



Language used in 7-Eleven Convenient Store and Using Communicative Approach for Students at Panyapiwat Institute of Management

ภาษาที่ใช้ในร้านสะดวกซื้อเซเว่น-อีเลฟเว่น และการเรียนการสอนภาษาในการสื่อสาร

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Abstract

This article aims to share experience about Teaching Business English which is English for Specific Purpose (ESP) by using Communicative Language Teaching (CLT) in 7-Eleven and other convenient stores. In addition, the writer applies Notional-Functional Syllabus and Communicative Approach in teaching English for students at Panyapiwat Institute of Management. To teach English to the students the writer applies Communicative Language Teaching or Communicative approach as a tool and sets up a situation in class to be 7-Eleven shop. Then he assigns a customer role and a staff role to the students so as to imitate the real situation when foreign customers are entering the shop. The method helps the students to practice speaking English as well as to develop their learning skill. Since the students will be the ones who do the jobs, they must learn how to do the task by themselves. In addition, the method is useful for the teachers who teach English in Panyapiwat Institute of Management to apply communicative approach for their English classes.

Keywords: Sociolinguistics, Language used in 7-Eleven, Notional-Functional Syllabus, Communicative Language Teaching

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อเสนอประสบการณ์ในการสอนภาษาอังกฤษธุรกิจซึ่งเป็นภาษาอังกฤษเฉพาะทางโดยการใช้การสอนการสื่อสารโดยใช้ภาษาอังกฤษในร้านสะดวกซื้อเซเว่น อีเลฟเว่นและร้านสะดวกซื้ออื่นๆ นอกจากนั้นผู้เขียนยังได้ใช้ทฤษฎีบทสรุปเชิงความคิดและการประยุกต์ใช้เหตุการณ์จริงในการสื่อสารภาษาอังกฤษให้กับนักศึกษาของสถาบันการจัดการปัญญาภิวัฒน์ ดังนั้นการสอนการสื่อสารภาษาอังกฤษให้กับนักศึกษา ผู้เขียนได้ใช้วิธีจำลองสถานการณ์ในห้องเรียนให้เป็นร้านสะดวกซื้อเซเว่น-อีเลฟเว่น โดยกำหนดให้นักศึกษาแสดงถึงเหตุการณ์ที่เกิดขึ้นจริงหรือเป็นการสร้างสถานการณ์ที่เกิดขึ้นในร้านระหว่างผู้มาซื้อสินค้ากับพนักงานขายสินค้า ซึ่งวิธีการดังกล่าวสามารถช่วยให้นักศึกษาฝึกภาษาอังกฤษได้ใกล้เคียงกับสถานการณ์จริงและ สามารถใช้ภาษาได้อย่างเหมาะสมและยังเป็นการพัฒนาให้เกิดทักษะในการเรียนของนักศึกษา เพราะนักศึกษาจะสามารถเรียนรู้การทำกิจกรรมและยังเป็นแนวทางสำหรับฝึกฝนตนเองได้ดี อีกทั้งยังเป็นประโยชน์ต่ออาจารย์ที่จะนำมาเป็นแนวทางในการสอนในชั้นเรียนต่อไป

คำสำคัญ: ภาษาในสังคม การใช้ภาษาในร้านเซเว่นอีเลฟเว่น บทสรุปเชิงความคิดและการนำไปใช้ การสอนภาษาอังกฤษในการสื่อสาร

Introduction

Charoen Pokphand Group (CP Group) is a conglomerate that manages many types of business. CP. All whose main business is 7-Eleven which is convenient stores that open 24 hours a day. It has a warm welcome culture which will greet the customers with “Good morning, welcome to 7-Eleven”, “Good evening, welcome to 7-Eleven and so on.

This shows that the greeting words used has been consistently spoken and staffs have been trained. Personally I have an opportunity to work as an English teacher at Panyapiwat Institute of Management before I started my work. I was assigned to work in 7-Eleven for 7 days. My shifts started from 6:00 AM to 3:00 PM, from 1:30 PM to 11:30 PM and from 10:00 PM to 7:00 AM. While I was working in the convenient stop, I heard the staff speak

routine words as a way to greet the customers. According to their speaking, it showed the warm welcome of 7-Eleven; the expression and vocabulary are used in social context. For examples, the staff says “Please “Fo” the products on the shelf.”, “Please clean the Jet.”, “Would you like some Big Pao.”, etc. We always heard these expressions when we entered the store. Thus, this paper focuses on the usage of social language in 7-Eleven and application to teach the students of Panyapiwat Institute of Management on their daily tasks. 7-Eleven is a convenient store and the staff have systematic languages to communicate with one another such as staff to staff, staff to customers etc. The communicating language should be an appropriate one. Therefore, to review about Sociolinguistics, language used in 7-Eleven, Notional-Functional Syllabus,

Communicative Language Teaching, Implication for Teaching and Possible problems of communicative approach are included in this paper.

Sociolinguistics

Generally, sociolinguistics is the study of language used to communicate among people in the society. Spolsky (1998) supported “Sociolinguistics is the field that studies the relation between language and society between the use of language and social structures in which the language users live. To this, words or sentences cannot be produced alone without context. Sociolinguistics does not look at sentences as utterances we produce but they looked at them as acts that contain function. Wardhaugh (2002) supported “Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language of how language functions in communication. The equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language e.g. how certain linguistic feature serve to characterize particular social arrangements.” Hence, each produced sentence has intended message that addressers want to express therefore sociolinguists did not pay much attention on sentence structure. Often time, addressers could use different kind of utterances to perform only one intended message.

In communication, speakers and / or addressers need to be aware of the appropriateness and choose appropriate words and sentences to speak or write. The person they talk to is one of the important factors. They need to be aware of the participants in the situation. With the same purpose, the addressers can use different kinds of sentences to speak to people in different status. When talking to a friend, they are able to use the language which seems more informal than that when talking to people in different status. For example, when they talk to a friend, they can say “What do you want?” their friends or people they get acquainted with whereas they may say “What would you like?” to people, they are not familiar.

Apart from the participants and the addressers, they should consider to place and time where and when the conversation take place. With the same function but in different situation, the message is differently performed. Place and time the speech occurs show participants’ expectation and how much formal speech it should be. Thus, addressers should choose speech that is suitable for situation and the relationship between them and addressers. Also they have to consider the medium used in conveying a message. The medium depends on what the message addressers want to produce. Some messages are produced in written format while some are in spoken format. Therefore, the use of the language in convenient store is concerned with welcoming customers, cashier talks to customers

and other staffs talk promotion. Hence, the language used is mostly spoken form. Hence, next topic will be concerned with the use of English in this society as well.

Language Used in 7-Eleven

Regarding to the language used in 7-Eleven convenient store, the most frequently used ones are staff speaking to customers, staffs speaking to staffs and staffs speaking to executives. When a staff has a conversation with a customer, he or she would speak the language showing respect to the customer for examples:

- “Good morning, welcome to 7-Eleven.”
 - “Would you like some coffee?” and
 - “Would you like to buy a newspaper?”
- Etc.

The staff cannot speak casually like when he or she talks to friends.

According to speech between staff and staff, the use of words in store, they use many particular words to communicate in their context which customers and other people might not understand. This shows that the language is actually used in a particular part and area as well as the language takes place (Romaine 1994).

Examples of spoken language among staffs:

- “Please help me Fo the products on shelf.”

It means that a staff is asking another staff to arrange products on shelf by the first in first out (FIFO) format

- “Please clean the JET.”

It means that a staff is asking another staff to clean the counter of coke, coffee, etc.

- “Please keep coffee in the Walt.”

It means a staff is asking his friend to arrange a chunk of coffee in the freezing room behind the shop.

To underline words, the language really takes place in 7-Eleven convenient store, however, those who are not in the society or the context, they do not understand appropriately. Hence, suggestion for training and teaching students at Panyapiwat Institute of Technology (PIT) should be trained in particular context of English for Specific Purpose (ESP) as well as English for Convenient store or Retailing. The use of English in 7-Eleven convenient store should particularly focus on listening and speaking skills. Based on Stockwell (2007), I would like to use theory for applying to suggest in teaching English concerning with those who are studying in the field of Retailing (RT). Thus, communicative language teaching (CLT) or communicative approach is suitable in such classroom. However, this approach is developed from notional and functional syllabus. Hence, I would like to review Notional and Function Syllabus (NFS) and (CLT).

Notional – Functional Syllabus (NFS)

Based on Nunan (1988) and Hutchinson and Waters (1991), Notional-Functional Syllabus is a syllabus of language teaching that contains notions and functions. Notions are a variety of

language used to perform function which is the purpose of communication. They continue that notions are considered to be both general and specific. Examples of general notions are abstract existence, space, time, quantity and quality, etc. This is supported by William (1983) “notions usually refer to general concepts such as quantity, cause or time. These ideas, they are domains in which we use language to express thoughts and feelings. Within the general notion of space and time, for example, are the concepts of location, motion, dimension, speed, length of time, frequency, etc. The notions about time are tomorrow, yesterday, and about quantity are many, a lot, plenty, and about quality are good or bad, etc. For specific notion, they correspond more closely to contexts or situations. For example, personal identification is a specific notion under which name, address, phone number including other personal information. Other specific notions include travel, health and welfare, education, shopping services, and free time.

Functions are the purposes which an utterance or unit of language is used for in real world. People use language because of their own purposes of language concerning speech acts. When communication tasks take place, both the speaker and the listener have to think about the underlying meaning of the utterance. The listener has to analyze why his interlocutor says that and what he means by saying that in order for the listener himself to react or respond appropriately. Functions of language can be classified as greeting, introducing, asking

for help, offering help, giving advice, inviting, accepting, giving opinions, etc. Each function has its own linguistic features. To serve each function, we need language forms or notions. Different functions can be presented in one notion. For instance, when someone says “Don’t forget to buy me a stamp.”, “Don’t drink too much alcohol.”, the purposes or functions of these utterances are different though he uses the same structure. The functions of the four utterances can be reminding, warning, comforting somebody, and giving a polite answer when someone has thank you for something (Wilkins, 1976).

Based on Wilkins (1976) and William (1983) teaching language forms in real situation are selected and graded in order to teach learners according to their needs from a beginner level to a higher level. Learners may first learn language that is used to express functions that they may often face in real level. In order to help them to learn, units in the syllabus are arranged in terms of function from very simple ones to complex ones. According to their ability and their different levels, the same function can be studied in logical sequence from easier linguistic features and simpler context to more difficult language and more complicated context. This is to help learners be able to express their functions appropriately to the situations they are involved. Moreover, the learners do not have to know all about language and culture. The functions and notions can be flexibly selected and arranged for them to learn according to their needs in that they can

use in their real communication. However, they should be taught to be aware of various forms of language that can be used to express function correctly and appropriately.

In my opinion, there is no specific teaching method to teach in language class. Any method can be applied in teaching, however, the most suitable one is communicative approach. For the reason, other methods such as Grammar Translation and Audiolingual Method focus most on language itself, they can not serve learners' needs to communicate in real life. Thus, real situation or context should be included in language teaching so that learners can practice to use language appropriately to perform functions and have enough ability to communicate with others in the real life context. Based on this, communicative language can be used to help learners use the target language to communicate successfully in real life.

From the views above, language teaching has been developed for a long time. In the past, it focused on form and semantically meaning and did not support learners' need in real communication which people learn language not only to know language itself but also to communicate with other in everyday life. Therefore, learning only form and meaning are not enough. So, apart from linguistic features linguists tried to involve other things such as social context and interaction among people in language teaching and learning. Thus, the idea of notional and functional syllabus and communicative language teaching came as the

topic below.

Communicative Language Teaching (CLT)

Communicative language teaching is an approach that includes both notion and function in teaching and learning process. It aims to help learners have communicative competence and develop their four language skills which are listening, speaking, reading and writing so that they can use language fluently and appropriately. Through this approach, learners have opportunities to learn and use language they really need in order to communicate in real situation. This has been used for several years in the second and foreign language teaching. This approach seems to have attracted attention as well as support from many applied linguists and methodologists since it first came out. Moreover, it also seems to be rather successful in the process of foreign and second language teaching and learning. According to Maley (1982), theory of language in communicative language teaching is considered to apply as a system for teaching in language class which is communicative approach. Theory of teaching and learning describes the activities involving real communication, carrying out meaningful tasks and using language which is meaningful to the learners.

"Communicative approaches are aimed at developing "communication" as opposed to the purely "linguistic" competence of learners." (Maley, 1982). According to Ohno (2011), Hymes (1972), Brumfit and Johnson (1979), Savignon (1983) Communicative competence

consists of four dimensions: grammatical competence, sociolinguistic competence, discourse competence and strategic competence, which can be briefly described as follows:

Grammatical competence refers to the grammatical and lexical capacity that enables communicators to produce and understand the literal meaning of the utterances. In other words, communicators can produce grammatically correct sentences in a language. This means they have knowledge of vocabulary and rules of word formation, pronunciation, spelling and sentence formation (Wilkins 1976). **Sociolinguistic competence** is related to the ability to create and understand the appropriate utterances used in various social contexts. As mentioned by Brown (1994) that sociolinguistic competence refers to “the knowledge of social cultural rules of language and of discourse.” In other words, this competence requires and understanding of social context in which language is used, such as the role of the participants, the information they share, and the function of interaction. Savignon (1983) writes “Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance.” For example, such questions as: “How old are you?”, “How much do you earn a month?” are not appropriate to ask such an Australian teacher when one first met him or her. This may lead to failure in communication because of the lack of sociolinguistic competence. **Discourse competence** deals with the ability to connect utterances in the relationship to the entire

text. This can be clearly explained by Rebecca and Robin (1992), who claim that this competence “refers to the knowledge of how to combine grammatical forms and meanings to achieve a unified spoken or written text in various genres and situations.”

Genre, according to Maley (1982), “covers the type of texts involves: narrative, argumentative, scientific report, newspaper article, news broadcast, casual conversation, etc.”

Strategic competence involves the verbal and non-verbal strategies that communicators employ to initiate, terminate, repair and redirect communication. To Savignon (1983), he says that strategic competence can be understood as the ability to make repair to cope with imperfect knowledge and to sustain communication through “paraphrase, circumlocution, repetition, hesitation, avoidance and guessing and shifts in register and style as well.”

In short, communicative approach can be defined as an approach that has the goal of communicative competence which focuses not only on the use of linguistic system itself but also on the functional aspects of communication. This approach also emphasizes much on real life communication, in which learners can use meaningful language to communicate. This approach, according to Maley (1982), has the following main characteristics:

Firstly, communicative approach focuses on the use and appropriacy of the language rather than on the form of the language. It means that learners will be able to produce and understand sentences appropriately. They

should be provided with knowledge of speech acts such as directive (come here) and apologies (I am sorry). Such knowledge enables them to vary their language appropriately according to the addressee (Rebecca and Robin, 1992). The form of the language, on the other hand, can be taught through the functions of the language. In other words, meaning is much more paid attention to rather than form (Richards and Rodgers, 1986).

Secondly, the activities are fluency-focused rather than accuracy-focused. Students will be given a lot of activities through which they can practice their fluency. These activities include oral drills, information gap activities games, personalization and localization and oral activities. The aim of these activities is to provide students with opportunities to communicate. For example, in the information gap activity, students in pair each have a card bearing complementary information. Each student asks the other for their missing pieces of information (William 1981). The ultimate criterion for these activities is the actual transmission and receiving of intended meaning. Accuracy is only judged in context (Richards and Rodgers, 1986).

Thirdly, communication tasks should be achieved through the language rather than simply through exercises on the language. This can be explained that students will use the language to fulfill every task given in class. For example, for the task “finding the way to some places”, students will be given several different situations in which they have to find the way to a certain place. They then have to

work in pair, asking each other about the way to these places. In order to do this task, students are required not only to know to initiate but also to terminate the conversation. In this task, the exercises on the language such as: making requests by doing substitution or forming imperative sentences by using given prompts, etc may be infrequently used. It is obvious that “language learning is learning to communicate” (Richards and Rodgers 1986).

Fourthly, students’ initiative and interaction should be paid much more attention to than teacher-centered direction. This indicates that learners will have a lot of chances to interact with each other and with the teacher as well. Most of class time will be spent on pair work or group work, the teacher in this case, only acts as an observer who can help students whenever they feel necessary.

Fifthly, learners’ differences can be taken into account. They may not have to follow a “lockstep” approach. Therefore, sequencing materials is likely to be determined by any consideration of content, function, or meaning which maintain interest,” and any device which helps the learners is acceptable-varying according to their age, interest, etc” (Richards and Rodgers, 1986).

Finally, variation in language use is considered much more important than the language itself. In other words, “there is not one English but many Englishes” (Maley, 1982). Richards and Rodgers (1986) also agree with this and they say “linguistic variation is a central concept in materials and methodology.” This

can be assumed that besides British English there can be American English, Australian English or Indian English, which are taken into account in designing material and in language teaching. Thus, students will be exposed to various kinds of English.

With reference to characteristics of communicative approach, English can be taught or trained in various activities. Thus, it is based on the theory of communicative language teaching, the solution for teaching is shown as topic below.

Suggestion for Teaching

If this approach is implemented, what will really happen in the teaching and learning process? Let's consider the following aspects: teachers' roles, learners' roles, the teaching materials, the techniques applied to materials and classroom procedures. According to Maley (1982), the teachers' roles will change and their tasks are no longer to convey knowledge to students but to set up tasks and activities for students to work in class. These activities should encourage students' involvement so they can play a major overt role.

During the time which students work on the activities, the teacher should act as a facilitator who facilitates the communication process between all participants in the classroom, and between these participants and various activities and text. (Richards and Rodgers, 1986). In addition, teacher can be monitor to modify and adjust the activities for students. Richards and Rodgers (1986)

supported that teachers should be need-analyst, counselor and group process manager. The need analyst role requires the teachers to get to know students' language needs so that they can plan group or individual instruction that responds to the learners' needs. As counselor, the teacher should use techniques as paraphrasing, confirmation and feedback to be exemplifier and effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation" (Richards and Rodgers, 1986). Moreover, the role as a group process manager requires the teacher to have ability to organize the classroom as a setting for communication and communicative activities. They continue that teacher in this role is expected to monitor, encourage, and suppress the inclination to supply gaps in grammar and strategy during the activity. Add to this at the conclusion of group activities, the teacher should "make a general comment on the activity by pointing out the alternatives and extensions and assisting groups in self-correction discussion". This may cause difficulties for the non-native teachers who have not got any special training.

Maley (1982) also indicates that there are changes in the learners' roles. The learners' task now is not only to follow the lesson passively but to get themselves involved as real people in the activities which they do inside and outside the class. They can also negotiate with each other and with their teacher about the learning process and the objective of learning. They will, therefore,

become more independent and more responsible for their learning. In that case, they will become the center of the teaching and learning process. It is clear that a major impetus to the develop of learner-centered language teaching came with the advent of communicative language teaching (Nunan, 1988.)

The teaching materials used in communicative approach, which is supposed to have the primary role of promoting communicative language use, will be of great variety that reflects a wide range of uses of the language. Maley (1982) supports that these materials will be authentic but a bit simplified so that the learners can understand them. According to Richards and Rodgers (1986), they said that the materials can be task-based and realia. Task-based materials often consist of a variety of games, role-plays, simulations and task-based communication activities that have been prepared to support communicative language teaching classes. These materials are often in the form of these items such as: exercise handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets. Realia materials, on the other hand, refer to authentic or from-life materials that may include language-based realia such as sings, magazines, advertisements and newspapers or graphic and visual sources as maps, pictures, symbols, graphs and charts. Different kinds of objects can also be used as realia to support communicative exercises. Moreover, the techniques applied to these materials will be task-oriented rather than

exercise-centered (Maley, 1982). This indicates that in language learning and teaching process, problem solving activities seems to be in frequent use and four language skills such as speaking, listening, reading and writing seem to be integral to any given task.

For instance, after listening to or reading a text, students can be asked to solve some problems related to the text, they will do this in pairs or in groups to discuss or exchange information to find the solution to these problems. In this way, they have to read, to speak, to listen and they may have to write as well. In this approach isolated skills may be infrequently used.

Classroom procedures, communicative approach will favor interaction among students. There will be a lot of pair work and group work activities, in which students take turn to speak about themselves such as hobbies, holidays, families or discuss something or exchange information. In class, most of the time can be spent on such work as making debate, exchanging information between the group or carrying out some kind of a project. Students will have a lot of time to speak. They may become very active and dynamic because they sometime move around the class. The classroom environment, as a result will be rather noisy but it is positive and good noise. This may imply that the layout of the classroom should be taken into account in order to make convenience for group work and pair work. In short, the definition and the characteristics of communicative approach give an implication

that in communicative language teaching, teachers' roles and learners' roles will change. The teaching materials, the techniques used for the materials as well as classroom procedures will be quite different from the other traditional ones.

According to implication for teaching, I would like to show examples of some activity which can be involved in language class. To the students at Panyapiwat Institution of Technology, they learn work based learning, so the activity will be concerned with it as the example below. Base on Harmer (1983) The English language teachers will apply the theory so, they should know the context of working in 7-Eleven and then he / she takes some situation for students to practice and ask them to do role play.

At the cashier:

Staff: Good morning, welcome to 7-Eleven.
May I help you?

Customer: Easy go.

Staff: Would you like me to worm your food? It takes only 7 minutes.

Customer: Yes.

Staff: Please wait for a moment.
(Plus Sell) Would you like coffee?
It is 90 Baht. You give me 100 Baht
so, 10 is your change.

When a customer buys liquor:

Customer: How much is it?

Staff: I am sorry. May I check you
identification card.

Oh! I am sorry. We are not allowed

to sell liquor to people under 18,
It's illegal.

Then, teacher should give feedbacks when students finished the exercise. Students monitor themselves and they will see their mistake. Furthermore, students remember and use the corrected sentences, voices etc if they have chance to use in real situation.

However, the use of communicative approach may cause some problems in implementation.

Limitation of communicative approach

The problem may be related to the needs for teacher training. Teachers may not be trained to implement communicative approach. This may lead to difficulties in managing group work activities when the teacher has to point out the alternative extensions and assist students in self-correction discussion (Richards and Rodgers, 1986). Maley (1982) adds that this approach requires great demands on the professional training and competence of the teacher. The teacher is expected to know "when and how to intervene productively, and be more confidently in foreign language." In other words, the teacher must not only be good at the language usage but also at the language use. Additionally, he or she should be aware of cultural factors in the process of foreign language teaching and learning. These factors can be only gained through training. Without being trained, teachers will find it hard and uncomfortable to implement this approach in classroom teaching. Hence, teacher training

can be considered as the essential issue if one wants to use this approach.

Another problem is that most teachers do not want to change their teaching method. According to Maley (1982), "It is always safer to stick to well-tried routines, than to launch out into what may prove to be unsatisfactory experimentation." This means, some teachers are really conservative, it is not easy for them to change their minds therefore once something is stuck in their minds, it is always there. Accordingly, several teachers may not want to use any other methods except grammar-translation method. In their opinions, learning a language may be associated with learning its forms and rules. In fact, they are strongly oriented towards accuracy teaching, with a heavy emphasis on grammar and vocabulary learning. This may be true, especially in Asia where the teaching of English as a Foreign Language (EFL) has emphasized gaining knowledge about the English language rather than using the language for genuinely communicative purposes (Shih, 1999). Traditional approaches which are concerned about grammar translation and audio-lingual methods tend to be teacher-centered. Thus, it can be a great problem for the teacher to change and use to the new method such as the communicative language teaching, which does not focus much on forms and structures but on meaning and it is learner-centered language teaching.

Furthermore, authentic materials can be considered as one of the problems in the implementation of communicative approach.

For using new method means that everything is new to the teachers. They have not only to get used to the method but also to prepare new lessons. While old method enables them to utilize one textbook or just follow the prescription offered by the book (Maley, 1982) which seems a bit easier than selecting, adaptive and inventive materials themselves. Added to this, it is rather hard for teachers to seek authentic or from life materials. There can be an argument that these materials can be taken from mass media such as newspapers, magazines, television and radio. By adapting these materials, it is not easy because it will take much time and effort to design the materials as well as to absorb them in class. Teachers will find it difficult to search for relevant materials in term of both language and topics. And when the materials are selected, simplifying them and dealing with unexpected cultural factors that appear in the materials is not easy and it is even impossible. This makes it difficult for teachers to implement the new approach.

Conclusion

Communicative approach is not a new approach that has been implemented to the process of foreign and second language teaching and learning in many parts of the world including Asian countries. This approach can be assumed as the theory of achieving communicative competency, which pays attention to both language use and language usage. This approach came into being when

there were changes in British language teaching tradition and in language teaching realities. The approach is based on the ideas of notional-functional syllabuses founded by Wilkins (1976) and has been developed very quickly because language learning today is different from the past. The characteristics of this approach indicates that there should be some changes in teaching and learning process, which may cause some problems in the implementation of this approach, especially in Asian contexts. In spite of this, learning and teaching English in these countries will be more effective if communicative approach is implemented in the most suitable way when the strengths of the traditional approaches can still be used.

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