Title	Individual/social dimension in learning
Objective(s)	To think about practice of language learning from the double perspective (individual and social).
Keywords	mental context – situational context –user – interlocutor – personal dimension – social dimension

Ref to the guide	Ref to the CEFR
I. 2, I.3, I.IV, II.I	Ch. 4.1.4, 4.1.5, 7.3.1

Task A

Step 1 (ⵊ)

In your teaching practice, do you take into account the user/learner's mental context? If you do, how? If you do not, how could you do it? Worksheet A and the quotations below from the CEFR can help you to think about this.

> " […] The mental context is thus not limited to reducing the information content of the immediately observable external context. Line of thought may be more powerfully influenced by memory, stored knowledge, imagination and other internal cognitive (and emotive) processes. In that case the language produced is only marginally related to the observable external context. […]
>
> External conditions and constraints are also relevant mainly in so far as the user/learner recognises, accepts and adjusts to them (or fails to do so). This is very much a matter of the individual's interpretation of the situation in the light of his or her general competences […] such as prior knowledge, values and beliefs. "

Step 2 (ⵊ ⵊ ⵊ)

Share in the group.

Task B (ⵊ ⵊ ⵊ)

Read the two boxes below (from p. 51 of the CEFR) and prepre a practical card to help the learner become more conscious of the points mentioned.
You may prepare either a card for the learner's reflection/self-evaluation of his/her own performance or a card for the teacher's reflection/evaluation.
In the preparation of this card, consider the work done with your partners in Worksheet A.

> *Users of the Framework may wish to consider and where appropriate state:*
>
> - *what assumptions are made about the learner's ability to observe and identify relevant features of the external contexts of communication;*
> - *how communicative and learning activities relate to the learner's drives, motivations and interests;*
> - *how far the learner is required to reflect on experience;*
> - *in what ways the mental characteristics of the learner condition and constrain communication.*