

## WORKSHEET B

<b>Title</b> Home and target cultures	
<b>Objective(s)</b> To become aware of the role of cultures in language learning	
<b>Keywords</b> Culture – intercultural – sociocultural – existential competence – ability to learn – learning process – plurilingualism - pluriculturalism	
<b>Ref to the Guide</b> Introduction II.1 III.1, III.5	<b>Ref to the CEFR</b> 1.4 2.1.1 5.1.1, 5.2.2 8.3.2 (examples of curricular scenarios)
<b>To complete this worksheet you need...</b> European Language Portfolio (ELP) <a href="http://www.coe.int/T/DG4/Portfolio/?L=E&amp;M=/main_pages/welcome.html">http://www.coe.int/T/DG4/Portfolio/?L=E&amp;M=/main_pages/welcome.html</a> Autobiography of intercultural encounters <a href="http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp?">http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp?</a>	
<b>Task A ( † † † )</b>	
<b>Step 1</b>	
Refer back to the summary you prepared for Worksheet A and discuss the role that you give to the teaching of culture in your professional practice as foreign language teachers.	
<b>Step 2</b>	
Using the questions in 5.1.1.3 of the CEFR, prepare specific activities adapted to your own context. You can integrate the indications in 5.1.1. of the CEFR with other cultural features that appear especially important to you and that you do not find made explicit. Remember your successes and your difficulties as a former learner of languages and cultures. That might help you choose the activities.	
<b>Task B</b>	
<b>Step 1 ( † ) then ( † † )</b>	
Use the materials indicated (ELP and Autobiography of intercultural encounters) and your reflections about Worksheet A, Task 3 to devise practical ways for using both documents in your own context in order to develop your learners' intercultural awareness. Compare your ideas with others.	
<b>Step 2 ( † † † )</b>	
Use the curricular scenario below (as well as the more general suggestions in Chapter 8 of the CEFR) to devise possible ways for integrating the work on cultural aspects.	



### **Primary school:**

The first foreign language (FL1) begins in primary school with the main aim of developing 'language awareness', a general consciousness of linguistic phenomena (relationship with the native language or other languages present in the classroom environment). The focus here is on partial objectives concerned above all with an individual's general competences – (discovery or recognition by the school of the plurality of languages and cultures, preparation for moving away from ethnocentrism, relativisation but also confirmation of the learner's own linguistic and cultural identity; attention paid to body language and gestures, sound aspects, music and rhythm, experience of the physical and aesthetic dimensions of certain elements of another language) – and their relationship with communicative competence, but without there being a structured and explicit attempt to develop this specific competence.

(CEFR, p. 172)

### **Step 3 ( † † )**

Prepare a summary of the key ideas presented in the previous steps and use them as a starting point to discuss the following questions:

- What roles play both home and target cultures in learning? And in social life?
- What are possible difficulties in relation to home and target cultures? Why? What can you do as a teacher?
- How can a teacher understand each learner and his/her culture better?
- How can he/she contribute to the development of positive cultural experiences?
- How can possible conflicts be played down or avoided?