use language in specific contexts. When we say that language 'gains life', it does so only when people put it to uses, for example, when people are talking about the weather, writing essay, reading texts, and in any functional uses.

There is a need for the language teachers to encourage the language learners to be more aware of the properties and the nature of how language works and how language reflects its functional aspects and contexts. The linguistic knowledge that has emerged from those language features can contribute to the implications for the teaching and learning processes.

Language, text and context are obviously interrelated with regard to the manifestations of the text in its function. To understand the text is sometimes impossible without referring to the context. The context does help us to encode what meaning exists in it. Attention is also necessary to be paid to the purpose of the text which is actualised in its genre and in its contextual situation. The language teachers need to think what the way the communicative model brings the language system into the task of teaching and learning processes. There is a need for language teachers to plan teaching preparations in accordance with the communicative needs of the learners.

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