

Points of reference for a sociolinguistic approach in foreign language teaching

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In recent times when the benefits of scientific interdisciplinarity do not cease to be praised, it is truly obvious that the sociolinguistics keeps being a rather disregarded domain by the actors of language didactics, unlike the general linguistics, which is still considered as one of the spaces of reference. However, anchoring the language uses in their social context seems inseparable from the daily teaching practices, especially if we want the language classroom not to be detached from the authentic language practice. Therefore, in this paper we propose to focus on a certain number of approaches and key notions of the sociolinguistics (language repertoire, standard and variation), whose transfer in the field of foreign language didactics has considerably changed, to a great extent, the didacticists' attitude towards the language teaching practices. Furthermore, this analysis will lead us to question the notion of sociolinguistic competence, located in a global perspective of communication competence, which is taken into consideration during the evaluation in the classroom. To sum up, we will emphasize the fact that the sociolinguistics can and should also be the subject of knowledge and skills (know how to do), which will be transmitted to the foreign language learners; it can act upstream of the teaching practices during the operations of teacher training and study programs preparation, etc.