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**DEVELOPMENT OF SOCIOLINGUISTIC
COMPETENCE AT LOWER-SECONDARY SCHOOLS**

Diplomová práce

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Declaration

I hereby declare that I worked on the thesis on my own and used only the sources listed in the bibliography.

Olomouc, 19th June, 2018

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Abstract

The thesis is aimed at development of sociolinguistic competence in the environment of the lower-secondary schools and its pedagogical implication . The investigation of the status of sociolinguistic competence within the structure of models of communication competence and its relationship with the notion of politeness and culture provide a framework for the development of sociolinguistic competence. Identification of the reasons for miscommunication with respect to this framework regarding the competence and related aspects, provides a guidance for application all teaching efforts. The analysis of the curricula for integration of sociolinguistic competence, teaching approaches and resources outlined points for the research the main goal of which was to map current situation at lower-secondary schools. The analysis of the results provided by the research in the data presentation uncovered areas of pedagogical environment that are necessary to adjust in order to foster the development of sociolinguistic competence and the matters for further research likewise. The analysis of the teaching materials together with the research results ensures complex overview of the information needed for implementation of further changes.

Introduction

The research of this diploma thesis was initiated by several questions. The intention was to ascertain whether the teaching materials meet the requirements regarding the sociolinguistic competences stated in the Companion Volume with the new descriptors to Common European Framework of Reference (CVND - CEFR) for Languages published in February 2018 by Council of Europe. The majority of schools are currently the state schools and as such they are obliged to follow governmental policy in the area of education. The Framework of Educational Programme for Basic Education represents interconnection between the schools, the government and policy of Council of Europe as it is being adjusted according the COE educational policy through the CEFR.

A teacher is one of the most influential elements of the language development of pupils and therefore the second question focuses on teachers' awareness of the importance of development of sociolinguistic competence. In order to direct questions in the questionnaire intended as one of the research methods, the beginning of the theoretical part is dedicated to the clarification of a status of sociolinguistic competence in the frame of communicational competence models. It is followed by a concept of a culture because the sociolinguistic competence serves as a tool of intercultural communication.

The results of the last question aiming at didactic tools and activities included in teaching materials, are expected to differ in amount, procedures and relevance as the CVND - CEFR was published this year. All three questions should provide more complex information for pedagogic implications and issues for further research.

I. THEORETICAL PART.

1. Status of sociolinguistic competence within models of communicative competence.

The following chapter deals with the concept of communicative competence and its structure as it is necessary to understand relations between the segments that are related to sociolinguistic competence.

1.1. Models of communicative competences

Hymes (1972, p. 283-284) defines "competence as the most general term for the capabilities of a person" and that it "is dependent upon both knowledge and use." Moreover, Hymes (1972, p. 283-284) explains the direct relationship between general interactional competence and linguistic competence. The first competence defines the role of the second. Hymes highlights the knowledge of distinction of verbal and nonverbal codes and their interrelation. Therefore it is important to take into account "the concept of performance" while discussing development of linguistic competences. There are the three aspects of communicative competence taken from Hymes (1972): "grammatical possibilities in a language, feasibility and appropriateness".

In order to elucidate the concept of communicative competence, Canale and Swain (1980) and Bachman (1990) state the following dimensions of the competence: the grammatical, the psychological and the social which are to be included in language teaching and learning. In particular, Hymes (1972, p. 284) incorporated both "the rules of grammar and the rules of use" into the certain framework defined by answering question "Whether (and to what degree) something is formally possible, feasible, appropriate and done?" Canale and Swain's (1980, p.

27) model of communicative competence consisting of grammatical competence, sociolinguistic competence and communication strategies. Canale (1983, p. 6) later added discourse competence. Zhuang (2007, p. 41) disagrees with the emphasis they place on appropriateness while restraining it just to the context and on the other hand, that they do not consider the grammatical accuracy to be equally important in the concept as other features. However, it is necessary to acquire sociolinguistic skills to complement "pedagogical application in communicative language teaching". The mentioned types of knowledge are bound to be interlinked by the communicative approach. Canale and Swain (1980, p.27).

The third model of communicative competence is suggested by Bachman (1990, p. 84). It is represented by language competence, strategic competence and psychophysiological mechanism forming communicative language ability. Zhuang summarises that the theoretical framework of communicative competence focuses on three components: organizational competence, pragmatic competence and strategic competence. Zhuang (2007, p. 42-43) describes organizational competence to be dealing with grammatical and contextual abilities. Pragmatic competence focuses as well as on "signs and the persons it refers to" and the relationship between them as on "the users of language and the context of communication".

Finally, Council of Europe in respect to these models identifies linguistic, sociolinguistic and pragmatic competence which serve as aims of all teaching efforts elaborated in Companion Volume with New Descriptors to Common European Framework of Reference for Languages newly issued by Council of Europe (CVND to CEFR, 2018 p. 132).

2. Politeness and its relationship to sociolinguistic competence.

In order to maintain interpersonal relationships, it is necessary to understand culturally deep-rooted ways of politeness used within each society. It is one of the main elements of sociolinguistic competence and therefore the following chapter focuses on this subject.

In a frame of social relations, non-native speakers want their status to be considered equal and therefore they are afraid to overstep social norms. (Kasper, 1990 p.1) The author claims that politeness needs to be viewed in a complex perspective of wide range of contexts - not only social, but also discoursal, cultural and historical (Kasper, 1990, p. 23). In addition to that, unmarked absence of politeness and marked opposite of rudeness point out those politeness forms and meanings mentioned by Kasper that indicate the fact that neither politeness nor rudeness can be considered independently by the virtue of the fact that they belong to a common continuum.

Comprehension of the politeness conception of the target language is one of the prerequisites of successful communication. Fraser (1990, p.219-236) refuses "normative perspective" of politeness, considering this category to be influenced by factors that are closely and specifically related to context and therefore it is not reasonable to form just a compilation of guidelines. Furthermore Fraser (1990, p. 219-236) advocates this phenomenon to be perceived as an interactive concept applicable to all cultures. Another point to be taken into account is reliability of the concept and as such Fraser (1990, p. 219-236) argues that conversational maxim point of view presented by Grice's Cooperative principle is not appropriate for the above-mentioned purpose because the maxims do not allow to assess influence in a more particular way.

And although, there is no definition to clearly identify the difference between linguistic and non-linguistic politeness, Fraser (1990, p. 219-236) is convinced about the fact that the responsible attitude of the speaker towards the hearer in the interaction influences the decision which linguistic form to use. This approach is shared in face-saving and conversational-contract perspectives and for this reason Fraser decided to compare and contrast these two conceptions. The finally chosen Brown and Levinson's face - saving view, however, needs to be tested to reach viable theory of politeness. One of Fraser's final remarks regarding the better understanding of the notion of politeness is that we must take into consideration "what factors influence a speaker's choice to be heard as polite." (Perspectives on politeness, 1990, 219-236)"

Another aspect to consider in respect to linguistic politeness is the choice of formal linguistic forms within the frame of alternatives with a different level of formality. It is the case of languages with honorifics, where politeness is based upon social conventions to conform to instead of the use of interactional strategies. This ability to distinguish and use these specific linguistic forms are designated as discernment. As a counterpart, Ide Sachiko in (Multilingua, 1989, p. 223, 245-246) mentions volitional use of verbal strategies given the face - saving concept of politeness. Ide mentions society with value-rational type of action or an affectual type of action of politeness. In the light of other possible types of linguistic politeness systems necessity to investigate arises.

With regard to the notion of sociolinguistic competences it is necessary to consider the social component in a form of social rules that determine on the one hand boundaries of acceptable behaviour and at the same time they show the other edge of politeness continuum. Lakoff (1989) mentions three types of politeness. Observance of politeness rules by interlocutor whether expected or not. The second case includes non-polite behaviour when compliance is not expected and a person does not follow the rules. The last manifestation belongs to rudeness when politeness is expected but not expressed. Kasper (1990, p. 19) suggests to

differentiate motivated and unmotivated rudeness which in general defines as transgression of "socially sanctioned norms of interaction" and is identified with a term of "politic behaviour" causing conflict on a social level. Unmotivated rudeness is caused by the absence of knowledge or misunderstanding designated as "pragmatic failure". Thomas (1983) Kasper (1990, p. 20) points out that unmotivated rudeness in children before the age of 8 as one of the examples is due to their undeveloped capacity to understand and produce "more polite hearer-oriented" speech acts. The opposite type of rudeness unequivocally represents speaker's intentions because of inability to cope with emotions and feelings "expressed as irony or tactic".

Influence of power and a distance on politeness as another aspect of its social component find reflection in apologising, complimenting, disapproval, refusing and requesting belonging to speech acts according Wolfson (Perspectives on Sociolinguistics and TESOL, 1989). Kasper corroborates prediction of Brown and Levinson that of cross-cultural distinction of the values and weightiness of the two above-mentioned elements.

Brown and Levinson's (1987, p. 311) conception of politeness is developed enough to provide a proper framework for sociolinguistic competences to be defined. The central term 'Face' represents 'the public self-image' of each competent person. It can be viewed as mental picture of personality that may be disrupted in a variety of ways during interactions and the particular interactant tends to attain integrity whenever it is eroded and maintains it inviolated. "Negative face" is the first of the two interrelated facets of the same notion. It is "the basic claim to territories, personal preserves, rights to non-distraction - i.e., to freedom of action and freedom from imposition. On the other hand, "positive face" accounts for the positive consistent self- image or 'personality' (crucially including the desire that this self - image be appreciated and approved of) claimed by participants of interaction." (Brown, Levinson, 1987, p. 311) Maintaining face or public self-image is to be focused on and respected universally and on reciprocal basis. However, the content of face in

terms of personal territories and their precise limits as well as the part of personality related to the public is diverse in each culture. (Brown, Levinson, 1987, p. 312)

Positive politeness is a way of how to express a certain acceptance towards the positive face of an addressee by a speaker mainly consisting of wants. (Brown, Levinson, 1987, p.317) The following is a list of positive politeness strategies compiled by the editors Adam Jaworski and Nicolas Coupland: "attend to hearer's interests, wants, needs, goods; exaggerate (interest, approval, sympathy with hearer); intensify interest to hearer; use in-group identity markers; seek agreement; presuppose/raise/assert common ground; joke; assert or presuppose speakers knowledge of and concern for hearer's wants; offer; promise; be optimistic; include both speaker and hearer in the activity; give (or ask for) reasons; assume or assert reciprocity; give gifts to hearer (goods, sympathy, understanding, cooperation). (The Discourse Reader, 2006, p.322)

Hearer's wants regarding his/her territory and self-determination forming negative face are being treated with recognition and respect to addressee's freedom of action. Interference and transgression in a form of face threatening act are followed by redressing actions. (Brown, Levinson, 1987, p. 317) Negative politeness strategies are composed of: "be direct / conventionally indirect; question, hedge; be pessimistic; minimise the size of imposition on hearer; give deference; apologise; impersonalise speaker and hearer: avoid pronouns 'I' and 'you'; state the FTA (face-threatening act) as a general rule; nominalise; go on record as incurring a debt, or as not indebting hearer". (The Discourse Reader, 2006, p.322)

In order to demonstrate politeness in its complexity, we introduce Locher and Watts' (2005, p. 9-33) conviction about Brown and Levinson's politeness theory based on face-saving perspective to be restricted to the mitigation of face-threatening acts. Acknowledging the significant position belonging to the theory, politeness is 'a discursive concept' and therefore facework represents smaller part than it was assigned in the past. Negotiating relationships with others is based on relational work inherent in all human social interactions and it extends the notion of politeness

continuum accepting the fact that some of the behaviour can be considered merely appropriate. In human interactions, there are also another relational situations that can appear, namely displays of aggression, negotiation of conduct, management of formal situations - 'linguistic etiquette' , friendly banter or teasing etc. Locher and Watt (2005, p. 29) state that e.g. educational background, social class gender, ethnicity etc. as social variables might play considerable role in this discursive struggle over politeness in respect to which politeness being judged against the background of impoliteness or politic behaviour seems to be more meaningful.

There are different politeness systems that have already been defined and they indicate the existence of systems of moral values that are embedded in frameworks of different cultures

3. Concept of culture and its influence on the use of language to develop and foster relationships.

Although, there are many different explanations of what the culture of particular society mean, understanding this term is a prerequisite for perceiving one of its outer feature in a form of language. Considering Gertz's definition (Interpretation of Culture, 1973, p. 83) of a society consisting of members who share the same inherited patterns of values regarding attitudes and beliefs towards life, we should accept these beforehand because they represent the meanings that find their expression in symbols communicated outwardly. We can recognize a particular system of such conceptions as they form a cultural framework assuming that all elements are interrelated. "Culture as the acquired knowledge that people use to interpret experience and to generate social behaviour" stated by Spradley and Mc-Curdy (Anthropology: the Cultural Perspective, 1975, p. 5) was elaborated by Goodenough (Cultural Anthropology and Linguistics, 1957, p. 167) who refers to a connection between this knowledge and a manner of behaviour and acting that links with any role that is to be acceptable by the members of the given society group.

Moreover, the author points out the by the knowledge it is meant the actual arrangement of "things, people, behaviour or emotions" and how "the models of perceiving, relating and interpreting those things". The mentioned organisation of ideas includes "the intellectual, moral, and aesthetic standards and meanings of communicative actions shared" by majority of society defined by Le Vine . (Sweder and Le Vine, *The properties of Culture: an Ethnographic View*", in *Culture Theory: Essays on Mind; Self and Emotion* , 1986)

If we are to find an appropriate way of intercultural communication it is important to view sociolinguistic competences from a world point of view. The ethnocentric sociological conception to be widened by the perspective of perceiving varying societies with their values, ideas and assumptions as a part of world community. (Benett, 1999, p. 40) Taking into account similarities and differences of individual societies, the fact that the current school organisation prevailing in the world has its roots in western society, influences the approach towards development of the classroom environment as well. Nowadays we face great global changes affecting societies on every level and in order to nurture relationships amongst members of social groups undergoing an organic growth, it is our responsibility to maintain diversity as intertwining aspect.

Some of the differences in western and eastern cultures and between cultures in general may seem contradictory. However, we need to stay aware of the stereotypes and prejudices as they may be a cause of fatal misconception and misunderstanding. Benett (1999, p. 73) points out the prejudice to be an attitude with a tendency to influence our actions. This kind of a standpoint originates in a false or uncorroborated assumption or belief that is mostly negative and is of damaging nature towards its object. Teachers pertain to the agents with a considerable influence on learners and therefore they ought to provide them with materials with inherent moral patterns and represent a role-model to them. Clarifying the terms helps to raise mental awareness and as a consequence it is much easier to identify

them in the context of social situations. Understanding the process of formation of stereotypes of any kind increases person's ability to avoid unconscious adoption of such ideas. Although positive stereotypes exist, they have the potential to influence discernment of members of society or community in a negative way towards generalised image of prominence. (Bennett, 1999, p. 86) There is a particular link between prejudices and stereotype discussed in Hamilton (1981, p. 6) implying that the prejudice consists of several stereotypical beliefs that are interrelated and based on common views on features associated with particular social, ethnic, racial, religious group or gender. Each such bias starts as an attitude reflecting set of values of an individual. The question is whether we are able to convey the idea of importance of inner moral message via language itself. Xenophobia defined as "attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity" (UNESCO, 2001) point to their roots. It is the fear of harm or loss of cultural identity which is an essential component of personal identity. One of the solutions lies within the understanding that different cultures can live side-by-side and naturally affect each other and they can even blend together and take the best from each other in a process of mutual enrichment. Viewing the other culture differences with respect assuming that there is a reason behind it, it can be an outset for intercultural communication. And subsequently, we should use language as a powerful tool for opening gates of minds of our learners, showing them how they can benefit from intercultural interaction.

It proves useful to follow Hall's view of those differences belonging to a continuum of sociocultural tightness declaring each of the context: "High" and "Low" to account for the opposite edge of the continuum. Bennet (1999, p. 45-46) summarises Hall's ideas regarding distinguishing cultural aspects of life in the Conception of Culture according to context in a table containing besides some others, language related criteria, e.g. verbal messages interpersonal relations, social organisation and social roles (see figure no. 1) providing useful insights for

further pedagogical implications. It also can be used as an inspirational resource for some of the themes to encourage and motivate students' development of sociolinguistic and sociocultural competences bearing in mind that there are not only the two types of societies but there is a diversity within nations and ethnic groups and we should respect that .

Moving from sociological to language point of view, firstly, it is necessary to clarify main terms: multilingualism, plurilingualism used by Council of Europe for the purpose of understanding the authority language educational policy (LEP). Language Policy Division of Council of Europe (LPD of COE) (2007, p.?) defines multilingualism as appearance of more than one variety of language ("the mode of speaking of a social group formally recognised or not) within a geographic area the user of which can be monolingual. Plurilingualism is basically the opposite of monolingualism. It embodies a repertoire of varieties of language including the mother tongue and any number of languages or varieties in order to use them for communication and intercultural interaction viewed as composite competence. (LPD of COE, 2007, p.?) The language education policy of COE regarding responses to multilingualism which is represented by continuum of attitudes and approaches , is orientation towards promotion and maintenance of diversity. These two reasons facilitate intercomprehension and international mobility.

Although, Bennett (1999, p. 13) states the four values that are central for education and curriculum that refer to multiculturalism, they apply to pluricultural conception as well. The first of them is "acceptance and appreciation of cultural diversity" that is in the concordance with the language policy of the COE. It is followed by "respect for human dignity and universal human rights; responsibility to the world community and reverence for the earth". All four should become a natural part of the attitudes of educators.

Focusing on more particular aspects of culture closely associate with language is nonverbal communication comprising 50-90 percent of human communication (Bennett, 1999, p. 58) and as such it deserves to be included in plurilingual curriculum . Interaction between members of diverse societies is to a large extent influenced by the ability of interactants to understand the meaning of unconscious body movements, expressions and gestures, the way people are used to communicate at a specific distance according the relationship towards the partner in communication and finally whether it is allowed to touch each other and what are the rules of haptics in each culture participating on interaction. (Bennett, 1999, p. 58)

Language is a tool for maintaining societal relationships and it reflects differences in intrinsic values. How to learn the language is the matter of the way it is taught and whether the teaching approach respects differences in learning styles. Worthley's research has disclosed five cultural factors influencing those styles. Some of them have an effect on relationships and language development The above-mentioned aspect of social tightness is the first in row. It is followed by process of socialisation and language itself depending of literacy degree. (Worthley in Bennett, 1999, p. 200)

3.1. Sociolinguistic competence and sociocultural aspect of language.

Hymes (1972a) encapsulates this competence as the patterns of sociolinguistic behaviour of the target language which represents the rules of speaking. Discussing the theory of sociolinguistic dimensions, Hymes analyses the concept of verbal repertoire suggested by Gumperz (1964); the concept of linguistic routines and the domains of language behaviour elaborated by Fishman (1966, p. 424-39). These three theories participate on clarifying the major aspects of the competence: the capacities of persons; the organisation of verbal means for socially defined purposes and the sensitivity of rules to situations.

Another point of view can be found in English Language teaching (2010, vol.3 p. 146). Muniandy perceives sociolinguistic competence as sociocultural rules of language and discourse in which case it is important to understand the social context of the language consisting of the rules of participants, the shared information and the functions of the interaction. In this sense, one of the elements of the competence Muniandy regards is the **sensitivity to dialect or variety** of English in respect to the fact that Malaysian English variety has been classified as three '**sociolects**' ranging from 'high' social to 'low' social dialect. And likewise, **sensitivity to registers** is mentioned to belong to capabilities influencing sociolinguistic understanding of any language.

Wolfson (2014, p. 62-63) approves of the idea of different patterns of interaction existing within diverse speech communities whose members share understanding of adjusting the speech conduct according the particular situations. Besides considering what is appropriate to say and when including conversational topics and forms of address there are also speech acts (e.g. greetings, compliments, apologies, invitations and complaints) that are to be used, interpreted and a suitable reaction needs to be chosen. Otherwise it can lead to communication failure to such extent that mutual trust can be damaged and further development of relationship almost impossible with the participants facing unintended insult, injustice or harm in spite of the speaker's intentions. Finally, Hymes' (1972) term of communicative interference can be likened to a literal translation of the rules of speaking of one speech community to another.

The claim of significant influence of distinctive features of society and its culture on its members in communication enlightens the role and importance of sociocultural competence.(Hasil et. all, 2006 p.182). All five levels of language (phonetics, morphology, syntax, semantics and pragmatics) are being modulated fundamentally by these aspects and for this reason they require assiduous attention

in order to reach meaningful and effective communication in order to avoid communication misunderstanding.

As a conclusion of the above-mentioned ideas, it is the matter of fact that culture plays important role in the process of developing relations between the members of groups with different cultural identity. And therefore it is crucial to comprehend the notion of culture in its whole.

4. Relationship between sociolinguistic and pragmatic competence

4.1. Determination of sociolinguistic and pragmatic competences within the Common European Framework of Reference for Languages (the CEFR).

Companion Volume with New Descriptors to Common European Framework of Reference for Languages newly issued by Council of Europe (CVND to CEFR, 2018 p. 132) reflects the above mentioned models in the chapter 1 and in respect to the term of communicative competences distinguishes: **linguistic, sociolinguistic and pragmatic competence**. The pragmatic competence is closely related to the sociolinguistic competence therefore the following chapter provides an overview of the pragmatic aspect.

4.2. Pragmatic competence.

Pragmatic competence is distinguished from linguistic competences by the definition of its scope of activity and that is "the actual language use in (co-) construction of text". It is divided into three main subsections: discourse, functional and design competence. Discourse competence in particular deals with organisation, structure and arrangement of messages. Functional competence answers the question how is a message used for communicative function. The last one, within the

frame of interactional and transactional schemata, focuses on sequencing of messages. One component of this competence is Flexibility which is in effect "use of one's repertoire and selection of appropriate selection of sociolinguistic choices". There is an association between the comprehension of interactional and transactional schemata and sociolinguistic competence and for this reason it comes under "Sociolinguistic appropriateness".(CVND for CEFR 2018, p. 140-141)

Pragmatic competence relates to sociolinguistic competence in terms of the meaning of utterance in the context. It deals with understanding of the rules of language use and consists of **discourse, functional and design competence**. The way ideas are structured and organised it is the matter of discourse competence. Their communicative functions are summarised in functional competence and design competence represents interactional patterns and processes. Pragmatic competence is closely pertained to social dimension of a language. It can be likened to computer hardware with its software in a form of sociolinguistic competence.

4.3. Context as determining factor for the meaning of utterances and the use of speech acts

Leech's definition of pragmatics that describes how utterances have meanings in situations brings us back to the key concept - the meaning. It encompasses this field. (Leech, 1983, p. X) Likewise, the fact that speaker's meaning' in context may differ from 'the sentence/dictionary meaning' is relevant to pragmatics and it elicits the importance of precise formulation denoted as 'Propositional Precision'. (CVND for CEFR, 2018 p.141)

Moreover, there are two points mentioned as summarisation of theoretical approaches of pragmatics related to context and the use of speech acts . The first is the need to raise awareness of learners to specific features of speech acts. Particularly, tendency to be used in a form of 'semantico-syntactic' pattern and on

habitual basis. Speech acts are implemented in a sequence of steps which prompts their application or decision whether to use them or not answering questions: when, where, how and with whom. The second point is importance of knowledge of 'interactive or sociocultural principles underlying language usage' that refer to politeness theory. (Morón et al., 2009, p. XV)

4.4. Sociolinguistic competence and sociolinguistic appropriateness within CEFR.

CVND to CEFR (2018, p. 139) specifies the individual components of sociolinguistic competence in four aspects: "linguistic markers of social relations; politeness conventions; register differences; dialect and aspect."

"Sociolinguistic appropriateness" consists of key concepts that are operationalised in the scale including: "using polite forms and showing awareness of politeness conventions; performing language functions in an appropriate way (at lower levels in a neutral register); socialising, following basic routines at lower levels, without requiring the interlocutor(s) behaving differently (from B2) and employing idiomatic expressions, allusive usage and humour (at C levels); recognising sociocultural cues, especially those pointing to differences, and acting accordingly; adopting an appropriate register (from B2)" *CVND to CEFR (2018, p. 139)*

4.5. Plurilingual and pluricultural competence as complement of sociolinguistic competence.

Plurilingualism is basically process of development of the linguistic repertoire of a learner who is expected to activate, use and understand any constituent of plurilingual repertoire including languages, dialects or varieties. Moreover, it means to be able to open to new acquisitions including alternative forms and expressions as well as incorporating paralinguistic features (mime, gesture, facial expression, etc.) (*CVND to CEFR, 2018 p. 28*) As Companion volume remarks, these two competences do not even "usually go hand-in-hand" but are also complementary to

sociolinguistic segment. This becomes obvious in the light of the fact that "experience of them exploits pre-existing sociolinguistic and pragmatic competences which in turn develops them further" (CVND to CEFR, 2018 p. 29).

5. Sociolinguistic competences and common reference levels of the CEFR.

The Common reference levels are delineated by the two axes: a horizontal "for describing different aspects and activities of competence and "a vertical axis representing progress in proficiency in those categories" CVND to CEFR (2018, p. 35) As for the vertical axis, students are supposed to achieve the level A2 at elementary school (The Framework Educational Programme for Basic Education, p.18).

In order to master the level A2 that represents the starting point for secondary language education, students should be able to "perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way." They "can socialise simply but effectively using the simplest common expressions and following basic routines handle very short social exchanges, using everyday polite forms of greeting and address. Finally, they "can make and respond to invitations, suggestions, apologies etc." (CVND for CEFR,2014, p.140

The Framework Educational Programme for Basic Education(FEP BE) (2007, p. responds to the requirements in terms of sociolinguistic competence by endorsing the fact that language skills allow pupils to learn about the different lifestyles and cultural traditions of people in foreign countries and promote an awareness of the importance of mutual international understanding and tolerance and create the conditions for schools' participation in international projects.

The pupils at the level A2 should master the speech acts according the following list : "addressing and responding to being addressed, greeting, and saying good-bye, introducing, apologising and responding to an apology, thanking and responding to being thanked, requesting, complimenting, agreeing and disagreeing". (FEP BE, 2007, p. 26) The themes related to sociolinguistic component of a language consist of home, family, personal letters, shopping, food, people and society, travelling and the socio-cultural environment of relevant language areas and the Czech Republic". (FEP BE, 2007, p. 26) Moreover, pupils should be able to distinguish differences in choosing address forms and greeting an adult and a friend as they are expected outcomes of the Period 2 as part of interactive language skills. This last requirement suggests a an area of register specified as an element of sociolinguistic competence in CVND for CEFR in the chapter 4.3 of this thesis. There is no explicit statement as far as raising awareness of dialect and aspect is concerned except that pupils are to be able to understand simple and clearly pronounced speech and conversations. This disproportion is due to the fact that the competence constituents have been stated explicitly in CVND for CEFR that was issued in February 2018.

6. Causes of miscommunication in respect to sociolinguistic competence.

Sabaté i Dalmau in Gomés Morón (2009, p. xxii) points out three significant factors that turn linguistic attention to the field of intercultural pragmatic. "Growing awareness of multilingual societies, migration movements and globalisation processes" represent social forces influencing human interaction in compelling way. The author illustrates miscommunication and misunderstanding analysing one of the speech acts - compliant and makes conclusion regarding stereotyping as a potential menace and as such teachers must be aware of it. Karpińska-Musialin Gomés Morón (2009, p. xxiv) draws outline of a profile of a foreign language teacher who should meet the requirements currently being laid down as a result of global changes of the world. Teachers should become "intercultural speakers" and this requires to change

an inner attitude and become "open and flexible observer" willing to submerge into human interaction in its complexity ready to interpret pragmatic implications between cultures. The authors final remark unlocks perspective of this transition to be the first step of life-long journey on which they will be gaining multiple competences of a versatile educator.

Lopéz Maestre places emphasis on the role language teachers to increase **linguistic awareness** connected to **intercultural issues** referring to appropriate language surrounding multicultural society we live in. Specifically, the author (Morón et al., p. 60-87) makes reference of discriminatory practices prevention, e.g. racism and xenophobia the solution of which have been discussed is in the chapter 3 focusing on different aspect of culture.

Roots of **pragmatic failure** may find its origin according Padilla Cruz (Cruz in Gómez Morón et al., 2009, p. 60-87) in misunderstanding phatic utterances- expressions that are used for social purposes. The main problem lies in distinguishing intended and unintended phatic and non-phatic utterances in the contradictory context. In order to avoid misinterpretation, the author in accordance with the original theory of Sperber (1994), designated as **cautious optimism**, recommends to help hearers to acquire ability of cautiousness and optimistic attitude due to which it is possible to cope with accidental relevance and accidental irrelevance conjointly.

Inappropriate pragmatic transfer emerged out of classroom studies as a result of low awareness of cultural differences while using English as lingua franca without a particular pattern and explicit teaching in intercultural communication. (Alptekin, 2002) (Crandal and Basturkmen, 2004) This implicates importance of new materials reflecting preconditions for development of pragmatic competence including sociolinguistic aspect. Considering practical angle of this particular question, "useful expressions" occupying the place of the main source for pragmatic skills in the

textbooks are the first on the list to be adjusted (Crandal and Basturkmen, 2004, p. 44) and combined with the constantly evolving technologies and content-based approach integrating cognitive, social, cultural and psychological element (Gómez Morón, 2009, p. xxiv).

Another problem to deal with is language transfer and overuse of familiar and informal expressions that was found in the investigation of pragmatic competence in situations students were supposed to form requests. Beside these two obstacles, students may be convinced about existence of a set of universal politeness norms unless informed otherwise. (Brubaek, 2012, p. 17)

7. Teaching sociolinguistic competence.

7.1. Teaching speech acts.

Speech acts represent a significant element of sociolinguistic competence taught at a lower-secondary level. Undeveloped capacity to produce them can become another cause of pragmatic failure as mentioned previously at p. 9. In order to develop skills needed for communication. It has been emphasised several times by the practitioners of pragmatics that the task to teach learners to understand particular aspect of speech acts of the target language should occupy the place of utmost importance. Specifically, they are to be used as a matter of habit and produced in a way of series of steps taking into account their meaning in context, politeness system of target language and rules of interaction.

Answering questions "when, where, how and with whom" affect decision whether to implement relevant act or not indicate context. It plays a decisive role in establishing framework for teaching pragmatics that should be based on "**real and authentic**" resources. The extent of understanding of target language as well as ability to use it by its learners is in marked contrast with the one of native speaker.

Because of this reason, neglecting cultural and contextual point of view in teaching leads to serious problems in mutual communication of interactants. (Gómez Morón et al., 2009, p. xvi)

7.2. Teaching politeness.

Pragmatists has lodged an appeal for **explicit teaching of politeness** should be inclusive part of "course programmes" in order to raise awareness of pragmatic features of language use and to foster "metapragmatic abilities" in learners. To ensure a proper pragmatic education of L2 learners, teachers are bound to undergo training on this subject to become competent to help their learners with any kind of difficulties. (Gómez Morón et al., 2009, p. xv) Moreover, the research conducted to verify "correlation between pragmatic and grammatical competence" on compliment response reveals that focusing on grammatical instruction does not lead to improvement of pragmatic accuracy. In fact, the results indicate that the only explicit way of implementation can satisfy the need for appropriate pragmatic instruction. (Gómez Morón et al., 2009, p. xxiii)

8. **Curricula for integration of sociolinguistic competence**

8.1. Identification of the sociolinguistic context and the educational culture

One of the stages of development of a curriculum covered by 'Guide for Development and Implementation of Curricula for Pluricultural and Intercultural Education' (GDIC-PIE) conceived by Education Policy Department of the Council of Europe is concerned with "the **identifying the sociolinguistic context and the educational culture**". In particular, this stage includes recognizing types of languages and status within the given society implicating learner's needs. For pursuance of enquiry into these needs and the educational culture **'The Outline for a survey for social perceptions of languages and how they are dealt with in the**

curriculum' see **Appendix I** (GDIC-PIE, 2016, p. 129) can be used to analyse the current situation of a society or community . The mentioned outline is divided into five sections. The first one directs attention to questions regarding how the general public perceives the different languages and their variants considering their post in relation to social aspirations, cultural factors, fashion and deep- rooted traditions. The languages also include regional, minority and immigrant languages. Moreover, it includes schooling languages and the ones taught at school. The second part focuses on learner's language needs as individuals and citizens; their current needs and learning motivation and those of future career. The social cohesion and inclusion, the needs of society, relations between countries or cross-border regions and promotion of (inter)cultural values are the constituents of the third area. The following part verifies to what the extent linguistic rights follow international policies in existing curricula. The last part analyses current language provision in schools and other institutions and language curricula. This is a complex analysis providing multi-factorial frame of reference showing interrelated nature of the discussed elements. (GDIC-PIE, 2016, p. 129-130)

Appendix II of the same document consequently offers outline of survey on **local level**. (GDIC-PIE, 2016, p. 131) The first step is investigating and determining **learner categories** (languages and language competencies; the factors influencing language learning like cognitive development; relationship with languages; the images among the young people; parental, social and public opinions on "languages of high status and power" as well as stereotypes about the languages and knowledge of other cultures, namely, contact with people of other cultures, tourism, trips to the country of origin, contact with immigrant relatives, reading, reports and features in the media) The context and its specification is the next in line. Fields, situations, conditions and constraints in which languages are used represent varying circumstances reflecting distinctive features of country's situation on local level . The **educational culture** is influenced by philosophy of education, teaching traditions and

by behavioural habits which define the organization of the school life. (GDIC-PIE, 2016, p. 131)

8.2. Requirements on teachers' knowledge and abilities in the process of the development of sociolinguistic competence .

As far as teachers are concerned in respect to the view to plurilingual and pluricultural education stated in GDIC-PIE (2016, p. 131), they are required to develop and increase their **plurilingual repertoire and language competences**, specifically, in foreign languages, communicative and content teaching approach. Besides that, they are to master language of schooling or migration/regional together with the subject-content in all subjects. Metalinguistic and cross-cutting competencies are especially important in "bridge building between the languages" using the language of schooling. Moreover, teachers should be able to use existing resources and how to deal with plurilingual situations. An internal variability of any language is another element they should be informed about and be prepared to use.

In addition to the above-mentioned abilities, teachers should comprehend the **relationship between cultures and languages** as a part of intercultural training in order to master intercultural dialogue. There are specific skills underlying intercultural class work related to attitudes and views the teachers. In general, they should navigate pupils towards openness and respect to other cultures. In particular, pupils are facilitated to increase their capacity to change their opinion after contemplating different culture point of view. GDIC-PIE (2016, p. 131) Reminding the roots of xenophobia discussed earlier in this document, it is necessary for pupils to understand one's own cultural identity and the concept of mutual enrichment between cultures. All these elements constitute prerequisites for the development of sociolinguistic competence.

An **ability to cooperate** is highlighted as an interweaving factor of the curriculum development reflected in many areas. Subjects relevant to the

sociolinguistic competences include **learning through intercultural encounters**, convergences and **integrated language teaching** considering teaching and learning both to follow the fact that development can be aided by integration of various skills. (GDIC-PIE, 2016, p. 38,133) Finally, teachers should be trained to develop **plurilingual materials** as means of language development. (GDIC-PIE, 2016, p. 38,133)

These requirements imply direction of the further teaching efforts according to which **teaching approaches** should be harmonised and appropriate methodologies adopted accordingly.

8.3. Teaching approaches

The focal point of **Communicative language teaching** approach is a language as a means of communication aiming at communicative competence. (Richards, 2014, p. 87-91) Some of the features refer to a language as a system for the expression of meaning. However, it works from the "strategy preserving communication" point of view rather than sociolinguistic one. It considers interaction and communication to be the main goal that can be seen in the structure of language indicating its communicative function and use. Richards (2014, p. 87-91) states that grammar and structure do not pertain to the main characteristic of language and its primal pursuits are the categories of functional and communicative meaning. The knowledge of setting and participants influence the decision whether to use formal or informal speech. Different types of texts and their production are another aim of this approach and communication strategies serve as tool for communication maintenance. (Richards, 2014, p. 87-91)

Its main principles are learning a language through using it for communication and therefore classroom activities are adjusted accordingly and follow authenticity. Another focus is fluency and therefore different language skills are necessary to

involve for the purpose of the communication. (Richards, 2014, p. 105) Considering its positives and negatives, Richards points out the need for more specific approach taking into account current changes. (2014, p.105) Each society faces different constellation of cultures and it requires relevant approach.

Competency-Based Language Teaching (CBLT) approach together with CEFR teaching approach focus on building individual parts of language considering them necessary for effective functioning of an individual in the society which can be advantageous for economics of a state but it does not contribute to the development of thinking and therefore it can lead to educating passive individuals likely to be manipulated. (Richards, 2014, p. 168-169) Sociolinguistic competence should be integrated in the framework of other skills that will encourage communication of equals. And all those abilities should be used as an instrument of nurturing moral attitudes of a human being.

Richards (2016, p.132) considers **Content and Language Integrated Learning (CLIL)** to more likely be an approach than method there are not any specific techniques or procedures as it is focused on the content it preferably uses techniques coming from the communicative described above or text-based approach.

Content-Based Instruction (CBI) and CLIL have spread very quickly worldwide and have been used in different teaching environments since the 1980s and several relevant issues have occurred. (Richards, 2014, p. 132-133)

Richards (2014, p. 132-133) advocates that majority of teachers have not been trained in the subject matter which cannot provide learners with the proper content initially intended and another question regards the fact that there are many different factors related to the school environment and student population influencing effectiveness of the mentioned approaches. However, these approaches are

predicted by the current progress to grow in numbers in terms of their use. (Richards, 2014, p. 132-133)

CBLT and other approaches, the standards of which have been under the spotlight, have been a significant and frequently used practice not only in language teaching but also in other areas of education reflecting orientation of "authorities and government documents, guidelines for teaching and assessment and current international course books" towards outcomes. We should take this into consideration, and yet, we have to bear in mind the fact that language should preferentially be the tool of our development and not stagnation. In other words, we learn language to think and grow and not just to fulfil some tasks or to reach a prescribed level. (Richards, 2014, p.168) This brings us to the point where it is necessary to reflect upon relevant constituents of structure for curricula.

For the development of sociolinguistic competence it may prove useful to identify elements of the present teaching approaches that will be compatible with the competence itself as well as the language framework reflecting the importance of viewing the language as a whole and as a means of communication between various cultures and means of the development of society. Nevertheless, the development of language should be inevitably connected with advance in the area of moral attitudes and qualities.

Council of Europe indicated four approaches in teaching focusing on communication, competence, action and mediation, the methodologies of which the teachers are expected to incorporate together with the ones related to plurilinguality and interculturality and reflexive approach also termed metacognition which is an educational sciences concept. **Mediation** concept according COE is related to teaching and learning likewise. An ability of a teacher to mediate can be described as a way of approximation of the existing knowledge and the one to be acquired. As far as learner is concerned, mediation is reflected in their capacity to activate resources

in languages of origin as well as any other language beneficial to acquiring new knowledge. This capability enables to gain a greater benefit in a process of learning in diverse environments, e.g. the one taking advantage of bilingual teaching that can influence pupil's motivation to learn and develop foreign language also belong to this list of teacher's skills. (GDIC-PIE, 2016, p. 38,133) However, bilingual teaching and integrated language teaching are complex approaches providing learners with "thorough command of competencies" enabling them to perform a wide range of activities.

The **second type of approaches** develops "intercultural competencies, cross-cutting strategies, a global and all-embracing language education and partial competencies which may be (very) highly developed." (GDIC-PIE, 2016, p. 38,154) For complex overview, see appendix III (GDIC-PIE, 2016, p. 156)

On the side of the competence-based approach, there is **theory of language and theory of learning** (Richards, 2016, p. 154) providing the frame of the reference for the teaching language in the social contexts relying on functional and interactional nature of language. It considers personal and social needs to represent primary goals to be achieved by a language. For this reason, the needs are specified in chosen situations so that appropriate skills can be inferred. This theory assumes a particular connection between form and functions and therefore vocabulary and structures can be identified precisely according to life situations of a learner.

Theory of language implies that language can be divided into segments that is further subdivided into smaller constituents. And each such element can be taught and tested. Language is actually represented by communicative competence that is structured in the above-mentioned manner. (Richards, 2016, p. 154)

Theory of learning is based on assumption that language is learned by developing skills that are acquired individually but comprise a whole in a form of

language performance, the conduct of which requires practice.(Richards, 2016, p. 155)

8.4. Teaching and learning activities to promote sociolinguistic competence.

Richards (2016, p. 158) states that the **CBLT** course design does not require any specific methodology unless it follows main goal of competency enhancement. However, it follows a holistic nature of language in using listening, speaking, reading and writing activities as complementary. In respect to speaking and writing as a means of acquiring communicative competence, they can interconnected with the content that would help to develop sociolinguistic competence. One of such themes mentioned in Richards (2016, p. 158) relates to culture. And specifically, how is language associated with this area of human interaction. Providing pupils with abundance of space for activities focusing on development of communicational interchange aiding relevant information about sociolinguistic aspects this procedure can represent one of the patterns for teaching. Offering different ways of dividing students into groups combined with materials presenting various social real-life situations with teacher assistance can become a valuable source for development of sociolinguistic awareness. Respecting different learning styles, information regarding the above mentioned cultural and social aspect of life can be transferred in other ways, e.g. writing, listening and reading ensuring a wide selection of topics that will be motivational and authentic. Materials on culture should be prepared in order to encourage pupils to learn more about different cultures and the life of children or teenagers of the same age. Real contact with their peers may have been proved as the strongest motivation.

Besides activities focusing on communication, Richards (2016, p. 158) lists some activities that lead learner to expand their cognitive abilities in analysis, synthesis and evaluation. These higher level thought processes lay foundations for the use of the critical thinking as a tool for the problem-solving in situations that may

occur in their lives. This way of thinking should be inevitably interlinked with moral attitudes and values in order to seek actively for meaningfulness standing behind cultural differences or social reactions.

Discussing procedure of CBLT, Richards (2016, p. 160) states in the definition of Hagan (1994, p.22) regarding curricula operation, that one of the criteria in compliance with which the pupils are assigned a position within the competency-based curriculum framework, are social goals for learning English. They deserve higher attention especially at the Stage of 1 and 2 that primarily focus on general language development. The author of the definition describes the three syllabus strands: Further Study, Vocational English and Community access that belong to the main areas in which students at the Stage 3 set their personal learning goals. Pupils should be guided to reflect upon their own learning goals during the whole process of language acquisition adequately their level of understanding because their dreams, wishes or intentions can be transformed into the goals in learning and become the valuable source of their inner motivation which will be discussed in one of the following chapters.

8.5. Teaching resources

At this point we can discuss a whole range of options like educational technology and other learning resources.

8.5.1. The technology pyramid

Jill and Charles Hadfield in Harmer (2012, p. 175) points out the question that can help to consider what kind of teaching resources are really necessary for teaching. Those resources are presented in the technology pyramid the final arrangement of which showed importance of each segment starting at the bottom

with Language laboratories, videos, computers and Powerpoint presentations. The next segment consists of recorders (replaced by CD players or mp3 nowadays), photocopiers and the Overhead Projectors. The mentioned technology serve as tools for different ways of teaching that on one hand are very easy to use if they are available to reflect differing needs of pupils in terms of their various learning styles. Books and whiteboard are included the third segment. However, the authors of the pyramid considering the worldwide situation mention more widely affordable tools as paper and pens that occupy the four level of the pyramid that is followed by next-to-last is real life. And the top of the pyramid constitutes of people themselves. Although, the 'hi-tech' tools have plenty of advantages, Jill and Charles Hadfield in Harmer (2012, p. 175) discuss importance of each segment individually with the reference to the fact that the lack of hi-tech devices has not forestalled people around the world from learning English successfully.

Considering the development of sociolinguistic competence point of view, each type of the technology can be used to increase the ability depending on a teacher's knowledge and willingness. Teacher is the one who decides on direction of teaching and learning efforts within a frame of school curriculum. Therefore, teachers' training plays decisive role in the course of pupils' progress.

8.5.2. Pupils as resources

Pupils themselves are useful resources (Harmer 2012, p. 176) because they can participate on lesson not only as they can act out situations but they can also share particular events describing people's reactions giving themselves as well as their classmates opportunity to evoke and make various associations that when guided by a teacher can become strong connection and help pupils to understand and remember ideas. If they are appreciated for such endeavour we can expect them to improve their motivation for learning thereafter. (Harmer 2012, p. 176) Sometimes pupils themselves are able to explain meaning of concrete situation to other pupils

using teenage slang which is beneficial for both, speaker and hearer. (Harmer 2012, p. 176) This improves their ability of social tactfulness which is basically one of the primal goals of developing moral qualities and attitudes that will provide foundations for further development of sophisticated mechanism of sociolinguistic competences as it has been mentioned in previous chapters.

8.5.3. Objects, pictures and things

Objects, pictures and things a teacher brings may be miscellaneous and of different size, weight and colour. (Harmer, 2012, p.177) These materials are picked either intentionally or accidentally, nevertheless, even those chosen at random may be used for improvement of sociolinguistic skills if teacher has them in mind a priori. The following example adopted from Harmer (2012, p.177) illustrates how it can work. Objects chosen for activity can be: a napkin, a telephone number written on a piece of paper, a key and padlock, broken mobile (not used anymore), a pen, an elastic band, few coins and an earring. Pupils will be asked to take one of 'evocative' objects out of a non-transparent bag and invent a story using particular speech act/acts. They can either write it down or get ready to act the story out. (Harmer, 2012, p.177)

Pictures as a means of teaching are very effective and flexible. (Harmer, 2012, p. 178) They can be found in magazines or books, teachers can draw them or take a picture of something real. Another option is to use them to create flashcards with different types of text added either front or back side and there are even sequences of pictures available online or as a comic stories the texts of which may be erased in order to give opportunity to pupils to fill them in with their own ideas. (Harmer, 2012, p. 178) The above-mentioned flashcards are especially relevant for drills according Harmer (2012, p. 178) and they can be used also for sociolinguistic markers (vocabulary, phrases, speech acts etc.); register differences; social conventions and habits. Pictures in general possess a great potential to initiate speaking and writing

activities that integrate productive skills needed for interpersonal and intercultural communication . (Harmer, 2012, p. 178) Pictures immediately decode message respecting relationships between people providing non-verbal information about their mimics, posture, mutual distance, gestures and other features etc. that illustrate the message, hence, they are very helpful in learning meaning. Besides the drills, pictures can be used for initiation of discussions or communication games, etc. (Harmer, 2012, p. 178) The only task for teacher is to link them with appropriate sociolinguistic item. Cards related to the subject matter are also suitable for matching, ordering or selecting (Harmer, 2012, p.180) and so they improve higher thinking processes that support pupils ability to analyse situations.

8.5.4. Course Books

Course books have been occupying the most probably the number one in methodologists' discussions as regards their usefulness and for this reason, it is indispensable for teachers to become aware of their pros and cons. (Harmer, 2012. p. 181) Course books of good quality are designed with coherent syllabus and sufficient language control as well as audio CDs and CD-ROMs providing audio and extra resource material. (Harmer, 2012. p. 181) Another significant attribute is ascribed to motivation and appeal of the book. (Harmer, 2012. p. 181) Considering the lower secondary level, texts and their content, pictures and symbols allowing orientation and overall layout etc. influence pupils' motivation and encourage them to use them. They have an intrinsic need to experience success and the perception of their own progress. The discernment of success and progress have an impact on pupils' motivation and personal aspirations.

Disadvantages of the course books according Harmer (2012, p. 182) lie in the way they are designed and used. The teaching sequence usually follow Presentation, Practice and Production (PPP), despite the fact that there have been other options complying with needs of learners and respecting the nature of

language. (Harmes, 2012, p. 66) An alternative submitted by Harmer comprises of three elements Engage, Study and Activate (ESA) named 'Straight arrows' (2012, p. 66) that seem to be similar to the PPP, especially, when they are used with fixed and inflexible approach. The third teaching practice implies the use of learner's own words to 'Activate' the new language. Nonetheless, ESA enables two more combinations of teaching procedures. The 'Boomerang' procedure can be likened to task-based or deep-end approach. Learners are asked to do some task or play a game which will make them engaged and will show their educational needs that they will focus on afterwards. The third procedure listed by Harmes (2012, p. 66), named 'Patchwork', is the most variable as it can follow several courses of actions. The purpose of this variability was to offer teachers versatile tool to be used for differing functions of teaching aims. Harmer (2012, p. 67) explains that it is useful for "teaching grammar points but not for analysing their own language use after communicative task". Although, the ESA is more flexible than the PPP, it is not solution for every possible situation. An idea is to adopt a "do-it-yourself" (DIY) approach (Harmer, 2012, p.182) and to rely on teacher's own knowledge, experiences and resources. This requires they will be able to design lessons that will combine in a coherent syllabus. (Harmer, 2012, p. 182) If school requires to follow an educational policy set by a government, a teacher may keep the main line of a prescribed syllabus and use her/his knowledge of individual needs of every class to make choices about methods, techniques and the order of teaching procedures to adjust the course of education. Specifically, development of sociolinguistic competence may need such adjustments if the course book do not deal with this area of language teaching adequately. In order to ensure proper training for teachers, it is essential to encourage teachers to develop their capability to be able to find appropriate solution to any teaching situation flexibly and not to be afraid of improvise up to certain level.

To sum up, teachers can use a plain paper and a pencil until they keep in mind the main goal - to help their pupils to learn to communicate the way which will enable them to develop and maintain relationships.

9. Motivation of pupils to develop sociolinguistic competence.

The motivation of pupils play crucial role not only in general but it applies to development of sociolinguistic competence in a like manner. When pupils are motivated to learn language they will accept the need to develop appropriate competence to maintain conversation in favour of fostering relationships.

Ur (2012, p. 10) admits this idea and by elaborating on it provides us with the notion of the motivation consisting of the two kinds . The first named integrative motivation and the second is instrumental motivation both introduced by the researchers Gardner and Lambert in 1991 (Gardner in Ur, 2012, p. 10). The first type of motivation shows learners interest to become a part of the community of speakers of the language. The other one focuses on pursuit of material or educational advantages like getting a more lucrative job or reaching advanced study. The research ascertained the integrative motivation to be more important than the second. This fact can be used to channel all teaching efforts towards development of sociolinguistic competence. Teachers can link this motivation and learning goals together and adjust educational technology and materials.

Nevertheless, the more recent investigation on motivation showed the opposite results (Warden and Hsui, 2000). Ur suggests an explanation that it can be due to worldwide changes that have influenced the function of English and there is an increasing importance of the language for instrumental purposes. English is becoming an international language and therefore from the pragmatic point of view, the question that needs to be resolved regards several aspects. Basically, it revolves around discussion about the language forms (e.g. lexical, phonological, orthographical and spelling) that can be easily understood and adopted around the

world. (Ur, 2012, p.4). The whole other 'chapter' includes intercultural and sociolinguistic aspects.

In addition to the types of motivation, Ur (2012, p. 10) compares instrumental motivation to extrinsic in terms of "benefits of success in learning and penalties of failure". The opposite type claimed to be intrinsic has a connection to the activity learning itself that the author comments it can be perceived as interesting and satisfying or the other way around.

However, teacher is a facilitator in the process of identifying of motivation of learners which is multi-factorial and individual for each pupil and as there are inner psychological processes in development of a human being regarding self and personal identity, learners eventually come to a point to make a decision whether they want to become successful or not, to be a part of international community or accept that they will have limited options. (Ur, 2012, p. 11) In this process, teachers can offer them aid and assistance in three main ways to increase their motivation. The first is to bring them to understanding that a foreign language has a significant position in the world approaching the age of international world community with its culture including ability to communicate effectively with ever-growing number of its members. (Ur, 2012, p. 11) And the social interaction activate teenagers in many ways and helps them to find their place within the society and the world community as well. We should not forget to navigate them to balance their needs and the needs of society they live in. The second aspect is aimed at their view of themselves to be able to achieve their goals successfully. (Ur, 2012, p. 11) This includes how they perceive making mistakes and what feedback they get from their teachers as it can encourage them or not. The third element concerns the attractiveness of classroom activities. Ur (2012, p. 11) mentions communicative tasks and interesting texts pointing out strategies task design and administration, e.g. game-like activities.

II. PRACTICAL PART.

An intention of this research was to use research method of a questionnaire and evaluation of teaching materials to answer the following questions. Are teachers aware of the importance of development of sociolinguistic competences? Are the appropriate didactic tools and activities included in teaching materials used at schools? Do teaching materials meet the requirements regarding the sociolinguistic competences stated in CEFR (Companion Volume with the new descriptors (published in February 2018) by Council of Europe?

The questionnaire used for the research is included in Appendix 1.

Five criteria have been used in order to categorise data to be obtained with the questionnaire:

- place (location of schools where teachers currently work)
- age
- gender
- professional experience (years)
- qualification

Primal intention of this small scale research was to map the situation regarding sociolinguistic competences and their development within the region of Olomouc and Prostějov. However, there appeared just one percent of total number of respondents which was 34, from further distance due to sharing the questionnaire among teachers.

Only three per cent of respondents included male teachers and ninety-seven percent represented female teachers.

The questionnaire was sent to respondents who teach at lower secondary level either general secondary schools or basic schools in order to cover this particular level of English language teaching.

The following diagram (see Figure 1) that focuses on the percentage of professional experience of respondents shows that there are two major groups. The first one with experience sixteen years and more consists of forty-four per cent which is nine percent bigger than the second group with experience from six to fifteen years. These two groups of teachers together include seventy-nine percent of respondents who can use their professional experience as one of the reliable resources for evaluation of the questionnaire. The smallest group consists of teachers with the shortest period of their professional experience that is one to six years which comprises twenty-one per cent.

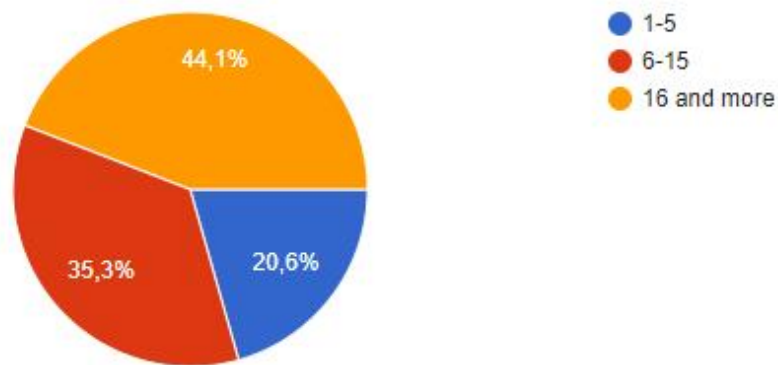


Figure 1 - Professional experience of the respondents

The fact that eighty-two per cent of respondents (see figure 2) are qualified teachers provides a solid foundation for further analysis of the data. It is supported with the percentage of respondents with the professional experience longer than 6 years, which implicates that their own personal experience is based on a real everyday practice and therefore interpretations of the questionnaire results can be considered as reliable.

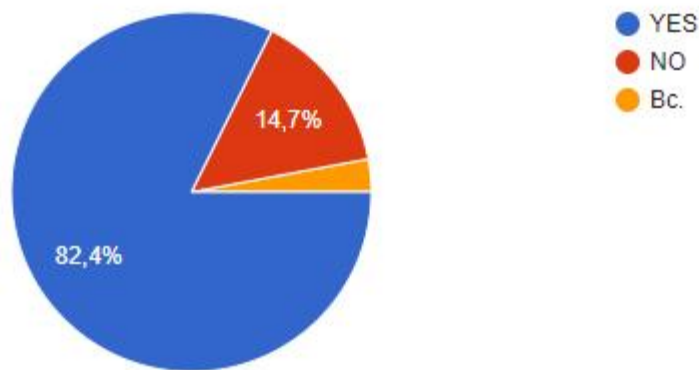


Figure 2 - Qualification of the respondents.

10. Data presentation and interpretation.

The first task was to investigate the extent of awareness of importance of the development of sociolinguistic. We decided to use a definition of sociolinguistic competence stated by Council of Europe in the Companions Volume with New Descriptors - Common European Framework of Reference for Languages: Learning, Teaching, Assessment issued in February 2018, p. 137, to introduce respondents to the subject matter. The definition is as follows: "**Sociolinguistic competence** is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated here are those specifically relating to language use and not dealt elsewhere: **linguistic markers of social relations; politeness conventions, register differences, and dialect and accent.**"

Respondents were asked to use the evaluation scale ranging from "not at all" with mark one to "very much" with mark four. They should express their opinion on the question, how important do they consider sociolinguistic competence for successful communication in English. Fifty per cent of respondents have fully agreed on a choice "very much". The choice "quite" received only six per cent less than the previous one. Thus we may assume overall ninety-four percent of respondents recognize importance of the competence.

The next step of the research focused on specification of teachers' perception of means of sociolinguistic competence development and their discernment. For analysis, four different ways of the development were chosen. The contact with a native speaker received highest rating, in particular it was seventy-two per cent . Option "other" was completed only once with comment "Native speaker should be aware of e.g. formal and informal use of language" which illustrated the first place assigned to this way of development of the competence. However, the following option "explicit teaching" (direct explanation of what is appropriate to whom, when...) was not commented and therefore it is not clear whether the teachers are aware of the fact supported by research that teaching focussed on grammar itself does not lead to development of sociolinguistic competence and on that account, it is necessary to integrate explicit instruction by a teacher. Nevertheless, the respondents perceive this explicit way to be quite effective for development of the competence as they allotted fifty-nine percent to this method of teaching. This figure suggest that despite of the fact that they may not be informed of the scientifically verified truth, they consider explicit teaching important owing to their professional and personal experience. The total sum of each of the following two items differs in just one per cent which reflects opinions of the respondents who consider the reading texts about social matters (family, friends...) and the learning dialogues focusing on speech acts equally important. And both of them were considered quite important in respect to the development of sociolinguistic development whereas the reading texts obtained fifty-six per cent of all asked respondents and the explicit instruction received fifty-nine per cent that is only slightly higher rating.

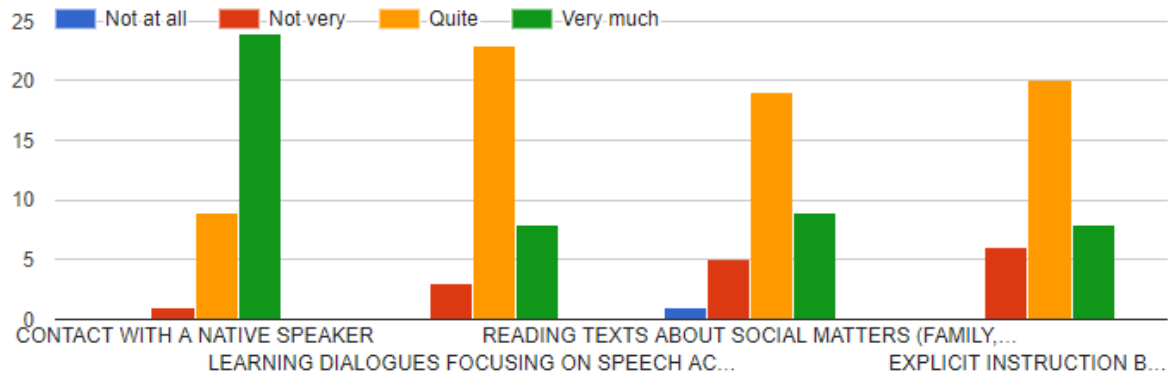


Figure 3 - The evaluation of teaching elements with respect to their importance in development of sociolinguistic competence.

In the next part of this research, it was necessary to map teaching materials, specifically textbooks as they are main teaching tool. Out of thirty- two respondents, sixty-two per cent votes assigned Project either the third or the fourth edition to be the mostly used. Although, there is a probability that some of the respondents work at the same school, there is only one another textbook with the rating higher than all the rest which received three per cent per each. This second material is named English File - the third edition, nonetheless, the percentage of this type was only thirteen per cent of the total number of respondents. Some of the schools which were addressed, are of the general secondary schools type and their lower-secondary level teachers are use to use English file series. As there is a majority of schools which use Project series, they will be assessed in the next chapter of this thesis.

The teachers were asked to express their opinion on resources covering sociolinguistic competences in their textbooks in respect to the requirements stated in the Framework Educational Programme For basic Education (FEP-BE). Only fifteen per cent of respondents were not able to decide whether the resources meet requirements of the Educational Programme. We can assume that one of the reasons was the lack of information regarding the sociolinguistic competence itself. The teachers who were not satisfied with the resources amounted to eighteen per

cent of all votes. However, more than two thirds of the respondents were content with the resources to meet FEP-BE requirements see the Figure

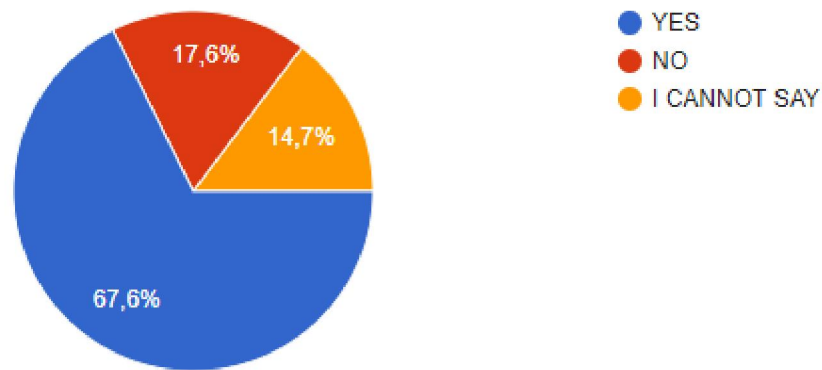


Figure 4 - The resources in textbooks to meet requirements the FEP-BE.

Role-plays represent the type of activity focusing on productive language competence that help to learn and practice concrete language situation or usage and it is the case with another speaking activity - discussion.

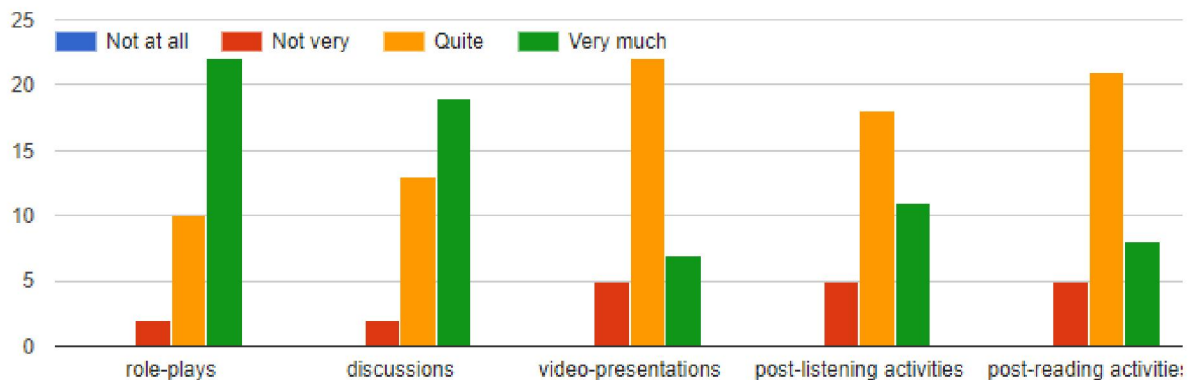


Figure 5 - Usefulness of particular activities for the development of sociolinguistic competence.

The data evaluating teaching approaches currently used at schools showed that fifty-nine per cent of respondents use communicative language teaching

approach (CLT), the main pursuit of which is to preserve interaction and communication. Its scope of functional and communicative meaning implicates that the sociolinguistic aspect of a language according Richards as we have already mentioned in the chapter 8, do not focus on sociolinguistic competence at the first place.

It may seem that this competence is probably not being currently developed at the schools included in the research using the CLT but we have to take into account the fact that the majority of the schools are bound to follow the Framework Educational Programme for Basic Schools and for Secondary General Schools, both of which refer to CEFR and therefore we may assume that in the future schools educational programmes will eventually adjust. Moreover, the second mostly used teaching approach is competency based. This way of teaching is used by the thirty-five per cent of the respondents. On the one hand, it is possible that because of lack of time during the school year and low level of pupils' language competence, teachers will tend to reinforce previously acquired basic knowledge by revision as some of the respondents stated: "At this level (A1-A2) there cannot be much talk of a conscious discernment of registers on the side of the students even if these are included in the textbook. Other more important issues are so pressing that introducing register to (A1-A2) students seems useless to me in vast majority of cases." This is a response to a question with reference to the number of activities in the textbooks used at the schools to improve the ability to distinguish and use appropriately formal and informal register.

On the other hand, teachers may not be sufficiently trained to be able to develop sociolinguistic competence and their knowledge in this area broadened enough and so they would be able to complement the current teaching materials by creating their own ones. For this reason, we suggest this subject for the future research, in particular, it should focus on a deeper inquiry into teachers' acquaintance with methods of the development of sociolinguistic competence.

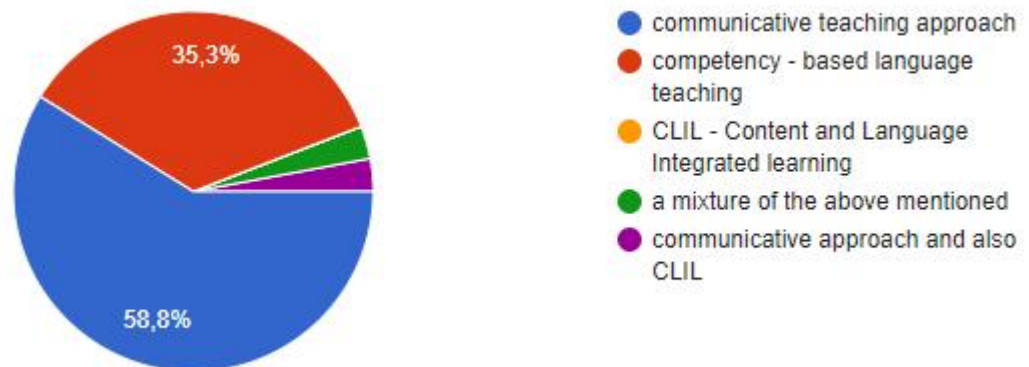


Figure 6 - The teaching approaches used currently at the lower secondary level type of schools.

The data presented in the **Figure 6** indicate that only three per cent of the respondents realize the potential of each of the approaches included in this part of the research. The question remains what options in respect to decision making and their application all the respondents are allowed to conduct.

We have chosen six means of the development of sociolinguistics competence. The first one - range of teaching activities contribute to the development indirectly by encouraging motivation of pupils to learn in general and respecting the different styles of learning. This category received ninety-seven per cent of all votes. The eighty-five per cent of the respondents voted for the interactive technologies. Within the region of the research, authentic materials are considered to be the second most important element relating to the competency development being used for teaching nowadays. Their scope of influence is mainly direct, however, the guidance provided by a teacher is necessary to ensure the relevant sociolinguistic information. It would be useful to investigate this area in more detail to specify the resources because one of the categories of means of development of the competence were language magazines which were assigned by only three percents of all the respondents which do not correspond with the percentage achieved by authentic materials category which gained the four fifths of the whole and language

magazines belong to this category. These materials which account for the third category, were elected by eighty-two per cent. The another aspect in this area is a native speaker. The twenty percent of the respondents have opportunity to use this option which may be useful but as we mentioned in the chapter dedicated to the teaching resources, it is not the inevitable. Nonetheless, there is a particular disproportion in the number of respondents who view the contact with a native speaker very much effective in respect to the other elements of the sociolinguistic competence development, e.g. reading texts about social matters learning speech acts through dialogues or explicit teaching.

The contact with schools abroad as a certain alternative to the native speaker category can support other attempts to motivate pupils and at the same time to enhance development of the competence. For this reason, we included a project focused on the communication with the schools abroad that will be discussed later in this part of this thesis.

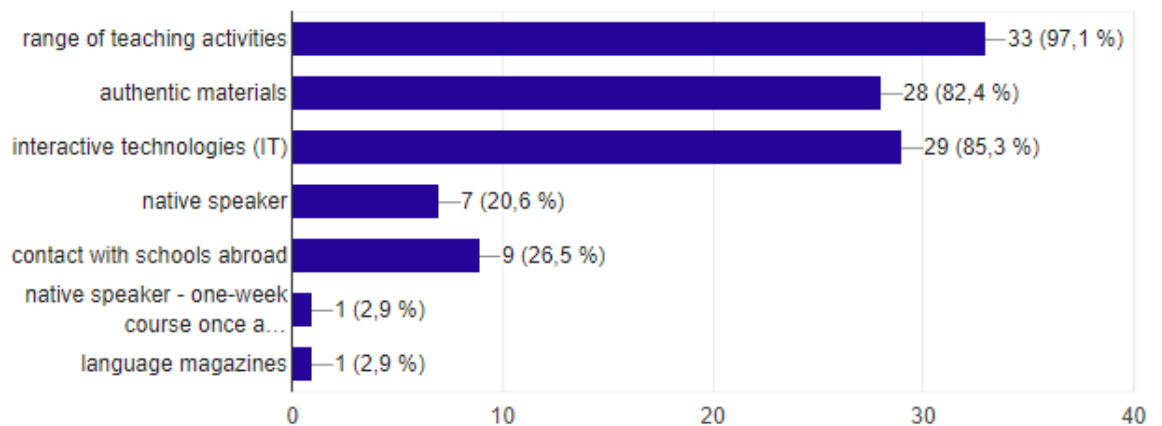


Figure 7 - The means of sociolinguistic competence development.

All the above mentioned means of the development of the sociolinguistic competence are more or less interrelated and mutually supportive, although they are not all necessary for the aim of the development as it is explained in the chapter on the teaching resources.

The respondents were asked to state at least three items that they consider to be the most motivating in order to develop sociolinguistic competence. Their answers can be divided into several groups. To start with, the **'real communicative need'** group include the already mentioned native speaker, lots of opportunities to communicate in or outside the classroom, to communicate with other classes, to travel - need to navigate in authentic surroundings, need to navigate in social context and do not embarrass oneself, students from other countries, to use social media for online communication with friends, and future career. The next **group is related to reading**. One of the answers included 'realia in the context'. This term has got a different meaning in English than in Czech and it means real objects used in the classroom for the teaching. However, in Czech it is used to assign text and information about the English speaking countries. And so it is highly probable, that this term that belongs to the group of words consisting of pairs of the same expressions possessing different meaning in each language called "false friends" was used in the Czech connotation. Besides the realia in the context, there were following items mentioned to appertain this second group: interesting textbooks, books for reading, authentic articles and stories. The last **group deals with games**. There were the two types of games mentioned by some of the respondents: speaking games and PC games. Speaking games can affect pupils speaking skills and it depends on a procedure of each game it may help to motivate and develop sociolinguistic competence.

The following question turned respondents' attention to the four particular teaching activities. The fact that deserves our attention relates to the lowest rating of the post listening activities. The fifty-three per cent of the respondents expressed their opinion on the activities after the listening to be quite useful whereas post-reading activities received the sixty-two percent of the total number of respondents. The role-plays and the discussions were considered 'very much' in terms of usefulness. The difference between them are three votes which is just one per cent

of the teachers. The discussions were assigned fifty-six per cent and the highest rating of the sixty-five per cent received the role-plays from the respondents who believe they are very much useful. Some of the participating teachers expressed the idea of picture presentation, quizzes and games based on the realia to be included within the teaching activities with the target to develop the sociolinguistic competence.

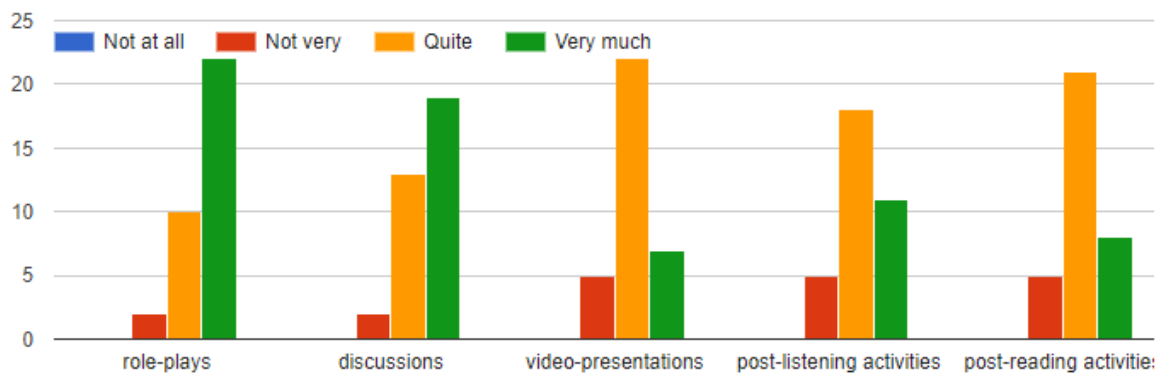


Figure 8 - Usefulness of teaching activities for the development of sociolinguistic competence.

The teachers involved in the research were asked to evaluate their textbooks' content in a sense whether they deal with the four of speech acts sufficiently or not. They were asked to consider greeting, requesting, refusing and apologising and agreeing/disagreeing. The votes were almost evenly divided between as the percentage of the first three ranged between forty-seven to fifty-three assigned to be quite sufficiently dealt with in the textbooks. These were greetings, refusing and apologising. Requesting received forty-four per cent of votes from the respondents considering its appearance and use in the textbook quite sufficient and the same percentage of the teachers regarded this speech act use as sufficient very much. The speech act of agreeing and disagreeing was chosen by the respondents as very much to be dealt with. In a conclusion, we may agree on relative contentment of the respondents with their main teaching tool - the textbook. It is a question for further investigation to compare these results with the actual skills of pupils.

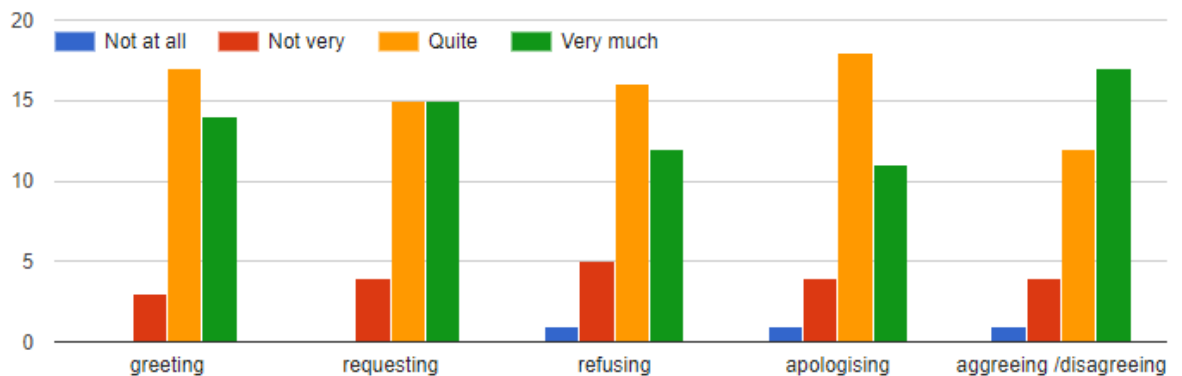


Figure 9 - The Occurrence and use of speech acts in the textbooks.

One of the aspects of sociolinguistic competence is the discernment of formal and informal register and their relevant use in various situations. The fifty per cent of respondents are quite satisfied with the number of activities occurring in their textbooks and ten per cent of the teachers are content very much. Moreover, we have already mentioned the comment of one of the respondents expressing an opinion on an ability of pupils to learn to discern registers. The point was the lack of the time and the importance of other issues appearing to be much more urgent than the registers and the respondent considers this aspect to be useless in almost all cases. On the other hand, the group of respondents who are not very satisfied with the number of activities focusing on registers comprise thirty-eight percent and the three per cent are not at all content with the way the textbook deals with the registers. There is a question emerging from these figures regarding the teachers' knowledge of registers and of ways of teaching them. Both familiarity of the matter and teaching skills are the subject of further investigation.

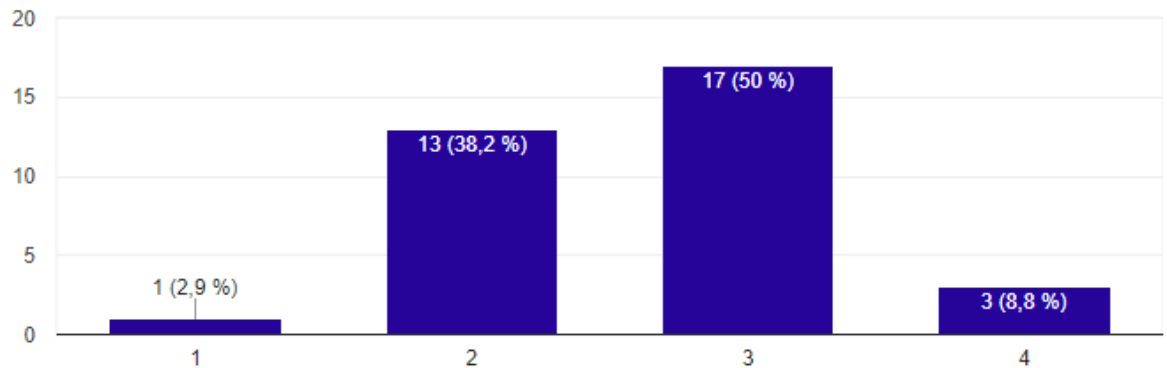


Figure 10 - The number of activities for learning and practicing formal and informal registers.

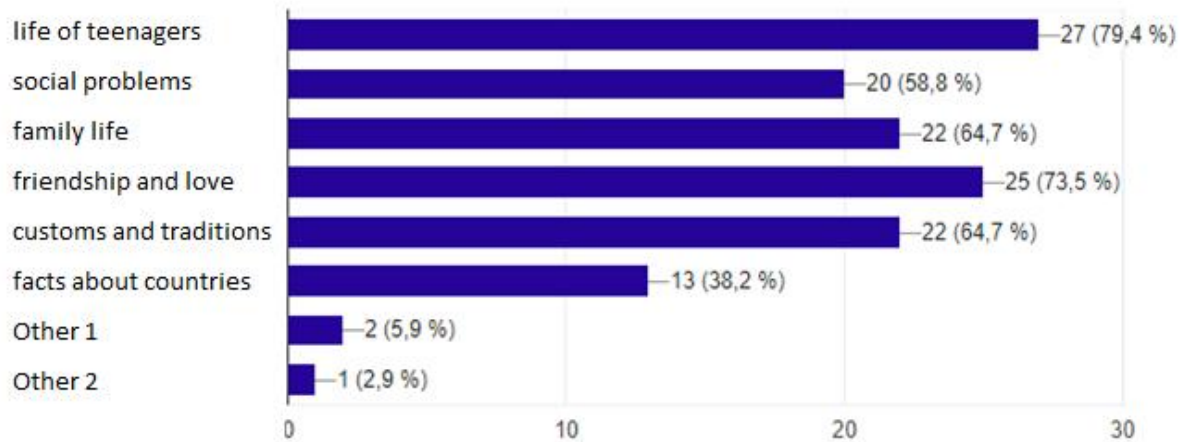
Discussing the development of sociolinguistic competence, we selected several topics for the respondents to identify whether they are important or not. Life of teenagers was chosen as the most important of all topics. It has received seventy-nine per cent and together with the second most important theme which is friendship and love offer plenty of variations to practice diverse speech acts and social conventions. Even the culture differences can apply in here. The next pair of topics are family life and customs and traditions which have received votes evenly. They have been allotted overall sixty-four per cent each which suggests they are considered by the respondents almost as important as the first pair. Family life offers opportunities to practice and use speech acts but it can be also used to introduce pupils to social habits in families regarding politeness or social etiquette. The speech acts can be applied if a person is informed about particular social rules of what is being considered as appropriate as well as inappropriate in various situations and what kind of reaction is expected. For example, there are certain table manners in relation to body, e.g. slurping.

The third place according to importance is occupied by social problems theme. Although it have not been specified in the questionnaire used for this research, it implies potential problems in communication between teachers and pupils and teenagers with each other likewise. There is a specific way of teenagers talk to other

people using a lot of slang expressions and ironic tone of voice. Many of them do not even realize what was irony originally used for and they have not developed social perception enough yet, so they will discern when they can take the liberty of using it. Sometimes they are not even aware that they are using it assuming they speak in common way unless this unsuitable way of communicating is not pointed out.

Facts about countries have been chosen by thirty-eight per cent of the teachers. These facts are usually presented in a form of a text or a list of information about geography, population, national symbols and history. And there is not any connection to sociolinguistic aspect.

The two of the respondents which account for six per cent agreed on the theme of "Specific student's hobbies that are identical with the textbook's content". This is rather a theme for conversation in general and not specific topic that can be used explicitly for the development of sociolinguistic competence. The last choice is reflecting students' areas of interest which is the preference of one respondent represented by the three per cent of the whole. This idea can be used in majority of situations, admitting the fact of importance of motivation, however, more specific suggestions were expected here. For example, we can discuss differences in meeting etiquette and the use of greetings and addressing people, giving and receiving presents, or any social habits accompanying dining, and there is a high probability that there will be a distinction between the core values that are involved in building relationships of the societies participating in international communication. Nowadays, pupils are fascinated by mobile phones and social media and they can be often seen using them but there is a whole new way of communication via these devices and applications and without any guidance their sense of social tactfulness cannot develop properly. They are currently used to express themselves using abbreviations or acronyms and their abilities to evince politeness become stunted. Real communication involves more sophisticated discrimination of linguistic forms and their integration with nonverbal means of communication.



Other 1: "Specific students' hobbies that are identical with the textbook's content."

Other 2: "My answer is reflecting my students' areas of interest."

Figure 11 - The importance of themes to be used in textbooks with reference to development of sociolinguistic competence.

One of the last questions the respondents were supposed to answer aimed their attention to the content of the textbook they use in relation to the development of the sociolinguistic competence, specifically to the amount of the resources. The following comment has been stated by one of the teachers: "The content and its usability is very much dependant on the students' capabilities. In most cases it's more than sufficing. Most of the students are slow and need a great number of repetitions of everything which costs time. There is rarely time for extra textbook content." Our suggestion for further analysis is to investigate whether it is only the case of low level of students' learning capacity or if it is a matter of a teaching approach and a syllabus design. The figures to follow reflect prevailing satisfaction amongst the respondents with the amount of resources for the development of the competence in textbooks. To be more specific, eighteen per cent of the respondents are very satisfied with the resources and fifty-six per cent are quite satisfied with them. They together comprise almost three quarters of the whole. Only twenty-seven of the teachers have not been very satisfied with the resources. This outcome corresponds with the percentage of the respondents who are content with the resources that meet

requirements stated in the Framework Educational Programme for Basic Education regarding sociolinguistic competence.

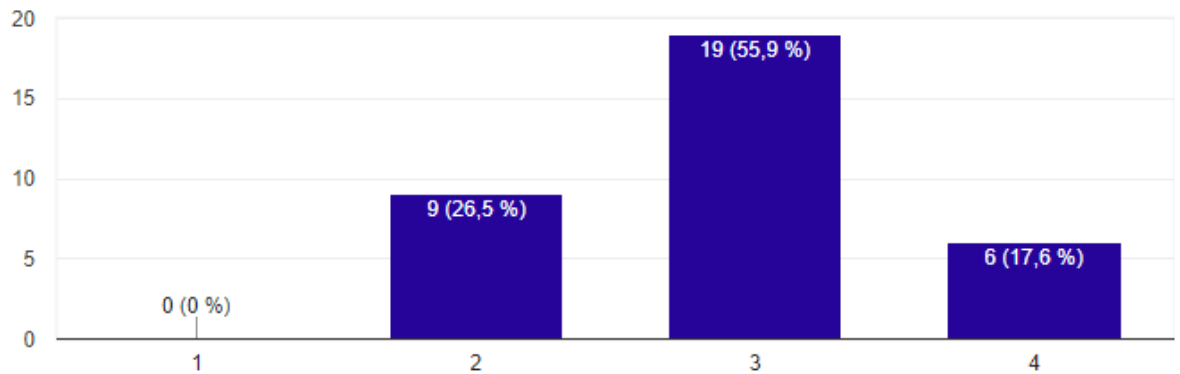


Figure 12 - Contentment of respondents with resources in textbook with respect to development of sociolinguistic competence.

A similar concordance occurred between the number of the respondents who claimed they are not informed about the Companions Volume with the New Descriptors of Common European Framework of Reference for Languages: Learning, Teaching and Assessment issued in February 2018, that is eighty-two per cents and the above percentage of the respondents content with resources in textbook. This fact implicates the level of knowledge of the teachers of sociolinguistic skills and relevant issues as well as the fact the changes introduced in CVND of CEFR this year have not been implemented in the national teaching programme and the textbook used by majority of the schools yet. Nevertheless, even if it was implemented, the comments of some of the respondents who consider the amount and the content of the textbook resources for the development of sociolinguistic competence to be sufficient, indicate a need for appropriate teachers' training regarding those who already teach and all the teachers to be as well. In addition, we will analyse the mostly used textbook in relation to its content to develop sociolinguistic competence.

11. The teaching materials analysis

The textbook to be analysed is Project published by Oxford University Press in 2014 as its third edition. The author of this textbook is Tom Hutchinson. The teaching material includes a students' book, a workbook and a teachers' book.

The layout of the students' book is described at page 5. The book is divided into units with the sections A-D and each section includes two pages. These sections provide input, practice and skills work and each such a section consists of vocabulary as initial point followed by comprehension based on an input text (ranging from stories, factual texts, cartoons as well as picture stories) which serves as an introduction of grammar and a tool for the development of reading and listening skills. The grammar part uses the cognitive approach that should encourage pupils to work things out for themselves. The skills part including speaking, listening and writing starts with precisely designed exercises followed by exercises allowing pupils to improvise using their imagination and personal associations. The themes involve different aspects of a everyday life with situations pupils encounter at home or at school. They are motivated to learn to speak and write about their ancestors or to think about their future. These topics are alternatively complemented by factual themes that help learners to talk about environment they live in starting with the flat or house which is followed by the places in town or city and finally, the country they come from providing the opportunities to learn and compare it with information about people living abroad, in particular in the UK, the USA, Australia and basic terms relating to the world.

There is a theme called 'Birthdays' in Britain in Project 2 (2014, p. 11). It includes information about what children usually do as a celebration party and what kind of presents they get but there is not a mention about invitation and meeting etiquette. They have learnt about greeting people in the Project 1 (2014, p. 4-5) and

in Culture page pupils learn about addressing people in Britain, namely, what title is appropriate to use to address woman and man and a teacher of both sexes whether they are married or not. One more information is provided in terms of the use of first, middle name and surname. At the teachers book of Project 1 (2014, p. 22), there is "Cultural background note" explaining why women prefer the title 'Ms' or 'Miss' to 'Missis'. What is missing is information that relates to time of arrival and attitudes towards punctuality, whether it is appropriate to bring any present to parents who host the party and how to express gratitude if it is expected for being invited and some way of complimenting and what is an usual way of responding in such situations. And in respect to giving and getting presents - what is common way of handling these situations. Do children in Britain open the presents they get immediately or later and is there a particular way how to express emotions using direct or indirect words and true feelings or showing an enthusiasm in any case whether a child likes it or not, that is being considered as a matter of social conventions or politeness? These ideas may prove useful in intercultural contact and may be a pattern that can encourage learners to ask about these issues when they meet members of different cultures later in their life which actually improves their sociocultural awareness and plurilingual and pluricultural competence.

Greeting phrases are usually presented as a matter of fact expecting to be learnt by repetition without understanding underlying rules that may give them information needed for building friendly and open relationship to other cultures .

Comprehension of British family values may help pupils to understand their behaviour and allow them to choose appropriate words and phrases as a response that they may even compare those values to improve their own lives which is a way of mutual understanding and enrichment. Furthermore, it can provide foundations for successful international communication in the early age and enable international exchange between schools.

There are four more pages after the A-D sections. The first of them is the Culture page we have already mentioned. Besides "the Names and titles", there are following themes: "What's your address?", "Schools in England.", "Sport", "British Houses", and "People" in Project 1 (2014, p. 24, 36, 48, 60, 72) Project 2 Culture pages starts with theme "A typical year in Britain" that is followed by "Animals", "British Holidays", Meal times", "the USA" and "the British cinema". (2014, p. 16, 28, 40, 52, 64, 76) The last part of the series Project 3 includes the following cultural themes: "Families", "Transport", "Britain", "The Big Apple", "Heroes and Heroines in Britain" and "Emergency Services". (2014, p.16, 28, 40, 52, 64, 76) Actual texts are rather informative and factual unless a teacher decides to add and use any extra material or just provide relevant sociolinguistic information. Teachers books in their culture section add "cultural background notes", however, these contain mostly information about vocabulary, procedures, history, facts about important people and events.

The culture page is followed by pages dealing with "English across the curriculum" , "Revision" , "Project and Song". Neither of these focus on sociolinguistic aspect of a language. Altogether, each section of the book is concerned with presentation, instruction and practice of a particular aspect of vocabulary or grammar in order to develop reading, speaking, writing and listening skills with a minimum of useful phrases practiced in the 'Everyday English' part. Pupils are expected to work its use out for themselves. The same approach is used in each section of the book.

Amongst educational strategies that are applied in the course, there is a list communication strategies. The first one should pupils lead to a "development of the ability to express themselves effectively and logically by practicing grammatical structures and vocabulary in common everyday situations. Pupils are assigned to prepare a project in which they present information clearly and intelligibly. A teacher provides pupils with a space for oral and written presentation of their tasks. And they should prepare assorted and ordered information about themselves and family

members, their environment and hobbies in a written and oral form. The teacher includes in lesson plan discussions, dialogues and exchange of opinions or information as a pair work." All those strategies may comply with the current Framework Educational Programme for Basic Education, nevertheless, they both need to be revised according the Companion volume with the new descriptors of the Common European Framework of Reference for Languages for Teaching, Learning and Assessment (Council of Europe, 2018).

12. Summary of the practical part

The aim of this thesis was to answer the three research questions. The question that was to verify whether the teaching materials meet the requirements regarding the sociolinguistic competences stated in the CVND - CEFR for Languages published by Council of Europe has been answered by comparing of the content of the teacher's books, workbooks and textbooks of Project 1,2,3 (3rd edition) series by Tom Hutchinson and the information obtained in the theoretical part. And the result is negative and particular suggestions for pedagogical implication will be presented in the summary of the thesis.

In order to answer the question regarding the teachers' awareness of the importance of development of sociolinguistic competence, we have used the questionnaire asking about the aspects of sociolinguistic competence (speech acts, registers, politeness conventions and dialects and aspect) This research question have been answered positively, although we have to take into account the fact that only low percentage of the teachers were informed about the CVND - CEFR.

Are the appropriate didactic tools and activities included in teaching materials used at schools? This last research question have been answered positively, however some of the tools and activities chosen in the questionnaire influence the development of the sociolinguistic competence indirectly.

The graphs showing evaluation of the data obtained by the questionnaire were included in the practical part and were used for analysis and interpretation of the results.

IV. SUMMARY

Comparing results of the questionnaire and the analysis of teaching materials the majority of teachers expressed satisfaction with the teaching materials currently used, although, the primal aim of textbooks is to learn, practice and produce linguistic forms and vocabulary while pupils are to follow inductive approach of learning of sociolinguistic context. Moreover, the explicit sociolinguistic information is added only in the teacher's books despite of repeatedly stressed importance of explicit teaching of sociolinguistic aspect of everyday life situations, and it covers only a few of all the topics used in all three levels of the textbook. The inductive approach used in the textbooks should be complemented by the explicit teaching of sociolinguistic aspects of language. The only question is the proportion of those two approaches together with another relevant learning and teaching approaches. This is suggestion for further research to find out.

The teachers awareness of the importance of the development of sociolinguistic competence is adequate to their knowledge of this aspect of language. Nevertheless, it is necessary to improve both the theoretical knowledge and practical skills of teachers and not only in respect to the requirements stated in the CVND-CEFR but also in much wider context indicated in the theoretical part of this thesis, e.g. various conceptions of politeness, the recent concepts of culture and different types of them including the positive attitude towards personal cultural identity that can be enriched within the frame of intercultural communication.

As far as didactic tools and activities are concerned, it is one of the requirements regarding teachers' skills to be able to create new teaching materials, mentioned in Guide for the development and implementation of curricula for plurilingual and intercultural education. These skills may prove very useful in many different teaching situations and they can be used nowadays to complement teaching materials as it is a long-term goal to transform textbooks to meet the requirements for the development of sociolinguistic competence.

One of the weaknesses of this thesis is the fact that the theoretical part is of divergent character and it is the reason why the research was not focussed more closely to particular aspects of the development of sociolinguistic competence.

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APPENDIX I

Outline for a survey on social perceptions of languages and how they are dealt with in the curriculum

The following protocol is suggested as a basis for drawing up ad hoc surveys that can be adapted to suit the particular context.

See also Beacco J.-C. and Byram M. (2007), *Guide for the development of language education policies in Europe – From linguistic diversity to plurilingual education*, main version, Language Policy Division, Council of Europe, Strasbourg: Chapter 3 “The development of language education policies: social factors in decision making” (in particular 3.1. Public opinion and languages and 5.3. Disseminating plurilingualism: creating social consensus).

<p><i>Knowing how public opinion perceives the different languages and variants, plurilingualism and interculturality</i></p>	<ul style="list-style-type: none"> ▶ What languages are specifically requested by families, pupils and public opinion? For what purposes? ▶ Which language choices are influenced by social aspirations? By the need to be recognised and valued? By cultural factors? By fashion? By deep-rooted traditions? ▶ What opinions and perceptions are found with regard to: <ul style="list-style-type: none"> – the languages and variants present in society, including regional, minority and immigrant languages? – the language(s) of schooling? – the languages taught at school? – plurilingual and intercultural education? – bilingual/plurilingual people? – the presence of different cultures? ▶ What is the position of families speaking a minority, regional or immigrant language on the use of those languages in the home? The teaching of those languages at school? ▶ ...
<p><i>Analysing learners' language needs</i></p>	<p>What languages meet</p> <ul style="list-style-type: none"> ▶ learners' educational needs as individuals and as citizens? ▶ learners' current needs and learning motivation? ▶ their foreseeable needs for the future? Specific needs related to their future careers? ▶ possible, currently unforeseeable, needs, which may correspond to future resources? ▶ ...
<p><i>Analysing context-driven language needs</i></p>	<p>What languages would be useful for:</p> <ul style="list-style-type: none"> ▶ social cohesion and inclusion? ▶ the needs of society, the economy and the employment market? ▶ relations between countries or cross-border regions? ▶ cultural needs and the promotion of (inter)cultural values? ▶ ...

<p><i>Ascertaining the degree to which international policies on linguistic rights are reflected in existing curricula</i></p>	<p>What steps have been taken or are planned to implement:</p> <ul style="list-style-type: none"> ▶ the European Charter for Regional or Minority Languages ▶ the Council of Europe Framework Convention for the Protection of National Minorities ▶ the Hague Recommendations regarding the education rights of national minorities ▶ the Universal Declaration of Linguistic Rights (supported by UNESCO) ▶ Resolution (69) 2, and Recommendations No. R (82) 18 and (98) 6 of the Committee of Ministers of the Council of Europe to member states on modern languages ▶ the Council of Europe concept paper on "The linguistic and educational integration of children and adolescents from migrant backgrounds" ▶ Recommendation No. R (2000) 4 of the Committee of Ministers of the Council of Europe to member states on the education of Roma/Gypsy children in Europe ▶ ...
<p><i>Analysing existing language curricula and current language provision in schools and other institutions</i></p>	<ul style="list-style-type: none"> ▶ What languages are provided on a continuous basis in schools from ISCED 0 to ISCED 3 <ul style="list-style-type: none"> - language(s) of schooling: one, two, three? - foreign languages: <ul style="list-style-type: none"> • how many foreign languages can a learner learn? • is provision highly varied or is it limited to a few languages? • which levels and courses offer more languages, and which offer fewer languages? What are the reasons for this? - classical languages: <ul style="list-style-type: none"> • how many languages are on offer? • for all learners? • at what levels and on what courses? - regional, minority and immigrant languages: <ul style="list-style-type: none"> • are they taught as a subject and/or as the language of other subjects for learners whose first language they are? • if so, is this a transitional measure? • if so, when does teaching of them start? When does it end? ▶ To what extent do current curricula meet the needs highlighted by the analysis? What are the strengths to be retained and built on? What are the weaknesses and shortcomings to be gradually eliminated? ▶ Do institutions other than the state school system offer language teaching? Which ones? ▶ Is out-of-school support provided for regional, minority and immigrant languages? ▶ ...

(GDIC-PIE, 2016, p. 129)

APPENDIX II

Outline for a local language survey

See also Beacco J.-C. and Byram M. (2007), *Guide for the development of language education policies in Europe – From linguistic diversity to plurilingual education*, main version, Language Policy Division, Council of Europe, Strasbourg: Chapter 3 “The development of language education policies: social factors in decision making”, in particular 3.2 European societies and languages: assisting and anticipating change.

<p><i>Identifying and describing learner categories</i></p>	<p><i>Number and percentage:</i></p> <p>Totals for</p> <ul style="list-style-type: none"> ▶ pupils belonging to a minority ▶ newly arrived pupils ▶ among these, pupils who have already attended school and those who have not ▶ pupils speaking variants of the language of schooling ▶ pupils from disadvantaged backgrounds ▶ pupils with handicaps related to languages and language ▶ ... <p><i>Languages and language competences:</i></p> <ul style="list-style-type: none"> ▶ languages spoken at home (official or majority, regional, minority, immigrant) ▶ only understood at home (official or majority, regional, minority, immigrant) ▶ initial competences in the language of schooling ▶ initial competences in foreign languages ▶ language “wishes” on the part of learners and their reasons for wishing to learn them ▶ languages “encountered” on holiday, through travel or other experiences ▶ ... <p><i>Factors which may influence language learning:</i></p> <ul style="list-style-type: none"> ▶ age and level of cognitive development ▶ relationship with languages according to age, gender, origins, sociocultural group, etc. ▶ the images conveyed by languages among young people/in society ▶ parental, social and public perceptions regarding “languages of high status and power” ▶ stereotypes about languages (easy/simple v. difficult/complex, pleasant v. unpleasant, musical, rigid/logical, etc.) ▶ ...
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	<p><i>Knowledge of other cultures:</i></p> <ul style="list-style-type: none"> ▶ contacts, however frequent, with people of other cultures ▶ tourism ▶ trips to the country of origin ▶ contacts and meetings with emigrant relatives ▶ reading novels, books or other documents ▶ reports and features in the media (TV, radio, Internet, newspapers, magazines, etc.) ▶ ...
<p><i>Specifying the context in which languages are used</i></p>	<ul style="list-style-type: none"> ▶ the fields in which they are used ▶ the situations ▶ the conditions and constraints

(GDIC-PIE, 2016, p. 130)

APPENDIX III - Overview of teaching approaches - Guide for the development and implementation of curricula for plurilingual and intercultural education. (GDIC-PIE, 2016, p. 156)

APPROACHES	BRIEF DESCRIPTION	AIMS	TYPE AND NUMBER OF LANGUAGES INVOLVED	SOME LINKS
<p>Immersion</p> <p>Dual language education, bilingual or even trilingual teaching</p> <p>CLIL/EMILE</p> <p>Language across the curriculum</p>	<p>The pedagogical status of "language in other subjects" (as compared with languages taught as subjects) is the dimension emphasised in these approaches, which differ enormously in respect of:</p> <ul style="list-style-type: none"> ▶ the subjects concerned (one, several, all); ▶ exposure to, and use of, the language taught, which may provide for <ul style="list-style-type: none"> - almost total exclusion of the learners' first language; - use of a second or foreign language in essentially ad hoc fashion in activities or projects connected with other subjects (CLIL/EMILE);¹¹⁴ - alternation of languages in teaching/learning a given subject, or throughout the curriculum; - successive use of languages in teaching the various subjects over time. 	<p>The aim is to teach and learn the second or foreign language by using it in studying other subjects. Depending on the model adopted, such use may be more or less extensive, and there may, or may not, be parallel teaching/learning of the second or foreign language as a subject.</p> <p>Immersive models – which use the monolingual mode to achieve bilingualism – are increasingly called into question in research on bi- and multilingualism, where the current trend is to prioritise the bi- or even plurilingual mode of repertoire management for the purpose of language and other-subject learning.</p> <p>All of these approaches aim at thorough, parallel and integrated acquisition of the languages and subjects concerned. However, depending on the line followed, the balance struck between acquisition of language competences and acquisition of subject content may vary. One danger with these projects is that of seeing the other subjects merely as a means of acquiring proficiency in the second or foreign language.</p>	<p>The two or three taught languages used in teaching/learning one or more other subjects.</p>	<p>Dual language www.cal.org/twi www.lindholm-leary.com CLIL www.ticell.org http://cili-cd.ecml.at/ EMILE www.emilanguages.education.fr</p>

¹¹⁴ The two acronyms refer – with slight differences – to the same types of approach in an English-speaking (CLIL – Content and language integrated learning) and French-speaking (EMILE – Enseignement d'une matière intégré à une langue étrangère) context. EMILE reportedly focuses more than CLIL on the acquisition of subject content.

2. How effectively can sociolinguistic competence in English be developed through the following?
- | | |
|---|---------|
| a. CONTACT WITH A NATIVE SPEAKER | 1 2 3 4 |
| b. LEARNING DIALOGUES FOCUSING ON
SPEECH ACTS BY HEART (ADDRESS FORMS,
GREETINGS, APPOLOGIES, REQUESTS,
COMPLIMENTS) | 1 2 3 4 |
| c. READING TEXTS ABOUT SOCIAL MATTERS
(FAMILY, FRIENDS, ...) | 1 2 3 4 |
| d. EXPLICIT INSTRUCTION BY THE TEACHER
(DIRECT EXPLANATION OF WHAT IS
APPROPRIATE TO SAY TO WHOM,...) | 1 2 3 4 |
| e. other option _____ | |
3. What kind of a textbook do you use for the grades 6-9?

4. Are the resources in your textbooks satisfying in order to meet requirements stated in the Framework Educational Programme for Basic Education regarding sociolinguistic competence?
- a. yes
 - b. no
 - c. cannot say
5. What teaching approach do you use at your school?
- a. communicative language teaching
 - b. competency-based language teaching
 - c. CLIL - content and language integrated learning
 - d. other _____
6. Which of the following elements do you use in English lessons at your school? (You can choose more than one option.)
- a. range of teaching activities
 - b. authentic materials
 - c. interactive technologies (IT)
 - d. native speaker
 - e. contact with schools abroad
 - f. other _____

7. What do you consider to be the most motivating for learning in order to develop sociolinguistic competence? List at least three ideas.
- _____
 - _____
 - _____
8. How useful do you consider the following activities for development of sociolinguistic competence for your pupils?
- | | | | | |
|-------------------------------|---|---|---|---|
| a. role-plays | 1 | 2 | 3 | 4 |
| b. discussions | 1 | 2 | 3 | 4 |
| c. video-presentations | 1 | 2 | 3 | 4 |
| d. post-listening activities | 1 | 2 | 3 | 4 |
| e. post-reading activities | 1 | 2 | 3 | 4 |
| f. watching films / TV series | 1 | 2 | 3 | 4 |
| g. other _____ | | | | |
9. How effectively do your textbooks deal with the following speech acts?
- | | | | | |
|---------------------------|---|---|---|---|
| a. greeting | 1 | 2 | 3 | 4 |
| b. requesting | 1 | 2 | 3 | 4 |
| c. refusing | 1 | 2 | 3 | 4 |
| d. apologising | 1 | 2 | 3 | 4 |
| e. agreeing / disagreeing | 1 | 2 | 3 | 4 |
| f. other _____ | 1 | 2 | 3 | 4 |
10. Do you consider the number of activities in your textbooks to improve the ability to distinguish and use appropriately FORMAL and INFORMAL registers as sufficient?
- 1 2 3 4
- other _____
11. Which of the following themes do you consider to play the most important role in the development of sociolinguistic competence? (You can choose more than one option.)
- | | | | | |
|---------------------------|---|---|---|---|
| a. life of teenagers | 1 | 2 | 3 | 4 |
| b. social problems | 1 | 2 | 3 | 4 |
| c. family life | 1 | 2 | 3 | 4 |
| d. friendship and life | 1 | 2 | 3 | 4 |
| e. customs and traditions | 1 | 2 | 3 | 4 |
| f. facts about countries | 1 | 2 | 3 | 4 |
| g. other | | | | |

12. Are you content with the amount of resources in textbooks you use at your school with respect to the development of sociolinguistic competence?

1 2 3 4

13. Are you informed about Companions Volume with New Descriptors - Common European Framework of Reference for Languages: Learning, Teaching, Assessment, issued in February 2018?

yes - no

RESUMÉ

Diplomová práce se zabývá rozvojem sociolingvistických kompetencí na 2. stupni základních škol a analýzou postavení sociolingvistické kompetence vzhledem ke komunikační kompetenci, konceptu zdvořilosti a kultury.

Na základě vztahu k pragmatické kompetenci analyzuje požadavky Evropského referenčního rámce pro jazyky, které následně srovnává s jazykovými aspekty Rámcového vzdělávacího programu. Uvedené skutečnosti dává do souvislostí s výsledky výzkumu dotazníkového šetření, které bylo zaměřeno na názory učitelů týkajících se významu rozvoje sociolingvistických kompetencí vzhledem k jejich znalostem a zkušenostem z přímé práce se žáky i výukovými materiály.

Navrhuje řešení překážek rozvoje uvedených kompetencí v rovině materiální, konkrétně učebních osnov, výukových materiálů a vzdělávání učitelů. A poukazuje na příčiny problémů interkulturní komunikace a jejich případné řešení s cílem rozvoje sociolingvistických kompetencí jakožto integrální části kulturní identity každého žáka.

ANOTACE

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Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2018

Název práce:	Rozvoj sociolingvistických kompetencí na 2. stupni základních škol
Název v angličtině:	Development of Sociolinguistic competence at lower-secondary schools
Anotace práce:	<p>Diplomová práce se zabývá rozvojem sociolingvistických kompetencí na 2. stupni základních škol a analýzou postavení sociolingvistické kompetence vzhledem ke komunikační kompetenci, konceptu zdvořilosti a kultury. Na základě vztahu k pragmatické kompetenci analyzuje požadavky Evropského referenčního rámce pro jazyky, které následně srovnává s jazykovými aspekty Rámcového vzdělávacího programu. Uvedené skutečnosti dává do souvislostí s výsledky výzkumu dotazníkového šetření, které bylo zaměřeno na názory učitelů týkajících se významu rozvoje sociolingvistických kompetencí vzhledem k jejich znalostem a zkušenostem z přímé práce se žáky i výukovými materiály.</p> <p>Navrhuje řešení překážek rozvoje uvedených kompetencí v rovině materiální, konkrétně učebních osnov, výukových materiálů a vzdělávání učitelů. A poukazuje na příčiny problémů interkulturní komunikace a jejich případné řešení s cílem rozvoje sociolingvistických kompetencí jakožto integrální části kulturní identity každého žáka.</p>
Klíčová slova:	Sociolingvistická kompetence, koncept zdvořilosti a kultury, 2. stupeň základní školy, Doprovodný svazek s novými deskriptory pro Společný Evropský referenční rámec, řečové akty, učební materiály, komunikační kompetence.

Anotace v angličtině:	<p>The diploma thesis deals with the development of sociolinguistic competence at lower-secondary schools. It aims at the analysis of sociolinguistic competence status in respect to communicative competence, conception of politeness and culture.</p> <p>Based on the relationship of sociolinguistic and pragmatic competence, the thesis analyses the CEFR requirements that are flowingly compared with the language aspects of the Frame of Educational Plan. The ascertained facts are placed in the context with the results of small-scale research which was directed at the teachers' opinions regarding significance of development of the competence with respect to their knowledge and direct experience with pupils and teaching materials.</p> <p>The thesis suggests solutions to obstacles in the way of development of the competence that appear on the material level, particularly in relation to curricula, teaching materials and teachers' training. It points out the causes of intercultural miscommunication and possible solutions that would lead to the development of the competence an integral part of a cultural identity of each pupil.</p>
Klíčová slova v angličtině:	<p>Sociolinguistic competence, concept of politeness and culture, lower-secondary school, Companions Volume with New Descriptors of Common European Frame of Reference, speech acts, teaching materials, communicative competence</p>
Přílohy vázané v práci:	<p>Appendix I - Outline for a survey on social perception of languages and how they are dealt with in the curriculum Appendix II - Outline for a local language survey Appendix III - Overview of teaching approaches Appendix IV - The questionnaire</p>
Rozsah práce:	81 s
Jazyk práce:	Anglický