

WORKSHEET A

Title Home and target cultures	
Objective(s) To become aware of the role of cultures in language learning	
Keywords Culture – intercultural – sociocultural – existential competence – ability to learn – learning process – plurilingualism - pluriculturalism	
Ref to the Guide Introduction II.1 III.1, III.5	Ref to the CEFR 1.4 2.1.1 5.1.1, 5.2.2 8.3.2 (examples of curricular scenarios)
To complete this worksheet you need... European Language Portfolio (ELP) http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/welcome.html Autobiography of intercultural encounters http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp?	
Task A (♯) then (♯ ♯ ♯)	
Step 1 For me a culture is ... (brainstorming, keywords, association of ideas).	
Step 2 Say whether you agree with the following statements: <ul style="list-style-type: none">• <i>Learning a foreign language is also learning its culture.</i>• <i>A language is the gate to one or various different culture(s).</i>• <i>When I learn a foreign language I am particularly interested in the culture(s) that it conveys.</i>• <i>Learning a language is easier than learning a culture.</i>• <i>It is easy to teach a foreign culture.</i>• <i>Learning a culture is never-ending.</i>• <i>It is impossible to make another culture completely yours, but it is possible to develop intercultural conscience that favours mutual understanding.</i>	
Task B (♯ ♯ ♯)	
Step 1 Read the extract below from the CEFR, the introduction and section 2.1 in the Guide, and consider your own experience, then reflect on the notion of pluriculturalism and on the impact that this notion might have on the language teaching/learning process. Plurilingualism has itself to be seen in the context of pluriculturalism. Language is not only a major aspect of culture, but also a means of access to cultural manifestations. Much of what is said above applies equally in the more general field: in a person's cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component, again interacting with other components.	



Step 2

Now read section 2.1.1 in the CEFR and sections 3.1 and 3.5 in the Guide and discuss the reasons why the CEFR makes a distinction between general culture (knowledge of the world), sociocultural knowledge and intercultural awareness. In your opinion, what are the pedagogical consequences of this option? And, what do you think is the role of culture in language teaching for the CEFR?

Task C (👤 👤 👤)

Step 1

Explore the other two documents indicated (ELP and Autobiography of intercultural encounters), and discuss whether, and to what extent, these documents might make the task of teaching the cultural dimension easier for you.

Step 2

Prepare a summary of the key ideas that arose in the previous steps:

- Definition of terms
- The roles of home and target cultures in learning
- The relations between languages and cultures
- Other.