

WORKSHEET A

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| Title Sociocultural competence | |
| Objective(s) To become aware of the need to integrate sociocultural knowledge into learning/teaching contexts | |
| Keywords culture – stereotypes – previous experience – sociocultural competence | |
| Ref to the guide II. 3 | Ref to the CEFR 5.1.1.1, 5.1.1.2, 5.1.1.3 |
| Task | |
| Step 1 († †) | |
| It is important to take into account the learners' previous knowledge. Sociocultural knowledge and competence need to be learned at the same time as the language. Explain why and how. | |
| <p>Strictly speaking, knowledge of the society and culture of the community or communities in which a language is spoken is one aspect of knowledge of the world. It is, however, of sufficient importance to the language learner to merit special attention, especially since unlike many other aspects of knowledge it is likely to lie outside the learner's previous experience and may well be distorted by stereotypes.</p> <p style="text-align: right;">(CEFR, 5.1.1.2, p. 102)</p> | |
| a) What aspects might be included in the “knowledge of the society and culture of the community or communities in which a language is spoken”? What aspects might the CEFR refer to? | |
| b) Explain why | |
| 1) the CEFR states that the learner is likely not to have these previous competences. 2) if these previous competences exist, they may be distorted by stereotypes. | |
| c) In your opinion, what should be done to facilitate the learning of sociocultural competence? | |
| [In your answer, you may refer to “the features distinctively characteristic of a particular [...] society” indicated in CEFR 5.1.1.2, pp. 102-103 (Sociocultural knowledge)]. | |
| Step 2 († † †) | |
| Compare your answers with the whole group. | |