

WORKSHEET B

Title Methodological spectrum	
Objective(s) To reflect on the methodological choices in the daily practice of language teaching	
Keywords Responsibility in learning/teaching – cognitive styles and preferences of learners	
Ref to the Guide I	Ref to the CEFR 6.4 ,8.1, 8.2, 8.3
Task A (👤 👤 👤)	
<p>The plural conception of learning has been studied by H. Gardner (1983) and his Harvard team (Project Zero¹). The researchers also emphasize the teacher's responsibility for greater variations in their teaching given that learners do not have the same intelligence profile and that they make use of multiple ways to learn, understand and to discover the world. What observation tools do you use to better know your pupils in your practice? How do you vary your ways of teaching to help learners to better understand? Reflect and discuss with your colleagues.</p>	
Task B (👤 👤 👤)	
<p>In the language classroom, it's the teacher who is responsible for bringing to life language practice and cultural references. How can teachers stimulate positive attitudes towards other languages and cultures? List at least 10 ways to do this in classroom practice</p>	
Task C (👤 👤 👤)	
<p>Read paragraph 6.4.6.5 in the CEFR (p.156) focusing on key concepts (degree of awareness, methodological steps, cognitive style, learning strategies ...). Starting from the following scenario:</p> <p style="padding-left: 40px;">" Users of the Framework may wish to consider and where appropriate state the steps they take to promote the development of pupils/students as responsibly independent language learners and users."</p> <p>Imagine the measures that you could take in a given class to progress the learners more effectively acting on the key concepts identified.</p>	

¹ Gardner H., (1983) *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books. Online www.pz.harvard.edu

