WORKSHEET A

Title	Sociolinguistic Competence
Objective(s)	To become aware of sociocultural norms in order to consider them in the languages learning/teaching process

Keywords	Communicative effectiveness – interaction – sociolinguistic competence – sociocultural competence – action-oriented approach – context

Ref to the guide	Ref to the CEFR
0, III.2	2.1.2, 5.2.2

Task A

Step 1 (⸸)

Think about two languages you know and compare them, considering differences in relation to the sociolinguistic dimension. Explain it using keywords or examples.

Sociolinguistic competence	Language	Language ....
address forms		
rules of politeness		
norms governing relations between generations, sexes, classes and social groups		
linguistic codification of number of fundamental rituals in the functioning of a community		

Step 2 (⸸ ⸸) / (⸸ ⸸ ⸸)

Discuss how to take into account sociolinguistic competence in the language you teach.

Task B

Step 1 (⸸ ⸸)

Think about experiences both in your life and in your learning path as a language learner (either in your country while in contact with foreign people or when you were abroad), and write a story about one (or two) of these experiences (between 400 and 600 words).
Share your stories with a partner.

Task C (⸸ ⸸)

Interaction plays a central role both in the usage and the learning of a language. It is also

connected with sociolinguistic factors, such as register, linguistic markers of social relations, politeness conventions, expressions of folk-wisdom, dialect and accent.

Based on your shared experiences, prepare a card with some advice for your learners to take part in effective interaction. Take into consideration the possible cultural differences between the interlocutors.

Task D (♟ ♟)

Examine a teaching syllabus or a textbook and observe the importance given to the sociolinguistic factors.