COMMUNICATIVE COMPETENCE IN PRIMARY ENGLISH TEXTBOOKS – A CONTENT ANALYSIS

ªKLAUDIA PAULIKOVÁ

Constantine the Philosopher University
Department of Language Pedagogy and Intercultural Studies
Faculty of Education
Drážovská 4, 949 74 Nitra, Slovakia
email: ªklaudia.paulikova@ukf.sk

Abstract: Communicative competence in foreign language education is one of the most frequently used terms in the modern world. Despite that, its development at the primary level of education in Slovakia is quite an unexplored phenomenon. The qualitative inquiry gives an insight into how communicative competence is developed at the primary level of education. A content analysis of three English textbooks used in Slovak primary schools reveals the presence of individual aspects of communicative competence and the biggest preferences with the most used activities for the practice. The results of the study show which of the components of communicative competence are represented the most and the least and also which of the three textbooks covers communicative competence the most complexly.

Keywords: communicative competence, English textbooks, content analysis, qualitative research

1 Introduction

Foreign language education has been going through great changes in the recent decades. The communicative period of teaching languages offers a great variety of methods and approaches for the teachers to choose from (Howatt and Smith, 2014) and provides hundreds of activities for the learners to master the target language as precisely as possible (Richards and Schmidt, 2014). Mastering communicative competence has become one of the foremost goals of foreign language education. Being able to use grammar and vocabulary well when filling exercises in textbooks is an important part of the teaching process, but preparing the learners for the everyday situations outside the artificial settings of the classroom has been becoming more and more important. Communicative competence encompasses the theoretical knowledge of language with the actual skill to use that knowledge well in real interaction in the real world (Richards and Schmidt, 2014).

As learning English as a foreign language in Slovakia is compulsory from the third grade of primary school (Zákon č. 245/2008), institutionalized education plays a significant role in learners' overall language studies. Thus developing communicative competence should start from the very beginning of the education process. The national and international reference documents define communicative competence with all its components required at the proficiency level A1 (= primary level education) (ŠPU, 2011; Council of Europe, 2001; Trim, 2001). The teaching process itself should reflect that and develop all the aspects of the communicative competence to the greatest possible deal.

The phenomenon of developing communicative competence at primary level of education is an unexplored topic in Slovakia. The study therefore places the initial foundations for a possible future investigation, which may result in not only understanding education in Slovakia but also making it more effective. The qualitative inquiry examines English textbooks used in Slovakia by content analysis. It aims at finding out how selected English textbooks develop communicative competence and whether they provide enough practice for the learners to be prepared for situations outside the classroom at the given primary level.

2 Theoretical Background

Understanding communicative competence to its core requires us to investigate it from its creation. The different methodologies in teaching foreign languages have brought different viewpoints on

the important aspects of successful language education. The current trends provide an insight into what to teach and how to do it in order to reach the most effective results. The reference documents, in addition to that, specify every single detail of the selected proficiency levels. Herewith, we may understand every aspect of communicative competence and its important role in foreign language education itself.

2.1 The Changing Teaching Trends

The beginnings of modern foreign language education date back to the 1750's, when teaching English (among other languages) became popular for the first time. It was due to the fact that languages such as Latin and ancient Greek, taught by that time, became either dead or lost their popularity. Their teaching methodology, however, remained influential for another few decades (Howatt and Smith, 2014). A new teaching approach emerged, despite the fact it was very similar to that of teaching Latin and ancient Greek. The Grammar Translation Method primarily focused on translations of passages of literary texts from the target language to the mother tongue or spelling patterns corresponding between the mother tongue and the target language (Larsen-Freeman and Anderson, 2013). The method was extremely successful at developing learners' knowledge of grammar and vocabulary (Celce-Murcia, 2008), it, however, completely suppressed the development of speaking and listening skills (Richards and Rodgers, 2014).

The late 1880's brought a different, innovative way of viewing language teaching and developed new teaching methods. The classical translation methods were not considered efficient enough for a balanced and adequate language education any more, which resulted in the formation of the Direct Method (Howatt and Smith, 2014). Spoken communication was considered to be the most important to be mastered and the teaching process completely banished any kind of translations or use of mother tongue in the classrooms (Palmer, 1959). The learners were expected to start thinking in the target language as soon as possible, therefore the teachers were required to either be native speakers or have native like proficiency (Celce-Murcia,1991).

From the 1920's scholars and scientists attempted at connecting the methods and beliefs of scientific enquiry with psychology in order to create a unified methodology for language education in general (Howatt and Smith, 2014). There were two major approaches that became the most influential. One of them was the Oral Approach (or Situational Language Learning) and the second the Audio-lingual Method of the 1940's. The Oral Approach had its roots in the Direct Method, the principles were, however more structuralist. Ability to communicate was the dominant skill to master, hence great emphasis was put on speech and structure. Systematic principles of selection, gradation and presentation of the taught material in both theory and practice were introduced for the first time Richards and Rodgers, 2014). The teaching syllabus was designed according to specialized word lists and structural activities and language was presented in situations. The teachers moved from the oral use of sentence patterns to their complete automatic use in speech, reading and writing (Larsen-Freeman and Anderson, 2013; Richards and Rodgers, 2014). The 1940's then brought an extraordinary warlike situation, which initiated the development of the Audio-lingual Method. Personnel was required to be as fluent and accurate in foreign languages as possible, therefore their aural-oral skill was trained for specific purposes and situations (Rivers, 1981). The teaching methodology emphasized the development of listening and speaking skills instead of reading and writing, which were postponed (Celce-Murcia, 1991).

Around the 1970's, however, language education was hit by another linguistic change. The era brought new, learner centered

approaches for the first time in the history of foreign language education. Similarly, for the first time the notion of competences as keys to successful language learning was introduced (Howatt and Smith, 2014). This resulted in a revolution in language teaching, which caused the evolution of a new approach - Communicative Language Teaching, where the ability to communicate has become the first and foremost goal of the teaching process. Meaning and language use instead of understanding structure and form has started to be emphasized. Teachers have used multiple kinds of activities and groupings of learners to initiate the successful acquisition of language. Learners have become the centre of the teaching process. Most importantly, the approach has developed all four communicative skills simultaneously and equally (Celce-Murcia, 1991).

The modern, communicative period has brought a new perspective on language teaching, which initiated the appearance of numerous approaches and methods. Task Based Learning, Multiple Intelligences, or Competence Based Learning are all different variations appearing in the communicative period and they all emphasize the development of a communicatively competent language user, who is able to understand and use the language in real life (Richards and Rodgers, 2014).

2.2 What Is Communicative Competence?

There have been several viewpoints on what communicative competence means over the time of its existence. Its evolution started with Chomsky (1957, 1965), who believed that the key to successful language acquisition lies in mastering generative grammar. He understood language knowledge as consisting of linguistic competence (the theoretical knowledge a language user possesses) and linguistic performance (the ability to use that knowledge in practice). He believed that by mastering the rules of structure and grammar one becomes a skilled user of language (in both production and reception). Moreover, he claimed that any social factors were outside the importance of learning a language. Hymes (1967, 1972) as opposed to Chomsky, considered social setting and factors as an important part of foreign language learning. He introduced the need of considering more than just perfect knowledge of structure and grammar for a successful language acquisition. He emphasized the importance of using appropriate language, i.e. the use of proper language in various communicative settings and situations.

Canale and Swain (1980) then perceived the importance of communicative competence from a pedagogical (methodological) point of view. They dealt with the complexity of communicative competence and defined it as consisting of three main competences - grammatical competence (linguistic competence as depicted above), sociolinguistic competence (use of language depending on situation and setting) and strategic competence (communicative strategies for compensation for problems or deficits in language learning). Canale in his later study introduced the need of adding discourse competence to the whole. He defined it as the ability to "combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. [...] Unity of a text is achieved through cohesion in form and coherence in meaning" (Canale, 1983, p.9).

Unlike Hymes or Canale and Swain, Savignon (1972) put much greater emphasis on the practical use of communicative competence and brought a study of developing it into practice. Her study revealed that the phenomenon is rather dynamic than static, rather interpersonal than intrapersonal and more relative than absolute. Therefore, it is needed to be considered as an ability to function in real communicative settings with dynamic exchange. She suggested referring to communicative competence rather as language ability. Bachman's model of communicative competence comprised of six components building up a hierarchy of competences, which he referred to as language competence. Organizational competence and pragmatic competence stood for the main competences. Organizational competence was further divided to grammatical competence (vocabulary, morphology, syntax and phonology) and textual competence (cohesion and rhetoric organization). Pragmatic

competence was understood as illocutionary competence (with ideational, manipulative, heuristic and imaginative function) and sociolinguistic competence (including different dialects, register, nature, cultural references and figures of speech) (Bachman, 1990).

Bachman and Palmer (1996) went further with changing the terms, and instead of language competence they started referring to communicative competence as language ability. The language ability was divided to language knowledge with organizational and pragmatic competence (and the further hierarchic division of competences as mentioned by Bachman's 1990 model above) and strategic competence.

Celce–Murcia however kept the term competence and suggested to include actional competence within the competences. They defined it as "the ability to comprehend and produce all significant speech acts and speech act sets" (Celce-Murcia, 1991, p. 42). That resulted in communicative competence being understood as linguistic competence, sociolinguistic competence, discourse competence, strategic competence and actional competence. Celce-Murcia (2008)] in her later study then proposed a change in the understanding of the whole phenomenon and replaced actional competence with formulaic competence and interactional competence. As she explained, formulaic competence should be understood as all the fixed expressions, collocations, idioms and lexical frames a language has. Interactional competence should be understood as the formerly discussed actional competence, conversational competence (as the ability to take turns and perform well in conversations) and non-verbal competence (kinesics, proxemics, haptic behaviour and nonlinguistic utterances). However many components do the scholars propose to be taken into consideration when defining communicative competence, all the components bear equal importance and refer to knowledge and skill in using a language in interaction in real life situations (Richards and Schmidt, 2014).

2.3 Communicative Competence at Primary Level of Education in Slovakia

The institutionalized education of English in Slovakia is regulated by the National Curriculum, which defines the central objectives of education and provides guidelines and principles for developing the knowledge of learners on multiple levels. English language at the primary level is defined by the program ISCED 1, which provides basic principles on successful language teaching with the aim of fulfilling the requirement to reach proficiency level A1 (ŠPÚ, 2011).   The National Curriculum is designed in accordance with the internationally accepted Common European Framework of Reference for Languages (CEFR). The CEFR (Council of Europe, 2001, p. 1) serves as a foundation for language education throughout the EU and provides ".... a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively." As the CEFR is a general document encompassing all the existing proficiency levels, it is written in a very general way not defining all the objectives of all the proficiency levels to detail.   The Breakthrough Manuscript therefore needs to be also taken into consideration.   The manuscript is an extension document designed for the purposes of the CEFR and discusses all the aspects of successful English learning at the given level A1 (Trim, 2001). The following table depicts how the three reference documents define communicative competence at the primary level of education.

Competence	Item
Lexical	*1.Single word forms, fixed expressions*
Grammatical	*2.Sentence production* *3.Phrases* (verb phrases, noun phrases, adjectival phrases, adverbial phrases) *4.Word forms* (noun forms, pronominal forms, adjectival forms, verb forms, word formation)
Phonological and orthoepic	*5.Sounds, stress, intonation, strong and weak forms, pronunciation*
Orthographic	*6.Spelling, punctuation, spacing*
Sociolinguistic	*7.Greetings, introduction, address forms, expletives* *8.Use of please/thank you/sorry*
Functional	*9.Imparting and seeking information*: Identifying, reporting (describing and narrating, correcting, asking, answering questions *10.Expressing attitudes* (Agreement, knowledge, modality, certainty, obligation, permission, volitional, emotional, moral) *11.Suasion* (Suggesting, inviting, advising, offering, requesting, warning) *12.Socializing* (Introducing, addressing, greeting, responding, taking leave, congratulating, proposing a toast) *13.Structuring discourse* (Opening and closing a conversation, enumerating, hesitating, correcting oneself, summing up, using the telephone, opening and closing letter or e-mail *14.Communication repair*
Discourse	*15.Production of coherent sentences* *16.Turn taking*

Tab. 1 – Communicative Competence at level A1

The table reveals that there are eight individual competences that learners need to master at the level A1. They are required to master all the items within the competences in order to reach a level of proficiency defined by the reference documents (ŠPU, 2011; Council of Europe, 2001; Trim, 2001). The English textbooks should include all these for a comprehensive development of the Communicative Competence at the given level and provide enough practice for the learners to master the target language as much as possible. These are used as the codes for document analysis.

3 Research Methodology

In order to investigate the development of communicative competence in the real teaching environment, a qualitative study was done. The foremost aim was to find out how different textbooks of English develop communicative competence at the primary level of education in Slovakia. Naturally, our secondary aims were to compare the results collected from the textbooks with the recommendations from the reference documents, and lastly, to discover whether there are any major differences between the textbooks and the ways they address the issue. Therefore, three research questions were stated:

1. How do the textbooks of English address the development of communicative competence?
2. Which competences are developed the most and which are neglected?
3. Which of the textbooks develops communicative competence most complexly?

For the inquiry three English textbooks were selected. The sampling was purposive. Two of the textbooks were published by international publisher and were designed for the wide public. The third textbook was published by Slovak publisher and was designed for the specific needs of Slovak learners. The textbooks were the international *Family and Friends 2, Our Discovery Island* and Slovak *Cool English School*.

Content analysis was done to investigate the issue. Coding was applied, where codes were selected according to the individual competences and their components (see table 1). Seven categories were found with sixteen codes all together. The textbooks were analysed and the results were then evaluated.

4 Results

4.1. Textbook 1 – Family and Friends 2

The analysis of the textbook revealed that all the categories of the communicative competence were present. The frequency of the occurrences and the richness of the practice devoted to the individual codes was, however, very different for each of the categories. Out of the total 16, 15 codes were found. Some of the codes were addressed multiple times and some of them once only. Table 2 shows the overview of results with individual categories and codes.

Category	Code	Addressed in the textbook	Activities for practice
Lexical competence	1.Single word forms, fixed expressions	Yes	Yes
Grammatical competence	2.Sentence production	Yes	Yes
	3.Phrases	Yes	Yes
	4.Word forms	Yes	Yes
Phonological and orthoepic competence	5.Sounds, stress, intonation, strong and weak forms, pronunciation	Partly	Partly
Orthographic competence	6.Spelling, punctuation and spacing	Yes	Yes
Sociolinguistic competence	7.Greetings, introduction, address forms	Partly	No
	8.Use of please, thank you, sorry	Yes	No
Functional competence	9.Imparting and seeking information	Yes	Yes
	10.Expressing attitudes	Yes	Yes
	11.Suasion	Partly	No
	12.Socializing	Partly	No
	13.Structuring discourse	Partly	No
	14.Communication repair	No	No
Discourse competence	15.Production of coherent sentences	Yes	Yes
	16.Turn taking	Yes	Yes

Tab. 2 - Communicative Competence in Family and Friends 2

The textbook itself promotes learning of vocabulary as one of the key skills. Thus lexical competence was found to be addressed multiple times. There were numerous occurrences of *code 1* addressed throughout the whole length of the textbook. Every unit started with several new vocabulary items to be learned. New lexis was presented by multisensory input, which included listening to the new word or expression, visualising it by a picture accompanied with a written form and repeating it after the recorded version aloud. Further practice of the vocabulary was done by various activities, which promoted the development all the four communicative skills.

Grammatical competence was evaluated by three codes, which were all addressed by the textbook multiple times. New grammar items were presented to the learners inductively by a multisensory input. First contact with the new structures came through a picture story promoting listening, reading and visualization by pictures. The structures were then presented by a focused grammar presentation accompanied by pictures for better understanding. Lastly, the grammar was practiced in numerous activities. Sentence production (*code 2*) was addressed several times by various topics and activities with writing exercises dominating this code. Exercises were based on producing sentences on new or rehearsed grammatical structures or on newly acquired vocabulary. Some reading (match two parts to form a sentence) and speaking activities (say sentences based on pictures), however, were also present. For *code 3* (phrases), there were multiple verb, noun and adjective phrases found to be presented and practiced. Exercises as circling correct forms, reading with comprehension or true/false were designed

for reading. Answering questions or gap filling activities were devoted to the development of writing and we found one speaking activity for naming things according to a picture. For *code 4* (word forms), similarly as the previous ones, the occurrences in the textbook were multiple. There were different variations of verbs found in the textbook, including positive and negative statements, singular and plural forms, short forms and tenses (simple and progressive present and simple past). We also found a sufficient number of pronominal forms, articles and adjectives. Noun forms for singular and plural were also included. The practice of word forms included reading and writing exercises. Multiple odd one out, underline/circle correct form and choose the correct form were addressed by reading. Gap filling and completing sentences were addressed by developing writing.

The textbook promotes teaching phonics as one of the main goals. Its aim was to present the relationship of letters and combinations of letters with the sounds they produced; therefore, it aimed at improving learners' reading skills and helping them in acquiring pronunciation and spelling patterns as quickly as possible. These involved the blended development of three competences – phonological competence, orthographic competence (in the terms of spelling) and orthoepic competence. The second category – phonological and orthoepic competence (*code 5*) was addressed in the textbook only in the terms of sounds and pronunciation. Sentence stress, intonation, even strong and weak forms were not included in any of the investigated exercises. Sounds were presented by various letters and letter clusters to introduce how unique and different English pronunciation and spelling are. The identification of sounds was incorporated into numerous listening and reading exercises. Listening included songs and chants. Reading exercises included choosing correct sounds, drills, circling correct words according to given sounds, dealing with short and long vowel forms, matching and joining exercises. The textbook addressed pronunciation by teaching various words with different sounds. We found exercises for developing listening (songs) and reading (odd one out, read words aloud). Speaking was developed by exercises for naming vocabulary items that rhymed to some other ones. Spelling, punctuation and spacing (code 6) was partly included in teaching phonics, especially in the terms of correct spelling. Exercises like filling missing letters to form words or messages and finding words from mixed letters were addressed by the development of reading skills. Other occurrences, like capital letters, question marks, full stops and commas, were also present and were developed by both reading and writing.

Sociolinguistic competence was defined by two codes. *Code 7* represented greetings, introductions and address forms. There were very few occurrences found in the textbook. The exercises addressed by these were designed to develop the skill of reading only - matching sentences and reading with comprehension. Due to the fact that for developing sociolinguistic competence it is very important that learners have practice not only by reception but by production as well [2], the number and types of occurrences addressed in the textbook are found insufficient for a proper development of the competence.

The situation with using thank you, please and sorry (*code 8*) was very similar. Even though there were quite many occurrences of the expressions found in many contexts, there was no explanation given on when and how to use them in real life. Also, the exercises they were included in were only reading with comprehension and dramatization of a text, which is just passive use without real understanding.

Pragmatic competences were measured by two categories – functional competence and discourse competence. Knowing the fact that functional competence applies for productive skills only (in real communication), the textbook was analysed with regards to speaking and writing only. *Code 9* (imparting and seeking information) was found multiple times, especially in the terms of asking and answering. Practice was done by making dialogues and answering questions (based on a text or a listening). For

expressing attitudes (*code 10*), the textbook addressed emotions (liking, expressing emotional states and enquiring about emotional states) and modality (expressing ability and inability). Production was induced by acting out conversations and making dialogues. Suasion (*code 11*) was found in the terms of making suggestions only. The book offered acting out after a listening and reading activity as the only way of developing this aspect of functional language competence. *Code 12* (socializing) was addressed a few times by greetings, introductions and reacting to being introduced in reading activities. We found one exercise for practicing socializing in the terms of introducing friends. Due to the low number of occurrences, we find this code to be represented insufficiently. Also insufficient attention was paid to structuring discourse (*code 13*). The only one occurrence that it was represented by was the same introduce a friend activity, where opening a conversation could be practiced. Lastly, communication repair (*code 14*) was not addressed in the textbook at all.

In discourse competence, *code 15* (production of coherent sentences) was recorded numerous times. Topics as school and afterschool activities, likes/dislikes or past classes were included into numerous exercises developing writing skills. We found multiple "write about..." tasks, which were all structured in advance so that guidance was given and learners knew how they were required to structure their writing. Production of coherent sentences by speaking was found in "describe the picture" exercises. Turn taking (*code 16*) was found in the textbook in every unit. There were speaking exercises found with given structures that asked the learners to ask and answer questions according to the topic they were working with.

4.2 Textbook 2 - Our Discovery Island

The textbook promotes the development of four communicative skills as very important for successful language acquisition, which has also been confirmed by the content analysis we have done. When looking at the textbook from the viewpoint of the competences, it was found out that that all the 8 categories of competences were addressed by the textbook. However, their presence and the amount in which they developed the individual components of the competences, was very diverse. Table 3 below shows the outline of the Communicative Competence with individual codes.

Category	Code	Addressed in the textbook	Activities for practice
Lexical competence	1.Single word forms, fixed expressions	Yes	Yes
Grammatical competence	2.Sentence production	Yes	Yes
	3.Phrases	Yes	Yes
	4.Word forms	Yes	Yes
Phonological and orthoepic competence	5.Sounds, stress, intonation, strong and weak forms, pronunciation	Partly	Partly
Orthographic competence	6.Spelling, punctuation and spacing	Partly	Partly
Sociolinguistic competence	7.Greetings, introduction, address forms	Yes	No
	8.Use of please, thank you, sorry	Partly	No
Functional competence	9.Imparting and seeking information	Yes	Yes
	10.Expressing attitudes	Partly	Partly
	11.Suasion	Partly	No
	12.Socializing	No	No
	13.Structuring discourse	No	No
	14.Communication repair	No	No
Discourse competence	15.Production of coherent sentences	Yes	Yes
	16.Turn taking	Yes	Yes

Tab. 3 - Communicative Competence in Our Discovery Island

Lexical competence (*code 1*) was addressed multiple times. Every unit included new vocabulary items with multisensory input, which were practiced throughout the whole length of unit. After the initial listening with visual presentation and repeating

the new lexis, vocabulary was practiced by a variety of exercises. There were multiple reading activities that included the new vocabulary in reading with comprehension, matching words to pictures, circling words, exercises as one out or word search. The textbook also addressed listening by various songs and chants and listening for specific words. Games included speaking activities – a card game and a guessing game designed for pair work. Writing exercises included replacing pictures for words, crosswords, defining items in the pictures and creating word maps.

Grammatical competence was addressed by all three representative codes. New grammatical structures were firstly presented in a listening activity – chant. Then the structures were presented in a focused information table. Afterwards, multiple skill promoting activities were used for proper understanding and production. *Code 2* (sentence production) included several topics, which developed the two productive skills equally. The textbook offered various activities for completing sentences, putting words to correct order and writing sentences according to different criteria. Speaking was addressed by card and board games designed for pair work. There were multiple exercises found for *code 3* –phrases. The textbook addressed adjective, noun and verb phrases. Multiple matching activities were found (match text to pictures, match questions to answers), reading activities (read a text, listen and read) and exercises for circling correct forms. Writing activities were addressed by gap filling and writing sentences according to pictures or text. For word forms (*code 4*) there were several verb, noun and pronominal forms addressed in the textbook. Reading exercises included circling correct forms and reading with comprehension accompanied with reading aloud. Writing was included into gap filling exercises and writing correct forms of answers. The code was also found to develop speaking skills by making dialogues with the use of specific forms.

Phonological and orthoepic competence (*code 5*) was present only in the terms of sounds and pronunciation. Sentence stress, intonation and strong/weak forms were not addressed in any of the exercises. The textbook offered consonant and vowel sounds (/s/ /,z/, /ə/, /i:/, /l/, /t/,/ n/, /hæ/, /hʌ/, /ɜː/, /ɔː/) to be practiced by tongue-twisters in every unit. They were intended to be listened to and read aloud. Additional exercises for practising sounds included circling given sounds or letters in words. Pronunciation of new vocabulary was practiced in exercises developed for listening and repeating (including listening to single words and expressions, songs and chants). Various words and groups of words were then practiced by tongue-twisters (including listening and reading aloud).

Orthographic competence (*code 6*) was addressed only by activities promoting spelling of words. It included exercises completing words with suitable letters according to listening, putting letters to correct order or filling vowels to form words.

Socio-linguistic competence was defined by two codes. For c*ode 7* (greetings, introductions and address forms), we found few examples for all the representative entries. They were addressed in reading activities only, which provided just a passive presentation of the expressions without any possibility of practical use. There was one activity for writing an e-mail, where greetings and/or introductions could possibly be used and one 'write a mother's day card' exercise, which however lacked any structural guidelines how they should look like. Therefore it is uncertain whether any of the four representatives of code 7 would be practiced at all. For the use of please, thank you and sorry (*code 8*) there was one occurrence found only. At the very end of the textbook, we found one example of thank you in a song about mother's day. There was one more example in the activity book, which was however only promoted as a part of the background design for a mother's day card. According to the received data we find the development of the socio-linguistic competence insufficient and completely unsatisfactory.

Functional competence was identified by 6 codes, out of which 4 were addressed in the textbook. Imparting and seeking information (*code 9*) was defined by asking, answering, identifying and reporting. There were multiple exercises designed for speaking. The textbook provided possibilities for post-reading discussions, answering questions based on listening, various types of pair work and reporting information to the rest of the class. For *code 10*, from the recommended list of attitudes 2 were addressed by the textbook – emotional and volitional. We found three kinds of exercises for the development of expressing attitudes: making a dialogue, giving narration about a topic to the classmates and a card game designed for working in pairs. Suasion (*code 11*) was addressed by requesting assistance (Help!) in one occurrence in one reading exercise. We decided to include it into the occurrences, as the learners were requested to act the dialogue out. Nevertheless, the lack of examples and practical use of the occurrences is found insufficient for the development of this part of functional competence. Structuring discourse (*code 13*) was addressed by opening and closing e-mail, enumerating and hesitating expressions. The occurrences were included into exercises with acting out conversations and one with writing an e-mail. Communication repair (*code 14*) and Socializing (*code 12*) were not addressed in any of the exercises.

In Discourse competence, we found *code 15* (production of coherent sentences) multiple times in every single unit. There were numerous topics that were addressed by various writing and speaking activities. Writing was included in both structured and unstructured activities. Unstructured activities requested the pupils to find and write new or interesting information about various topics, whereas the structured activities included schemes on how the writing itself should look like. Speaking was developed by numerous activities, such as describing pictures, describing various topics, giving information (likes, dislikes, objects, animals, feelings, desires, etc.) either to individuals, in pair work or in a group. Turn-taking (*code 16*) was present in several activities including pair and group work. Exercises for making a dialogue, making discussions and doing a class survey on various topics with the use of different expressions for turn taking were found.

4.3 Textbook 3 – Cool English School

This textbook turned out with the best results out of the three analysed ones. Almost all of the codes were addressed sufficiently with a great variety of practice devoted to the development of the components of Communicative Competence. Table 4 shows an outline of how the competences and their components were addressed in the textbook.

Category	Code	Addressed in the textbook	Activities for practice
Lexical competence	1.Single word forms, fixed expressions	Yes	Yes
Grammatical competence	2.Sentence production	Yes	Yes
	3.Phrases	Yes	Yes
	4.Word forms	Yes	Yes
Phonological and orthoepic competence	5.Sounds, stress, intonation, strong and weak forms, pronunciation	Yes	Yes
Orthographic competence	6.Spelling, punctuation and spacing	Partly	Partly
Sociolinguistic competence	7.Greetings, introduction, address forms	Yes	Yes
	8.Use of please, thank you, sorry	Yes	Yes
Functional competence	9.Imparting and seeking information	Yes	Yes
	10.Expressing attitudes	Yes	Yes
	11.Suasion	Yes	Yes
	12.Socializing	Yes	Yes
	13.Structuring discourse	Yes	Yes
	14.Communication repair	No	No
Discourse competence	15.Production of coherent sentences	Yes	Yes
	16.Turn taking	Yes	Yes

Tab. 4 **-** Communicative Competence by Cool English School

One of the main aims of the textbook was teaching vocabulary. The development of lexical competence (*code 1*) was addressed numerous times. Every unit in the textbook started with the presentation of new vocabulary items (words or expressions) by a multisensory input. Pupils listened to the new lexis, read the written forms and looked at their visualisations by pictures. Afterwards, they were requested to repeat the heard items. The freshly acquired vocabulary accompanied the whole unit in various kinds of exercises multiple times. There were multiple activities developing reading skills, such as word search, matching activities, odd one out activities, circle correct forms or replacing pictures in text with their equivalent. Listening activities, except the initial listen and repeat, were included in listening for specific information – matching pictures or playing bingo and listening to songs. Speaking activities included naming objects in various contexts. Writing was developed by naming items according to various criteria or filling gaps.

In the second competence, grammatical competence, all three corresponding codes were addressed numerous times. New grammatical structures were presented inductively by a picture story. It included listening to a story accompanied by written form of the text with pictures for better understanding. The new structures were then presented in a focused grammar presentation accompanied by pictures and audio recording. Subsequently, various activities were included to practice and produce these structures. Sentence production (*code 2*) included several topics with new or already acquired vocabulary and grammatical structures. There were multiple writing and speaking exercises for developing the competence. Completing sentences, writing or saying sentences based on pictures, putting words to correct order, identifying mistakes, or matching two parts of sentences to form a meaningful whole were present multiple times. Activities as identifying mistakes, finding differences and board games were also addressed to promote the development of sentence production. Involved communicative skills were reading, writing and speaking. Phrases (*code 3*) were also addressed multiple times. Adverbial phrases, noun phrases and verb phrases were present in various exercises. There were numerous activities addressed by receptive skills - matching sentences, choosing correct forms, or reading with dramatization. For listening, there were activities, such as listening to songs, repeating heard information or choosing correct answers. Practice by productive skills was also included. There were numerous exercises aimed at gap filling, completing structures or describing (pictures, for example). Word forms (*code 4*) were present in the terms of verb forms, noun forms, pronominal forms and adjectives forms in various exercises. Their development was found in listening activities (chants, repeating activities, dramatization), reading activities (circling correct forms or replacing picture with correct word in a reading aloud exercise). Moreover, we found multiple speaking activities for describing pictures, making sentences with correct forms or board games.

The next competence, phonological and orthoepic competence (*code 5*), was addressed in the terms of vowel and consonant sounds (see tab.3), sentence stress, intonation, rhythm and pronunciation. There were various activities that promoted the correct use and pronunciation of sounds in words, with specific attention paid to the peculiarities of English language in contrast with Slovak (animal sounds). For correct sentence stress, intonation and rhythm there were several specially developed chants and tongue-twisters for practicing both listening and reading aloud. Pronunciation of words was promoted by multiple activities.

Code 6 (spelling, punctuation and spacing) was present in the terms of correct spelling only. Activities like filling words with suitable letters, putting words to correct order and doing crosswords were found multiple times.

Sociolinguistic competence, defined by greetings, introduction and address forms (*code 7*) was addressed in the textbook multiple times. Not only did all the three components of the code appear in multiple kinds of exercises, there also was an exercise designed for explaining the differences between greetings in Slovak and English language. Listening with practice and dramatization included listening activities. Reading aloud, reading with comprehension and matching activities were included in reading exercises and writing dialogues and completing sentences and dialogues with suitable words and expressions were designed for practicing writing skills. The second component of sociolinguistic competence, *code 8* (use of please, thank you and sorry) was also addressed many times. We found these expressions in various listening activities (listen and read, listen and practice the conversation). Reading activities included reading with comprehension or choosing correct conversations for specific purposes. Productive skills were included in producing dialogues and acting them out according to given structures. Sorry, in addition to that, was separately analysed in an individual focus presentation in contrast to 'excuse me' with explanations about what situations to use them in.

Pragmatic competences were defined by two categories – functional competence and discourse competence. Analysing functional competence, we focused on practical use of the given codes in real situation-like exercises either by speaking or writing. For *code 9* (imparting and seeking information) we found examples for asking, answering, reporting and identifying. Exercises like dramatization of a text, various games and dialogues on various topics were found to develop the competence to a great deal. Expressing attitudes *(code 10)* was addressed by expressing certainty, modality, permission, emotional, moral and volitional attitude. The ability of expressing attitudes was incorporated into exercises for dramatization, dialogue making and simulations. The next code, suasion, *code 11*, was addressed in the terms of offering assistance, accepting offers and requesting. These were included in exercises for practicing social interactions in different places (as shops or restaurants). The development of this competence was, similarly to the previous one, practiced by simulations, creating dialogues and dramatizations. Socializing (*code 12*) was present in the terms of practicing greetings, introducing, taking leave and congratulating. Dramatizations of texts and conversations were addressed multiple times. Other examples were board games, which promoted practicing how to respond to greetings and responding to being introduced. Structuring discourse *(code 13)* was addressed by opening and closing in a conversation and an invitation card. Activities for the practice included practicing dialogues, writing dialogues and writing an invitation. *Code 14* (communication repair) was not addressed in the textbook.

The very last discourse competence comprised of two codes, which both were addressed by the textbook multiple times. Production of coherent sentences (*code 15*) was addressed by various topics and grammatical structures. Writing activities included tasks with given structures serving as guidelines for the pupils. For speaking, we found activities describing pictures, retelling stories or giving specific information on given topics. Turn taking (*code 16*) was found to be developed by numerous speaking and writing tasks. There were both pair and group activities for practicing expressions for taking turns in conversations. Activities such as role-plays, simulations, creating and acting out dialogues, describing topics in pairs, or playing board games were addressed as a great opportunity for practice.

5 Findings and Conclusion

Communicative Competence is a complex phenomenon. The results of the analyses show how diverse the possibilities for its development are. By the content analysis of the three chosen textbooks we found out that not only did the presence of the competences vary in the textbooks, the interpretation of their importance was also very different.

First of all, it must be stated that developing lexical and grammatical competence was found equally important for all the three textbooks. There were numerous occurrences and there

were multiple exercises for the practice of all the items of these competences in all the textbooks. For the phonological competence, the two international textbooks (Family and Friends 2 and Our Discovery Island) emphasized the importance of sound and pronunciation, and excluded intonation, stress, rhythm and strong and weak forms. These were, however included in the Slovak textbook, Cool English School, which presented various exercises for its practice. On the other hand, orthographic competence was best developed by Family and Friends 2, which addressed all the three items - spelling, punctuation and spacing equally. The other two textbooks focused on spelling exercises only. The sociolinguistic competence lacked the most representation in both of the international textbooks. Only Cool English School offered a variety of occurrences with enough opportunities for developing the competence complexly. Functional competence was also addressed in a diverse way. The best results were again reached by Cool English School, which addressed four out of five items of functional competence sufficiently with enough practice. Communication repair was a single code that was not found in any of the examined textbooks. The results of the discourse competence were, however, very pleasing. All the three textbooks addressed both of the codes in a variety of exercises, which revealed that using language in discourse for creating coherent sentences and taking turns is one of the most important aspects of successful language acquisition.

To conclude and answer the previously stated research questions, it was found out that communicative competence in its complexity is addressed in the textbooks very differently. Within the communicative competence, all the seven competences have various presence in the textbooks. Three competences dominate the development of communicative competence: lexical competence, grammatical competence and discourse competence. Sociolinguistic competence and functional competence are the two lacking both enough presence and practice. The textbook that develops communicative competence in the most complex way is the Slovak Cool English School, which provides adequate number of occurrences and practice for 14 out of the 16 codes.

Assuming that pupils follow exactly what the textbooks offer and get no additional opportunities to practice the target language from their teachers, there is a risk that some of the textbooks prepare them insufficiently for certain aspects of language use. To support that, Richards and Schmidt (2014), Celce Murcia (1991) and Canale and Swain (1980) all agree that for a complex development of communicative competence all its components are needed to be developed at the same rate. It must be added, however, that the results gained from the analyses are descriptive only. There is no possibility for them to be generalized, as the outcomes are rather of a qualitative nature than of a quantitative. Moreover, in order to find out how the communicative competence is developed in real classrooms, a deeper study would be needed to be carried out. Observations of the lessons and interviews with teachers and/or pupils would serve with a more realistic view on how the competence is developed in real conditions. Provided that further study is done in the field, valuable results may be achieved. The development of communicative competence at the primary level in Slovakia may be explored to a greater deal, and, not to mention that the whole foreign language education process may be improved in quality.

Literature:

1. HOWATT, A. P. R – SMITH, R. 2014. The history of teaching English as a foreign language, from a British and European perspective.In Language and History [online]. 2014. [cit 2017-01-07]. Available at: http://www.tandfonline.com/loi/ylhi20

2. RICHARDS, J.C. – SCHMIDT, R.W, 2014. Language and Communication - Applied Linguistics and Language Study. Routledge, 2014. 288 p. ISBN 9781317869634

3.Zákon č. 245/2008 Z. z. Available online: https://www.epi.sk/zz/2008-245 (Accessed 30.10.2019)

4.Štátny pedagogický ústav. 2011. Inovovaný štátny vzdelávací program pre 1.stupeň základnej školy – anglický jazyk. [online]. 2011. [cit. 18.9.2017]. Available at: http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/aj_pv_2014.pdf

5.COUNCIL OF EUROPE. 2001. The Common European Framework of Reference for Languages: Learning, Teaching and Assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge . 2001. 273 p. ISBN 978-92-871-8233-3

6.TRIM, J. L.M. 2001. Breakthrough. Unpublished manuscript. [online]. 2001. [cit. 10.9.2018]. Available at: http://www.englishprofile.org/928-uncategorised/120-breakthrough

7.LARSEN-FREEMAN, D – ANDERSON, M. 2013. Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language Teachers. 3rd ed. Oxford University Press, 2013. 272 p. ISBN 9780194342674

8.CELCE-MURCIA, M. 1991.Teaching English as a Second or Foreign Language.2nd ed. Heinle&Heinle Publishers, 1991. 567 p. ISBN 9780838428603

9.RICHARDS, J. C. – RODGERS, T. S. 2014. Approaches and Methods in Language Teaching.1st ed. Cambridge University Press, 2014. 410 p. ISBN 9781107675964

10.PALMER, H. 1959. English through Actions. Longmans. 1959. 287 p.

11.RIVERS, W. M. 1981. Teaching Foreign Language Skills Rev Ed. University of Chicago Press, 1981. 562 p. ISBN 9780226720975

12.Chomsky, N. 1957. Syntactic Structures. The Hague: Mouton.

13.Chomsky, N. (1965). Aspect of the Theory of Syntax. Cambridge: Mass: MIT Press.

14.HYMES, D. 1972. On communicative competence. In: J. B. Pride and J. Holmes (eds.): Sociolinguistics. Harmondsworth: Penguin. 1972. p. 269-293.

15.Hymes D (l967) Models of the interaction of language and social setting. Journal of Social Issues 23(2): 8–38

16.CANALE, M – SWAIN, M. 1980. THEORETICAL BASES OF COMMUNICATIVE APPROACHES TO SECOND LANGUAGE TEACHING AND TESTING, Applied Linguistics, Volume I, Issue 1. 1980. p. 1–47, https://doi.org/10.1093/applin/I.1.1

17.Canale, M (l983) From communicative competence to communicative language pedagogy. In: Richards J, Schmidt R (eds) Language and Communication. Longman, London, pp 2–27

18.SAVIGNON, S. J. 1972. Communicative Competence: An Experiment in Foreign-Language Teaching. Language and the Teacher. in Applied Linguistics, Volume 12. 1972. 115 p.

19.Bachman L (1990) Fundamental Considerations in Language Testing. Oxford University Press, Oxford

20.Bachman L, Palmer A (1996) Language Testing in Practice: Designing and Developing useful Language Tests. Oxford University Press, Oxford

21.Celce-Murcia M. (2008) Rethinking the Role of Communicative Competence in Language Teaching. In: Soler E.A., Jordà M.S. (eds) Intercultural Language Use and Language Learning. Springer, Dordrecht

Primary Paper Section: A

Secondary Paper Section: AI