

This thesis systematically examines the sociolinguistic aspects of Czech as a foreign language and maps if and in what way such aspects are reflected in current language learning and teaching practice as seen in new and commonly used textbooks. The author draws from the general principles of a communicative approach and the fundamental materials for language learning and teaching in Europe. In the theoretical part the key terms “communicative competence” and “communicative situation” are defined and the general requirements for textbooks are formulated. The practical part is devoted to analysing several of the textbooks used by foreigners to learn Czech. Of the areas observed (selection of communicative situations, and the proportion and presentation thereof; the contents which develop the sociocultural and sociolinguistic competences; the representation and presentation of language variants), the degree of focus on colloquial Czech (i.e. common spoken language) was found to be the most problematic. To rectify this issue, possible solutions are then suggested.