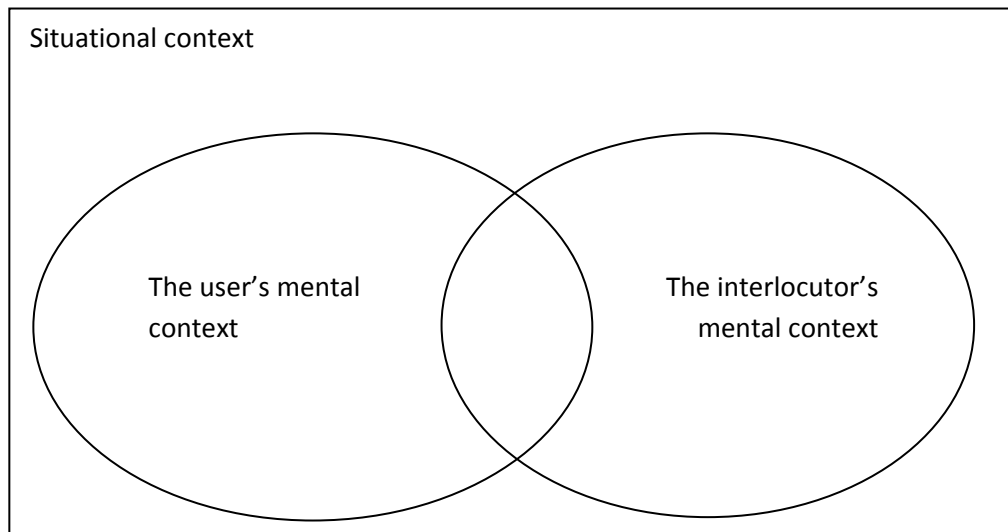


## WORKSHEET A

<b>Title</b>		<b>Individual and social dimensions in learning</b>	
<b>Objective(s)</b>		To think about practice of language learning from the double perspective (individual and social).	
<b>Keywords</b>		mental context – situational context – user – interlocutor – personal dimension – social dimension	
<b>Ref to the guide</b>		<b>Ref to the CEFR</b>	
I. 2, I.3, I.IV, II.I		4.1.4, 4.1.5., 6.2.2, 7.3.1	
<b>Task A</b>			
<b>Step 1 ( † † )</b>			
Reflect on the double perspective (individual and social) in language learning and note down key factors in the grid below			
<b>individual dimension in language learning</b>		<b>social dimension in language learning</b>	
Read the paragraphs of the Guide indicated above and complete the following grid with the elements that relate to your experience as a teacher.			
<b>Step 2 ( † )</b>			
Read the paragraphs of CEF indicated above and consider whether you want to add other aspects on your grid above.			
<b>Task B ( † † † )</b>			
Consider the relations between the different types of contexts implied in the use of language, as shown below			





Discuss how these relations in connection with the individual and social dimensions affect language learning and consequently language teaching.

You can also use the paragraphs of the Guide and the CEF indicated in Worksheets Situation and situational context (A and B).