Erasmusplus KA1, school staff mobility

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Prodotto realizzato al termine dell’esperienza formativa di Job Shadowing in Lituania

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Strategie di Cooperative learning e Problem solving

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Premesso che gli obiettivi principali di un’efficace formazione sono l’autonomia nell’apprendimento di conoscenze e contenuti da convertire in competenze si è pensato di avviare, incrementando l’uso di audiovisivi, un percorso di ricerca-azione che si è concretizzato poi in una azione didattica al fine di supportare gli studenti a sviluppare e costruire un’autonomia intellettuale e operativa che li porti ad essere independent lifetime learners, fornendogli degli strumenti per continuare ad apprendere in modo autonomo con il minimo supporto da parte dei docenti. Una possibile strategia operativa è il cooperative learning, una metodologia di insegnamento attraverso la quale gli studenti apprendono in piccoli gruppi, aiutandosi reciprocamente e sentendosi corresponsabili del percorso comune. Il docente assume il ruolo di facilitatore e organizzatore delle attività, strutturando “ambienti di apprendimento” in cui gli studenti trasformano ogni attività di apprendimento in un processo di problem solving di gruppo. Sulla base dell’esperienza di Job shadowing in Lituania, seguendo quanto praticato dalla collega Margarita Gudeikienė, le due insegnanti di lingua inglese coinvolte nell’esperienza di formazione Erasmus Plus KA1, hanno gettato le basi per un lavoro scolastico che implica un vero e proprio cambio di mentalità di stile di insegnamento e di apprendimento.

English Literature & Culture

Competences in the general skills and strategies of the reading process

The novel Pride and Prejudice

Lingua: Inglese

Classe: 5^ Scienze Umane, livello B1/B2

Objectives

Students will understand the following:

1. Classics are those pieces of literature that continue to be popular long after they are authored.
2. Classics tend to have universal themes.
3. Austen’s writing has been updated and dramatized and, most likely, will continue to be.

Conoscenze

Acquisire il linguaggio disciplinare il L2

Competenze

Saper usare una lingua per competenze disciplinari

Saper leggere

Saper prendere appunti interagendo con semplici domande

Parlare per esporre

Sviluppare abilità di ascolto

Procedures

I start my lesson by asking students the following question:

Pride and Prejudice has remained a popular novel since its publication in 1813, although its setting and characters are certainly dated. Why do you think it has retained its popularity?

After asking students to think about the question , I ask them to list the elements of the novel that are universal:

* It’s a great love story with twists, turns, and obstacles, and the right girls and guys ending up with each other.
* In addition to Elizabeth and Darcy, the novel presents stock characters we all understand (the foolish mother, the pompous Mr Collins, the snobbish Miss Bigley and the scoundred Wickham).

Once students have distilled the plot and characters, I ask them to update these elements into a modern-day scenario. To illustrate what I have in mind , I show them appropriate scenes from the movie Clueless, made in the 1990s and lovely based on Austen’s novel Emma.

Then the class divide the modern-day scenario into a number of scenes that, taken together, will cover the entire plot line. At this point I assign a different scene to each of several small groups who will draft an actual script for it. Students can use the following site **pemberley**.com/ which includes lists of characters, authors background, illustrations and time period links.

I remember the class the following important elements of a dramatic scene.

* The script of a scene must contain both dialogues (the conversations and asides of the characters) and stage directions (descriptions of setting, characters and actions).
* The characters might not resolve a problem or an issue in a scene, but a scene must contain a problem or an issue that the characters are considering, and a scene must end in a satisfying way rather than simply trail off.

I raise with the class the following questions about updating literature:

* How trendy should the furniture and clothes be?
* Will the characters speak in a language understandable by everybody or in a local dialect?.

After groups have completed their first drafts, I share with them a checklist such as the following, giving them time to revise as necessary so that they can answer “yes” to all questions.

Content

1. Does the dialogue or the stage directions clearly show the characters contemplating and dealing with a problem or an issue?
2. Does the scene end naturally, rather than artificially?

Style

1. Is the dialogue realistic and easy for an actor to say?

Grammar, usage

I check to make sure capitalization, spelling, matters such as agreement, comparison and pronoun references are correct.

Each group gets a chance to read its adaptation in front of the class.

I proceed as follows:

* Each student in a group gets a copy of that group’s final manuscript
* The members of the group use their manuscript to read the scene for the rest of the class. They may use props during their reading.

Once each group has performed, the audience comment on strengths of the adaptation and parts of it that are unclear or need improvements.

Discussion Questions

1. Consider the kinds of marriages that appear throughout Pride and Prejudice, including the marriage of Elizabeth and Darcy. What kinds of relationships between a man and a woman did J. Austen idealize?
2. Austen makes many statements about personal relationships. What are these statements? Are they still valid today? Why or why not?
3. The members of British society in Pride and Prejudice are very class conscious. Debate whether class consciousness is a part of Italian society. If not, do you think it affects our enjoyment and understanding of Austen’s novel? Why /Why not ?
4. Identify the main characters in the novel and discuss what you feel in Austen’s attitude towards each of them. Are they flattering or otherwise?
5. Debate whether Elizabeth Bennet would still be considered a remarkable woman in the modern-day Italy.
6. Although its setting and characters are certainly “dated”, Pride and Prejudice has remained a popular novel for almost 200 years. Why do you think this is the case?

Evaluation

I have evaluated each group’s scene and performance using the following marks:

* 9/10: script contains all key ingredients from the selected section of the text; script clearly introduces a problem or an issue and develops or resolves it; actors read very clearly and rhythmically.
* 7/8: script contains most key ingredients from the selected section of the text; script introduces but does not develop a problem or an issue; actors read clearly in a good presentation.
* 5/6: script omits key ingredients from the selected section of the text; script does not focus on a problem or an issue; actors read poorly.

I have asked my students to contribute to the assessment marks by determining what constitutes a clear and good performance.

Extension

Writing up the Wedding

I have asked my students to write a similar wedding news story about Elizabeth and Darcy. Their stories could include the traditional information ( site of the nuptials, the names and careers of the parents of the bride and of the groom, a list of wedding attendants and a description of what the bride and groom wore, as well as a fictionalized quotations and anecdotes about the courtship by others in the novel. I enhanced this activity by asking my students to research wedding customs of Austen’s time.

Maria Prospero & Cristina Lupia