



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

How to deal a topic of French civilization through cooperative learning

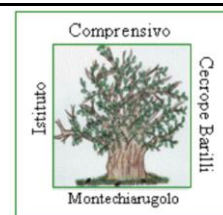
Section D for/ Define

*A pedagogical sheet is the description of a learning sequence.
It aims to mobilize and acquire skills (knowledge, knowing how to be and how to do).
It can be built with reference to current and innovative pedagogues.*

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General definition / Brief description of the content

To realize a learning unit through a cooperative work that allows students to:

- improve your results
- establish positive relationships with the companions
- to perceive greater psychological well-being

Use / Area of application

This unit can be made in a third grade secondary class.

Principles and theoretical foundations

"Cooperative learning is an educational method that uses small groups in which students work together to mutually improve their learning "
(Johnson, Johnson e Holubec, 1996)

Cooperative learning provides extraordinary opportunities for the learning of all students, including those with learning difficulties.

To talk about cooperative learning it is necessary to develop some characteristics: positive interdependence, face-to-face promotional interaction, direct teaching of social skills, individual and group responsibility, individual and group control.

There is positive interdependence when a student perceives that he is so attached to others that he can not succeed if the latter do not and vice versa. The individual, therefore, must coordinate his efforts with those of others to complete a task.

Face-to-face promotional interaction can be defined as "mutually encouragement and collaboration to achieve shared goals"

(Comoglio, 1998): here we find all the behaviors of encouragement, facilitation and mutual support that allow us to complete a common task.

Social skills means a set of skills that are consolidated and used spontaneously and continuously by the student, to initiate, support and manage an interaction in pairs or in groups.

In a cooperative group, each component is responsible for both their learning and that of their groupmates. Individual responsibility is to make people understand that they can not take advantage of the work of others, or idle, or live behind the group. :everyone must contribute with their resources and their commitment " (Johnson, Johnson e Holubec, 1996). Only with the work of each individual member the group arrives at the desired product, for this, it is necessary to collaborate and help the companions in difficulty.

The time of revision and control of the work performed, both at a personal level and at group level, plays a fundamental role in order to improve the final results and the acquired relational skills.

The marking consists of two phases: teacher marking and group self-marking.

Presentation of the methodology

Many researches on learning styles have affirmed the famous distinction between pupils "left brain" (logical, analytical and deductive thinking) and "right brain" pupils (they learn by analogy, imitation, in a visual way).

Hence the need to make the different brains work in harmony, making them work together avoiding conflicts and proposing different tasks and activities.

The study of civilization helps in this sense as it stimulates curiosity, motivation but at the same time does not neglect the grammatical structures, the logic of discourse.

It was decided to propose to the boys a "tour" of the main French regions highlighting the geographical features, the main tourist attractions, the most important cities, the typical dishes and the famous people who were born in that particular region.

The class is divided into groups of four, some from five, and their task is to prepare a research, expose it to the classroom and verify its effectiveness. The research must be well done and informative, interesting, concise, organic, engaging and exciting. Before dividing into groups the following questionnaire was submitted to the class:

DATE.....

Name and Surname.....

The data of the questionnaire will not be disclosed in the classroom, are confidential

responses that you can give freely and that will serve only to better set up some group work and know some of your preferences.

For this reason there are no right or wrong answers, what interests us are only your personal choices and indications.

For each individual question you must freely indicate the name and surname of the classmates you wish to choose, not all but only those you wish to choose for that answer. You must also place them in order of preference (in the first and third questions) or rejection (in the second and fourth questions).

1° If you were to organize some group work, who would you choose among your classmates to work with you?

2° If you were to organize some group work, who would you not choose among your classmates to work with you?

3° Who among your classmates do you think you chose the first question to do the group work together?

4° Who among your classmates do you think you chose the second question to avoid doing group work together?

Following their requests to avoid conflicts and at the same time trying to create heterogeneous groups, well-assorted groups will be formed, managing to involve even the weakest.

With this research we propose to introduce students to the French reality, stimulating reflection on the cultural differences between the country taken into consideration and its own and enabling them to know the main monuments, places, habits and customs of "our cousins".

The study of civilization should not be thought of as a set of concepts to be assimilated passively but as an opportunity to promote cognitive development through the enhancement of the ability to observe, analyze, know and compare.

Moreover, the knowledge of the other and of his reality allows for an intercultural reflection that encourages the process of personal and social growth.

Another aim of the work of the four is to promote socialization, but also the willingness to help the other, especially the weaker, learn to listen and to tolerate even the friend who is not particularly nice.

The positive side is that sometimes unsatisfied sympathies and bonds that seemed impossible are born.

Disciplinary objectives

- Find information in brochures, sites
- Understanding authentic material
- Recognize the cultural elements taken into consideration and know how to relate them orally
- Recognize the known vocabulary within a text
- Reproduce the sounds correctly, the intonation typical of the language and express yourself with a pronunciation that does not cause misunderstanding
- To have acquired and use specific vocabulary
- Knowing specific aspects of foreign culture and civilization
- Develop communication skills in French

- Develop an intercultural understanding through the exploitation of authentic documents

Educational goals

- Contribute to the overall education of the student in his cognitive, affective, social and cultural dimension
- Making language learning a motivating, constructive and positive experience and that the class is a place for exchanges on oneself, on others and on the world
- To awaken curiosity by proposing documents that aim to make learning of French civilization a pleasant and motivating experience
- Identify and compare habits in different cultures
- To encourage pupils to make comparisons between different worlds and cultures
- Acting in an autonomous and responsible way
- Exercise listening skills

VERIFICATION AND EVALUATION

Explicit the objectives, proceed with the subdivision of the material so that each member of the group has the information necessary to perform the task.

Each student will have to deepen an aspect of the French region and then they will have to share the information in their possession with those of the comrades.

As already anticipated, each boy will have to deepen a specific topic: geographical feature (where is the region, how many "départements" is divided, characteristics of the landscape), the most important cities, the main tourist attractions, gastronomic specialties and possibly personalities celebrities born in that region.

The important thing is to explain the characteristics of the assigned task: it must be clear and well defined.

Students need to know what is expected of them and one of the benefits of group work is that pupils who do not understand clearly what they should do can use the help of their classmates.

Indispensable is also to explain the objectives so that the students understand them and memorize them as best as possible, making them understand that to achieve certain results they must focus on important concepts and information.

Explain that students must link concepts and information to be studied with the experience and knowledge they have already acquired.

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The students are invited to examine the material delivered, each one reads his / her part, underlines the fundamental information, searches the dictionary for the words he / she does not know and orders the information he / she has found according to a logical criterion.

After a careful selection of the material, after having shared the various news, the students are invited to study their part particularly well, and in any case the whole region.

At a later time, each group will put the text with related images on a power point.

In the introduction, the students must announce the topic they will be discussing: a quote, a photograph can be very good introductions, if properly presented.

They are invited to practice repeating their "exposé" aloud and asking themselves what questions their teacher and their classmates might pose and try to answer.

To change the presentation and keep the attention of those who listen, the children can show patterns, images and circulate documents. They are also advised to use a high tone of voice, try to vary the pitch of sentences, express themselves without haste, using simple and short sentences.

The pupils are now ready to relate to the class what they have learned and before the exposure it is necessary to define the evaluation criteria and the methods for collecting the data necessary for the formulation of the judgment.

It was decided to give importance to the involvement of the student in their own learning, to take into account motivation and self-esteem.

The student must demonstrate that he has specific skills and competences and must know how to evaluate himself once the criteria have been explained so as not to create injustice.

It is always important to underline the achieved result and the eventual improvement made, highlighting also the application and the engagement in the social competences.

Being a group work, the evaluation will also be an average between the result of individual performance and group performance.

The qualitative and quantitative aspect of learning will be assessed and the student will be asked to ask himself the following questions: "how did I work ?, could I improve some aspects ?, I think I have learned significantly? What could I do to improve? "

It is also important to note how the class reacts while the group relates, in particular to observe if they passively listen, if they talk, if they show bored, interested or ask questions.

For each presentation the students will have to fill in a form to verify the quality of the presentations giving a score from 0 to 10. The fact of having to evaluate the classmates obliges them in a certain sense to follow more closely their relationships. The students must fill in the following table:

| <i>critérian</i> | score | NOTE |
|-------------------------|--------------|-------------|
| Well done | | |
| Interesting | | |
| Addictive | | |
| Exciting | | |
| other | | |

Verification should help students improve by highlighting their strengths and weaknesses and how they can overcome their difficulties. The involvement of the students in the assessment does not mean that the teacher must always carefully monitor the work in the groups, is the teaching guide of the class and has the responsibility to create the optimal conditions for learning.

The involvement of the students in the verification not only does not affect this role, but enriches that of the students. Through participation in the verification activity, students have a direct and continuous access to a series of data useful to encourage greater commitment and constant improvement. Given the need to continuously check and evaluate student preparation, it is important

to involve them in the process. The teacher helps students set goals to improve the quality of their work and encourages them to congratulate each other on the work done and the results obtained.

In addition, students can also list three things that the group did well together and one that could do better.

Naturally the assessments of the students will be compared with the teacher's grid which will also take into account morpho-syntactic correctness, pronunciation and relevance. The evaluation grid will be as follows:

| Evaluation grid: 20 | |
|---------------------------------|---------|
| <u>Communicative competence</u> | 8 |
| -relevance of the information | 0 1 2 3 |
| -coherence | 0 1 2 3 |
| -ability to answer | 0 1 2 |
| <u>Linguistic competence</u> | 9 punti |
| -morfo-syntactic correctness | 0 1 2 3 |
| -precision of vocabulary | 0 1 2 3 |
| -phonetics and fluency | 0 1 2 3 |
| <u>originality</u> | 3 punti |

Being a group work, the individual vote will be a weighted vote:

80% of the vote comes from the individual vote

20% of the vote comes from the average results of the group

This is to encourage children to collaborate and to give their best.

After having established the objectives, clarified the work assigned, clarified any doubts and after having specified the evaluation criteria, the students should finally be ready to face the questions-reports on the work done.

The various groups present their region with a power point presentation.

At the end of the exhibitions the following questions were formulated to the students:

- To what extent was the work with your group interesting?
- How difficult was it to work in the group?
- Did you understand what the group was supposed to do?
- Did you get along with everyone in the group?
- How many students have listened to each other's ideas?
- Would you like to work with this group again?
- Which team would you like to work with in a group next time?

For the weakest students, feeling supported by the smartest companions, allowed them to relate with more fluency and security.

Comparing the teacher's assessments with that of the boys, it emerged that they are certainly more severe and rigorous, they do not tolerate and are always ready to correct the partner even for minimal

imperfections that we sometimes neglect. The conclusion is, that when they want, they can evaluate themselves with great precision and they are perfectly aware of their limits and their abilities. These oral works on the regions have allowed the class to acquire and enrich a vocabulary concerning cooking, monuments, cities and geography.

The outcome of this experience was overall positive, I was able to confirm that the boys prefer to be the active protagonists of the lesson, they love to intervene, ask questions, question themselves and even evaluate and self-evaluate. The fact of having to select the material with the companions, rearrange it and study it together motivated both the most gifted and the weakest, who did not feel abandoned but rather supported and encouraged

The class has had the opportunity to learn many features related to the country of which they study the language, discovering that there are many differences while being close to us: for example they discovered typical dishes they did not know about (choucroute), particular monuments, different landscapes (Normandy), drinks that we do not know very well (cidre), particular administrative divisions (départements), very original houses (Alsace), have learned to make comparisons, to widen the horizons and to appreciate the journey as a further means of knowledge and enrichment.

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