

ABSTRACT

This work focuses on using methods of the Reading and Writing for Critical Thinking (RWCT) program in teaching French as a foreign language. The goal is to create a French lesson using these methods and to test it in practice. The first chapter is dedicated to the development of critical thinking in the school environment and describes selected RWCT methods. The second chapter connects critical thinking with current trends in teaching French, especially with the action-oriented approach. The third chapter focuses on how the development of critical thinking is anchored in curricular documents and on the expected level of students' language skills. In the fourth chapter, we use all these insights to prepare a lesson for upper primary school students. The fifth chapter reflects on the actual course of the tested teaching unit and feedback from students, adding further recommendations. We found that although the use of RWCT methods in foreign language teaching is not directly supported by curricular documents, nothing prevents teachers from proceeding this way. Teaching a foreign language and supporting the development of critical thinking require a safe environment, orienting activity on the student, cooperation, and formulating thoughts and opinions, creating space for natural communication in the classroom. Therefore, introducing RWCT methods into teaching French fundamentally requires mainly the willingness of teachers to learn new methods, and the choice of materials and activities of an adequate level.

KEYWORDS

Critical thinking, Reading and Writing for Critical Thinking, French as a foreign language, action-oriented approach, ERR framework system