



# Social Competence cannot be achieved Language-Free

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*“Social Competence –  
the new dimension of the traditional mission of higher education”*

**Development of social competence: why and how it can be done?**



# Social Competence cannot be achieved Language-Free

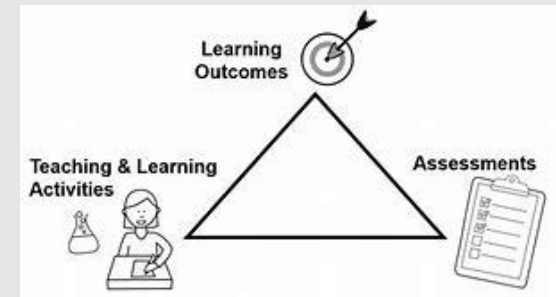
Teaching social competence should include  
how you show respect

- to those with whom you are communicating
- and how you attempt to establish credibility.

# Constructive Alignment

According to Biggs' Constructive Alignment

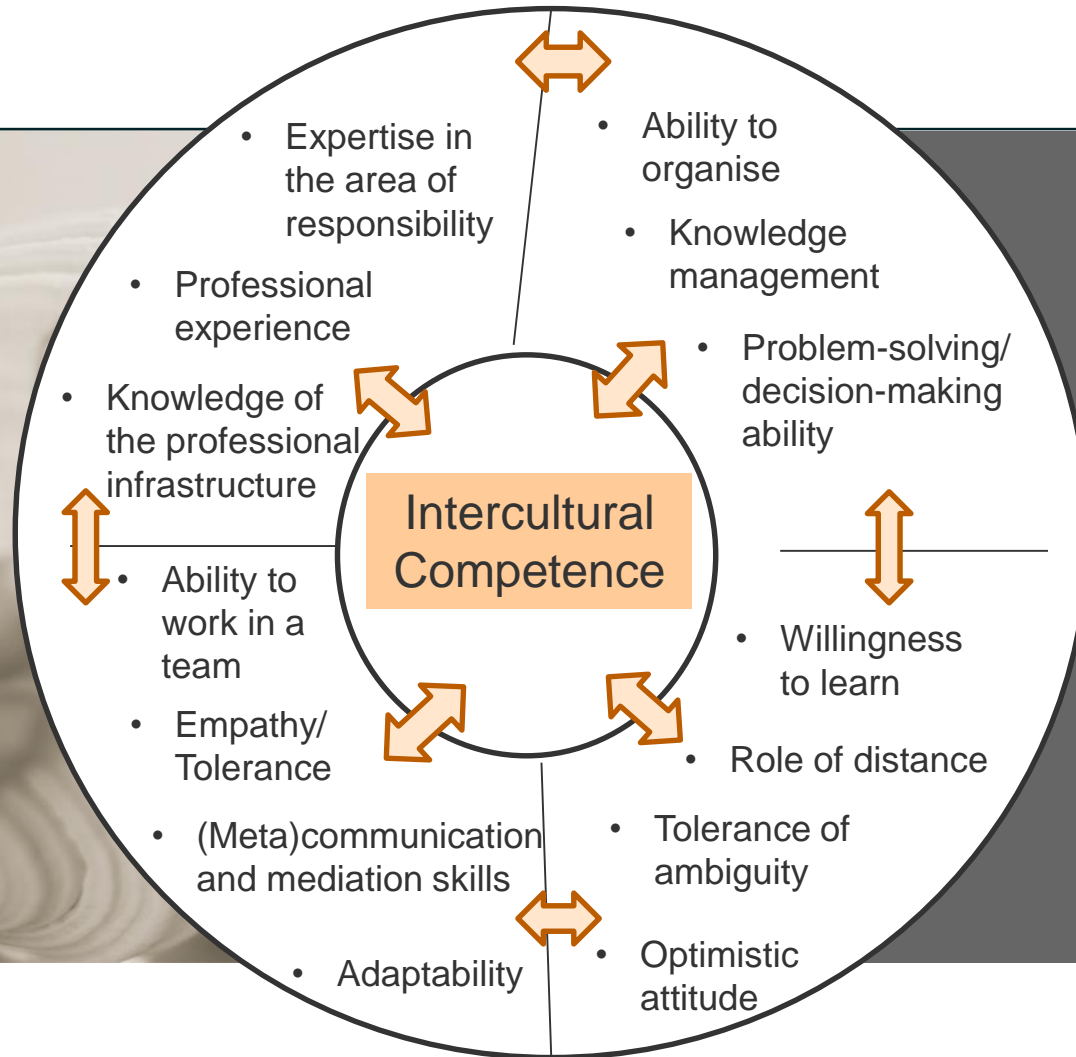
- I define my teaching/learning outcome,
- I decide on the teaching method and
- think about how to test and
- grade the result of this test.





# Professional Competence

# Strategic Competence



# Social Competence

# Individual Competence



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## Meet Mr. Kim

Corporate culture

Korean language community

Age: late forties

for Kolon Co., Seoul

Prestigious company

Generational discourse

His children grow up in an affluent environment.

Professional group

on

Worked on a joint-venture team

Utilitarian discourse

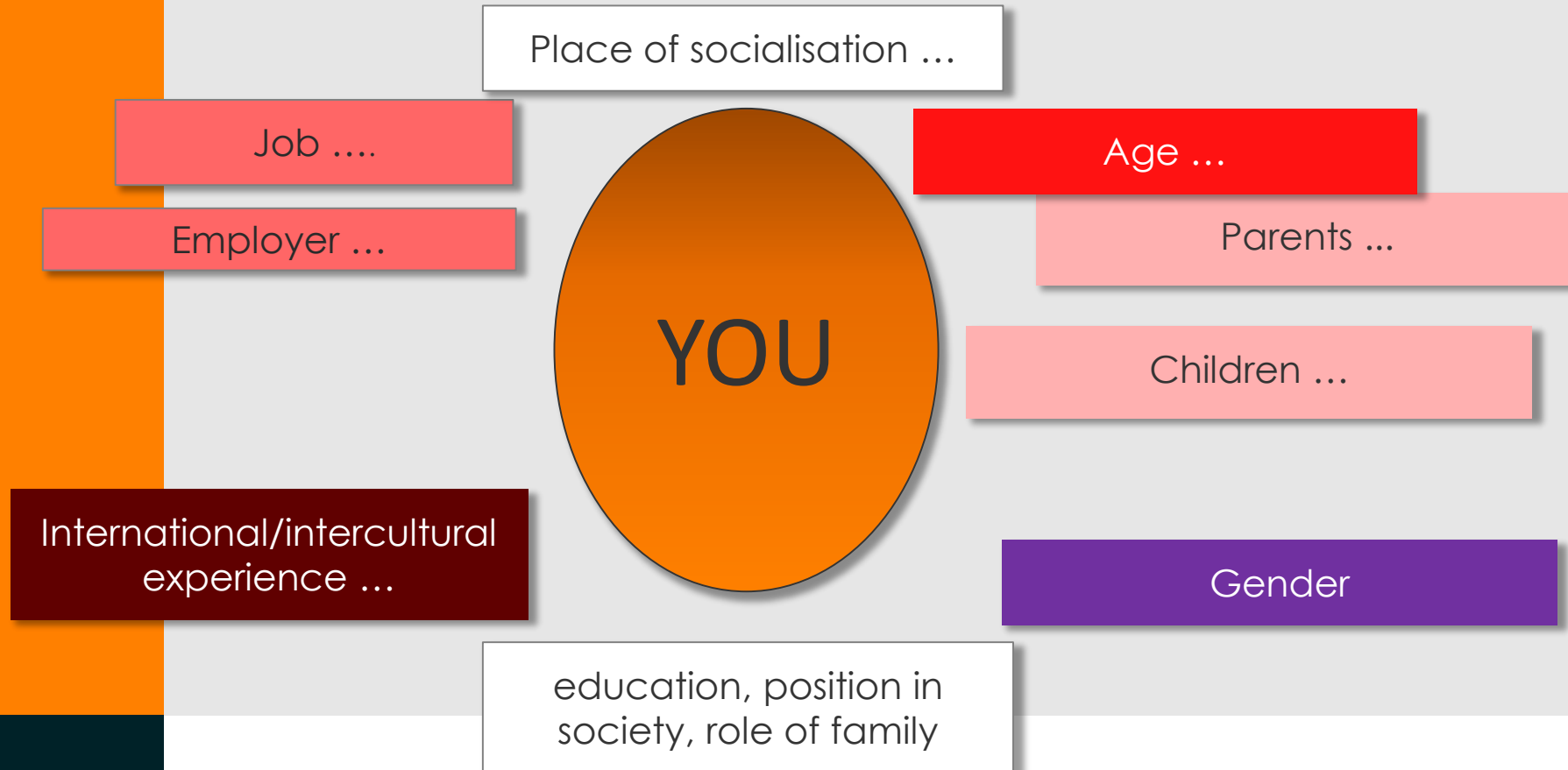
Confucian-based attitudes toward

Gender discourse

Confucian community of values



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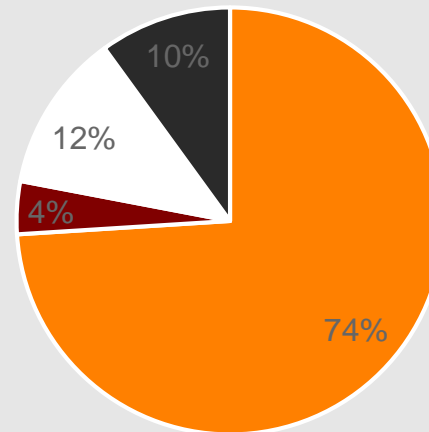


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English used in Tourism



- Non-English speaking to non-English speaking
- English to English
- English to other countries
- Other countries to English

## Development of social competence: why and how it can be done



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During a meeting,  
an English team member says to you  
“It’s rather hot in here, isn’t it?”

The speaker probably means  
that he wants to have the window open.

“Would you like me to open the window?”  
“Shall we open the window?”

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Your team leader is Polish. He says  
“I wonder if you could do this by Monday?”  
When he gives you the task to do.

This probably is an order.

“Would you like me to give it to you on Monday  
morning or will after lunch be ok?”

“Okay I’ll give it to you on Monday at 11.  
Will that be ok?”

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When he is discussing some work with you, a British team member says “I’m not really Very happy about the layout. How do you feel About changing it?”

He probably means he wants to change it.

“We can change it if you want.”

“I’m happy about changing it”

“What changes would you suggest?”

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Grammar mistakes are much less important than:

- not knowing what you want to say
- not giving understandable information
- forgetting important information
- giving unnecessary information
- ...

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### What are mistakes?

Both sentences mean the same thing.  
There is a mistake in each.  
Which mistake is worse?

Did you arrive last night?

- Yes, of course.
- Yes, I was arriving at 7 p.m.

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## What are mistakes?

Both sentences mean the same thing.  
There is a mistake in each.  
Which mistake is worse?

Is the food okay?

- I think so yes.
- Yes, it tastes deliciously.

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## What are mistakes?

Both sentences mean the same thing.  
There is a mistake in each.  
Which mistake is worse?

Would you like something to drink?

- No, I wouldn't.
- You are very kindly, but no.

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### What are mistakes?

Both sentences mean the same thing.  
There is a mistake in each.  
Which mistake is worse?

I helped cook my wife yesterday.

I helped mine wife cook yesterday.

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*Thank you*

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