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DEVELOPING SOCIOLINGUISTIC COMPETENCE IN FOREIGN LANGUAGE THROUGH ROLE PLAY ACTIVITIES WITH NINTH GRADE STUDENTS AT A PRIVATE SCHOOL OF CARTAGENA

LUCIANO DIAZ CERVANTES

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL

LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

CARTAGENA D.T Y C

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 I would like to thank the almighty God for giving me life and strength to complete this research project, and my family for being there when I needed them most; especially my mother for her constant support and cooperation and all this in order to achieve the bachelor's degree in basic education with emphasis in English, and thus be a useful instrument in the society to promote the development of education in Colombia.

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ABSTRACT

This research project focuses on the sociolinguistic competence as an important component in the teaching-learning process of a foreign language. Even though it is recognized that a language is a tool to exchange information and communicate with different people, many times learners of a foreign language are unconscious or unaware of the different problems which become a trouble when they are interacting in this language, that is the reason why it is indispensable to mention some of the facts that make it difficult and crucial for this research, register; formal, consultative and casual. These concepts are exposed because of the lack of knowledge of learners when they are interacting in the target language. Besides, this study is oriented under action research which took place in a seventeen - ninth grade learners' group of a private school in order to apply an improvement plan to give solutions to these problems.

Furthermore, this research emphasizes on the use of the second language to foster the interactions in class with the purpose that students can identify, know and apply sociolinguistic knowledge in order to be aware of which utterances are appropriate in the social situation or context in which he or she is interacting. One of the main result of this study, the students were able to use appropriate register in their English classes through role play activities and be aware when use them in real situations.

Key words: sociolinguistic competence, EFL learning, language, interactions, language register: formal, consultative and casual.

RESUMEN

Este proyecto de investigación se enfoca en la competencia sociolingüística como un componente importante en el proceso de enseñanza-aprendizaje de una lengua extranjera. A pesar que reconoce que una lengua es una herramienta para intercambiar información y comunicarse con diferentes personas, muchas veces los aprendices de una lengua extranjera son inconscientes de los diferentes problemas que se convierten en una dificultad cuando ellos están interactuando en este idioma, es la razón por la cual es indispensable mencionar algunos factores que hacen esto dificil y los cuales son cruciales para esta investigación, registros; formal, consultivo y casual. Estos conceptos han sido expuestos debido a la falta de conocimiento de los alumnos cuando están interactuando en el idioma de destino. Además, este estudio está orientado bajo la investigación acción la cual se llevó a cabo en un grupo de estudiantes de noveno grado de una escuela privada con el fin de aplicar un plan de mejora para dar soluciones a estos problemas.

Por otra parte, esta investigación enfatiza el uso de la segunda lengua para fomentar las interacciones en clase con el propósito de que los estudiantes pueden identificar, conocer y aplicar los conocimientos sociolingüísticos, y asi ser concientes de expresiones que son apropiados en situaciones sociales o contexto en el que el o ella interactúan. Uno de los resultados de este estudio, los estudiantes fueron capaces de utilizar registro apropiado en sus clases de inglés a través de actividades de juego de rol y ser consciente cuando usar estos en situaciones reales.

Palabras claves: competencia sociolingüística, lengua, aprendizaje de inglés como lengua extranjera, interacciones, registros; formal, consultivo y casual.

Introduction

Nowadays in society, communication between different countries is a key of development that is why the ability to express oneself in a foreign or second language is the principal skill. If a speaker wants to be considered a bilingual speaker, he/she must be able to communicate in any situation, and interact about any topic or subject from the teacher's lounge to a corner in Queens, New York. According to the Common European framework scale for language proficiency, high level of speaking means that the student is approaching such a capacity. To reach a high level of speaking competence, the student must be able to speak about abstract topics and speak appropriately in a huge variety of settings with very few errors or mistakes.

During the internship experience at a private school in Cartagena in the second semester of 2014, some significant events inside and outside the classroom were observed. There are certain difficulties in communicating in the foreign language and the use of language register. In this school, in ninth grade, students are using inappropriate expressions or vocabulary to communicate orally with their partners, teacher and coordinator, in fact, one of the situations that was identified at school. One example of inappropriate use of register, was identified when a student started a conversation with the coordinator saying: "Hi. Jose" and the coordinator said: "How are you?". In that moment, was identified that the student did not use a correct register to communicate with his coordinator, because the word "Hi" refers to informal language and the student was considering the coordinator like any individual, however he is an important person at school.

Other similar situation was in the classroom when the teacher considered appropriate that students work in groups to carry out an activity, one of student called a partner "Hey nigger, come here" in order to work together. However, the student who was called did not have any idea if the expression "Nigger" is considered extremely racist, offensive as degrading by people from U.S. On the other hand, sometimes students are using expressions like "How are you doing? What's up?" to establish a conversation with their teacher, but no taking into account that these expressions referred to informal English.

Another important contributing factor for poor competence in the target language is that the student is not aware of which utterances are appropriate in the social situation or context in which he or she is speaking, for example, if you say to somebody: "you are fat"; this expression can be offensive. In spite of the fact, there are other expressions that can be used without being offensive, like "you are overweight". Besides, it is indispensable to understand the importance of sociolinguistic competence in our day to day situations.

Byram (2004) expresses that sociolinguistic " refers to a speaker's (or writer's) knowledge of what constitutes an appropriate utterance according to a specific social context This kind of knowledge about how language is used in social settings" (p. 636). Sociolinguistics is the study of language as it is used, as well as society as an entity that communicates. Is the field that studies the relationship between language and society; between the uses of language and social structures in which people live and unfolding the language. that is why is really important to be aware of English speaking contexts where a student is interacting.

Day to day in schools, it is recognized that students who learn a foreign language are full of curiosity and eager to learn new things. Since we live in a world saturated with information, but in this case, the fact that students have no knowledge of what they are learning and acquiring can become a problem because sometime we are not aware of what we are going to say at the time to put it in practice and take into account in which context is appropriate to use some expressions and vocabulary. For this reason we must ask the following question: what is the effect of implementing role play activities to develop sociolinguistic competence in a foreign language with ninth grade students in a private school?

This study was designed in order to develop sociolinguistic competence using role play activities in a private school of Cartagena with students of ninth grade. In order to achieve this, it is necessary to identify the use of register of ninth grade students when interacting with the school community; and finally propose role play activities in class for the development of their sociolinguistic competence.

Furthermore, the purpose of this research is to help ninth grade students develop their sociolinguistic competence using meaningful role play activities where they can interact in any speaking situation using different language register/expressions and at the same be able to improve their English proficiency level. Brown (2001), indicates that "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish"(p. 183). It is important to take into account that

role-play can be effective when is conducted in pairs or in groups, with each person assigned a role to accomplish an objective. Liu & Ding (2009, p. 140) point out that "Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive". According to Jarvis, Odell & Troiano(2002, p. 2), "role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised". Role play activities can be useful in the teaching-learning process with ninth grade students, due to the fact that students can interact and participate in class in an easy and effective way. Also this technique can promote interaction and motivation in the classroom. By the way, these can provide really good reasons to use, inasmuch students can work together as a group and cope with real life situations. It is indispensable to take into account that role play activities can be adapted to the needs of the students.

     Also, this research could benefit a large number of institutions, teachers and students because the sociolinguistic competence is vital since it is necessary to know that languages have varieties which can be reflected in how a person use a language using levels of formality with different people . However, a student who is learning a foreign language often finds it difficult to use words, expression appropriately in any context, that is the reason why this research was carried out in order to develop sociolinguistic competence to create awareness on the students of how use English appropriately with their school community.

Recent studies related to the development of sociolinguistic competence have been conducted. One of the principal works to highlight was done by Ondráčková (2014) in the study Teaching sociolinguistic competence in lower-primary schools where the objective is to teach sociolinguistic competence in the environment of lower secondary classrooms and its pedagogical implications. This work analyzes the teaching of sociolinguistic competence in English classes of students in 2nd grade where it was necessary to analyze and interpret the opinions of teachers of primary schools to teach sociolinguistic competence in the context of speech, including the appropriateness and adequacy of the cultural issues and speech acts. This research conducted results turned out to be positive, since students could apply sociolinguistic competence and be aware of the use of different answers and questions to communicate with some people, one of these were carried in class by the teacher through greetings in English, in this activity students were able to use appropriate expressions according to the teacher instruction in the board.

Another study relevant for this research is the one conducted by Yu (2008), Teaching and Learning Sociolinguistic Skills in University EFL Classes in Taiwan. This was an investigation of foreign language classroom practice and its effects on learners' development of sociolinguistic competence, this research focuses in the importance of appropriateness of language use, Based on classroom observation, the study examined the extent to which college English classes in Taiwan were instructed in this specific aspect of communicative competence and how learners' performance might be linked to the instructions they received. One of the principal results it is that the use of authentic materials can provide new things (vocabulary, expressions and

comprehension) on the the student which they can put them in practice in different settings or their real life and this being developing their skill such as speaking. Now well, making a comparison between the present research and our work, it is recognized that both are focus to develop sociolinguistic competence in students who need to know different ways to use a foreign language.

According to Islam & Islam (2013) present in their study called Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom. This study was carried oud in Ecuador with a group of student of secondary where the teacher was using role play activities to improve their speaking skill. The result shows learners' improvement in speaking skills through role play and how the positive attitudes of teachers help to further their speaking skills. It is recognized that in their research after a series of role play, students showed remarkable improvement in their speaking ability and they were also found to be quite fluent.

sociolinguistics can be defined in a broad sense as the study of the language in relation with the society. In other words, sociolinguistics is the field of linguistics in charge of studying the relationship between society and language Romaine (2000). According to Labov (2007, p.1) states that "sociolinguistics aims to study the language, the instrument that people use to communicate with each other in every-day life. That is the object that is the target of the work on linguistic change and variation of the language in different situations".

Taking into account these points of view of different authors is important to develop or build up our own concept of the discipline, sociolinguistic competence is recognized as a discipline that studies language in relation to society and also it is important to mention that sociolinguistic have been emerging around forty years ago in order to study the different aspects of the society that influence in the use of the language. Hymes (2003, p. 7), defines sociolinguistics as a word that "could be taken to refer to use of linguistic data and analyses in other disciplines, concerned with social life, and conversely, to use of social data and analyses in linguistics. The word could also be taken to refer to correlations between language and societies, and between particular linguistic and social phenomena". In other words, summarizing the contributions already mentioned, and taking into account the teaching-learning process of a foreign language, Sociolinguistics can be useful and essential for our teaching in the sense that offers a particular perspective that gives us the one hand, a vision of society, the institution and social field; moreover, a visualization of the individual and, therefore, the learner and teacher; finally, it offers a vision of communicative interaction that presents as a communicative classroom setting.

For this research is indispensable to define the following basic concepts, which are close and important for this work and also for sociolinguistics in order to have a better idea of what concepts have been crucial, which they have provided a new way of looking at problems and give them solutions in our society through the emergence of sociolinguistics.

For the purpose of this study different register styles which are important in the level of formality of a person when is speaking or writing were defined. Although, there are five styles of register, this research focuses on formal, consultative and casual.

One of the main concepts to highlight is register. According to Solano-Flores (2006), " register is recognizable as a particular selection of words and structures"(p.2363). These words and structures usually used in a particular social setting or group of people. Besides, Register is known as a variety of a language that refers to the level of formality with which a person speak. Different situations and people call for differents registers.Sociolinguistic competence includes register which refers to varieties of a language depending in a context, using levels of formality in different situations. Bachman (1990, p. 96) quotes Joos (1967), who distinguishes "five different levels of style, or register, in language use: frozen, formal, consultative, casual and intimate". Bachman (1990), affirms "these five styles are characterized primarily in the language use context, so that use of the inappropriate style can be interpreted as presumptuous or even rude". Furthermore, it is important to take into account these levels of styles,a learner of a foreign language must be aware of these concepts and use appropriate language in every situation when is interacting in this language.

Ayunda (2011, p. 12), defines frozen style (Oratorical style) as "the most formal style and elegant variety that reserved for very important or symbolic moments. It is usually used in the situation which is celebrated with respect and legitimate or formal ceremonies". This register

is usually used by lawyers, preachers and specially-professional orators who often use expressions like: "Yes my Lord", "Yes Your Honor","I object".

According to Debora (2013), "formal style can be defined as a style which is used in formal situation and uses formal language. Formal style is used by people who still have a distance between them (speaker and hearer)"(p.125). Whereas Ayunda (2011) argued that formal style must be used for important and serious situations. Even though, this style refers to use a formal language, it is not necessary use a language like frozen style, since frozen must be polished in the use words and expressions. One example of formal style, establish a conversation with your boss starting saying: "What's up?" can be informal because this type of expression is commonly used with a brother, but it is different start saying: "Good morning, Mr. Arnold" which can be appropriate.

consultative style refers to consult a person who is an expert such as a doctor. Adhalina (2011, p. 13), affirms "it is used in some group discussion, regular conversation at school, companies, trade speech conversation, etc". One precise example of consultative style is a student who need to consult something to the teacher and this student must be referred to that person by a title such as "Mr" or "Mrs".

According to Ayunda (2011),"Casual style is also simply defined as a style that is used for the conversation in our relaxed or normal situation that appropriate to the conversation with our friends, the background information so freely inserted into casual conversation"(p. 15). This

register includes the use of slang or informal language that is the reason why it is commonly use by friend and family. one example of this register use expressions like "What's up?".

Adhalina (2011) argues that intimate style refers to an especial language used among members of a family or friends, and also it is always used by lovers. Ayunda (2011), specified some words which refers to this type of language "dear, darling, and even honey or hon might be used in this situation". In other words, this register style is commonly used to have intimate conversaciones and it is different from casual and formal.

Another important concept to take into account is sociology which is a discipline that is focused on the study of social groups, this analyzes people's relations among themselves and with their environment. Furthermore, it is important to mention that the concept of sociology was promoted by Auguste Comte (1975), who is called the sponsor of the sociology, this Philosopher and Sociologist promoted it through his work called " positive philosophy" in 1993, in the sense that he was who gave name to the discipline.

Another essential concept which is really relevant for this research is linguistic. According to Ferdinand de Saussure, the father of modern linguistics, this is recognized as an important icon of the entry of contemporary Europe's linguistic. He explained that linguistic is the study of human language, so this author makes an important contribution in the sense making a distinction between the language and speech, De Saussure (2007, p. 184), argued that " language is not to be confused with human speech (language), of which it is only a definite part, though certainly an essential one. It is both a social product of the faculty of speech and a

collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty".

Despite the fact that sociolinguistics is known as a discipline associate to linguistic, this is not substantiated social. According to Arostegui, (1985, p. 44), "considerando a la **sociolingüística** como una disciplina fundamentalmente lingüística, tal como hemos señalado, y no fundamentalmente social, su objeto de estudio habrá de ser necesariamente la **lengua**. En consecuencia, interesa la lengua como estructura conformada en la que se refleja la estructura social". Moreover, language is the vital tool to identify ourselves as a social group, it is the primary means of information and culture; this also is an important factor in which we can feel part of the social group to which we belong.

Methodology

This project is guided by an action research.   Sagor (2000), affirms:

 "It helps educators be more effective at what they care more about their teaching and the development of their students. Seeing the students' growth is probably the greatest joy educators can experiences. When teachers have convicting evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile"(p.3).

The action research is useful when it is necessary to apply an improvement plan of action, using different data collection instruments to obtain information about a problem in particular areas in order to analyze them to provide accurate solutions to the problem. Moreover, it is valuable to take into account the roles of researchers and community. Bernal (2006) argued that the lead actors in participatory action research are expert researchers in the community, researchers play a role of facilitators due to the fact that they are the ones that provide solutions to a problem that affects a community. Moreover, the community undertakes a leading role in the transformation of the problem and this is who is benefited of the impact achieved.

Torrecilla & Javier (2010), argue that action research aims to improve education through change, and making improvements where the practice takes place directly linked to the reality and also linking to the change and knowledge. Furthermore, the importance of the action research is find rational solution to problems that require participation either in a group, community, institution, etc.

In the process of data collection, different techniques and instruments were applied. They are: observations, survey, interview. First, a class observation sheet was elaborated in order to note if the teacher had been teaching sociolinguistics or activities related to it, this process was carried out during a week. Then, it was necessary to apply a survey to all students to argue and have support about it, also know their expectations and if they agree to deepen in the appropriate use of English, Also, the researcher decided to realize an interview to some students in order to have a better idea about what have been happening in their English class.

Observations

Taking into account the main objective of participatory action research, which is to improve the teaching and learning of English, but in this case through role play activities as the most important strategy. Besides the researcher is going to use as evidence or a recording instrument observation, some pictures and a survey to student group. On the one hand, our data collection instrument is a class observation sheet designed by the researcher, so this sheet will note all the activities, methods, instruments or aids used by the teacher to teach the sociolinguistic competence to students. This instrument is considered to be a tool to determine whether the teacher is working on sociolinguistics or not and if it is the case, what kind of strategies he is using to teach it. On the other hand, if it is not being taught, we can create some strategies according to the student's context and needs in order to present sociolinguistics in an appropriate way (Annex A).

After constant observations where was identified differents situations in a ninth grade group. It was vitally important to carry out the participatory observation to support them in the learning process, using an indirect observation to carry out a class observation sheet, a survey and an interview to the students. These observations were carried out in three English classes in a group of ninth grade in order to identify if the teacher teaches sociolinguistics competence or presents activities related to it, in this sense, a class observation sheet was elaborated to testify if he teaches or not sociolinguistics competence. Then, it was crucial to apply a survey to students in order to have ideas of what had been happening in their English classes and an interview to contrast with them.

It was important to raise awareness about what is appropriate to say taking into account the context in which they are developing their language because we are not as native speakers, since we can commit errors or make mistakes. On the other hand, it is important to mention the observer role which it is the researcher who has the access to observe a stage or place in order to collect data about situations observed. According to Greenwood (2000), the observer is not a stranger to the phenomenon. Besides participants and observers relate their observation and their contributions in order to give solution to the problem and achieve good results. Returning to the importance of observing, it is recognized that the observer is not just the person who observes a situation but also an instrument that can eventually intervene in the situation observed.

Interviews

Gill, Stewart, Treasure & Chadwick (2008), affirm that:

"In an interview, good questions should be open-ended (ie, require more than a yes/no answer), neutral, sensitive and understandable. It is usually best to start with questions that participants can answer easily and then proceed to more difficult or sensitive topics. This can help put respondents at ease, build up confidence and rapport and often generates rich data that subsequently develops the interview further"(p.3).

Furthermore, interviews refer to obtain information by questioning a person or people where the interviewer asks in order to elicit facts or statements from the interviewee, and one of the most important task in interviewing is to understand what the interviewees say.The interview more than one strategy to collect information, allows the search for solutions to a problem. According Munarriz (1992, p.113) Interviews allow us to " indagar al principio del estudio, los datos que nos ayuden a centrar el problema planteado; bien para profundizar en aquellos datos recogidos a partir de la observación, o para clarificar contradicciones que han ido apareciendo a lo largo del estudio". This technique can be an important instrument, since we can contract the results of the interview with observation results or the result of the survey in order to have a better support of the problematic and this being useful when we decide to apply the the improvement plan in their English classes.

Surveys

Scheuren (2004, p.9), said "Today the word "survey" is used most often to describe a method of gathering information from a sample of individuals". Besides researchers apply surveys in order to collect significant information of their questionnaire, then these analyze those datas to show results, however these results can be shown in a qualitative or quantitative way. A survey is a common tool in any scientific research to get information. According to Díaz (2002) the survey is a systematic search for information in which the researcher asks people investigated about the data that wish to obtain, the purpose of the survey is obtain information in an orderly and systematic way. Furthermore, as a second stage a survey was applied to the seventeen students in order to know their preferences, and if their English teacher emphasize or deepen in the appropriate use of English and if they want to deepen it (Annex B).

In this   part of the research a survey was applied in some piece of papers, and it is important to mention that questions were in spanish to make sure that all students understood every question. This survey consisted of five important questions in order to get to know if the students like to study English, their English teacher emphasizes or makes comparisons between the formal and informal language and if he teaches different expressions that students have to use depending in the context or he makes corrections when students do not use appropriate expressions inside or outside the classroom and finally if the students want to deepen or learn more about the appropriate use of English. This survey was applied to 17 students of ninth grade. It was carried out in order to check and contrast if their English teacher had emphasized or had made comparisons between the formal and informal language, and if he taught different

expressions that students had to use depending in the context and so on (Annex B placement test). Also this being a support of the problem found and the reason to carry out an improvement plan through role plays activities taking into account the student's needs concerning, first at all, their expectations, lacks and what is appropriate for them.

Furthermore, making the students conscious that they are the center of their learning process and giving them the opportunity to make changes and think about their English classes and what they can reach together. Also, we can verify through the use of this data collect the reality of students that they are going through in their English classes and get to know their expectations to take them into account in the improvement plan.

Results

This part of the research focuses on the process of data analysis in order to answer our research question and achieve the objectives of this project. This process also has as a purpose to testify if students want to deepen or learn more about the appropriate use of English in their English classes.

Observations

After constant observations in the classroom it was evidenced that students have been using structures of their mother tongue to express themselves in the target language, and many times they are not aware of which expressions and words are appropriate in different contexts, since it can be a problem when they interact in the target language due to lack of language, it is recognized that some students were using an inappropriate use of English through words, expressions, in other words, using incorrect register when they are interacting with different people at school, creating a phenomenon to think about and resolve.

One example of poor communication on the use of the language in class, some students were using casual register that refers to informal English to talk with the teacher, the coordinator and partners at school using expressions such as; "Hi" "how are you doing?" "what's the time is it?" "Shut up" "nigger" "what's up" and things like that. This form of language is not appropriate to use with their teacher, coordinator and partners, but we can instruct students to use formal and consultative register inside and outside the classroom, for example: use "Hello" instead of "Hi"

"how are you?" instead of "how are you doing" "can you tell me the time, please? Or would you

like telling me the time, please?" instead of "what's the time is it?" "listen, please or be quiet,

please" instead of "Shut up" and "my friend" instead of "nigger".

Survey

In this survey we could obtain information about their English classes, if students like to

study English, if their English teacher emphasizes or makes comparisons between the formal and

informal language and if he teaches different expressions to use with different people and know

students expectations. The following figures show the results of five question of the survey
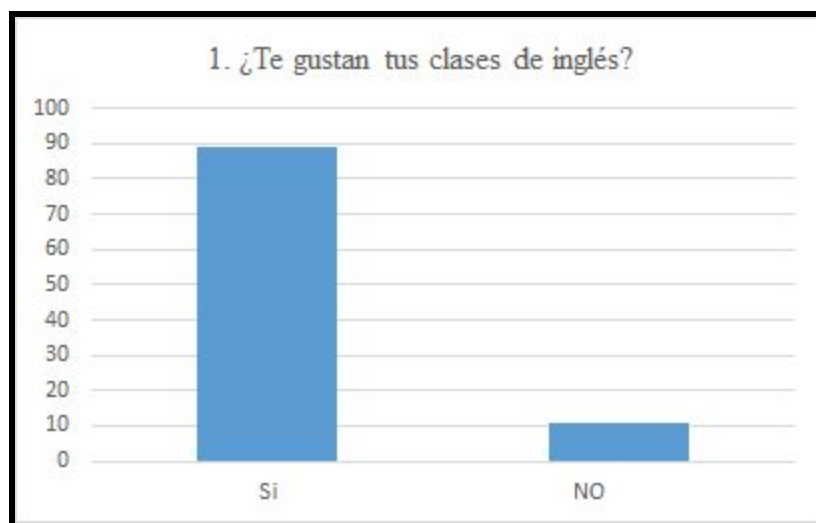
applied to students :

Figure 1.

Figure 1 shows that 89 % percent of students like their English class besides some of

them argued that their English class are good, interesting and an important language to learn

because this offers job opportunities and it is becoming an official idiom around the world. Whereas the 11 % percent of students affirmed that they do not like this language and they wrote that sometimes their teacher does not pronounce words well.
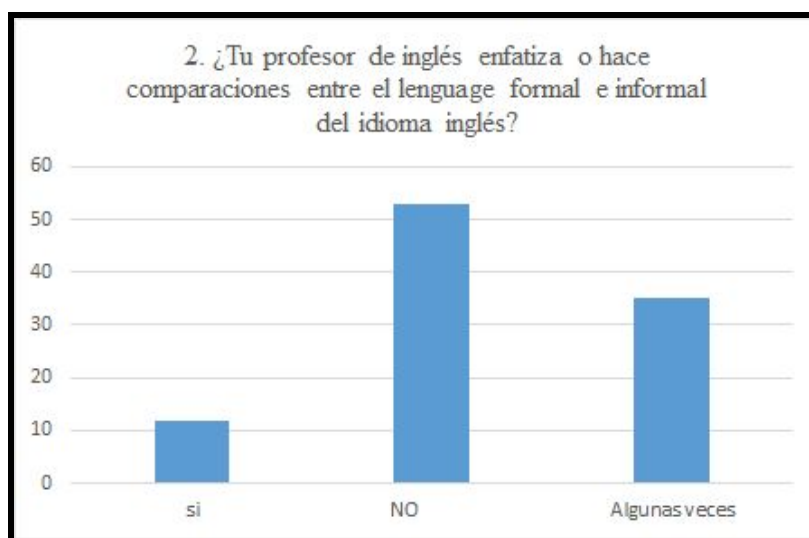

Figure 2.

Figure 2 shows that 52. 9 % percent of students affirmed that their English teacher does not emphasize between the formal and informal language and the 35. 2 % percent of students said that their English teacher sometimes emphasizes between the formal and informal language. For this reason, students have not been having a clear orientation about an important thematic or difference and this being a flaw in the teaching-learning process of English, since it is not a clear evidence that students have broached the theme and this might be happened because the teacher have not oriented their students about sociolinguistics competences or he may not seem relevant to teach activities oriented to this competence.
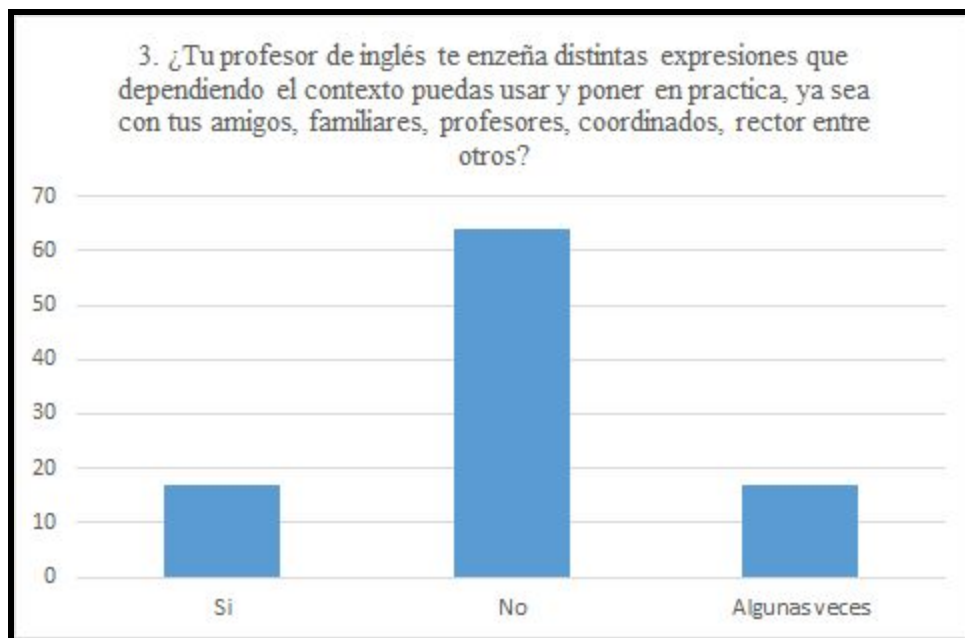
Figure 3.

Figure 3 shows that 64. 7 % percent of students affirmed that their teacher has not been taught different expressions depending in a context that they can use with their friends, family, teachers, coordinador, rector and others.
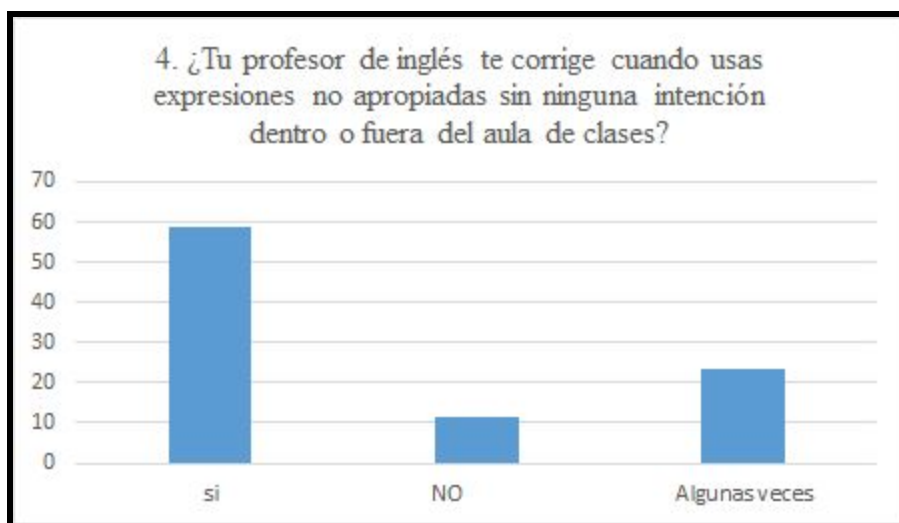

Figure 4.

Figure 4 shows that 58. 8 % percent of students said that they are corrected by the teacher when make mistakes without any intention whereas the 25.5 percent of students affirmed that sometimes they are corrected, in this sense, the teacher plays an important role when students express words and expressions which are not correct because he is the person who can correct and provide the appropriate form to his students. However this person cannot be all the time with his students in order to correct them when make mistakes.
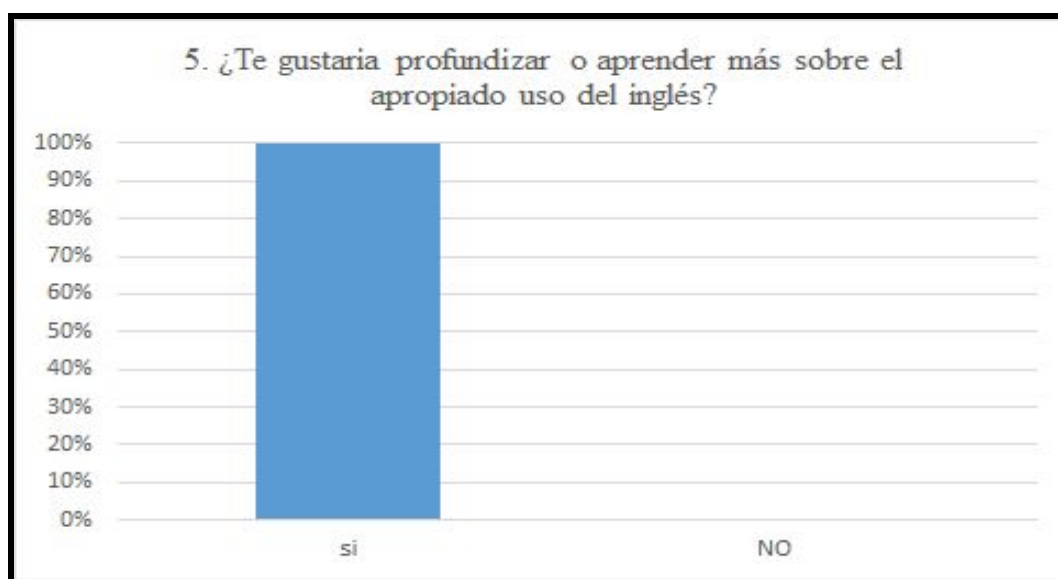
Figure 5

Figure 5 is consider one of the most relevant aspect or result because it reflect the interest of students, since 100 % percent of students are interested to deepen and learn more about the appropriate use of English. Furthermore, it is important to share that this tematics have to be carry out in every topic in class because students need to be aware of many English expressions in order to use them in the appropriate contexts.

After apply the survey was necessary to analyze the relevant results of survey applied to the students, the result was concluded that students were not oriented in their English classes about the appropriate use of language, since it was not a clear evidence that students have broached the importance of use appropriate language at school and we concluded that might be happened because the teacher have not oriented their students under sociolinguistics competences in his classes or may not seem relevant to teach activities related to this competence. However, it is evidenced that students are eager to deep in the appropriate use of language in order to communicate appropriately in every single situation in their community school, since it was checked that they have not oriented to use appropriate register with different people in different situations.

Interview

Now well, comparing the data of the observations and the interview, we found that the information is closely related, since in the observation, it was observed that students had been using structures of their mother tongue to express themselves in the target language and many times they are not aware of which expressions are appropriate in different contexts whereas in the oral interview with a group of student the information was similar, since one of them affirmed that "nuestro profesor le da poca importancia al apropiado uso del inglés, ya que él suele comenzar los temas, explicarlos y dejarnos ejercicios sobre ello a resolver o practicar y es escaso que él nos enseñe que podemos o no podemos decir" (Annex C). It is recognized that students

had certain difficulties in communication because their teacher did not focus to teach or develop sociolinguistic competence in class or activities related to this competence.

Furthermore, the data of the interview was related to the result of the survey because one the answer of a students was "son pocos los casos en los cuales nuestro profesor de inglés nos corrige cuando decimos algo que esté mal". This student was arguing that he could not see that his teacher have not conducted to the group use formal, consultative and casual register, since they think that their teacher gives little relevance regarding the proper use of English.

Proposed activities

The activities proposed were three: the explanation about formal and informal language, the statements that students had to read in order to play a role in front of the class according to what they read and some videos that the teacher played in class in order to make students aware about the use of the language in different contexts. These activities were developed to help students find the difference between different language registers and have an idea how they can speak English with different people. However, this is not a model or technique which they can follow, but they can think about or take it into account before starting or establishing a conversation with different people.

After the identification of the problem, it is necessary to proceed to the application of the proposed improvement or plan of action consisting of the elaboration of activities to contribute to

the development of sociolinguistic competence. However, it is necessary to explain what happened during these activities. The activities that were elaborated:

Activity 1. The appropriateness use of English through role play

The first activity was teaching and encouraging the students to be aware of what is appropriate to say in English depending in the context where they probably should use a formal, consultative or casual language register, also this first activity which consisted on an introduction to sociolinguistics and the different types of language register. It is important to mention that class objectives go from process-oriented to performance-oriented which means that in the first lessons students will be working to the hand of the teacher and at the end they will be more independent in the use of language register. As was mentioned before, it was necessary an introductory explanation about the different types of language registers to be able to perform a role play activity with teachers support and where students were asked to use different types of language registers. In this first activity, the teacher is modeling and giving much of the instruction on sociolinguistics related to language register. Then a guided role play activity was performed by students with teacher support.

During this activity students were asked to how they have to talk or what language they have to use or with whom or when they can use formal, consultative and casual or informal expressions, if they want to establish a conversations with their friends, family, teachers, coordinator etc. For this activity was necessary to use some specific materials such as; the board,

markers and copies referring to formal, casual and consultative language in order to explain and give many examples and make students be aware of this difference (Annex F).

In this class, the teacher started the class explaining it around 35 to 40 minutes, the different expressions that can be used in different situations. He was explaining it through imaginary situations and using the board, referring to how students have to use specific expressions with different people in different contexts because it is not the same establish a conversation with a friend than with a coordinator, in fact, you can start a conversation with a friend saying "how are you doing" or "what's up" which refers to a casual style, and you use these expressions because maybe you have a close relationship with him/her, that is why this person is spontaneous, informal and does not think before saying whatever thing, whereas a person who has to establish a conversation with his or her coordinator has to be formal because he/she has to show some respect and think before talking with this influential person, also you can start saying "Hello. How are you?. After the explanation, the teacher decided to give some copies to his students in which they could find some formal, consultative and casual expressions in order to complete a task and put in practice what the teacher was explaining, this part of the class was carrying out during 15 minutes, then the teacher started to socialize the task, in this part of the class, students had the opportunity to participate. Later, students had to create a dialogue giving a context using formal and informal expressions in order to carry out a role play in front of the class where the role of the teacher were as a pre-service teacher, helping the students since this were their first time using these new expressions. In this part of the class some students

enjoyed to participate sharing in front of the class their short conversations before the teacher leave a homework to research.

Furthermore, the student's results after finishing the activity were satisfactory, since it was reflected an improvement and awareness in the students about the difference between formal, casual and consultative styles of language and what kind of language is appropriate to use taking into account the context in which they operate, in fact, some of them were able to do a good exercise in front of the class feeling excited and comfortable.

Activity 2. Role Play "Activity in class"

A second activity was programed to make students practice more the use of different language registers in a more independent way since the previous one was more modeling from that teacher and guided practice, consists on asking the students to read some statements as an instruction in piece of papers which are focused on formal, consultative and casual styles of English, students had to read in order to create a similar situation related to the statement, also they had the opportunity to choose one of them on the desk, and after five minutes they had to play that role in front of the class in order to show what is the appropriate style of register in English, putting in practice oral communication in simulated real life scenarios taking into account their context/statement. It is important to mention that this activity was assigned in pairs to promote interaction among students. (Annex E).

Besides, the teacher give an example to focus the students in what consist the objective of the activity which was use appropriate language register according to the statement wrote in the piece of paper and be sure that students were motivated to carry out the activity as well as possible, the following short description of two situations of eight which were carrying out by the students. The first and one of the statements that was used by two students was "You are an employee that work in an institution and you need to talk with your boss to go home because you have a problem to resolve there and it is in the morning", after 5 minutes these students were in front of the class and one of them started the conversation saying "Mrs Navarro, how are you this morning?" and the other student answered " I am fine. Thanks how about you?". In that moment, it recognized that they reflected a very important advance or progress in the sense how they have been aware of what styles of register are appropriate in the present situation. On the one hand, it is remarkable the use of "Mrs" to start the conversation, since this expression refers to consultative register style because a person has a level of authority who is the student that played the role of a boss. On the other hand, the level of formality that we can see, since the use of expressions "how are you this morning?, I am fine. Thanks how about you?" by students, and this types of expressions refer to formal register style.

Besides, all students were happy and eager to interact in the target language and some of them were glad to see their partners talking and carrying out their task in the classroom after finish the first group of students, the teacher decided to congratulate and give some feedback due to a good job of students. The second statement that a pair of students performed was " You are walking on the street and you see your best friend what would you say?" in this case students

created the situation like a simulation of real life because one of member of the group started saying " Hi, my friend what's new?" and the other student said "Nothing, what have you been doing?". This group of students did a great work, since they use casual register style which is commonly spoken by friends, and it is important to mention that they were happy to create the situation and continuing the conversation as all the groups that were carrying out and dramatizing their statements. After the students performed all dialogues in front of the class, they were mindful of many expressions that they can use, taking into account the appropriate context, also students were asking their teacher when they can continue to carry on with others activities related it like those ones because they affirmed that was a mindful activity , for this reason the teacher decided to bring some videos for the next class related to the thematic.

The most remarkable result was that students were already being aware of what expressions, words, language they must use in different contexts and situations that they had to carried out in front of the class and also it is important to mention that students are conscious that they can use this knowledge in their real life when interacting in the target language or mother language.

Activity 3. Videos of real situations in different contexts

|The last activity that was carried out to make students aware of the appropriate use of language, it consisted in some videos that were shown to the students in order to demonstrate some other situations in which they could see different context where native speakers develop

their language with different people and identifying what kind of words and expressions they use which refer to formal, consultative and casual.

The last class, students saw some videos on the internet that the teacher played in class in which they could see native speakers talking in different contexts and learning new expressions, these videos called "English conversation" "Some short conversation in English" and "Learning English through short films Tape 03 - Problem of Mandy at school" among others. These videos were played in order to encourage the students to be aware and mindful of different use of expressions and slangs that they were hearing in class and also see how much formality and informality native speakers talk, take into account where they are and who they are with.

Although these activities did not help students to promote the appropriate use of English as a native speaker, these help them to be aware of what expressions and words they can use and express them with different people and the most important is that students can be aware what could happening if they use inappropriate expressions in a specific context, because it is vital to have an idea of what expressions they can or cannot use when students talk with different people or in different contexts.

On the other hand, it is important to mention that students enjoyed these activities during the classes because the majority of students were paying attention and eager to participate during the process that is the reason why we can affirm that these activities help students to start developing their sociolinguistic competence.

CONCLUSION

This study has sought to highlight the role of sociolinguistic competence regarding the teaching of English as a foreign language in a private school in order to promote the use of different language registers. This kind of competence to be essential not only for foreign language learners learn a solid communicative competence, but also to foster deeper understanding of different social and cultural aspects, and how these are crucial in the use of a language.

On the one hand, it is recognized that teaching of sociolinguistic competence is not easy when do not take into account that a learner of a foreign language cannot eradicate all possible trouble like; use casual register style when it is necessary to use a formal o consultative register with an important person, also think what is appropriate to say in any context or situation, it is not easy for a student of secondary and less if he or she has not been oriented under sociolinguistic competence. On the other hand, it is not hard or difficult to encourage students to be aware of this important competence in order to develop it.

Sociolinguistics more than a competence is a key discipline in the teaching-learning process of any language that allows us to be aware of many variations that can exist in one language, and if it is taught through role play activities can be interesting and meaningful for students, in addition they must be aware of how, when, why and with whom to use different

expressions in a language different from our mother tongue using different types of register appropriately that refers to speak with a level of formality.

Finally, as recommendations it is necessary to expose EFL students to activities and situations where they are involved in different use of language register that are appropriate in different contexts and situations. Also, to make them practice more expressions that are used in their context as secondary students. Furthermore, it is important that students must be oriented under sociolinguistic competence in their English classes in order to carry out decent conversations with the community school, and a recommendation for this students to continue developing sociolinguistic competence is to design more role play activities with situations that are more contextualized.

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ANNEXES

Annex A

CLASS OBSERVATION SHEET

CENTRO EDUCATIVO			
NOMBRE DEL PROFESOR			
FECHA DE LA OBSERVACION		GRADO	

I. ASPECTOS RELACIONADOS CON LA EJECUCIÓN DE LA CLASE	yes	no
¿El profesor enseña la competencia sociolingüística?		
¿El profesor presenta actividades relacionadas con la competencia sociolingüística?		
¿El profesor emplea actividades de pair-work?		
¿El profesor utiliza actividades de role play?		
¿El docente hace Seguimiento y orientación al trabajo individual y/o grupal propuesto en clase?		
¿El docente aplica un método o enfoque didáctico ajustado a las necesidades del grupo		
¿El profesor utiliza el enfoque del task based instruction?		
¿El docente hace Presentación, manejo y adaptación del vocabulario y nuevas expresiones, teniendo en cuenta el contexto de uso y el nivel del grupo en la lengua 2?		
¿El profesor utiliza slang en clase?		
¿El docente utiliza en ciertos casos estructuras gramaticalmente incorrectas para explicar algún tema?		
¿El profesor hace uso dialectos diferentes al standard english en clase		
¿El profesor hace uso de materiales apropiados para las actividades desarrolladas?		
¿El docente emplea actividades con el uso de flashcards en la clase?		
¿El docente utiliza elementos audiovisuales para presentar nuevo vocabulario?		
¿El docente tiene en cuenta los diferentes contextos a los cuales el alumno se tiene que enfrentar a la hora de impartir la clase?		

Annex A

CLASS OBSERVATION SHEET

CENTRO EDUCATIVO	Colegio Fernandez Gutierrez de Piñeves		
NOMBRE DEL PROFESOR	Humberto Ramos		
FECHA DE LA OBSERVACION	22/9/15	GRADO	9º

I. ASPECTOS RELACIONADOS CON LA EJECUCIÓN DE LA CLASE	yes	no
¿El profesor enseña la competencia sociolingüística?		X
¿El profesor presenta actividades relacionadas con la competencia sociolingüística?		X
¿El profesor emplea actividades de pair-work?	X	
¿El profesor utiliza actividades de role play?		X
¿El docente hace Seguimiento y orientación al trabajo individual y/o grupal propuesto en clase?	X	
¿El docente aplica un método o enfoque didáctico ajustado a las necesidades del grupo	X	
¿El profesor utiliza el enfoque del task based instruction?		X
¿El docente hace Presentación, manejo y adaptación del vocabulario y nuevas expresiones, teniendo en cuenta el contexto de uso y el nivel del grupo en la lengua 2?		X
¿El profesor utiliza slang en clase?		X
¿El docente utiliza en ciertos casos estructuras gramaticalmente incorrectas para explicar algún tema?	X	
¿El profesor hace uso dialectos diferentes al standard english en clase		X
¿El profesor hace uso de materiales apropiados para las actividades desarrolladas?	X	
¿El docente emplea actividades con el uso de flash cards en la clase?	X	
¿El docente utiliza elementos audiovisuales para presentar nuevo vocabulario?		X
¿El docente tiene en cuenta los diferentes contextos a los cuales el alumno se tiene que enfrentar a la hora de impartir la clase?		X

Annex B

Survey to students

UNIC🌐LOMBO
FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL
CARTAGENA

¡Formamos Profesionales Bilingües!

Responda las siguientes preguntas con una X, y escriba cuando sea necesario.

1) ¿Te gustan tus clases de inglés?

  Sí   **No**   **¿Porque**?

☐ ☐

2) ¿Tu profesor de inglés enfatiza o hace comparaciones entre el lenguaje formal e informal del idioma inglés?

Sí   **No**   **Alguna veces**

☐ ☐ ☐

3) ¿Tu profesor te enseña distintas expresiones que dependiendo el contexto puedas usar y poner en práctica, ya sea con tus amigos, familiares, profesores, coordinador, rector entre otros?

Sí   **No**   **Algunas veces**

☐ ☐ ☐

4) ¿Tu profesor te corrige cuando usas expresiones inapropiadas sin ninguna intención dentro o fuera del aula de clase?

Sí   **No**   **Algunas veces**

☐ ☐ ☐

5) ¿Te gustaría profundizar o aprender más sobre el apropiado uso del inglés?

Sí   **No**   **¿Porque**?

☐ ☐

Survey

Formato de encuesta aplicada a estudiantes.

UNIC🌐LOMBO

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL

¡Formamos Profesionales Bilingües!

Responda las siguientes preguntas con una X, y escriba cuando sea necesario.

1) ¿Te gustan tus clases de inglés?

Sí   No   ¿Porque?

☒   ☐   *Si, son closes muy didacticas e interesantes, en las cuales he aprendido mucho*

2) ¿Tu profesor de inglés enfatiza o hace comparaciones entre el lenguaje formal e informal del idioma inglés?

Sí   No   Alguna veces

☐   ☐   ☒

3) ¿Tu profesor te enseña distintas expresiones que dependiendo el contexto puedas usar y poner en práctica, ya sea con tus amigos, familiares, profesores, coordinador, rector entre otros?

Sí   No   Algunas veces

☒   ☐   ☐

4) ¿Tu profesor te corrige cuando usas expresiones no apropiadas sin ninguna intención dentro o fuera del aula de clase?

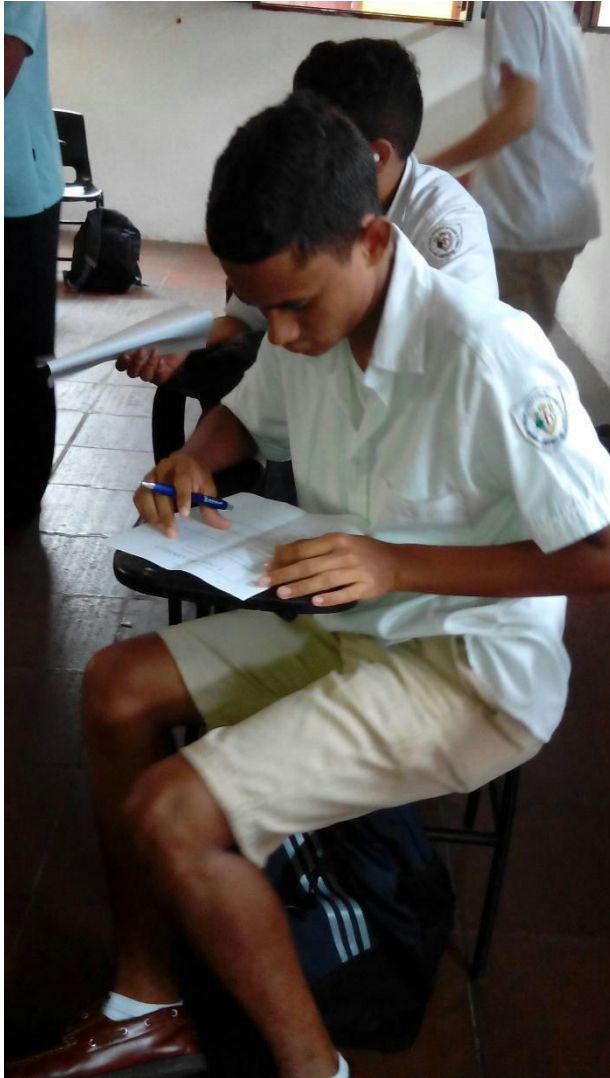Sí   No   Algunas veces

☐   ☐   ☒

5) ¿Te gustaría profundizar o aprender más sobre el apropiado uso del inglés?

Sí   No   ¿Porque?

☒   ☐   *es un idioma, el cual se esta volviendo oficial, en las universidades, y siempre es bueno saber otros idiomas y como se manejan*

Annex C

Oral interview with students

Transcript

Luciano: Hola, mis estimados ¿me podrían recordar en qué grado están?

Daniel: Nosotros estamos en noveno grado Luciano.

Gabriela: Noveno.

Luciano: Ok, comencemos con las preguntas ¿Qué piensan sobre sus clases de inglés, su docente instruye a los estudiantes sobre el apropiado uso del inglés?

Gabriela: Ehhh, Mister Luciano. Creo que a pesar que nuestras clases de inglés son muy buenas, nuestro profesor le da poca importancia con respecto al apropiado uso del inglés, ya que él suele comenzar los temas, explicarlos y dejarnos ejercicios sobre ello a resolver o practicar y es escaso que él nos enseñe que podemos o no podemos decir en inglés, porque lo único que le importa, por así decirlo, es que los estudiantes hablemos en inglés y usemos todo lo que hemos aprendido.

Luciano: Excelente, ¿Qué hay de ti Daniel?

Daniel: Bueno Mister, en parte estoy muy de acuerdo con lo que ha dicho mi compañera Gabriela porque a decir verdad es lo que solemos hacer en nuestras clases de inglés, y además son pocos los casos en los cuales nuestro profesor de inglés nos corrige cuando decimos algo que esté mal.

Luciano: Bien, ¿les gustaría que yo los ayudara en esa parte, es decir les gustaría que les introdujera algunas actividades con el fin de que ustedes sean consciente sobre esta temática?

Daniel: Claro nos encantaría.

Gabriela: ¡Of curse!

Luciano: Bien, ¿qué les pareció la clase pasada en la cual yo estaba explicándoles que es formal e informal?

Daniel: Uuf, para mí fue muy interesante la explicación. Además medí cuenta que hay muchas cosas por aprender porque las expresiones que estaban en las copias que diferenciaban formalidad e informalidad, yo algunas las usaba con cualquier persona no sabiendo que son similares pero no son iguales.

Gabriela: Mister, pienso que fue una explicación de provecho, ya que todos estábamos atentos de cada una de las palabras que estuvo diciendo sobre que es forman y que es informal, cuando usar algunas expresiones y cuando no, también con quien.

Luciano: Que bien, pasemos a la última pregunta ¿Por qué es importante tener en cuenta tanto el uso formal e informal del inglés cuando estamos hablando?

Gabriela: Porque muchas veces usamos expresiones que no van acorde al contexto que estamos como usted lo dijo la clase pasada, y en mi caso en una que otra ocasión cuando estoy hablando soy de las que dice las cosas sin tanto pensar, y sin importar con quien este y es cuando suelo embarrarla.

Daniel: Mister como lo dije ahorita hay muchas cosas por aprender y en cuanto formalidad y informalidad es importante tener en cuenta a la hora de expresarse con diferentes personas, es lo que pienso.

Luciano: Bueno chicos, les doy las gracias por haberme prestado su tiempo.

Daniel: De nada Mister y siempre a la orden.

Gabriela: You're welcome.

Annex D   **The appropriate use of language**

2 Strategy plus *Everyday expressions*

Some everyday expressions are more formal.

How are you?

More formal	Less formal
Yes.	Yeah.
Thank you.	Thanks.
Hello.	Hi.
How are you?	How are you doing?
I'm fine.	OK. / Pretty good. / Good.
Good-bye.	Bye. / See you. / See you later.

How are you doing?

▶ **In conversation . . .**

Yeah is 10 times more common than **yes**.

Yeah.

Yes.

A Complete these conversations with expressions from the box above. Compare with a partner.

❶
Kathy   Hi, sorry I'm late.
_____ ?
Mike   Pretty good. How are you?
Kathy   _____ .

Later . . .

Kathy   Bye. See you.
Mike   _____ .

❷
Jeff   Good morning, Mrs. Swan.
_____ ?
Mrs. Swan   _____ . How are you?
Jeff   I'm fine, _____ .

Later . . .

Jeff   Good-bye, Mrs. Swan.
Mrs. Swan   _____ .

B **Pair work** Practice the conversations.

3 Free talk *Meet a celebrity.*

See **Free talk 1** at the back of the book for more speaking practice.

9

HERNAN Felipe PEÑA GAVIRIA

2 Strategy plus Everyday expressions

Some everyday expressions are more formal.

How are you?

How are you doing?

More formal	Less formal
Yes.	Yeah.
Thank you.	Thanks.
Hello.	Hi.
How are you?	How are you doing?
I'm fine.	OK. / Pretty good. / Good.
Good-bye.	Bye. / See you. / See you later.

In conversation . . .

Yeah is 10 times more common than **yes**.

👤👤👤👤👤👤👤👤👤👤 ▶ Yeah.

👤 ▶ Yes.

A Complete these conversations with expressions from the box above. Compare with a partner.

❶
Kathy Hi, sorry I'm late. How Are you Doing?
Mike Pretty good. How are you?
Kathy Good.

Later . . .

Kathy Bye. See you.
Mike See you later.

❷
Jeff Good morning, Mrs. Swan. How are you this morning?
Mrs. Swan I'm Fine. How are you?
Jeff I'm fine, thanks.

Later . . .

Jeff Good-bye, Mrs. Swan.
Mrs. Swan Good-bye.

B Pair work Practice the conversations.

3 Free talk Meet a celebrity.

See **Free talk 1** at the back of the book for more speaking practice.

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Activity in class   "vocabulary"

Slang – Informal & Formal

Informal	Formal
kids	children
bad	Negative
Good	positive
really big	considerable
right	Correct
wrong	incorrect
smart	intelligent

Letter Expressions – Informal & Formal

Informal	Formal
Hi Robert,	Dear Sir or Madam
Just wanted to let you know…	I am writing to inform you…
Love,	Yours sincerely, Yours faithfully,
Cheers,	
Yours Truly, Best regards, kind regards	
Hope to hear from you soon	I look forward to hearing from you
You can call me if you need anything	Please do not hesitate to contact me

Annex E

Activity in class

✓ You are a student that study in an institution and you need to talk with your teacher to go home because you have a problem to resolve there and it is in the morning.

✓ Create a conversation in order to invite your best friend to go to a party.

✓ Establish a short conversation with your new neighbor in order to make a friend

✓ Talk to a close friend and use expressions like "what´s up? What´s going on? Or what´s new? How are you doing?

✓ Talk with a new friend and use formal expressions.

✓ You are walking on the street and you see your best friend what would you say?

✓ Create a conversation with your old friend that you haven´t seen in months.

✓ You are walking on the street and you see your coordinator what would you say?