

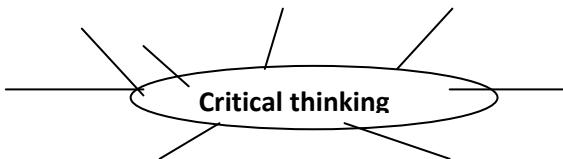
WORKSHEET A

Title	Critical thinking and relation to norms
Objective (s) to become aware of the development, the place and the role of critical thinking in language learning	
Keywords learning process – autonomy – intercultural – reflexivity – cultures	
Ref to the guide I.1	Ref to the CEFR 1.2, 2.3.2, 6.4 Introduction

Task A (GW)

Step 1

Which words do you spontaneously associate with “critical thinking”? You can work using mind maps.



Elaborate a shared definition of critical thinking and discuss the implications for language education.

Explain through which procedures the integration of critical thinking into education might be carried out.

Step 2

Read the extract from the CEFR (1.2, p.4) below to find in what sense they are applied and they promote critical thinking, and why:

A principle

"To promote methods of modern language teaching which will strengthen independence of thought, judgement and action, combined with social skills and responsibility."

Task B (1 1 1)

Step 1

Take it in turns to try and define the notion of norm in language and language use.

Step 2

Read the two extracts below and continue your discussion of norm:

"Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic

component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence." (CEFR, 2.1.2, p.13)

"No complete, exhaustive description of any language as a formal system for the expression of meaning has ever been produced. Language systems are of great complexity and the language of a large, diversified, advanced society is never completely mastered by any of its users. Nor could it be, since every language is in continuous evolution in response to the exigencies of its use in communication. Most nation states have attempted to establish a standard form of the language, though never in exhaustive detail. For its presentation, the model of linguistic description in use for teaching the corpus is still the same model as was employed for the long-dead classical languages. This 'traditional' model was, however, repudiated over 100 years ago by most professional linguists, who insisted that languages should be described as they exist in use rather than as some authority thinks they should be [...]" (CEFR, 5.2.1, pp.108-109)

Step 3

Relate the notion of "norm" to that of "critical thinking". Make a "SWOT"-type analysis (Strengths, Weakness, Opportunities and Threats).

Task C

Step 1 (1)

Think about situations you have experienced in intercultural contexts and self-reflect in order to answer the following questions :

- When and how I have had to change my ways of doing and seeing?
- When and how I have learnt to cooperate?
- When and how dialogue has allowed me to progress in a positive way?

You can use the ELP and the Autobiography of Intercultural Exchanges.

Step 2 (1 1 1)

Share your ideas with the group.



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