Title	**Situation and situational context**

Objective(s)
To become aware of the relationship between the communication situation and the use of language and its impact on the learning of an L2.   To create learning situations.   To be able to make pedagogical choices appropriate to the context and to the public.

Keywords	situation – domain – situational context – flexibility

Ref to the guide	**Ref to the CEFR**
II	4, 4.1, 4.2 and table 5

Task A (ⵜ)

Read paragraph 4.1.2 as well as the list of domains in table 5, Ch. 4 of the CEFR, and think about external situations which are linked to these same domains:

a) underline the domains in which, according to you, your pupils will be expected to act and will have to be linguistically skilled to act.
b) add situations, linked to these same domains, which seem relevant to you in your context of teaching.

Task B

Step 1 (ⵜ) then (ⵜ ⵜ)

   a. Read these extracts from the CEFR (4.1.1, 4.1.4):

"It should be noted that in many situations more than one domain may be involved. For a teacher, the occupational and educational domains largely coincide. The public domain, with that which is involved in terms of social and administrative interactions and transactions, and contact with the media, opens up to the other domains. In both the educational and professional domains, many interactions and language activities
fall under the ordinary social functioning of a group rather than reflect a connection with occupational or learning tasks; similarly, the personal domain should by no means be considered as a sphere apart (media penetration into family and personal life, distribution of various 'public' documents in 'private' letter-boxes, advertising, public texts on the packaging of products used in private daily life, etc.).
On the other hand, the personal domain individualises or personalises actions in the other domains. Without ceasing to be social agents, the persons involved situate themselves as individuals; a technical report, a class presentation, a purchase made can – fortunately – enable a 'personality' to be expressed other than solely in relation to the professional, educational or public domain of which, in a specific time and place, its language
activity forms part. other domains. Without ceasing to be social agents, the persons involved situate themselves as individuals; a technical report, a class presentation, a purchase made can – fortunately
– enable a 'personality' to be expressed other than solely in relation to the professional, educational or public domain of which, in a specific time and place, its language activity forms part."

"The external context is highly organised independently of the individual. This organisation is extremely rich. It provides a very fine articulation of the world, closely reflected in the language of the community concerned and acquired by its speakers in the course of their maturation, education and experience, at least in so far as it is seen to be relevant to them. As a factor in the participation of a communicative event, however, we must distinguish between this external context, which is far too rich to be acted upon or even perceived
in its full complexity by any individual, and the user/learner's mental context."

b. Starting with the passages you have just read, your reflections as a result of your work on card A as well as from table 5 from the attached CEFR, complete the table below drawing on some examples of speech or communication act that happen in at least two different situations located in different domains of social life.

Speech/ communication act	Situations	Domains

Step 2 (👤 👤 👤)

Starting from the grid above, chose a learning situation (and indicated speech act) and detail the possible forms and content of the communication that could occur in the given situation
Now try to envisage the variations that could be produced relating to the other situation that you indicated for the same speech (in terms of form and content).
Next try to envisage ways to help learners accomplish this speech act in the different situations.
Finally envisage the steps and necessary support so that learners at two levels of different competence (A2-B1) could accomplish the same speech act effectively, in spite of their different levels.

Task C

Step 1 (👤 👤)

Read paragraph 4.2 of the CEFR and draw on the classification of thematic categories to find relevant situations in your teaching context. Make explicit the themes, the sub-themes and the 'specific notions' covering pertinent places, institutions, etc.

Step 2 (👤 👤 👤)

Your decisions come back to the notion of learners' needs but also to choice, resources, motivation….
Decide together on possible ways for a teacher to take on board these aspects and to help the learners become aware of what is at stake so that they can become more autonomous and efficient in their language learning courses.