University of Pardubice

Faculty of Arts and Philosophy

Developing Aspects of Sociolinguistic Competence:

Focus on Pre-school Learners

Bachelor Thesis

2021   Michaela Potočková

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(project, uměleckého díla, uměleckého výkonu)

Jméno a příjmení:	**Michaela Potočková**
Osobní číslo:	**H17416**
Studijní program:	**B7507 Specializace v pedagogice**
Studijní obor:	**Anglický jazyk – specializace v pedagogice**
Téma práce:	**Rozvoj aspektů sociolingvistické kompetence u dětí předškolního věku**
Zadávající katedra:	**Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Cílem této bakalářské práce je zjistit, jakými způsoby lze rozvíjet aspekty sociolingvistické kompetence u dětí předškolního věku. V teoretické části práce bude studentka definovat principy výuky dětí předškolního věku a vymezí konstrukt sociolingvistické kompetence. Na základě východisek definovaných v teoretické části práce navrhne a vytvoří soubor aktivit pro rozvíjení aspektů sociolingvistické kompetence. Vytvořené aktivity pak okomentuje a zreflektuje proces jejich tvorby.

Rozsah pracovní zprávy:

Rozsah grafických prací:

Forma zpracování bakalářské práce: **tištěná**

Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

Belz, Horts and Marcio Siegrist. Klíčové kompetence a jejich rozvíjení: Východiska, metody, cvičení a hry. Praha : Portál, 2015. Bytešníková, Ilona. Rozvoj komunikačních kompetencí u dětí předškolního věku. Brno : Masary-kova Univerzita, 2007. Celce-Murcia, Marriane and Donna M. Brinton. 2014. Teaching English as a Second of Foreign Language. National Geographic Learning: Boston. Council Of Europe. Common European Framework of Reference for Languages: Learning, teaching, assessment. Foster, Suzan. The communicative competence of young children. London : Routledge, 1990. Harmer, Jeremy. The Practice of English Language Teaching. Long- man: Harlow, 2015. Kettering Carl, Judith. Developing Communicative Competence: Interaction Activities in English as a Second Language. Unknown Binding,1975. Paultston, Christina. Linguistic and communicative competence : Topics in ESL. Bristol : Multilingual Matters, 1992. Savignon, Sandra. Communicative Competen-ce Theory and Classroom Practice: Texts and Contexts in Second Language Learning. New York : MCGraw-Hill, 1998. Scarcella, Robin, Elaine S. Andersen, and Stephen D. Krashen. Developing communicative competencein a second language. New York: Newbury House, 1990.

Vedoucí bakalářské práce: **Mgr. Irena Reimannová, Ph.D.**

Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **30. dubna 2019**

Termín odevzdání bakalářské práce: **31. března 2020**

_____   _____
    doc. Mgr. Jiří Kubeš, Ph.D.   **Mgr. Olga Roebuck, Ph.D.**
        děkan   vedoucí katedry

V Pardubicích dne 29. listopadu 2019

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ANNOTATION

This thesis deals with the development of sociolinguistic competence within pre-school children in the English language. The theoretical section first defines the characteristics of the pre-school child, the characteristics of the teacher, the principles and teaching techniques for the pre-school pupils, but also sociolinguistic competence and its development. The first part of this Bachelor thesis serves as a basis for the elaboration of the practical part, where are gradually presented six lesson plans, which helps to develop precisely sociolinguistic competence in pre-school children in the English language.

KEYWORDS

Sociolinguistic competence, pre-school learner, English language teaching, lesson planning

NÁZEV

Rozvoj aspektů sociolingvistické kompetence u dětí předškolního věku

ANOTACE

Tato bakalářská práce se zabývá rozvojem sociolingvistické kompetence u dětí předškolního věku v Anglickém jazyce. Teoretická část nejprve definuje charakteristiku předškolního dítěte, charakteristiku učitele, principy a techniky pro učení předškolních žáků, ale také sociolingvistickou kompetenci a její rozvoj. První část této bakalářské práce slouží jako opora pro vypracování části praktické, kde se postupně nachází představení celkem šesti vytvořených plánů hodin, které slouží k rozvoji právě sociolingvistické kompetence u dětí předškolního věku v Anglickém jazyce.

KLIČOVÁ SLOVA

sociolingvistická kompetence, předškolní žák, výuka anglického jazyka, plánování hodin

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LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference for Languages

TPR – Total Physical Response

INTRODUCTION

The very early language teaching is becoming very popular all around the world. Many parents want their children to start learning a second language at a very young age. The reason behind this might be because "an early start to a new language tends to be seen as conducive to proficiency over time" and also because children seem to acquire new languages better than adolescents and adults (Nikolov 2009, 1). However, there are many obstacles when teaching such young children because they learn very differently from adults. And that is why I have decided to dedicate this bachelor's thesis to this topic, namely to the teaching of pre-school children and, more specifically, to their development of sociolinguistic competence in the second language. This thesis aims to find out how to develop aspects of sociolinguistic competence in a second language within pre-school learners. Nevertheless, at first, it is important to define the principles of teaching young learners in general.

Concerning the structure of the thesis, the theoretical part is divided into five main chapters. The first chapter, called English language pre-school education, concerns pre-school learners' definition, young learners' acquisition of the second language and issues with teaching pre-schoolers. It also includes the characteristics of a teacher, different teaching techniques, aids and activities suitable for young learners. Last but not least chapter consists of the early foreign language teaching in the Czech Republic.

The second chapter of the theoretical part focuses on communicative competence, its models and components. Therefore, there are two subchapters concerning linguistic competence and pragmatic competence.

The third chapter takes focus concretely on sociolinguistic competence. It has many subcomponents, starting with a definition of sociolinguistic competence. Another subchapter concludes markers of social relation, which are further divided into politeness conventions, expression of folk wisdom, register differences, dialect and accents. The last unit of chapter number three concerns social appropriateness.

The very last chapter of the theoretical part of this thesis is about the development of sociolinguistic competence in a second language. At the beginning, there is general information, concluding some methods and ways how to develop sociolinguistic competence in general. Since this thesis focuses on children's development of this competence, there is a

subchapter where can be found helpful advice and activities suitable for very young children, which develop their sociolinguistic competence in a second language.

The practical part aims to introduce the lesson plans created and based on the knowledge from the theoretical part. The beginning of this part includes a theory of lesson planning, which is reflected in the created lesson plans as well. Nonetheless, the practical part mainly contains clarification to the lesson plans. Firstly, the reader can find some background information about the plans, which were created. Secondly, all plans and their activities are gradually introduced to the reader. Furthermore, the reader can find there things, which should be considered before realising the plans. This bachelor thesis includes the appendix, consisting of six lesson plans, activities descriptions and necessary worksheets.

THEORETICAL PART

1 English Language Preschool Education

1.1 Pre-school Learner

The Pre-school period is a significant development period, which starts at the age of three and finishes with the child's starting school age, which is usually at the age of six (Jucovičová and Žáčková 2014, 10). According to Jucovičová and Žáčková (2014, 10), it is a period full of changes and development because, at the beginning, a child starts to visit the kindergarten and at the end, a child prepares for going to school. There is a development of "speech, thinking, memory and attention as well as perceptual functions (sensory perception), motor abilities, and motor coordination" (Jucovičová and Žáčková 2014, 10). Along with that, "during the pre-school years, children develop better eye-hand coordination, their pictures become more recognisable and detailed," and they learn many new activities such as cutting, sticking, building puzzles or even counting (Reilly and Ward 1997, 8). Children can also follow a story at this stage of life, ask questions about it, use their imagination, and enjoy looking at books with pictures and so on (Reilly and Ward 1997, 8). One of the advantageous characteristics of pre-school learners is that they are "very enthusiastic and lively as learners", they are very playful and "they will have a go at activity even when they do not quite understand why or how" (Cameron 2001, 1). All these characteristics of pre-school children should be taken into account when teaching them a new language.

1.2 English Language Acquisition of Pre-schoolers

Children as "young learners are widely perceived to acquire languages in a qualitatively different way from adolescent and adults "; they seem to pick up the new language with ease (Nikolov 2009,2). Many other authors have the same opinion; for example, Morford and Meyberyy (2000, in Hu 2016, 2165) claim that "individuals exposed to language at earlier ages consistently outperform individuals exposed to language at earlier ages for first and second languages of both signed and spoken languages". Cameron (2001, 13) is another author who claims that children learn a second language better and faster than adults, which is why learning a new language starts to be introduced at early ages. Nevertheless, the question is why? Why is it good to start with the acquisition of a foreign language at a very young age?

Some of the reasons were already mentioned above: children are very enthusiastic about learning something new or want to please the teacher (Cameron 2001, 1). As Reilly and Ward

(1997, 7) claim, children are curious about everything and are very receptive. Nevertheless, these are not the only reasons why it is said that children learn a second language better than adults. According to Cameron (2001, 13), there is a hypothesis called The Critical Period Hypothesis, which is "the name given to the idea, that young children can learn a second language particularly effectively before puberty because their brains are still able to use a mechanism that assisted first language acquisition". It is also said that young learners are less embarrassed to talk in a different language, so it seems to help them get a more native accent (Cameron 2001, 1). The Critical Period Hypothesis also holds the opinion that "older learners will learn language differently after this stage and, particularly for accent, can never achieve the same levels of proficiency" (Cameron 2001, 13).

However, "they do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discourse (Cameron 2001,1). Basically, older learners are faster and more efficient language learners than children, but when a child starts with the acquisition of a second language at an early age, it is going to help her/him "to hold the favourable attitude on language learning in the long run" (Hu 2016, 2167). As Azizenezhad and Hashemi (2011, 2083) claim that the main aim of starting teaching language at early ages is to motivate young learners "to be ready and have self-confident in learning English at higher levels of education". Thus, it is the reason why the language should be introduced at early ages.

Of course, children do not learn the language just by themselves; they need someone who will teach them correctly. As Bruner (1983, in Uysal and Yavuz 2015, 20) states: "Children learn effectively through scaffolding with the help or guidance of an adult or more proficient peer ". The job of the English teacher of pre-schoolers is not always easy. Many areas should be considered when teaching a foreign language to young learners. First of all, the teacher must be aware of the basic psychological and physical needs of young children, and in other words, it means that teachers "of young children have two jobs - to provide care and to provide instruction" (Nunan 2010, 4).

1.2.1 The Use of a Mother Tongue

When providing both the care and instruction, we should look at the use of a mother tongue, as it is one of the areas that should be considered. According to Reily and Ward (1997, 4), many teachers still do not know if they should use their mother tongue or do not use it at all.

Reilly and Ward (1997, 4) claim that even though "the ultimate objective should be the ability to use only the target language, there is some justification for using the mother tongue, especially in the early stages." Azizenezhad and Hashemi (2011,2085) claim that teachers of young children are mostly "encouraged to teach English through English" because it gives children maximum exposure to the target language, and the mother tongue should be used as a last choice only when giving some difficult instruction or explanation. As Reily and Ward notes (1997, 5), giving instruction in mother tongue makes everything clear and easy because teachers often fail when trying to give instruction only in English; however, at this stage, teachers should "give the instruction first in English and then in the mother tongue", so the children get used to it and later they will be more familiar with the English phrases.

Giving instruction is one reason or excuses for using the mother tongue, but according to Reily and Ward (1997, 4), the other reason is that learning a new language can be a very traumatic experience. Even more for children who come to a new school or class full of strangers, so for this reason, it can be helpful to speak in the mother tongue to them at first and start using the English gradually.

However, teachers should try to avoid the mother tongue as much as possible. One of the best ways to do this is to use gestures, visuals, or realia (Azizenezhad and Hashemi 2011, 2085). Using gesture is a great tool when teaching young learners because children "still rely on body language and facial expression to communicate" (Reily and Ward 1997, 5). To conclude, the target language should be used as much as possible, and the mother tongue should be used only in necessary situations.

1.2.2 Attention of Children

The other area, which will be discussed here, is the attention span of children. As mentioned at the beginning of chapter number one, the biggest problem with young learners is that they get easily bored and lose interest after a short period because they have shorter attention spans (Azizenezhad and Hashemi 2011, 2084). Furthermore, according to Reilly and Ward (2003, 7), "it is very difficult to hold the attention of a whole group of small children". They get easily distracted by other pupils as well and are less able to give prolonged attention to features of learning tasks (Cameron 2001, 15).

Some of the advice, which Reilly and Ward (2003, 7) mention, is to change the activities every five to ten minutes and to find things and activities they really enjoy so that you will get

the attention of the whole class. Another good idea mentioned in Azizenezhad and Hashemi (2011, 2084) is "to supplement the activities with lots of brightly coloured visuals, toys, puppets, or objects" because it can make the learning process funny and comprehensible as well. The advice mentioned here are beneficial and the most effective, and a teacher of young learners should remember this.

When talking about attention, it also should be mentioned the attention given to the children, which is very important as well. According to Reilly and Ward (2003, 6), small children need the teacher's individual attention, even when some of them do not show it by clambering onto your knee or holding you. The excellent way how to give attention is, for example, when they are drawing or creating something, because "at this point, you can go round talking about what they are doing and maybe eliciting some vocabulary" (Reilly and Ward 2003,6). So remember to give young learners attention because it is very important to them, and as can be seen above, it is not even difficult to accomplish that; the teacher just needs to be willing to do that.

1.2.3 The Role of the Teacher

The areas mentioned above, the use of a mother tongue and the attention, are important for the teacher to know how to deal with them, but those are not the only problems or facts that the teacher of young learners faces. As noted at the very beginning of this chapter, the teacher must be aware of the physical and psychological needs of the children (Nunan 2011,4). Teacher of young children should have specific characteristics.

Teachers of young learners should also be aware that kids might be uncooperative and selfish, use temper tantrums, scream or bite, need help with going to the toilet, etc. (Reilly and Ward 2003, 7-8). In other words, the teacher of pre-schoolers must be very patient. Conforming to Reilly and Ward (2003,8), "an enormous amount of patience is needed, and some days you might get feeling you have hardly taught them anything because it takes so long to organise them". So that means that one of the essential characteristics of a teacher of young children is to be patient, which is also part of the list of teacher's characteristics in Azizenezhad and Hashemi (2011, 2084).

Conforming to the list of characteristics in Azizenezhad and Hashemi (2011, 2084), a teacher must be energetic because, as mentioned several times above, children are very playful and energetic as well; a teacher also must pay attention to the individual differences of children as

it has already been mentioned in the previous subchapter. In addition, there are many other attributes which teacher of very young learners should have such as loving the children, being encouraging all the time, respecting the children as human, let them see the beautiful aspects of the language and primarily knowing the techniques of teaching, because "teaching English to children is not an easy job, but it is also not difficult, if we already know how to do it "(Azizenezhad and Hashemi 2011, 2084). However, not only the knowledge of the teaching techniques belongs to the features of a teacher but also the knowledge of the language together with the knowledge of the curriculum. As Nikolov (2009, 9) claims, "teachers should be proficient users of both languages and familiar with the general curriculum and the principles of how young children learn."

Another important factor of a teacher is being creative since young children have all the characteristics mentioned here. It is very valuable to use some toys, bright colours when doing some activities to make it more fun (Azizenezhad and Hashemi 2011, 2084). The idea to use toys in a classroom is also supported by Reilly and Ward (2003, 6), where they claim that using dolls and puppets, which only speak in English, can encourage children not to be that scared to talk in English. Therefore, using all kinds of toys in the classroom can be really helpful when teaching young children. Azizenehad and Hashemi (2011, 2084) also claim that "it is recommended that teachers keep children active and motivated, using a song, story, game, or a teacher-made activity". And as Uysal and Yuvaz (2015, 20) state, "it is better to engage children in physical activities within a concrete environment" because of their energy and lack of concentration. Reilly and Ward (2003, 9) mention a list of activities, which are the most suitable for young learners, and the list includes, for example, songs, rhymes, reading or creating own stories, activities that involve drawing, colouring or cutting, games, puzzles, dressing up, acting and TPR (total physical response), which is an effective method of teaching language to young learners. This method is going to be more described in the chapter below. For these reasons, it is important to be creative as a teacher.

1.2.4 Teaching Techniques for Young Learners

Starting with the TPR method mentioned in the chapter above, "total physical response is a method of teaching language developed by James Asher of San Jose State University in California "(Hashemi and Azizenezhad 2011, 2085). According to one of Asher's journal article (1969, 4), the strategy of this method is "to have the student listen to a command in a foreign language and immediately obey with a physical action". In other words, it means that

the learner should actually do or mime what the teacher is talking about (Reilly and Ward 2003, 9). For example, when a teacher says: 'open the window please' to some particular student, and the learner opens it, it is an example of the TPR method. It is a very effective method for young learners since they "learn through direct experience via the five senses and do not yet understand abstract concepts" (Reilly and Ward 2003, 9). A teacher can use total psychical response in many ways: "for example, by getting children to follow instructions in a game or craft activity, in miming a song, rhyme, or action, or in acting out a role-play" (Reilly and Ward 2003, 9). Therefore, teachers should know the TPR method because it can be beneficial when teaching young learners. However, there are many other teaching techniques.

According to Černá et al. (2009, 13), "foreign language teaching to very young children presupposes the use of a variety of teaching techniques and teaching aids ", which are going to be introduced in this subchapter. Some of the techniques and ideas for activities were briefly mentioned earlier in chapter number one, but we will look at them more concretely this time.

The first mentioned technique in Černá et al. (2009, 13) is the usage of visual aids, which might be very important when we want to convey the meaning of some words. Visual aids can be diverse, from using real objects of all kinds to using persons in the class to demonstrate some actions, but probably the most used visual aids are pictures, which "should be large and clear enough so that children can easily recognise what the picture represents "(Černá et al. 2009,13).

Among other teaching techniques belongs storytelling, which is an excellent combination of auditory and visual input as well, because "the meaning of the story can be communicated by miming or drama techniques" (Černá et al. 2009, 13). Reading a story to children is good and effective because children are curious and can ask questions about the story; also, "they can use their imagination to invent their own story" (Reilly and Ward 1997, 8). However, a teacher should be careful when choosing a story to read. We should consider many factors such as "topic, length, storyline, complexity etc." (Černá et al. 2009, 14). When talking about books, it is not only about storytelling to children since they love books in general. They enjoy just looking through them, looking at the pictures and pretending to read as well (Reilly and Ward 1997,8). The pre-school period of a child is an important stage of life, and as Reilly and Ward (1997,8) claim, "this stage often gives way naturally to real reading if children have sufficient contact with books, and a person willing to read the stories again and again". To

sum up, storytelling and books are valuable techniques and aids that can be used when teaching a foreign language to very young learners.

Reading is not the only way to present a story, since the modern age offers us many technologies such as computers, DVDs or televisions, which is supported by Nomass (2013, 111), who claims that "it is well known that our new life is highly affected by the era of information technology, and technology plays a vital role in today's human society development." Černá et al. (2009, 14) mention videos and DVDs since these recourses can be excellent because they combine the stories with animation and provide auditory and visual input. Teachers should have in mind that "when planning a video-based activity we may rely on the principles of teaching listening. This means adding pre-watching and after-watching activities "(Černá et al. 2009, 14). Also, same as with the books, it is important to choose appropriately (Černá et al. 2009, 14).

The activities mentioned in the list from Reilly and Ward (2003,9) are also mentioned in Černá et al. (2009, 14), where the authors claim that very early language teaching should include rhymes, chants and songs since "they are the main source of auditory input". Černá et al. (2009, 14) explain that "through rhymes, chants, and songs children learn how the foreign language sounds. They are exposed to intonation patterns, stress patterns and rhythm of the foreign language." Therefore, these kinds of activities are perfect for children learning English.

Another good resource for teaching English to children are games and game-like activities, even though it might be tricky to choose the right one since some children might not understand the point of it (Černá et al. 2009, 14). Lastly, activities such as cutting, drawing, and arts in general, should not be omitted because "they are an important part of the pre-school curriculum and need to be a common feature in classes and they allow children to be creative and to use their imagination and fantasy" (Černá et al. 2009, 14). So, as teachers of very young learners, we should remember to put some game activities and art activities into our lesson plans because those types of activities are good resources for teaching them something new, but they are also important for children's development.

1.3 Early Foreign Language Teaching in the Czech Republic

Teaching languages at very early ages is becoming more and more popular worldwide, but how is it in the Czech Republic with foreign language teaching? In the Czech Republic, the

second language is compulsory from the 3rd grade of primary school. However, compulsory foreign language teaching was not implemented until 2005-2008, when the National Plan for Teaching of Foreign languages determined this obligation. (Hanušová and Najvar 2010, 75).

Even though the Czech Republic has this obligation, many schools start teaching the second language from the 1st grade. (MŠMT, 2012). The earlier start of learning a foreign language is also mentioned in Hanušová and Najvar (2010, 75), where they claim that "optional English lessons have been recommended since pre-school". The European committee appealed that member states start with foreign language teaching at very early ages because they considered it advantageous, but their plan to include foreign language teaching in the pre-primary education curriculum did not work out (Hanušová and Najvar 2010,75). Therefore, our Framework educational program for pre-school education does not include a foreign language among the academic areas. Yet, there are many kindergartens where foreign language teaching occurs, which is in the big interest of the parents (MŠMT, 2012). According to Ristic (2017,20), "the parents of pre-school children are very interested in foreign language teaching, especially English". Many kindergartens offer either some leisure groups or put the language into their education program (Ristic 2017, 20). In other words, it means that some kindergartens are bilingual and in the Czech Republic called 'English kindergartens". These nursery schools, which offer bilingual teaching or some leisure groups, are not very cheap, but the parents are willing to pay for it (Ristic 2017, 20).

Nursery school is not the only place where a pre-school kid can start learning English or any other second language. Many language schools in the Czech Republic can be found, which offer teaching of foreign languages to young learners in the form of playgroups. Even parents can start teaching their children English at home on their own. To conclude, the Czech Republic offers many options for beginning with second language teaching from a very early age; even though it is not mandatory, parents use these options for their children a lot nowadays.

2 Communicative Competence

2.1 Defining Communicative Competence

According to Bagaric and Djigunovic (2007, 94), "the term communicative competence is comprised of two words, the combination of which means competence to communicate", therefore the fact is that the central word is the word competence. CEFR (Council of Europe 2001, 9) defines the term competence as a "summary of knowledge, skills and characteristics that allow a person to perform actions".

The process of defining communicative competence has started already in the late 1960s (Bagaric and Djigunovic 2007, 94). Bagaric and Djigunovic (2007, 95) join the opinion that the father of the term communicative competence is Dell Hymes because he is the one who defined it fully and clearly. Hymes (1972; in Bagaric and Djigunovic 2007,95) "defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations." He also "referred to communicative competence as that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific context" (Brown 2000, 246). There are many other definitions, which can be found.

Savignon (1976, 5), in her paper *Communicative competence: Theory and classroom practice* claims, that "communicative competence is not a method, but rather a way of describing what it is a native speaker knows which enables him to interact effectively with other native speakers." In other words, communicative competence was understood as a basic system of knowledge and skills needed for communication (Canale and Swain 1980, in Bagaric and Djigunovic 2007, 96). CEFR (2001,9) considers communicative competence as competence that "empower a person to act using specifically linguistic means". As stated in CEFR (2001, 13), "communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic". There exist a lot of models, which divides communicative competence into other parts.

2.2 Models

This chapter will briefly introduce different models of communicative competence. Different competence models developed throughout the years since the early 1980s, and these models influenced CEFR (Council of Europe 2018, 130). There are three main models: The model of Canale and Swain, The model of Bachman and Palmer, and the model in the Common

European Framework of reference (Bagaric and Djigunovic 2007, 97). The first model, which Canale and Swain proposed, contains four elements: grammatical, sociolinguistic, strategic and later on, also discourse competence (Bagaric and Djigunovic 2007, 97). Bachman and Palmer introduced much comprehensive model called "the model of communicative language ability", which was quite tricky, and that is the reason why many researchers of communicative competence still use the model of Canale and Swain (Bagaric and Djigunovic 2007, 98).

The last model, which will be introduced more in detail because it reflects the aim of the practical part, is the model in CEFR, which was already mentioned, has been influenced by the older models. This model of communicative language competence in CEFR is divided into three basic components: linguistic competence, sociolinguistic competence and pragmatic competence (Bagaric and Djigunovic 2007, 99). As stated in CEFR (2001, 13), "each of these components is postulated as comprising, in particular, knowledge and skills and know-how". They are not separate components, and they cannot be separated from each other (Council of Europe 2018, 130). Its components are going to be described below, with the emphasis primarily on sociolinguistic competence.

2.3 Linguistic Competence

Linguistic competence includes lexical, phonological, syntactical knowledge, but also skills and other aspects of language as a system (Council of Europe 2001, 13). This component has its six subcomponents, which are: lexical (knowledge of vocabulary, consists of lexical elements, grammatical elements), grammatical (knowledge of grammatical recourses of a language), semantic (awareness and control of the organisation of meaning), phonological, orthographic (knowledge in the perception and production of the symbols of which written texts are composed) and orthoepic (ability to produce a correct pronunciation of written text)competences (Council of Europe 2001,110- 117). However, linguistic competence does not relate only to the quality and range of knowledge, "but also to a cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability) "(Council of Europe 2001, 13). To conclude it, "linguistic competence refers to knowledge of and ability to use language recourse to form well-structured messages" (Bagaric and Djigunovic 2007, 99).

2.4 Pragmatic Competence

Pragmatic competence involves two subcomponents: discourse competence, which is "the ability of a learner to arrange sentences in sequence so as to produce coherent stretches of language", and functional competence, which is "concerned with the use of spoken discourse and written texts in communication for particular purposes" (Council of Europe 2001, 123). Furthermore, as also stated in CEFR (2001, 13), pragmatic competence "also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody". In other words, pragmatic competence deals with actual language use in the (co-) construction of a text (Council of Europe 2018, 138).

3 Sociolinguistic Competence

3.1 Defining Sociolinguistic Competence

As already mentioned above, sociolinguistic competence is considered as one of the components of communicative competence, where also belong linguistic and pragmatic competencies (Council of Europe 2001, 13). According to CEFR (2001,13), sociolinguistic competence refers to the socio-cultural conditions of language in use and contain rules of politeness, norms governing relations between generations, sexes, classes, social groups, or linguistic codification of certain fundamental rituals in the functioning of a community. In other words, sociolinguistic competence refers to the knowledge and skills in using the language effectively in a social context (Bagaric and Djigunovic 2007, 99). It is similarly defined in the CEFR Companion Volume (2018, 137): "Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use." To be more specific, it is about the use and choice of greetings, the use and choice of address forms, conventions for turn-taking, use and choice of expletives, but mainly about the linguistic markers of social relations such as politeness conventions, expression of folk wisdom, register differences, dialect, and accent (Council of Europe 2001, 118).

3.2 Markers of Social Relations

3.2.1 Politeness Conventions

When talking about politeness, we distinguish two types: positive politeness, which is, for example, about showing interest in a person's well-being or expressing admiration, affection, gratitude etc. and negative politeness, which is about expressing regret or apologising for face-threatening behaviour (Council of Europe 2001,119). This linguistic marker of social relation also concerns the appropriate use of please, thank you etc. and with impoliteness such as expressing contempt or dislike, bluntness, strong complaint, venting anger, or impatience. (Council of Europe 2001, 119-120). These conventions "vary from one culture to another and are a frequent source of inter-ethnic misunderstanding" (Council of Europe 2001, 119).

3.2.2 Expression of Folk Wisdom

Expression of folk wisdom is a kind of fixed formulae, which according to CEFR (2001, 120), "both incorporate and reinforce common attitudes, make a significant contribution to popular culture". It involves, for example, proverbs, idioms, familiar quotations, expressions of belief

or attitudes, but also graffiti, T-shirt slogans, or even posters can often have this function (Council of Europe 2001, 120).

3.2.3 Register Differences

Register differences are about "differences between varieties of language used in a different context" (Council of Europe 2001,119). Mainly, it deals with the level of formality (frozen, formal, neutral, informal, familiar, intimate) (Council of Europe 2001, 119). As they claim in CEFR (2001, 119), the neutral register is appropriate in early learning, and it is expected from native speakers to use towards foreigners as "the acquaintance with more formal or more familiar registers" takes some time and can be developed "perhaps through the reading of different text-types, particularly novels, at first as a receptive competence".

3.2.4 Dialect and Accent

Dialect and accent are also part of sociolinguistic competence. As stated in the CEFR (Council of Europe 2001, 121):

> It is about the ability to recognise the linguistic markers of social class, regional provenance, national origin, ethnicity, or occupational group, and such markers include, for example, lexicon, grammar, phonology but also body language or vocal characteristics.

3.3 Social Appropriateness

CEFR introduces us to a table of social appropriateness, where are items for aspects of sociolinguistic competence shown and scaled according to a certain level, while this work is aimed at pre-school children, i.e. level A1. According to CEFR Companion Volume (2018, 137), key concepts which are operationalised in the scale include: using polite forms and showing awareness of politeness conventions; appropriately performing language functions (at lower levels in a neutral register); socialising, following basic routines at lower levels, without requiring the interlocutor(s) to behave 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). This work focuses on the development of sociolinguistic competence of pre-school learners who are at level A1. Therefore, when looking at the table from CEFR (Council of Europe 2001, 122), the objectives for this level are as follow: "Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells;

introductions; saying please, thank you, sorry, etc.". Based on this objective, a long-term aim will be developed later in the practical part.

4 Developing Sociolinguistic Competence

"The process of acquiring sociolinguistic competence is a gradual one for the individual in his native speech community," whereas a second language learner does not have time and opportunity to naturally gain sociolinguistic competence (Brown and Holmes 1976, 423). Therefore, according to Dikiltas and Mede (2015, 14), learners may not be able to develop sociolinguistic competence "that much as the grammatical knowledge of the language being learnt". In other words, "no matter how long the learner is exposed to the target language, he or she might still have difficulty in expressing that language to a native speaker in a different social setting", and it basically means the learner can produce perfect grammar, but still have a problem to convey the social meaning communicated in the social contexts such as talking in a formal meeting or making phone calls (Dikiltas and Mede 2015, 14-15). Therefore, it often happens that students who have studied a second language for years find out that they are "still unable to express their meaning to native speakers" (Mizne 1997, 7). Thus, it is challenging for teachers of the second language to develop the sociolinguistic competence of their students. As Kramsch (2014, in Dikiltas and Mede 2015, 15) claims:

> There has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real-world situations they are supposed to prepare their students for.

According to Dikiltas and Mede (2015, 17), there are not enough materials for developing the cultural and sociolinguistic aspects of the target language, and learners are supposed to learn this on his or her own through experiences. A similar opinion also shares Mizne (1997, 10) since she says that "sociolinguistic issues are often left for the learner to learn by experience", and the materials, which are available, often have poor quality. So, there is definitely one way how to increase the level of sociolinguistic competence, as Mizne (1997, 9) claims: when the learner lives in the target culture, he or she might increase their level of sociolinguistic competence simply by immersion. That is one of the options, but as King and Silver (1993, in Mizne 1997, 9) claim, "the length of stay in a second language environment is beneficial for acquiring sociolinguistic competence but insufficient and time consuming". So, the question is, how can sociolinguistic competence be improved in classrooms? Is it even possible?

Even when it is extremely difficult, and there are not enough recourses available, teachers of the second language must "attempt to devise methods and materials, which will facilitate and accelerate the acquisition of sociolinguistic competence in a second language" (Brown and Holmes 1976, 423). However, as it is stated in Dikiltas and Mede (2015, 18), to teach sociolinguistic competence effectively, the teacher must have knowledge and practice of this competence, and it can be "achieved with a proper planning of teaching this competence to teachers or offering them opportunities where they interact with native speakers of English to foster a critical understanding of English culture and relevant language use".

The knowledge of the culture of the studies language is an important component of sociolinguistic competence, so first of all, it is good to help students attain this knowledge by teaching them about different cultures (Mizne 1997, 22). As stated in Dikiltas and Mede 2015, 17), one of the ways of teaching sociolinguistic competence is:

> Resorting to cultural models where students are explicitly or implicitly taught cultural elements ingrained in language use and/or integrating speech acts as situations where learners are forced to use language in consideration of socio-pragmatic factors such as social status of the hearer, the degree of imposition, or the content of the request.

Mizne (1997, 51), in her work, concluded that sociolinguistic competence in the classroom could be taught by using cultural models and speech acts. So basically, there are two main ways how to improve and develop sociolinguistic competence. Firstly, it can be enhanced by living in that culture of the target language or secondly, by learning about the target culture.

4.1 Teaching Sociolinguistic Competence to Pre-schoolers

As mentioned above, sociolinguistic competence can be taught, even when it is not relatively easy to handle. This chapter focuses only on children's development of this competence.

First of all, the teacher's knowledge of the language and sociolinguistic competence is very important. It also means to realise and know that the level of students, young learners, is A1. Therefore, it is important to have a look at what is established in the CEFR (Council of Europe 2001, 122) table of social appropriateness for level A1. That is one of the other factors teachers should consider when discussing developing sociolinguistic competence within young learners.

A teacher should also be familiar with the techniques and activities suitable for pre-school learners first. After that, the teacher can include elements of sociolinguistic competence into those activities.

When reading children a story or playing them a cartoon, it is important to use the target language only since it gives children "the opportunity to raise awareness of the target culture through stories in the target language "(Černá et al. 2009, 14). So, through a target language story, we can address sociolinguistic competence, and children can acquire elements of the target culture because they can acquire the comprehension of certain behaviour in a different culture. To support peripheral leasing in classes, the teacher should also use a lot of visual aids; for example, pictures related to culture might be a good tool.

When we move on from the culture itself to the language itself and want children to learn some basic polite forms, we can use songs, rhymes or chants, for example, because we know from chapter one that these activities are suitable for young learners to acquire certain chunks of language correctly and appropriately. Such activities are great when teaching new words or phrases in general, because according to Černá et al. (2009, 14), "young children like to repeat rhymes, chants or songs many times, which helps them also remember words and structures". Therefore, it could do well also with polite structures, greetings and such forms.

Another way of teaching children new phrases might be through some game, which can be challenging to choose from as we know from chapter one and also through some acting activities such as role-plays or even short stories. We should not forget even about art and craft activities, which "work best if they are closely related to the topic and the element of language concerned" (Černá et al. 2009, 14). Practically all the methods and teaching aids mentioned in chapter number one can be used when teaching sociolinguistic competence; teachers just must remember it, know what sociolinguistic competence is and its main aim.

PRACTICAL PART

Introduction

The aim of the practical part is to create, introduce and explain lesson plans, which focus on the development of sociolinguistic competence within very young learners. All activities and lesson plans are based on the principles of the theoretical part. The principles of lesson planning, which can be found at this part of the thesis, create the framework of the lesson plans too. Therefore, the practical part contains a theory about lesson planning, background information to the created lesson plans, explanations of individual plans and their activities. The very last chapter deals with things, which should be considered when realising those lesson plans. Together with descriptions and all needed worksheets, the lesson plans themselves can be found in the appendix of this bachelor thesis.

5 Lesson Planning

First of all, it is important to realise what a lesson and lesson plans are and how the teacher should proceed when creating a lesson plan. For example, Ur (1996, 213) claims that:

> The lesson is a type of organised social event that occurs in virtually all cultures. Lessons in different places may vary in the topic, atmosphere, methodology and materials, but they all essentially are concerned with learning as their main objective, involve the participation of learners and teachers, and are limited and pres-scheduled as regards time, place and membership.

According to Skalková (2007, 85), "lesson plan is a school document that organises the curriculum into certain units, contains their sequence and time allocation." To put it into practice, "lesson plans are systematic records of teacher's thoughts about what will be covered during a lesson" (Renandya and Richards 2002, 31). Therefore, lesson planning might not be an easy thing to do, and as Butt (2008, 4) claims, many teachers "find lesson planning problematic and overly time-consuming," and especially for beginners. However, lesson planning is a necessary part of a teacher's job, and as Petty (2002, 423) states, "not planning means a planned failure" and claims that "lesson planning is not science, but skill". According to Petty (2002, 423), there are several principles for lesson planning:

- The lesson should be scheduled to achieve the objectives
- Pupils should know what the purpose of the lesson is
- The final practice of skills and abilities should be as realistic as possible
- The lesson is logically structured

- The lesson contains various teaching activities and teaching methods
- The plan also takes into account the specific characteristics of pupils
- The students should be active
- Interpretation is complemented by pictorial materials
- Motivation and interest are envisaged
- Most activities take much more time than you anticipate
- Prepare more demanding activities for pupils who finish earlier, or introduce open-ended activities
- Prepare more activities for the lesson
- Activities can take place gradually or parallel in different groups

When planning a lesson, we should take into account these principles. If we have a look at the process of lesson planning itself, according to Kyriacou (2007, 19), there are four major steps:

1. To decide about the educational objectives of the lesson
2. To decide about the types of activities, interaction patterns, time management, content and materials
3. To prepare all the props and materials needed for the lesson
4. To decide how to monitor and access students progress and attainment

All these elements should not be omitted when planning a lesson.

If we look concretely at lesson planning for very young learners, the problem is "in many countries, there is no perspective syllabus for pre-school teaching", but the teacher or the organisation can create their own (Reilly and Ward 2003, 13). When creating a syllabus or just a lesson plan for very young children, it is important to realise that they cannot read or write yet and that children at this age are still gaining basic skills such as holding a pencil, colouring-in, using scissors, glue, being able to recognise shapes, etc. (Reilly and Ward 2003, 13). In Černá et al. (2009, 17), the authors claim that "the syllabus is a result of long-term planning and it is further elaborated and specified in the process of lesson planning". Therefore, the aims formulated for every lesson or unit in a plan should be consistent with the long-term aims expressed in the syllabus.

In other words, it is important to determine a long-term aim, which the children should be able to achieve at the end of some period. The long-term aim should be reflected in individual lesson plans.

The teacher should also consider that children might not learn in one lesson as much as adults. According to Reilly and Ward (2003, 13), "children seem to have no trouble understanding and using the language being presented"; however, it does not mean "that they have learnt it, and only repeated exposure and recycling over many lessons will ensure that they are able to use the language independently." Therefore, repetition and routines are an essential part of teaching young children, because as Cameron (2001, 11) claim: "routines can provide opportunities for meaningful language development; they allow the child to actively make sense of new language from familiar experience and provide a space for language growth". In Černá et al. (2009, 18), the authors recommend starting and ending the lesson with routines and rituals that the children know because it also gives them the feeling of security. Luckily, children seem to like what is familiar and want to hear the same story or sing the same song over and over again (Reilly and Ward 2003,13). Routines can also be used for organising the children by having some signal, which indicates a change of the activity, for example, whistle or clapping (Reilly and Ward 2003, 13). The teacher can think about any kind of signal.

Concerning the time management of the lesson, we already know from unit 1.2.3 that the activities should be changed very often. Reilly and Ward (2003, 13) suggest that "you need to keep children's interest by changing activities every five or ten minutes; this is why is it important to have a wide variety of activities". It is also recommended to have prepared some toys, jigsaw, or pictures to colour in, in case that some children finish some work earlier than others (Reilly and Ward 2003, 13). Finally, when talking about activities, it is advised: "to have a balance of lively and calming activities" (Reilly and Ward 2003, 13).

The organisation of the classroom is one of the factors when planning a lesson, too. It is good to have enough space in the classroom for psychical activities, games, but also for reading a story; it is helpful to have enough room for children to sit on the carpet in the semicircles (Reilly and Ward 2003, 15).

Another factor, which should be mentioned, is class management. According to Reilly and Ward (2003, 15), "children of this age are not used to pair or group work, and the activities will generally be whole-class, choral-type work led by the teacher or done on individual

bases." On the other hand, "it is important that children of this age learn to co-operate" (Reilly and Ward 2003, 15). All of these factors are going to be taken into account when creating the lesson plans.

6 Lesson Plans

6.1 Background

I have created six lesson plans, whereas the last one serves as a revision to all lesson plans. In each lesson plan, students should get familiar with a new phrase. All the plans were created based on knowledge from the theoretical part and the chapter above.

In this part, the reader can find information about each activity of the particular lesson plan. It is described why the given activity was chosen, what methods and aids were used and for what purposes. In the appendix of this work are particular lesson plans with an accurate description of the activities and worksheets needed for the implementation of the lesson. The pages of the detailed description are mentioned in each characterisation of the activities so that the reader will get easily oriented.

The lesson plans are each thirty minutes long because of children's short attention spans. The plans contain between four to six activities, so each activity is no longer than ten minutes. Again, the activities are short because of children's short attention span, which was mentioned already in unit 1.3.2 of the theoretical part.

Regarding the interaction patterns, most of the activities are whole-classed or choral-typed oriented led by the teacher. As mentioned in the chapter above, children are not used to working in pairs or groups. Nevertheless, some of the activities are individual, where children work on their own. It is especially in activities where children create something.

I have not created any syllabus but determined a long-term, which is based on the objective from the CEFR scale concerning sociolinguistic competence. The objective there is as follows: learner at level A1 "can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying please, thank you, sorry etc." (Council of Europe 2001, 122). Based on this objective, I have chosen some of the very fundamental phrases that should be introduced to children, which are as follows: 'hello', 'goodbye', 'my name is', 'nice to meet you', 'please', 'thank you' and 'I am sorry'. Therefore, the topic is an introduction of those phrases and their meanings. By the end of these six lesson plans, the learners should be aware of those phrases, understand their meanings in a context, and know how to say them. The most important is to know the meaning because they might know how to say it but not within the proper context. Some children might be able to use the phrases in the appropriate context automatically. Still, teachers cannot expect all children to

learn this in six thirty minutes-long lessons, but this is the topic for the last chapter of the practical part. At last, I would like to mention that all the activities were created on my own with inspiration and experiences, which I have with teaching very young learners.

6.2 Lesson Plan 1

The first lesson plan is oriented on introduction phrases and greetings. Therefore, the topic is an introduction of the phrases 'hello', 'goodbye' and 'my name is'. By the end of the lesson, students should be able to recognise the difference in meaning between them and remember how to introduce themselves using the phrase 'my name is'. (Appendix 1, 53)

The first activity is the very first introduction phase, where a teacher simulates a conversation, using the phrases 'hello', 'what is your name', 'my name is' (Appendix 1, 54). The topic of this activity is an introduction of the phrases 'hello' and 'my name is'. In this very first activity, we can see the use of the toy, which can help children not be that shy and scared of something new. It is also used to make the learning process fun and enjoyable. This activity contains gestures, which is an excellent tool for young learners because when waving, children can catch the meaning of the phrase 'hello'. At the end of this activity, students should know the teacher's and toy's name and be familiar with the 'hello' greeting. As a success, we consider that the children say hello back. This activity also serves as a pre-listening activity for the following one.

Activity number two is a song, which was chosen to follow the previous activity. The song was chosen on the YouTube platform, and its link together with lyrics and description can be found on p.55. The song was chosen because songs are, in general, one of the best activities for children. Especially this one since it gives children auditory input because they can repeatedly hear the phrase 'my name is', so they can fix the correct form of pronunciation and visual input as well since the song also shows some animation with gestures. This activity aims at the receptive skills of children, and by the end of the activity, children should recognise the introduction phrase 'my name is'. However, we cannot expect them to immediately use the phrase in production; we must be patient.

The third activity, colouring in a teddy bear, does not need any particular description, since its aim is just to relax and give children some break from English as it is recommended to give children a break. On the other hand, the teacher must not sit in the corner and just watch the children. It is important that he/she goes around the children and talk to them while working.

Some children may not know how to colour it; therefore, it is good to have prepared a picture already coloured by the teacher, so children have some template for how to colour it. However, it is up to them, and they can use their imagination. Art activities should not be missed in lesson plans because they are important while teaching pre-scholars since they allow children to be creative and use their imagination; that is another reason why colouring-in was chosen. This particular picture was chosen, so children get used to the teddy bear and remember him. This activity is also an example of TPR since the teacher tells children instruction and children answer by doing it; in this case, they colour in the picture. The picture can be found on p. 56.

The fourth activity was chosen to encourage children to talk and serves as a post-listening activity to the third one. The ball is used to make it more exciting and funnier for children, so they do not just sit and have some physical movement as well, which is valuable because they do not lose interest and are not bored. Again, it is an example of TPR since the teacher tells children what to do, in this case, to catch the ball, answer and throw it back. The mean of this activity is to give children the opportunity to use the language itself. The description in detail is available on p.57.

Another activity is very short and similar to the first one but with a different conversation pattern (Appendix 1, 57). Among the most important aspects belong the use of a toy and the use of gestures as well as in the first activity. The goal of the activity is to introduce children to the basic farewell 'goodbye', so by the end of the activity, children should be able to recognise this farewell. Again, it serves as a pre-listening activity since it will be for the first time that children hear the song from the next activity, and we want them to get familiar with the phrase first.

The last activity of the first lesson plan is a goodbye song, which will be included in every lesson plan as a finish routine because routines are very important when teaching young children since it gives them a feeling of security. The song was again chosen on the platform YouTube, and the lyrics, description and link to the song can be found on p. 58. This activity serves as an auditory input for the children because they can repeatedly hear the phrase 'goodbye' and fix the correct pronunciation form. This activity also involves physical movement because psychical activities are an important factor when teaching young children. The goal of this activity is the same as the previous one, to introduce children to the farewell

'goodbye', so they get more familiar with it and catch the difference between 'hello' and 'goodbye'.

6.3 Lesson Plan 2

The topic of this lesson plan is a revision of what was done in the last lesson and an introduction to a new phrase, 'nice to meet you'. By the end of this lesson, students should be able to use the greeting 'hello', the farewell 'goodbye' and should be able to recognise the phrase 'nice to meet you'. (Appendix 2, 59)

The revision activity, where children sit in the circle on the carpet, will be the beginning of every lesson as a starting routine. This activity serves as a revision because repetition is very important for children, but also as an introduction to a new phrase. The teacher uses a familiar toy again and gestures as well, which are very helpful when teaching English. By the end of this activity, students should be able to recall and use the phrases 'hello', 'my name is' and be introduced to the new phrase 'nice to meet you'. (Appendix 2, 60)

Other activity includes flashcards, which are great visual aids for young learners because they can help children to convey the meaning of some words. These flashcards convey the meaning of phrases children have already learnt about. Nevertheless, these cards could help them to remember and understand the meaning of the phrases. The flashcards should be big enough and clear enough, so children can see them properly. For this activity, there are three cards, but with time, there are going to be more for other phrases. The activity topic is a revision of the phrases 'hello', 'goodbye' and an introduction of the phrase 'nice to meet you'. The flashcards with the description are available on p. 60-61.

The third activity was selected based on a personal experience. It is a physical activity, so children have some movement and fun after sitting on the carpet for a while; that is one reason why the activity was chosen right now. The other reason is that this activity develops not only children's competitiveness but also the ability to help each other and cooperate since it is kind of a group activity. It also develops their knowledge since they must tell the meaning of those cards, so by the end of the activity, learners should be able to identify the meaning of those flashcards. That is one of the activities where is the TPR used because the teachers tell children to do something, and they answer by doing it, by finding the card, bringing the card to the teacher and telling the teacher the meaning. Detailed instruction and explanation to this game are seen on page 62.

Another activity is a cartoon, which is there to relax and calm down after physical activity and also serves as a reward for the previously completed activity as it was promised. This type of activity is a great source of auditory input because children are exposed to the spoken form of the target language and visual input as well since all the stories contain animation. On p. 63, there are several links to cartoons, which the teacher can choose from at any time. The cartoons which were chosen are all in English and are no longer than ten minutes. The stories are world-known fairy tales, which children should know from the Czech language so that it is not so strange for them to watch a story in English. However, it is up to the teacher what he/she is going to play to the children.

And finally, there is a routine 'goodbye' song, which signals the end of the lesson. (Appendix 1, 58)

6.4 Lesson Plan 3

The topic of this lesson plan is an introduction of a new phrase, 'please', but also a revision of the content from previous lessons. Therefore, this lesson plan includes a lot of revision with flashcards. By the end of this lesson, the learners should be able to recognise a new phrase, 'please' and should be able to understand the meaning of the phrases 'hello', 'goodbye' and 'nice to meet you' and should be able to say them. (Appendix 3, 64)

The first activity, revision, is here as a start routine of every lesson, where children are sitting in the circle on the carpet. It also serves as an introduction to a new phrase, 'please'. We can see the use of flashcards again, which should help children understand particular phrases' meaning. The description of this activity, together with a new card, carrying the meaning 'please', can be found on p. 65.

The next activity follows the previous one. This activity has two parts, putting pieces of the picture together and colouring in a picture. Both of these activities were chosen because they play an important part in the development period of a child. To not make it just like that, it is connected to the topic and the aim of the lesson. Thus, the children are putting together pieces of the card carrying the meaning 'please' and are colouring in this card as well, so they put this phrase in their heads. By telling children the instruction, 'put pieces of the picture together, 'colour in the picture', the teacher uses a TPR method without even knowing it. The description and the pictures for this activity are on p. 66-67.

The third activity of this lesson plan is a game, so children have some movement in this lesson plan as well. This game is also an example of TPR because the teacher tells children to find the card goodbye and step on it', and they respond by finding it and doing what the teacher tells them to. Games, in general, should be used when teaching young children, even though it might be hard to choose appropriately. This one was selected based on the aim of this lesson plan, and the main goal is to revise all the phrases. The description of the game is on p. 67.

Again, every lesson plan should include an activity to relax, especially after physical activity. There was a cartoon played for the children in the previous lesson plan, so now, the teacher will read them a story to make it a bit different. Therefore, this activity aims to relax and calm down. It is good to have an illustrated story, so children have an idea of what the story is about and have the auditory input and the visual input as well. Particularly, it is good to choose a book, which is intended for children, is short and also contains an illustration. As in the previous lesson plan, there were suggested cartoons for children to watch; this plan contains suggested books to read. The list of books can be found on p. 68.

In the end, the routine 'goodbye' song is there to end the lesson. (Appendix 1, 58)

6.5 Lesson Plan 4

This lesson plan aims to show children the phrases 'please' and 'thank you' in a context and introduce them to these phrases. However, this lesson plan also includes a revision from previous lessons, so children get a chance to remember all the phrases. By the end of this lesson, students should be able to recognise and understand the meaning of a new phrase, 'thank you' and of a phrase, 'please'. (Appendix 4, 69)

As in every lesson, there is a revision at the beginning of the lesson, which consists mainly of repeating the introductory phrase and the phrase 'please', which was introduced for the first time in the last lesson plan. Therefore, this activity aims to revise the phrase 'my name is' and remind children of the phrase 'please'. Again, in this revision, the teacher uses flashcards and a toy, which is there every lesson as a familiar face for the children. The description can be found on p. 69.

The second activity is to introduce children to the new phrase 'thank you' and show them the use of the phrase 'please' and 'thank you' in a context. Therefore, this activity is like a theatre

or a little scene between the teacher and the toy. The activity was chosen to make it enjoyable and funny for the children, so it is important that the teacher performs it with enthusiasm and plays it as an actual scene. Again, we can see the use of the familiar toy, a new flashcard and some props, which are there to make it more authentic and to help children to understand it more. It also serves as a pre-listening activity to the song which follows, so children should know where to put their focus on while listening. The conversation pattern, together with the description, is available on p. 70-71.

Activity number three is a song focused on the phrases from the previous activity, so children get it more into their heads. The song also includes some movements, so children do not remain sitting on the carpet and have some movement in this lesson plan as well, which is very important for children to not get bored. This activity is a source of auditory input since they can repeatedly hear the phrases' thank you' and 'please' and visual input as well since the song has a video with gestures. By telling children to repeat the movements and lyrics, there is the TPR used. This song activity aims to practice the phrases' thank you' and 'please' in a fun and enjoyable way. (Appendix 4, 72)

The fourth activity is kind of a relaxation game, but educational at the same time. In this game, the teacher uses all the cards with the phrases to repeat them all over again. The teacher can see if children understand the meaning of the cards because they must tell the teacher the meaning, and they must demonstrate the phrases as well. This game is here to revise all the phrases in a fun way. Therefore, the purpose of this activity is to revise the phrases 'hello', 'goodbye', 'nice to meet you', 'thank you' and 'please' by using flashcards. The description of this game is on p. 73.

Finally, it is time to say 'goodbye' with the routine 'goodbye' song. (Appendix 1,58)

6.6 Lesson Plan 5

This plan is oriented mainly on revising the phrase 'thank you' and introducing a new phrase 'I am sorry'. Thus, by the end of the lesson, students should be able to understand and say the phrase 'thank you' and should be able to recognise the new phrase 'I am sorry'. (Appendix 5, 74)

Revision of this lesson plan is here to revise all the phrases repeatedly since repetition is very important for young learners. As a routine start of the lesson, children sit in the circle on the

carpet with the teacher and a familiar toy. In this revision, there is the use of all of the flashcards because children are familiar with them, and it is a great tool for remembering new words. The goal of this activity is to revise all the phrases with the use of flashcards. The description can be found on p. 74.

The second activity of this lesson plan is a short poem because rhymes and poems are also very useful teaching techniques for young learners since it is a great source of auditory input and was not used in any lesson plan so far. This poem also includes some movements, so children have physical activity. By telling children to repeat the words and movements, the teacher uses a TPR method. The poem was not chosen randomly, and it is connected to the main aim of the lesson, so it is connected to the phrase 'thank you', which children hear and repeat several times in this activity. The description with the poem's lyrics and a link to the video for inspiration is available on p. 75.

Another activity is here to introduce children a new phrase. It serves mainly as an introduction to the phrase 'I am sorry', so it is a frontal-teaching based activity, where children just sit, watch, listen to the teacher and are exposed to the spoken form of the language. The teacher introduces them to the phrase using a flashcard and the familiar toy, so visual aids are used again. Therefore, the primary purpose of this activity is to get children familiar with the phrase 'I am sorry'. It serves as a pre-listening activity to the next one. The description and a new card, 'I am sorry' are on p. 76.

The fourth activity follows the previous one. This activity should introduce the phrase 'I am sorry' to children even more. In this activity, children watch a video with an animated story and a song, which serves as visual and auditory input for them since they can hear the phrase 'I am sorry' together with some gestures and animation. In this activity, children can fix the correct pronunciation. The link to the video and the description can be found on p. 77.

Another activity is also connected to the previous one since we want children to learn and understand the phrase 'I am sorry'. Therefore, it serves as a post-listening activity. This activity is game-based and art-based, so the children have some movement after sitting and watching the story. The game is here to provide the children with some fun and to learn something at the same time. The art part of this activity mainly serves as relaxation, but as in every art activity, the teacher should not sit in the corner but go around children and talk to them while they are working. The purpose of this activity is to encourage children to say the

phrase 'thank you' since they must tell the teacher the meaning of a card. The description for this game, together with needed worksheets, is available on p. 77-78.

As usual, the lesson finishes with a 'goodbye' song. (Appendix 1, 58)

6.7 Lesson Plan 6

This lesson plan is oriented on the revision of all the phrases that were learnt in previous lesson plans, which are as follows: 'my name is', 'hello', 'goodbye', 'nice to meet you', 'thank you', 'please' and 'I am sorry'. By the end of this lesson plan, we expect that children will understand the meaning of all the phrases and know how to say them. (Appendix 6, 79)

The first activity starts with children sitting on the carpet in the circle, as usual, to keep the routine from every lesson plan. This activity serves as a repetition of all the phrases. To change the activity, this one is made in the form of a memory game, so children learn in a fun way. Memory games are great for children because they develop their attention and attentiveness, so it serves as a development of those skills. All flashcards are used in this activity. The description and needed paired cards in smaller versions are available on p. 80.

The second activity is a kind of relaxation but also serves as a reminder for children that they have learnt all the phrases. As in every individual art activity, it is important that the teacher goes around children, helps them out and talks to them. The activity is mainly there, so children have all the pictures with the phrases together. By the end of the activity, children will have a paper with coloured pictures of all the phrases, which they can bring home. It is also good, so the parents will be in the picture about what children have learnt. The worksheet for this activity can be found on p. 81.

The other activity is a game, but this time, a game with a movement. Physical activities are very important because children have a lot of energy and need some exercise, especially after a while of sitting. However, this game does not serve only as a physical activity but also as a revision of all the phrases again. This kind of game is a funny and energised activity, which children might like. In this activity, there is a use of radio and all the flashcards again. The purpose of this activity is the same as the first one, to revise all the phrases from the cards except the phrase 'my name is', which does not have a card. The description of this game activity is on p. 82.

The penultimate activity of this revision plan serves as a reward for children. The teacher can choose between a cartoon or a story-telling. Both of those activities serve as a visual and audio input to the children. The recommended cartoons can be found on p. 63 and the recommended books with stories on p. 68.

And the last activity is the 'goodbye' song, which signalised the end of the lesson. (Appendix 1, 58)

6.8 Things to Consider

This chapter is here to discuss some things to consider before realising the plans. Since I did not have a chance to try out these plans myself, which I was intended to do, I have thought about some things and recommendations, which might good to be considered and be prepared for them in advance.

The first problem, which teachers might encounter while realising these lesson plans, refers to time management. All the plans and activities have an exact interval. However, teachers never know how long it will take to explain something to the children, relocate, get ready the computer, etc. Therefore, it might happen that we do not have enough time or, conversely, we have some time left. If the first option happens, we can permanently exclude any activity, which does not seem that important or shorten them. If the second option happens, it is good to have prepared some extra activity; it might be anything, some cartoon, story-telling or activity from last lessons, which children enjoyed.

Concerning the time, it might also happen that some child finishes an individual activity earlier than others. Since those lesson plans contain some individual work, mostly colouring-in pictures, the teacher should have prepared some extra work. For example, some extra colouring-in sheets or some puzzle etc., might help in this case. However, it can also happen the opposite that a child does not manage to finish the work on time, and in this case, the teacher might notice it and helps him/her out or tells him/her to finish the work later at home.

Another problem that might occur is a misunderstanding. As we know from unit 1.3.1, which is focused on the use of a mother tongue, the children mostly learn the new language through listening to the target language. However, children do not always understand what the teacher is saying, especially when giving instruction and explanation to some games. Furthermore, because those plans contain many various and different activities, children might get easily

confused all the time. Therefore, in this instance, teachers should consider using a mother tongue, so children know exactly what to do, but teachers must remember to use the mother tongue only in necessary situations.

Staying at the use of a mother tongue, it will probably happen that children will mostly talk to the teacher and at themselves in their mother tongue; for example, when the teacher gives them a piece of paper, they will say 'thank you' in their mother tongue. When this situation happens, the teacher should encourage children to say it in English since it is the phrase that the students learn and the goal for the future is to know the phrases and use them in the correct context. That also applies to other phrases such as 'please' and 'I am sorry', which can be commonly used in class. Perhaps it is enough to tell them once or twice, and next time, they will use the words in English.

On the other hand, teachers must remember to be patient when learning very young kids. Moreover, especially, they should remember that "very early language learning is about comprehension rather than production; children should NEVER be made to produce unless they feel like it. The need for being silent should be respected" (Černá et al. 2009, 18) because it might happen that some children will not want to cooperate and be shy to answer something in English. For this reason, the use of a toy can be beneficial, because as it is stated in unit 1.3.3, the use of toys that talks only in English can encourage children to use the language as well. Therefore, the teacher may even tell children to bring their favourite toys to the classes to feel safe.

The last issue, which might occur in my opinion, is that children will get too energetic and playful after some game or activity. I do not think there is any particular advice to calm them down unless to have prepared some calming activity. Therefore, in my plans, I have tried to balance the lively and calming activities as it is recommended in (Reilly and Ward 2003, 13).

I think these are the main issues that might come when realising these plans, but of course, there might be even more, but without trying it, we will never know. Hopefully, one day, I will have the opportunity to try them myself.

CONCLUSION

The topic of this thesis was the development of sociolinguistic competence within young learners, since teaching English to pre-schoolers is becoming very popular all around the world. This thesis aimed to find out ways, how to develop aspects of sociolinguistic competence within pre-school learners.

Nevertheless, firstly, it was important to get familiar with issues when teaching young children and advises on how to deal with them. All this is mainly described in the first part of the theoretical part of the thesis, where the reader can also find out the characteristics of a very young learner, characteristics of the teacher of young learners, and mainly find out some tips, techniques for teaching very young children.

The second part of the theory apprises the reader the basic knowledge of communicative competence, its models, but primarily the model of CEFR, which were chosen for this thesis, and its components, where belong pragmatic competence and linguistic competence.

Another component, which belongs to communicative competence, sociolinguistic competence, is described more in detail in a separate chapter since it is the topic of this work. This chapter also contains information about how to develop sociolinguistic competence in general and especially how to develop this competence when teaching the second language to very young learners with the use of methods, recourses and aids, which were mentioned in the first chapter. This chapter summarizes the knowledge of the theoretical part and creates the basis for making the practical part.

The practical part aimed to introduce readers to the created lesson plans, which are the outcome of this bachelor thesis. As it was already mentioned, this part was created based on the findings from the theoretical part because, during the writing, I have come up with many new and important findings, which are applied in the lessons plans.

The practical part itself contains some theory about lesson planning principles in general and about lesson planning of very young children, which was also taken into account when creating the lesson plans. This chapter is followed by presenting all the plans and their activities, why they were chosen, why they are even there and their concrete objectives. At the end of the practical part are mentioned some things to consider, which might be good to be

prepared for. It includes, for example, issues with the time management, misunderstanding, language barriers, or child´s energy.

The outcome of this work is six created lesson plans, which have been developed on the basis of the knowledge set out in the theoretical part of the work. In addition, based on the objective determined in CEFR, I have created a long-term aim, which is reflected in the individual lesson plans. These lesson plans should therefore develop the sociolinguistic competence of pre-school children in English language.

RESUMÉ

Tématem této bakalářské práce je rozvoj sociolingvistické kompetence ve druhém jazyce, konkrétně v jazyce anglickém, u dětí předškolního věku. Celkovým cílem práce je zjistit, jak lze tyto aspekty sociolingvistické kompetence u dětí tohoto věku rozvíjet. Práce tedy obsahuje celkem šest vytvořených plánů hodin, které se zaměřují na rozvoj právě této kompetence s ohledem na anglický jazyk. Současně je ale důležité vědět, jaké principy a metody se využívají k učení dětí v předškolním věku, na to je využita teoretická část, která slouží jako opora pro vypracování praktické části této práce.

Učení druhého jazyka, resp. jazyka anglického, ve velmi raném věku, se stává po celém světě více a více populární, neboť je známo, že malé děti se učí druhý jazyk rychleji a snadněji, nežli dospělí jedinci, či adolescenti. Proč tomu tak je, se čtenář může dočíst již v první kapitole této práce, společně také s charakteristikou předškolního žáka, s čímž souvisejí také problémy, které mohou při učení anglického jazyka u dětí takto nízkého věku nastat. Dále tato kapitola obsahuje charakteristiku učitele, jaké by měl mít vlastnosti, jak by měl k dětem přistupovat a v neposlední řadě, jaké metody, aktivity, či pomůcky, jsou nejvíce vhodné a efektivní při učení žáků předškolního věku. Poslední krátká podkapitola se zaměřuje na výuku anglického jazyka v raném věku u nás v České republice, konkrétně tedy,zda je možné se cizímu jazyku začít učit již v takto nízkém věku i v našich podmínkách. Ve zkratce tedy první kapitola obsahuje důležité poznatky, od charakteristiky žáka, přes problémy spojené s ním při samotném učení, učební metody a pomůcky, které jsou vhodné pro výuku takto malých dětí,až po charakteristiku učitele.

Druhá kapitola teoretické části se zaměřuje na definici komunikační kompetence. Cílem je seznámit čtenáře s tím, co vlastně komunikační kompetence je a na jaké další komponenty se rozděluje, čemuž je věnována hned první podkapitola. Další podkapitola se krátce věnuje třem modelům komunikační kompetence, a to konkrétně modelům Canale a Swain, Bachman a Palmer, ale hlavně modelu CEFR (Společný evropský referenční rámec pro jazyky), který je představen více detailně, protože se od něho odráží vypracování praktické části této práce. Dále jsou tedy v této kapitole krátce představeny komponenty komunikační kompetence podle modelu od CEFRU, a to kompetence pragmatická a kompetence lingvistická. Poslednímu komponentu, sociolingvistické kompetenci se věnuje samostatně více do detailu třetí kapitola teoretické části, a to proto, že název této práce je spojen s pojmem sociolingvistické kompetence.

Třetí kapitola se tedy věnuje definici této kompetence a dalšímu jejímu rozdělení, a to hlavně ukazatelům sociálních vztahů, kam patří zdvořilostní konvence, vyjádření lidové moudrosti, rozdíly registrů, ale také dialekt a přízvuk. Poslední podkapitola se věnuje jakési sociální přiměřenosti, která je vydefinována ve Společném evropském referenčním rámci pro jazyky. Tento dokument obsahuje tabulku, ve které jsou vydefinovány cíle pro určité úrovně, kterých je v anglickém jazyce možno dosáhnout s ohledem na sociolingvistiku kompetenci. Jak je patrné ze samotného názvu práce, tato práce je zaměřena na rozvoj sociolingvistické kompetence druhého jazyka u dětí předškolního věku, které jsou na předpokládané úrovni A1, a proto tato tabulka a její cíl pro tuto úroveň, slouží ke stanovení dlouhodobého cíle při tvorbě plánů.

Poslední kapitola teoretické části se věnuje již samotnému rozvoji sociolingvistické kompetence. Na začátku jsou popsány všeobecné informace, metody a nejlepší způsoby, jak by se tato kompetence měla rozvíjet ve druhém jazyce, a to nejen ve třídách. Ale proto, že tato práce se věnuje rozvoji této kompetence u dětí předškolního věku, tak poslední podkapitola, která nese název Rozvoj sociolingvistické kompetence u dětí předškolního věku, se věnuje právě konkrétně tomuto tématu. Jsou zde popsány metody a aktivity, které tuto kompetenci mohou rozvíjet u žáků tak nízkého věku. Tato podkapitola je takové spojení a shrnutí toho, co již bylo v práci předtím zmíněno, konkrétněji spojení učebních metod, které byly zmíněny v první kapitole s všeobecnými informacemi o rozvoji sociolingvistické kompetence.

Jak již bylo zmíněno, praktická část byla vypracována na základě poznatků z části praktické, ale také z poznatků ohledně plánování hodin, které jsou zmíněny v praktické části práce. Hlavním cílem praktické části je představit šest učebních plánů, které byly vytvořeny pro rozvoj sociolingvistické kompetence. Praktická část kromě toho obsahuje již zmíněnou teorii ohledně plánování hodin u dětí nízkého věku. Dále se praktická část věnuje samostatným plánům a jejich aktivitám. Nejdříve jsou představeny všeobecné informace k učebním plánům, a to např. na základě čeho byly vytvořeny, proč jsou dlouhé, jak jsou dlouhé, jaké obsahují interakce, jaký je dlouhodobý cíl, apod. Po této kapitole následuje postupné představení jednotlivých plánů a jejich aktivit. Každý plán má svoji vlastní kapitolu, kde je nejdříve popsán celkový cíl plánu a poté jednotlivé cíle aktivit, proč aktivity byly vybrány nebo jaké metody, či pomůcky jsou při tom využívány. U každé aktivity je také napsána stránka pro snazší orientaci, kde je popsána určitá aktivita s instrukcemi k provedení a potřebnými materiály pro realizování.

Na konci praktické části se nachází poslední kapitola, která je věnována věcem, které mohou při učení těchto plánů nastat. Jsou zde popsány problémy, které se mohou objevit podle mého názoru, a to jsou problémy s časem, kterého můžeme mít moc málo, nebo naopak nám nějaký zbude, dále také přehnaná dětská aktivita, nebo naopak aktivita nízká a jsou zde také zmíněny problémy jazykové jak ze strany učitele, tak ze strany žáka. Ovšem ke každému problému se také dají najít řešení, která jsou v této kapitole také vysvětlena.

Celkem je tedy vytvořeno šest plánů, které jsou zaměřeny na rozvoj sociolingvistické kompetence u dětí předškolního věku ve druhém jazyce. V průběhu psaní jsem přišla na několik základních poznatků, jako např. jaké aktivity jsou nejvhodnější pro malé děti, jaké pomůcky by se měly využívat, jak naložit s časovým managementem, či jaké interakční vzorce jsou pro učení dětí předškolního věku nejvhodnější a nejefektivnější. Všechny tyto poznatky jsem použila při tvorbě učebních plánů a aktivit, které byly vytvořeny na základě inspirací a zkušeností ze života. Byl stanoven dlouhodobý cíl na základě CEFR dokumentu, kterého by žáci měli dosáhnout po skončení absolvování těchto hodin, ale jak je v práci zmíněno, práce s dětmi a učení dětí, vyžaduje velkou trpělivost, což je jedna z hlavních vlastností, kterou by měl učitel mladých žáků mít. Učitel nemůže po dětech vyžadovat výsledky hned, ale uvidí je postupem času. Všechny tyto plány a jejich aktivity s potřebnými materiály jsou dostupné v příloze.

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APPENDICES

APPENDIX 1

LESSON PLAN 1

Time: 30 minutes

Level: A1

Overall aim: By the end of the lesson, students should be able to recognise the difference in meaning between the phrases 'hello' and 'goodbye' and remember how to introduce themselves using the phrase 'my name is'

The objectives of particular activities are described in the activity description

Activity	Material and aids	Time Needed
1) Introduction	Toy (Teddy bear)	3 minutes
2) Hello song	Toy (Teddy bear), computer or television	5 minutes
3) Colouring in	Worksheet paper, pencils	10 minutes
4) Ball activity	Ball	5 minutes
5) Goodbye	Toy	3 minutes
8) Goodbye song	Computer	5 minutes

Activity n. 1: Introduction

Conversation pattern:

Teacher: 'Hello' (waves)

Ted: 'Hello (waves), what is your name?'

Teacher: 'My name is …… what is your name?'

Ted: 'My name is Ted'

Teacher: 'Hello Ted' (waves)

Teacher: 'Say Hello to Ted'

Teacher together with students: 'Hello Ted' (wave)

Teacher: 'Say Hello to (name)……'(Pointing at yourself)

Students: 'Hello' (wave)

Description: The teacher will need some toy, for example, a teddy bear, which children love. In this activity, children sit in the circle on the carpet together with the teacher, who holds a toy in hand and starts to simulate the conversation between him/her and the toy; in this case, it is a teddy bear called Ted. In this activity, the teacher can change her/his voice when talking as the toy to make it more fun for the children. When saying hello, the teacher might wave to signalise what it means. In the end, the teacher tries to encourage the children to say 'hello' back. By the end of this activity, students should remember the teacher´s and toy´s name and should be able to repeat the phrase 'Hello'.

Activity n. 2: Hello song

Lyrics:

Hello, hello what´s your name?	Hello, hello what´s your name?	Hello, hello what´s your name?
Hello, hello what´s your name?	Hello, hello what´s your name?	Hello, hello what´s your name?
My name is Ryan	My name is Ben	My name is Kay lee
My name is Anna	My name is Bella	My name is Owen
Nice to meet you	Nice to meet you	Nice to meet you

Description: In this activity, children can stay sitting on the carpet, while the teacher plays them a song on television, computer or some projector. For the first time, the teacher plays the music and watches it together with the children. After that, the teacher plays the song for a second time but sings along and stops it after the phrase 'hello, hello what´s your name?' and points out at the teddy bear, who answers 'My name is Ted'. The teacher stops it after this phrase every time, but another time, he/she points out at the children, who might try to answer. If they are not ready, the teacher can repeat it and simulates it with the teddy bear again and again. Some children may even sing along with the teacher and the singer if they feel like it. By the end of the activity, children should recognise the introduction phrase 'my name is'.

Name: What's Your Name? (Super Simple Puppets version) | Super Simple Songs

Author: Super Simple Songs – Kids Songs

Link: https://www.youtube.com/watch?v=yqlbn_nI2w8

Activity n. 3: Colouring in
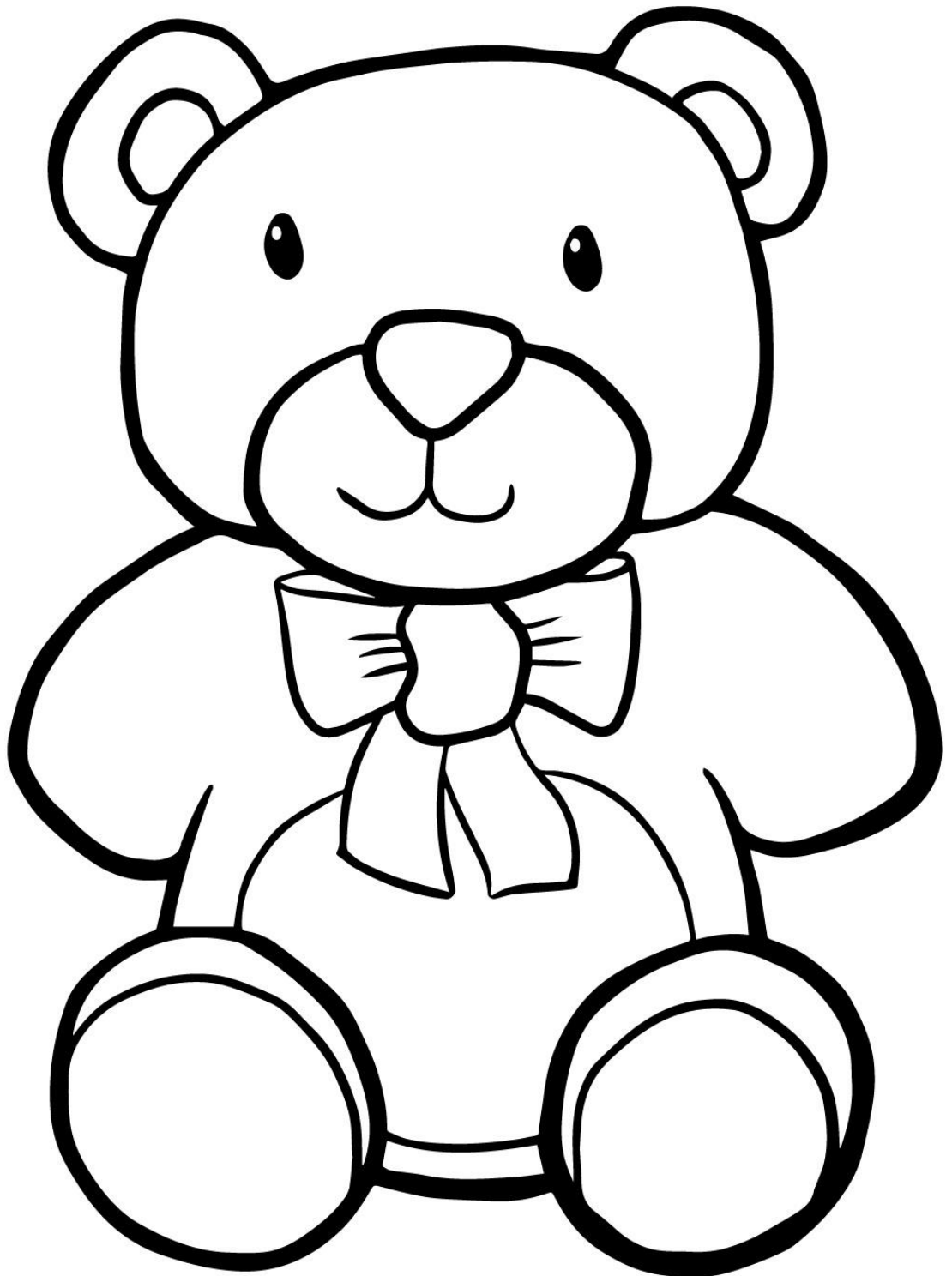
Activity n. 4: Ball activity

Description: In this activity, the teacher will need a ball, preferably a soft one, so children can catch it and throw it. Children sit on the carpet in the circle with the teacher as well. The teacher holds a ball and throws it at someone while asking them what their name; after answering, the teacher asks the child to throw the ball back to him/her. The teacher repeats the process, so every child has a chance to respond. By the end of the activity, children should be able to use the introductory phrase 'my name is'.

Activity n. 5: Goodbye

Conversation pattern:

Teacher: 'It is time to say goodbye'

Ted: 'Goodbye everyone' (waves and slowly walks out)

Teacher: 'Goodbye Ted' (waves)

Teacher: 'Say goodbye to Ted'

Teacher together with students: 'Goodbye Ted!' (Wave)

Description: This activity is similar to the first one. For this, the teacher will need the teddy bear again. Children still sit on the carpet in the circle while the teacher starts to simulate a conversation. In the last part, the teacher tries to encourage children to say 'goodbye' back. By the end of the activity, children should be able to recognise the farewell 'goodbye'. Again, the teacher can change voices and use gestures such as waving.

Activity n. 6: 'Goodbye' song

Lyrics: Now it´s time to say goodbye

Say goodbye

Say goodbye

Now it´s time to say goodbye

Goodbye everyone (Two times)

Goodbye everyone!

Description: The teacher will need just a computer for this activity. For the first time, when the teacher plays the song, children remain sitting on the carpet and listen to the song to get familiar with it. After that, the teacher asks children to stand up, stay in the circle and hold their hands with the teacher as well. The teacher plays the song for the second time while all the people are slowly moving around and sing. Children will probably not sing with the teacher for the first time, but this song will be as a finish routine every lesson, so children will learn it by listening. The teacher can choose any kind of movement, such as jumping around or running; it does not matter. After the second verse, the teacher stops it, and everyone says 'goodbye everyone' and wave at each other. At the end of the activity, children should be able to recognise and say the fundamental farewell 'goodbye'.

Name: The Goodbye song for Kids – Kindergarten and Preschool Songs by ELF Learning

Author: ELF Kids Videos

Link: https://www.youtube.com/watch?v=rCr2t34vkIE

APPENDIX 2

LESSON PLAN 2

Time: 30 minutes

Level: A1

Overall aim: By the end of this lesson, students should be able to use the greeting 'hello', the farewell 'goodbye', the introduction phrase 'my name is' and should be able to recognize the phrase 'nice to meet you'.

The objectives of particular activities are described in the activity description

Activity	Material and aids	Time needed
1) Revision	Toy	5 minutes
2) Flashcards	Flashcards	5 minutes
3) Hidden cards	Small cards	10 minutes
4) Cartoon	Computer or projector	5-10 minutes
5) Goodbye song	Computer	2 minutes

Activity n. 1: Revision

Description: The teacher sits together with the children in the circle on the carpet. Firstly, you all greet each other saying 'hello'. Secondly, the teacher asks the toy what is its name to remind children of the phrase 'my name is' and adds a new phrase ', nice to meet you' while shaking the teddy bear´s hand. After that, the teacher asks every child individually what their name is and shakes their hands while saying 'nice to meet you'. The teacher repeats this phrase after every child´s answer to get in their heads. By the end of this activity, students should be able to use the phrases 'hello', 'my name is', and be introduced to the phrase 'nice to meet you'.

Activity n. 2: Flashcards

Description: In this activity, the teacher will use flashcards, which will represent individual phrases. Bellow, there can be seen three cards, the first one represents the greeting 'hello', the second one the farewell 'goodbye' and the last one a phrase 'nice to meet you'. Firstly, the teacher shows them and introduce to children what each card represents. The teacher may repeat it more times, so children get familiar with those cards. After that, the teacher lets children look at these cards and might give some comments while they are looking at them. By the end of this activity, the students should be able to recognize the flashcards and their meanings.
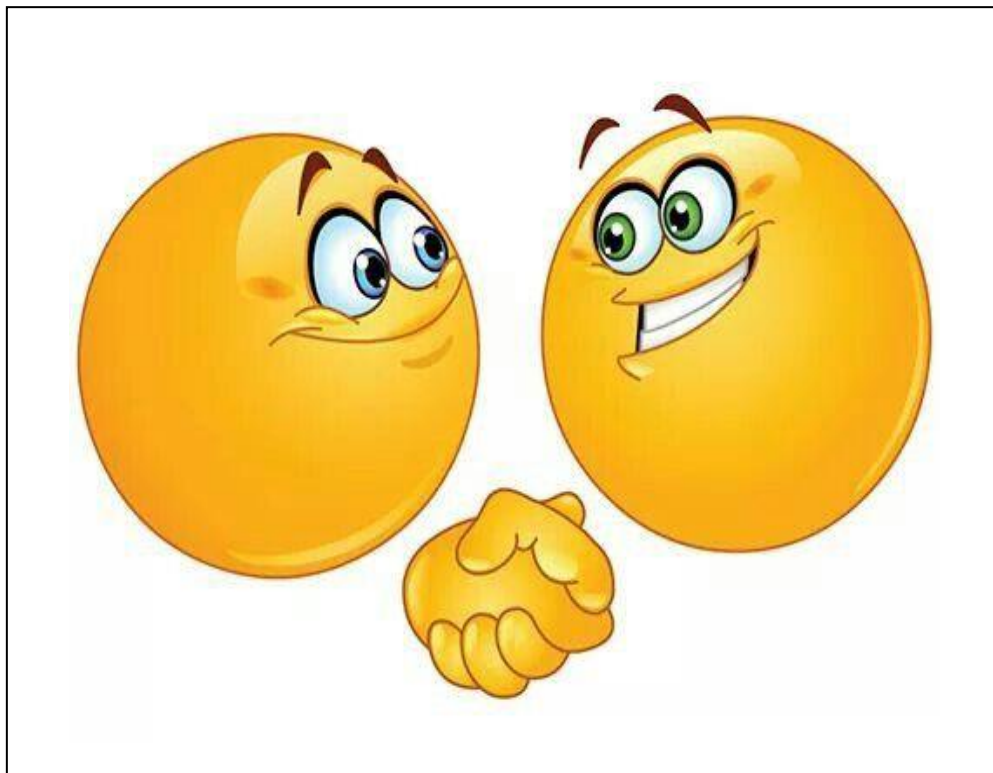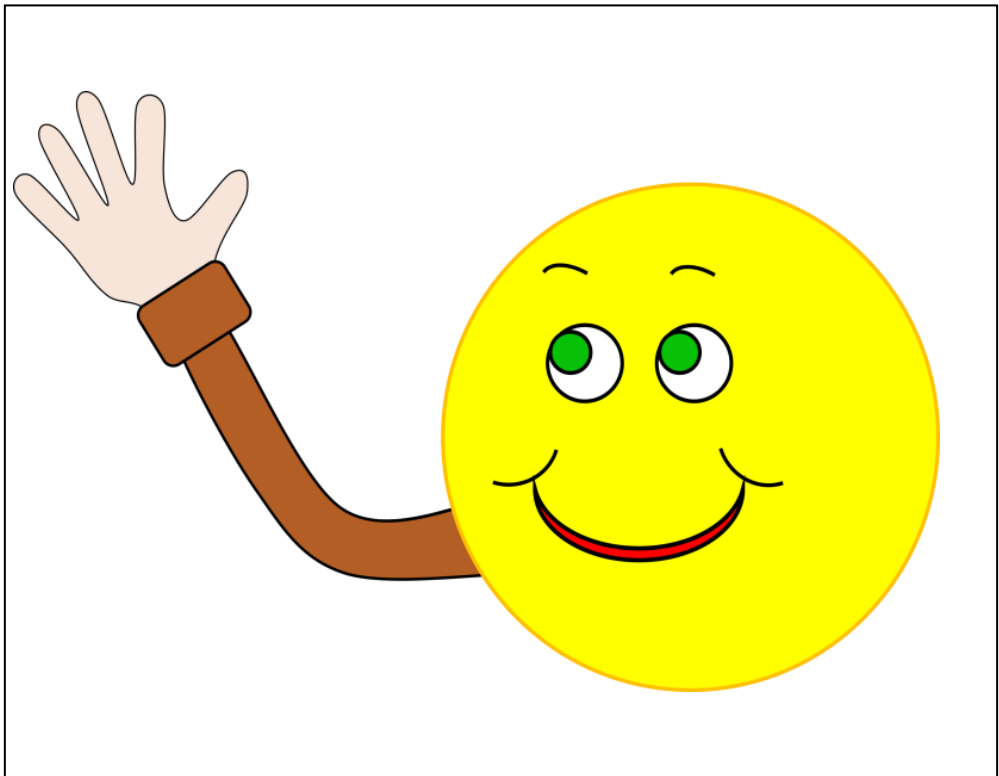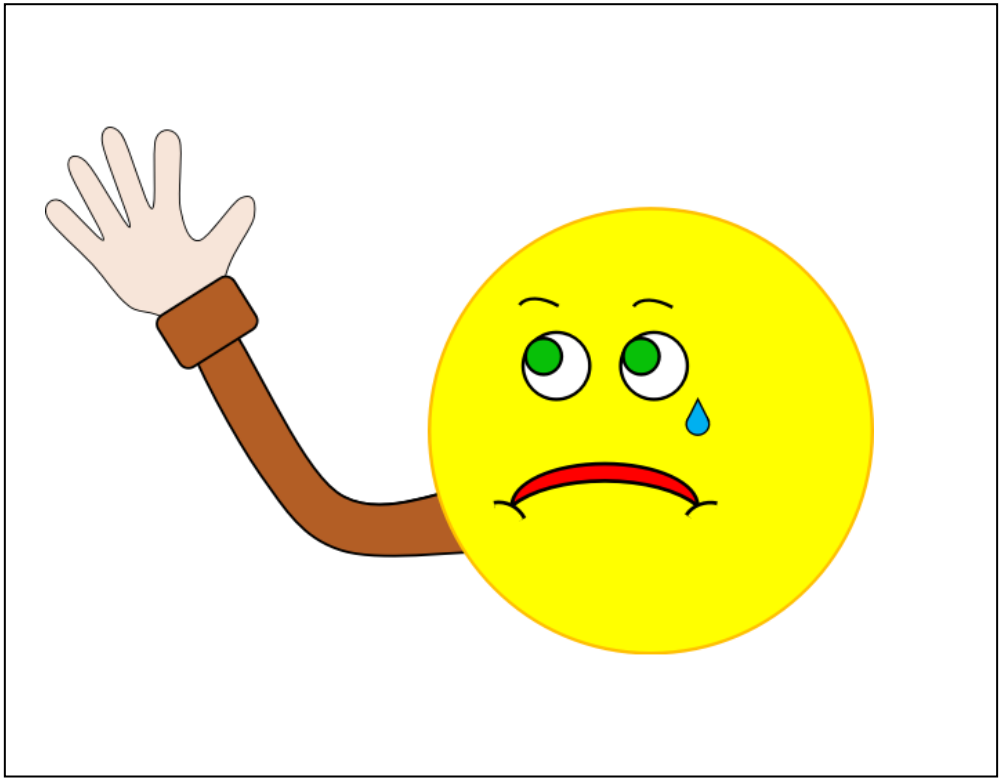
Activity n. 3: Hidden cards

Description: For this activity, the teacher will need to print more flashcards from the previous activity. These can be smaller. Let´s say the teacher has each card six times (it needs to be printed two times), but it depends on the teacher. Before the lesson even starts, the teacher hides them all over the class, and when the activity comes, he/she tells children to look for them, bring them back to the teacher, and say their meaning. So this activity is not just about finding the cards but also about revising the phrases over and over again. It is important that the teacher tells children that it is kind of group work and that they must find all the cards as a group together and if they find them all, they will get a reward. By the end of the activity, the learners should be able to identify the meaning of these flashcards.
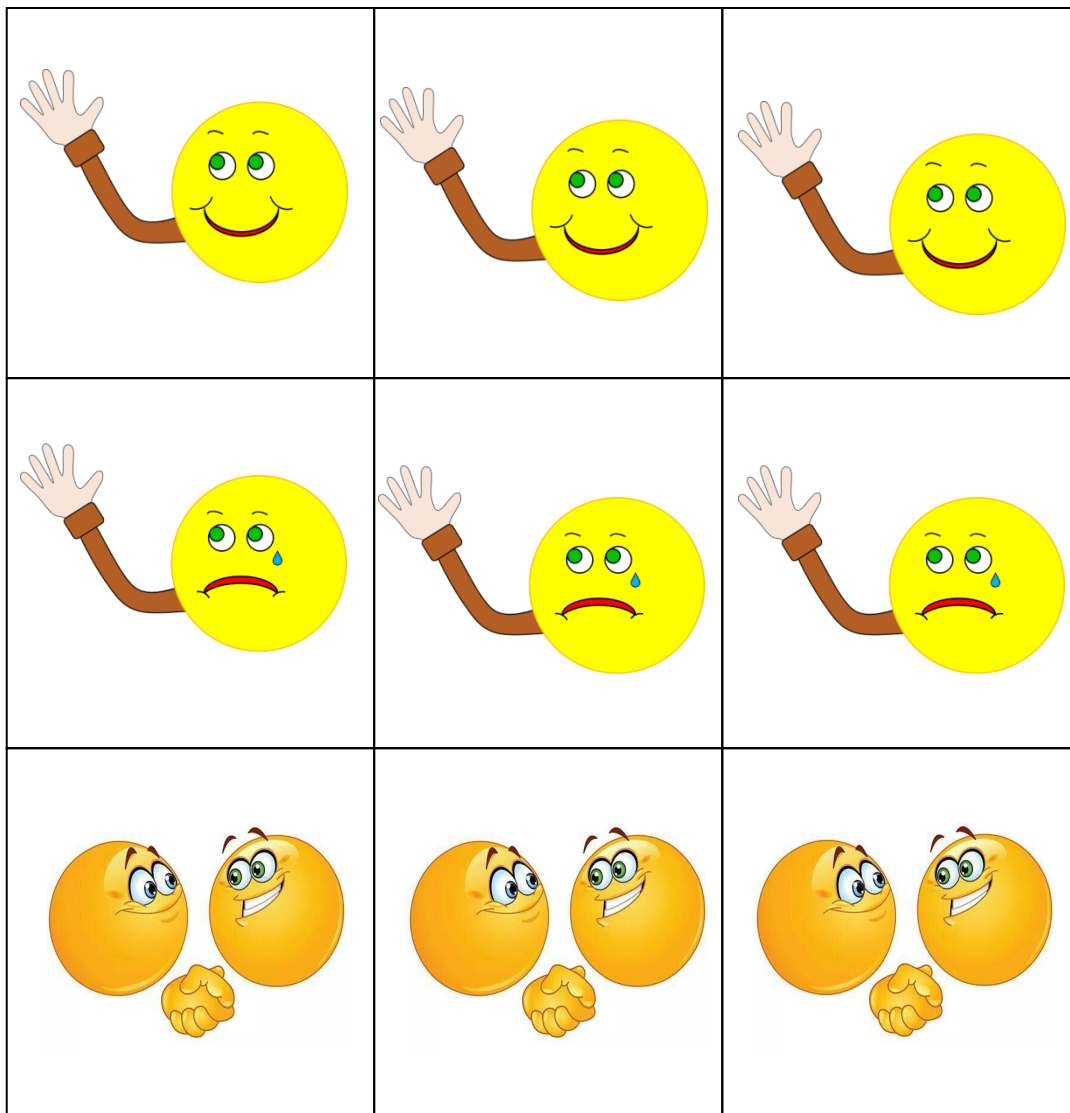
Activity n. 4: Cartoon

Cinderella

Name: New Cinderella Full Story in English | Fairy Tales for Children | Bedtime Stories for Kids

Author: Fairy Tales – Cartoon for Kids

Link: https://www.youtube.com/watch?v=EdrNzuqjrZk

Little Red Riding Hood

Name: Little Red Riding Hood | Fairy Tales and Bedtime Stories for Kids

Author: Fairy Tales and Stories for Kids

Link: https://www.youtube.com/watch?v=RT-EwqgHqCk

Sleeping beauty

Name: Sleeping Beauty | Bedtime Stories for Kids in English

Author: OkiDokiDo English

Link: https://www.youtube.com/watch?v=mmwxPISmbps

Frozen

Name: Frozen The Snow Queen Fairy Tales | Bedtimes Stories for Children | Classic Fairy Tales in English

Author: Fairy Tales – Cartoon for Kids

Link: https://www.youtube.com/watch?v=uOlR63FjWT0

Peppa Pig

Author: Peppa Pig- Official Channel

Link: https://www.youtube.com/user/theofficialpeppa - there are a multiple stories the teacher can choose from

APPENDIX 3

LESSON PLAN 3

Time: 30 minutes

Level: A1

Overall aim: By the end of this lesson, the learners should be able to recognize a new phrase, 'please' and should be able to understand the meaning of the phrases 'hello', 'good-bye' and 'nice to meet you' and should be able to say them.

The objectives of particular activities are described in the activity description

Activity	Material and aids	Time needed
1) Revision + new phrase	Flash cards	5 minutes
2) Puzzle + colouring in	Paper	10 minutes
3) Game	Cards	5 minutes
4) Story-telling	Book	5-8 minutes
5) Goodbye song	Computer, radio	2 minutes

Activity n. 1: Revision + new phrase

Description: For this revision, the teacher will need the flashcards from last time and one more, which is below the description. Children are sitting in the circle, as at the beginning of every lesson. At the beginning, you will greet yourself. After that, the teacher individually shows the cards and asks the children what they mean. The teacher can repeat this process until he/she has the feeling that the children know the meaning of the cards. In the end, the teacher shows children a new card, which conveys the phrase 'please'. By the end of this activity, the students should be able to identify the meanings of the flashcards and should be able to recognize a new card with the phrase 'please'.

https://icon-library.com/png/650744.html
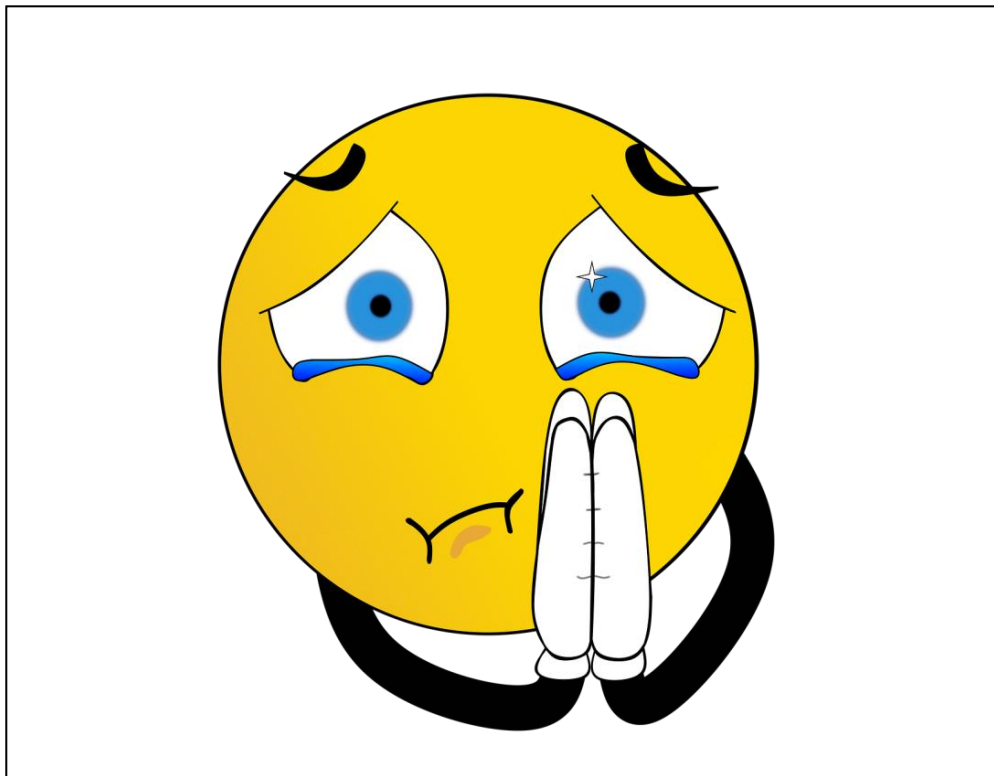
Activity n. 2: Puzzle + Colouring in

Description: In this activity, the teacher gives children six pieces of paper to put pieces of the picture together. After some child is finished, the teacher gives him/her the same picture to colour as a reward for it. It is the card with the meaning 'please', so children get it into their heads. The teacher goes around children, helps them out if they are unsure how to do it, and reminds them what the card's meanings are. By the end of this activity, the students should be able to recognize and remember a new card with the phrase 'please'.
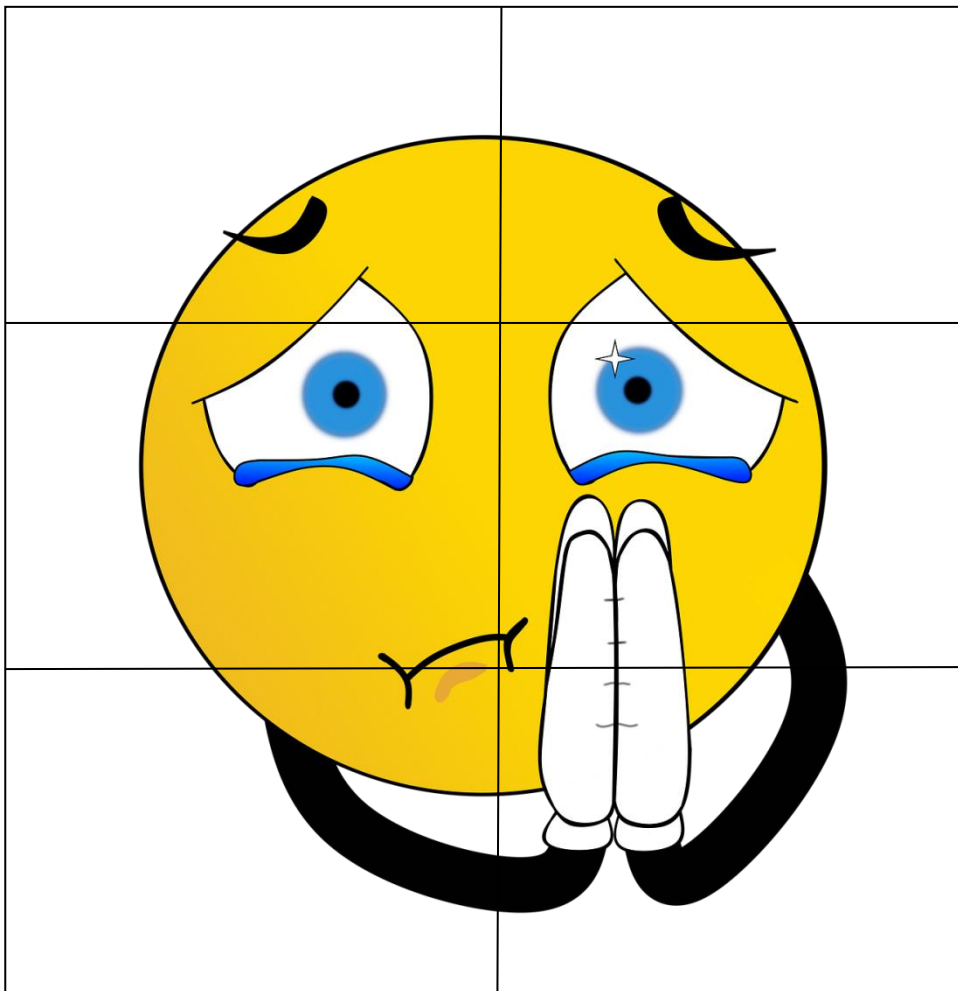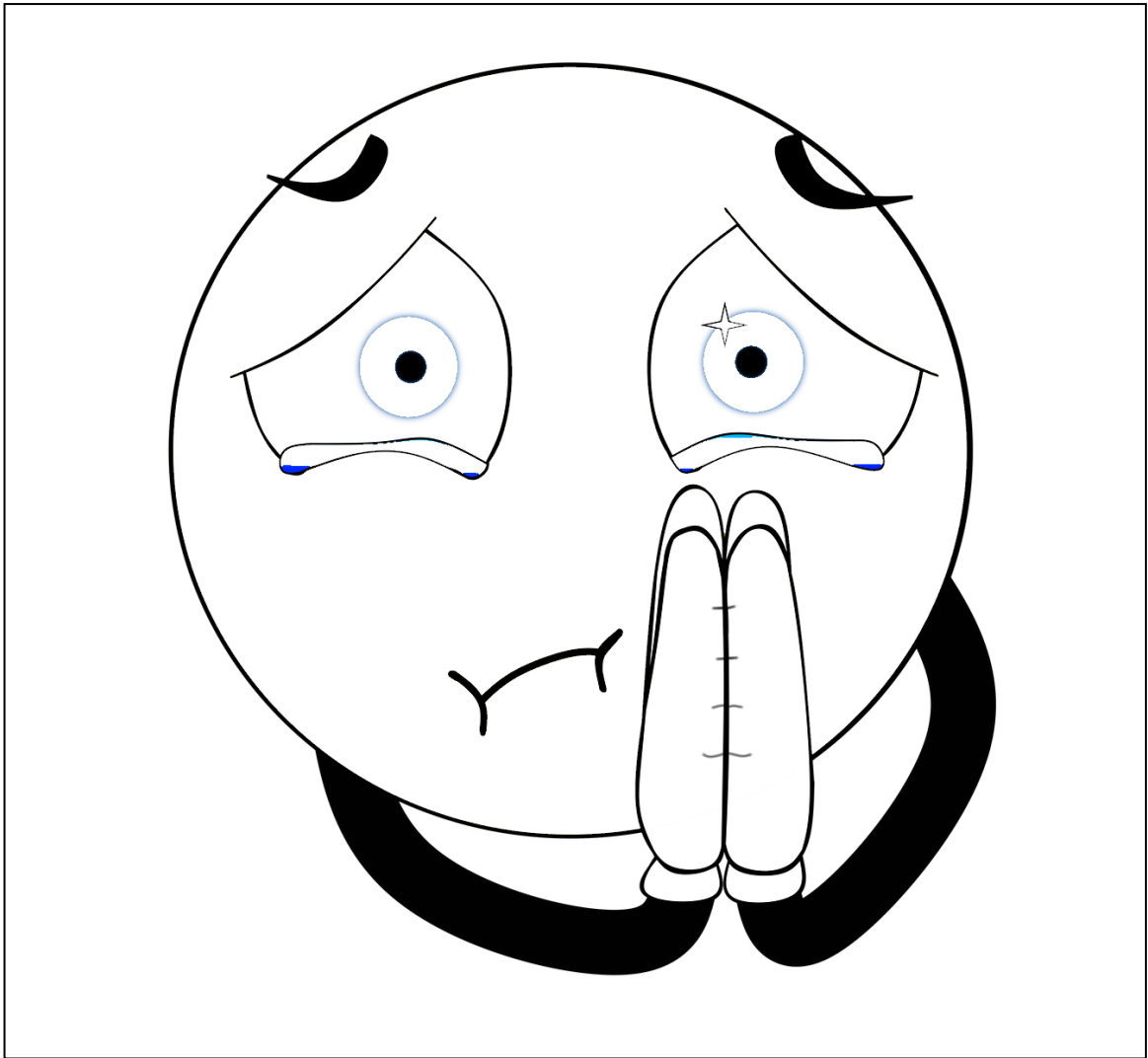
Activity n.3: Game

Description: For this activity, the teacher will need to print each card as many times as there are children. The teacher puts all the cards on the floor all over the class. After this part is ready, the teacher explains to the children the rules. The rules are that the teacher says a phrase (from the ones that has flashcards), and the children have to find the appropriate picture and step up to it. For example, when the teacher says 'nice to meet you', children must find the card that carries this meaning. After all children are in their places, the teacher checks them and continues with another phrase. The aim is to revise all the phrases. By the end of this activity, students should be able to know the phrases from the cards.

Activity n. 4: Story-telling

Suggested books: All three books contain more than one story or a fairy-tale, so the teacher has a wide choice. The stories are well-known fairytales. I do have personal experiences with Usborne books. This publishing has many more books for very young learners. I have chosen the one which consists of fairy-tales, which children should know from their mother tongue.

Courtauld, Sarah and Rosie Dickins. 2007. *Illustrated Fairy Tales.* London: Usborne.

Parker, Laura. 2008. *Fairy Tales for Little Children.* London: Usborne.

Sims, Lesley. 2017. *10-Minute Fairy Tales.* London: Usborne.

APPENDIX 4
LESSON PLAN 4

Time: 30 minutes

Level: A1

Overall aim: By the end of this lesson, students should be able to recognize and understand the meaning of a new phrase, 'thank you' and of a phrase ', please'.

The objectives of particular activities are described in the activity description

Activity	Material and aids	Time needed
1) Revision	Toy + cards	5 minutes
2) Conversation + new card	Toy, cards, props	5 minutes
3) Song	Computer, projector	10 minutes
4) Game – pantomime	Box + small cards	7 minutes
5) Goodbye song	Radio, computer	2-3 minutes

Activity n. 1: Revision

Description: In this revision, children sit in the circle on the carpet as always. In the beginning, you all greet each other. The teacher asks children what their name is and when asking everyone, he/she shows the card 'please' from the previous lesson and asks children what it means. By the end of this activity, the students should be able to use the introduction phrase 'my name is' and should be able to identify the word 'please'.

Activity n. 2: Conversation + new card

Conversation pattern:

Ted: 'Hello'
Teacher: 'Hello'
Ted: 'Can I have an apple, please?'
Teacher: 'Yes, of course' (Giving Ted an apple)
Ted: 'Thank you'
Ted: 'Can I have a banana, please?'
Teacher: 'Yes, of course' (Giving Ted a banana)
Ted: 'Thank you'
Ted: 'Can I have a chocolate please?'
Teacher: 'Yes, of course' (Giving Ted a chocolate)
Ted: 'Thank you!'

Description: For this activity, the teacher will need a toy (Ted) and props; in this case, it is an apple, a banana and chocolate, but it does not really matter. The teacher with Ted starts the conversation, but the main focus should be put on 'please' and 'thank you' since the aim of this activity is to show children the use of these phrases in a context. The teacher can repeat this conversation pattern as many times as he/she wants to. It should look like a theatre to the children, so the teacher should change voices and play with it. When the teacher finishes with the conversation, he/she shows students a new card carrying the meaning 'thank you' together with a card 'please'. By the end of this activity, the students should be able to recognize the meaning of phrases 'thank you' and 'please' and should be able to acknowledge the cards with these phrases.

https://wilderness-society.org/donate/donor-wall/thank-you-emoji-16

Activity n. 3 : Song

Lyrics:

When you see something you want,
What's the magic word?
Hmmm….
Please, please, please
When you get something you want,
What's the magic word?
Hmmm….
Thank you, Thank you, Thank you
Please and thank you, please and thank you
These are the nice words you can say
Please and thank you, please and thank you
Say them every day
When you need someone to help,
What's the magic word?
Hmmm….
Please, please, please
When someone helps you out,
What's the magic word?
Hmmm….
Thank you, Thank you, Thank you

Description: For the first time, the teacher just plays the song with the video to children, who can remain sitting on the carpet. For the second time, the teacher plays the song, but this time asks children to stand up. The teacher starts singing together with the song and starts making the moves and invites children to repeat the movements. If some children feel like, they might sing as well together with the teacher and the song. The teacher should learn the lyrics and the moves. By the end of the activity, the students should be able to understand the meaning of the phrases 'thank you' and 'please' and should be able to say them.

Name: Please and Thank You Song | CoComelon Nursery Rhymes & Kids Songs

Author: Cocomelon – Nursery Rhymes

Link: https://www.youtube.com/watch?v=ANChOA4SyL0

Activity n. 4: Game- pantomime

Description: For this game, the teacher will need all the flashcards and a box. All the cards will be put into the box. The teacher can start with the game, so children understand what to do; he/she will take out randomly one card from the box, look at it and without saying anything tries to pantomime the meaning and let the children guess. For example, when the teacher chooses a 'goodbye' card, he/she waves and makes a sad face etc. After showing this example to children, the teacher lets the box circulate so that each child has a chance to try pantomime. By the end of this activity, the students should be able to identify and demonstrate all the flashcards and their meanings.

APPENDIX 5

LESSON PLAN 5

Time: 30 minutes

Level: A1

Overall aim: By the end of the lesson, students should be able to understand and say the phrase 'thank you' and should be able to recognize the new phrase 'I am sorry'.

The objectives of particular activities are described in the activity description

Activity	Material and aids	Time needed
1) Revision	Toy, cards	5 minutes
2) Poem	-	6 minutes
3) Introducing a new card	Flash card + toy	3 minutes
4) Song with a story	Computer, projector	3 minutes
5) Hidden cards + colouring in	Cards, papers, pencils	10 minutes
6) Goodbye song	Radio, computer	2- 3 minutes

Activity n. 1: Revision

Description: In this revision, all of you greet each other by saying 'hello' as always while sitting in the circle on the carpet. After that, the teacher shows children the flashcards with phrases, while they must tell the meaning. The teacher should focus on the 'thank you' card since it was not learned until the last lesson. By the end of this activity, the students should be able to identify and say the meaning of all the flashcards.

Activity n. 2: Poem

My hands say thank you with a clap, clap, clap, (clap your hands)
My feet say thank you with a tap, tap, tap, (tap your feet)
My head says thank you with a shake, shake, shake, (shake your head)
And my heart says thank you with a kiss to take (blow kiss)

Description: In this activity, the teacher tells children to stand up. He/she starts with the poem and tells children to just listen and watch for the first time. For the second time, the teacher tells children to repeat the words and the movements after him/her but must say it slowly, so children catch the words. For the second time, the teacher may go a little bit faster, but it depends on him/her and the children. Below the description is a link, where can be seen the poem together with the movements, so the teacher has an inspiration. By the end of this activity, children should be able to remember the phrase 'thank you' and know how to say it.

Link: https://www.youtube.com/watch?v=WJbwKcc_8r0

Name: My Hands Say Thank You

Author: King County Library System

Activity n. 3: Introducing a new card

Description: The teacher sits back on the carpet while he/she introduces children a new card carrying the meaning 'I am sorry'; after showing them the card, the teacher shows the meaning of it using Ted. The teacher plays a little scene, where he/she, for example, pushes or hits the bear and tells him 'I am sorry'. The teacher can make more examples, so children get the meaning of it. The card for this meaning is below the description. By the end of this activity, students should be able to recognize a new card and phrase 'I am sorry'.

https://www.pinterest.cl/pin/680888037388256385/
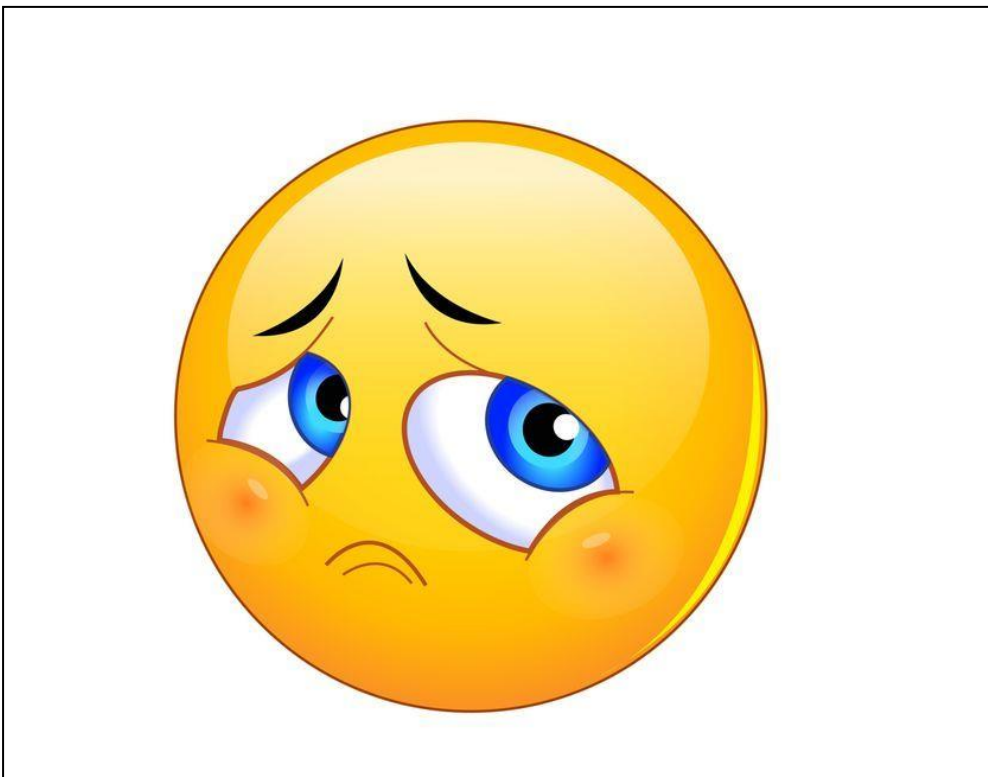
Activity n. 4: Song with a story

Description: For this song, there is no need to learn it. It serves as a story song for children because it contains animation, where children can see the meaning of the phrase 'I am sorry'. The teachers' task is to play the video and watch it with the children. Bellow, the description is a link to the video, which is 14 minutes long and contains more stories with songs, but the first one is the one for this activity. It starts from the beginning and finishes at 2:33. It is short; therefore, it can be played two times. By the end of this activity, the students should be able to understand the meaning of the phrase 'I am sorry'.

Link: https://www.youtube.com/watch?v=kUO6k4S-TAI

Author: BabyBus – Nursery Rhymes

Name: Sorry Song | Safety Tips for Kids | Kids Good Manners | Song for Kids | BabyBus

Activity n. 5: Hidden cards + colouring in

Description: For this activity, the teacher will need the cards 'I am sorry' as many times as there are children in the class. Smaller versions of the card can be found under the description, together with a worksheet for colouring in. The teacher hides all the cards in some visible place, so it is not that hard for children to find them. Each child must find one card, bring it to the teacher and try to say the meaning of it and as a reward, the teachers gives children a worksheet for colouring in. If some child is not able to find the card, the teacher may help him/her; therefore, it is important to remember where are hidden all the cards. By the end of this activity, the students should be able to say the phrase 'I am sorry'.
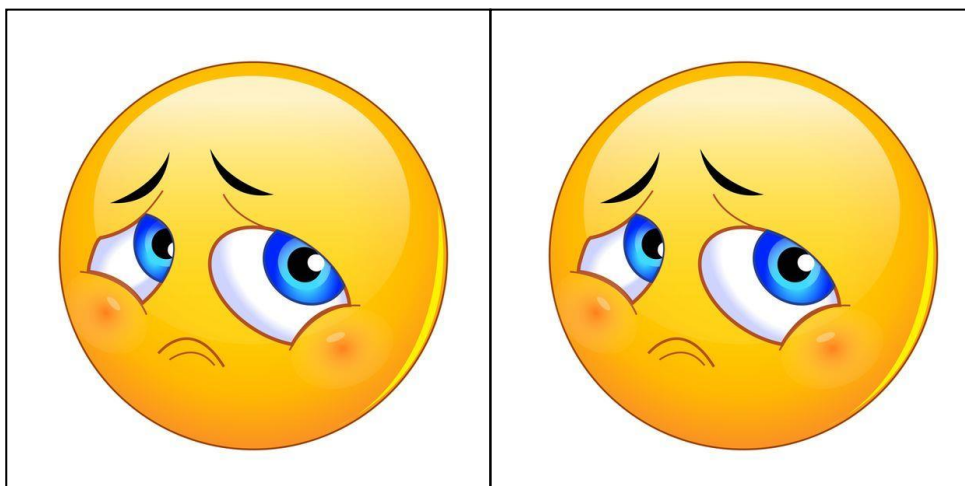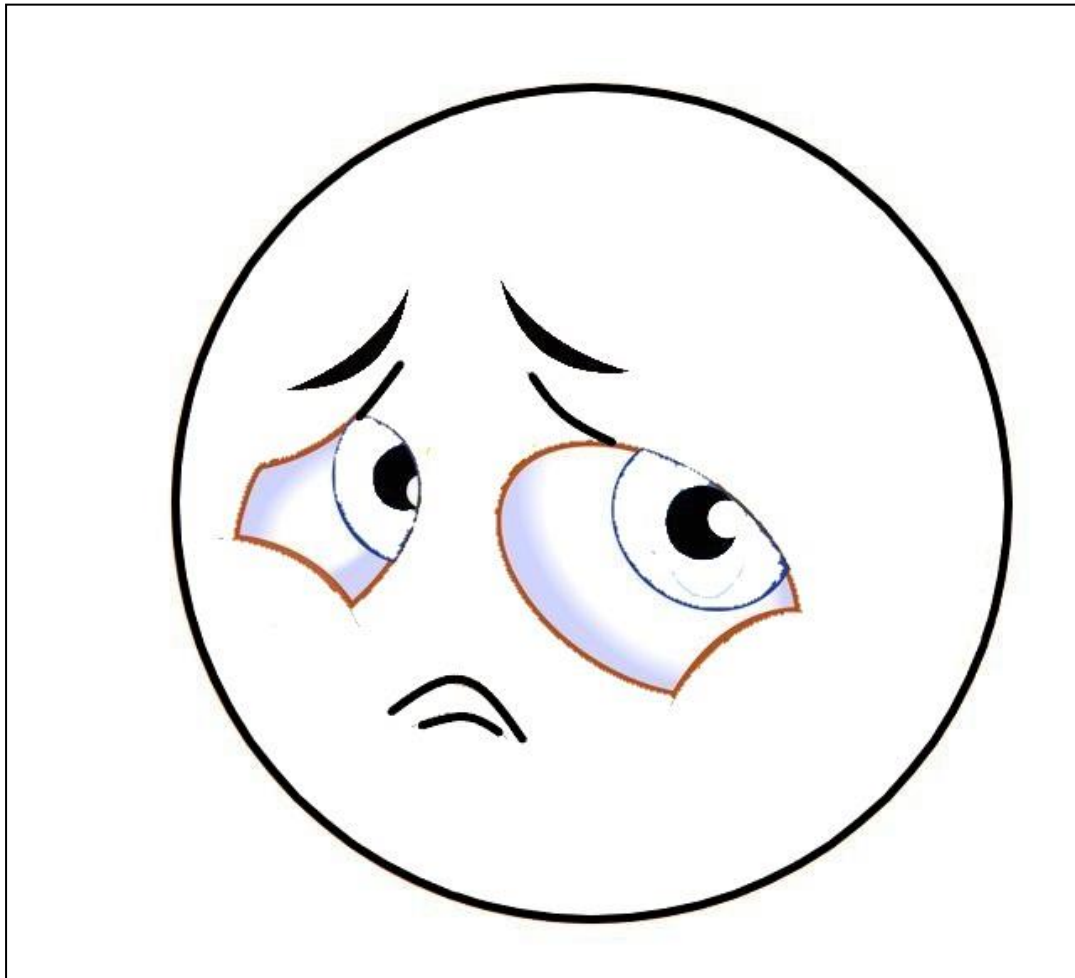
APPENDIX 6

## LESSON PLAN 6

Time: 30 minutes

Level: A1

Overall aim: By the end of this lesson plan, we expect that children will be able to understand the meaning of all the phrases and to say them.

The objectives of particular activities are described in the activity description

Activity	Material and aids	Time needed
1) Revision –matching cards	Cards, toy	5-8 minutes
2) Art activity (colouring-in)	Worksheets	8-10 minutes
3) Game song activity	Radio, cards	5 minutes
4) Cartoon or story-telling	Computer, projector or book	5-8 minutes
5) Goodbye song	Radio, computer	2 minutes

Activity n. 1: Matching cards

Description: At the beginning of this revision, you all greet each other as usual, and after that, the teacher asks together with the toy each kid what is her/his name, so they repeat the phrase 'my name is'. After that, the teacher puts the cards in the middle of the circle upside down so children do not see the pictures. The task for the children is to find two same cards, and when they do, they must say the meaning of them. Each child turns over two cards, and if they are not the same, he/she turns them over back again, and other kid continues with the same process. If some cards are found, the teacher puts them aside. It is up to every teacher how many pairs of cards is going to print, but I would recommend to print at least three pairs of each card so every child has a chance to play. By the end of this activity, the students should be able to recognize and know how to say all the phrases that were taught.
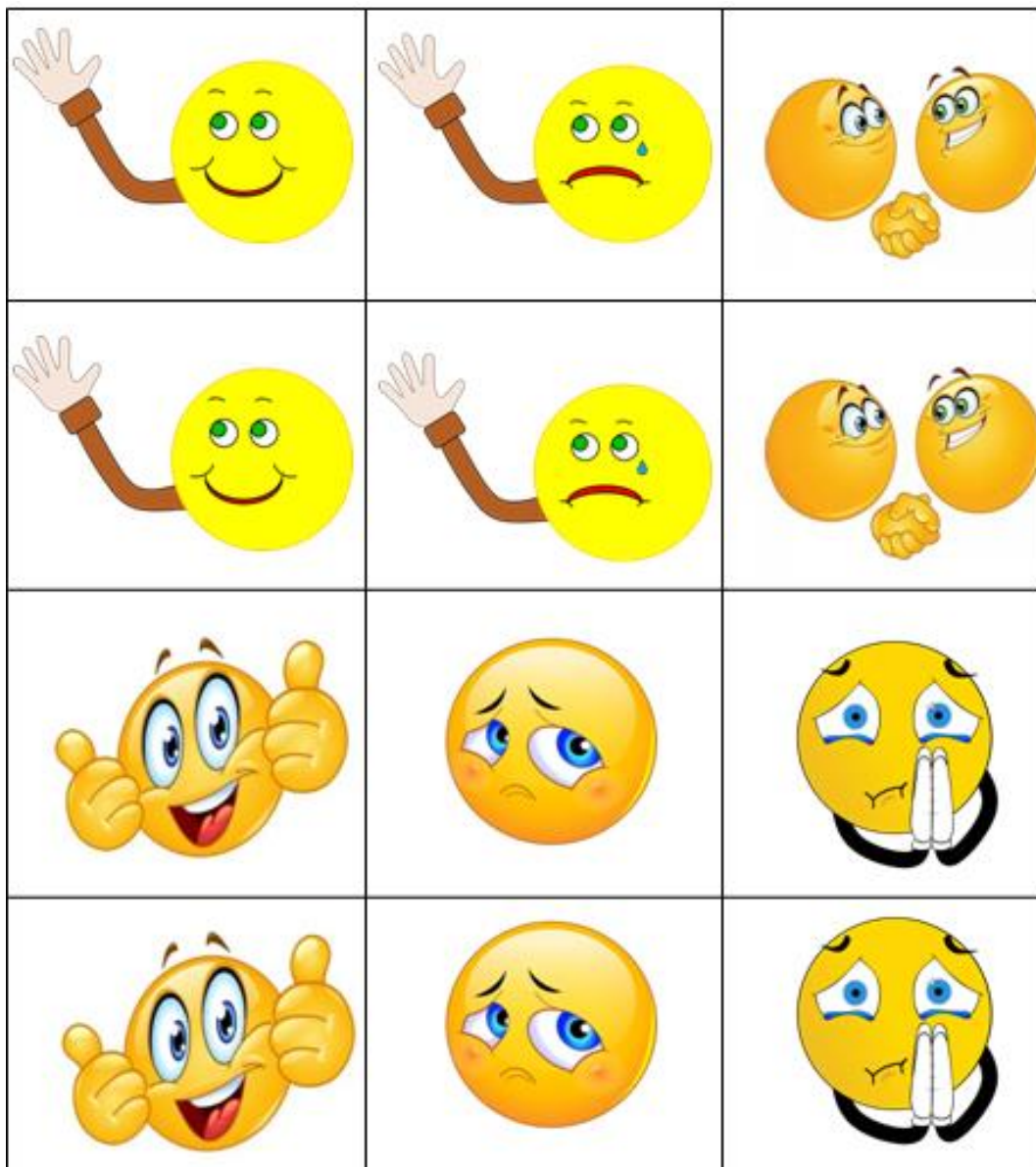
Activity n. 2: Colouring-in
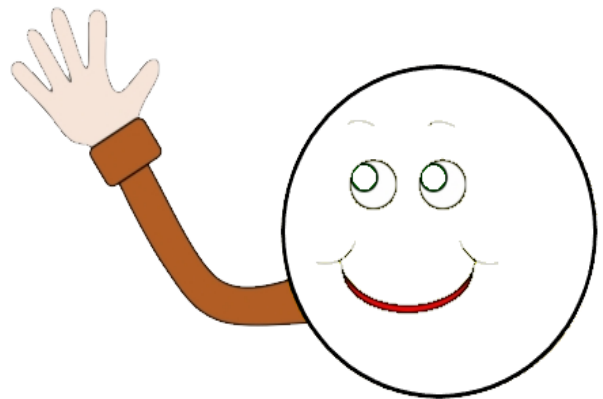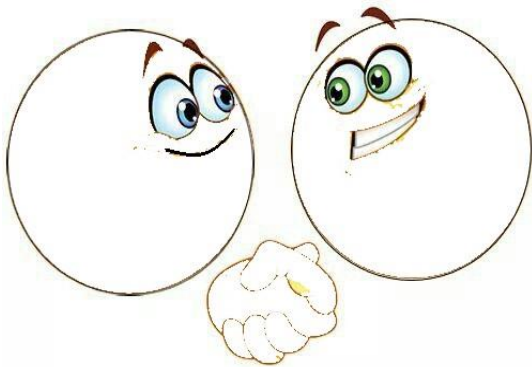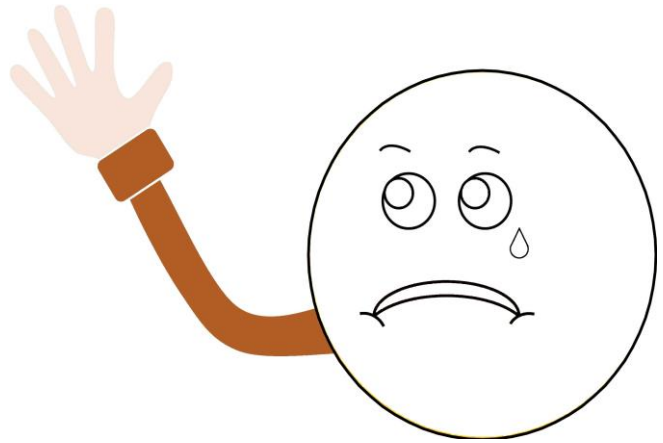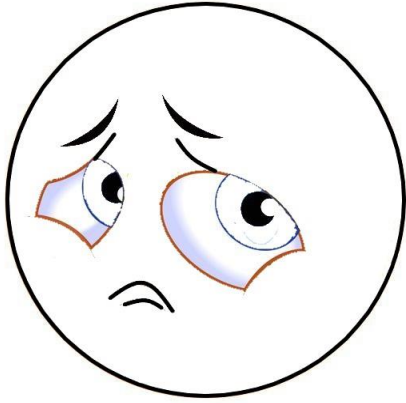
Activity n. 3: Game song activity

Description: For this activity, the teacher will need all the printed cards and have them as many as there are children; it can be in a bigger version but does not have to. So if there are eight children in the class, the teacher will need eight different cards. The teacher spreads the pictures on the ground differently into o circle and tells children to step into the circle around them. After that, the teacher plays a song, and it does not matter which one, but something that children like and are familiar with, such as something from well-known fairy-tales or some kids songs. The teacher tells children to move around, they can jump, they can run, they can walk, and the movement can be changed at any time. When the teacher stops the song, children must stop as well. They stop at one of the cards, and their task is to say the meaning of the card. This process can be repeated many times until the song finishes. By the end of the activity, the students should be able to recognize and know how to say all the phrases that were taught.