

WORKSHEET B

Title Critical thinking and relation to norms	
Objective(s) to raise the interest in critical thinking in production, reception and in mediation in modern language learning to create activities aimed at developing critical thinking	
Keywords learning process – autonomy – intercultural – reflexivity	
Ref to the guide I	Ref to the CEFR Introduction, 1.2, 2.3.2, 4.4, 6.4
Task	
Step 1 († †)	
Read the following extract from the CEFR (6.4, pp. 142-143) and think about the reasons why it encourages practitioners to develop their own vision of their profession:	
<p>There are many ways in which modern languages are currently learnt and taught. For many years the Council of Europe has promoted an approach based on the communicative needs of learners and the use of materials and methods that will enable learners to satisfy these needs and which are appropriate to their characteristics as learners. However, as has been made clear in section 2.3.2 and <i>passim</i>, it is not the function of the Framework to promote one particular language teaching methodology, but instead to present options. A full exchange of information on these options and of experience with them must come from the field. At this stage it is possible only to indicate some of the options derived from existing practice and to ask users of the Framework to fill in gaps from their own knowledge and experience. A User Guide is available.</p> <p>If there are practitioners who upon reflection are convinced that the objectives appropriate to the learners towards whom they have responsibilities are most effectively pursued by methods other than those advocated elsewhere by the Council of Europe, then we should like them to say so, to tell us and others of the methods they use and the objectives they pursue. This might lead to a wider understanding of the complex diversity of the world of language education, or to lively debate, which is always preferable to simple acceptance of a current orthodoxy merely because it is an orthodoxy.</p>	
Step 2 († †)	
a) Think about activities that favour the development of critical thinking through language learning, in particular about the activities that might	
- favour cooperation and dialogue;	
- allow each person to develop their capacity to think autonomously;	
- help respect each person's ways of doing and being, as well as their learning rhythm. diversity.	
b) In your opinion, what kind of difficulties might arise in the process of carrying out those activities in class?	
Step 3 († † †)	
Decide when you would find norms useful, refer back to Worksheet A and link your reflection to the ways in which you would like to promote learners' critical thinking prevent difficulties.	

