Italy – Project Curriculum
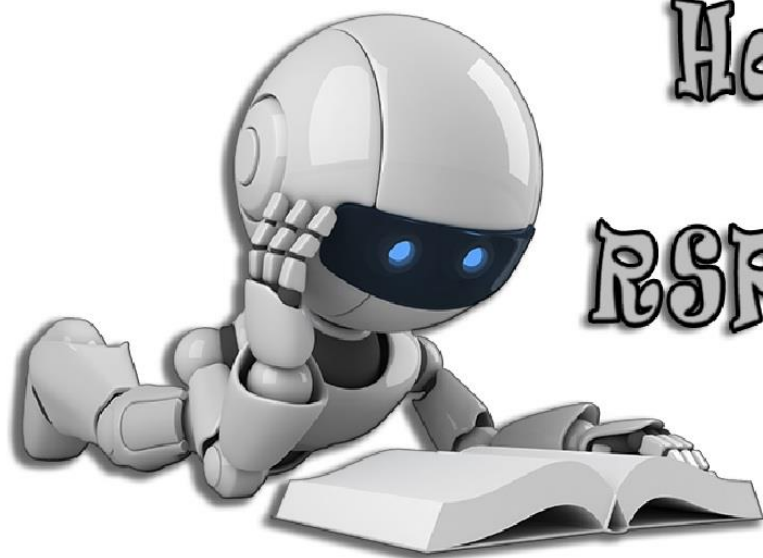
Handbook 4 RSP readers

LICEO SCIENTIFICO, ARTISTICO,

LINGUISTICO "GIUSEPPE SEGUENZA"-

MESSINA

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Handbook 4 RSP readers	***Handbook for reluctant, struggling and poor readers*** (project no. - 2016-1-HR01-KA201-022159) **Co-funded by the Erasmus+ Programme of the European Union**

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... AND THEY READ HAPPILY EVER AFTER!

Curriculum

Handbook 4 RSP readers

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RSP READERS CURRICULUM

INTRODUCTION

Reading is widely thought to play a key role in any individual's cultural growth, therefore it is of paramount importance to ignite adolescents' interest in reading to prevent their disinterest. This is one of the school challenges.

Indeed, the thirst for reading is a cultural achievement and not a spontaneous and natural outcome. Reading is a behaviour that can be conveyed: we do not convey values to students, but behaviours. The experience of reading should therefore be nurtured throughout the whole school studies and shared within the family, since the pleasure of reading can be triggered if adults enable their children to get familiar with any type of books, if they read stories with their children, talk about books with adolescents and are role models as bookworms. Roald Dahl used to say: "I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."
Why read then? Because "Time spent reading, like time spent loving, increases our lifetime." (Daniel Pennac)

NEEDS ANALYSIS

In order to analyse students' reading habits, a sample of about 720 students aged 15-18 were asked to fill in a questionnaire. The results showed that the printed book is still preferred to the e-book or to reading on i-pads and smartphones; when asked about their favourite literary genres, students showed a slight preference for science fiction. The time the majority of them dedicate to reading is scarce, (twice a week) as they claim they have no time because of school work. Books in the school library are defined old and not interesting, and reading is considered an activity of minor importance.

With regard to our teaching experience we meet many types of RSP readers every year. Their reasons, their problems and their needs are different according to the grade of secondary school they attend, and according to the social, cultural and economic environments they belong to. Following students' answers to the questionnaire, RSP readers can mainly be grouped into two main categories:

1.RSP readers who attend a school on the outskirts/ RSP readers who attend a vocational school.

Reasons: These students don't generally read because they haven't got elementary skills in reading and writing at the end of primary school, and so they consider a book as a "strange, useless and boring object". They have no books at home and their parents don't read. They believe that school (or studying, or reading) is necessary just because it is compulsory and useful to find a job. They don't trust their teachers, because the latter are only interested in literary works and too far from their cultural "world". Sometimes, they would like to read, but they can't afford to buy books and are not told that there are public and free resources on the Internet or school and public libraries in town.

Problems: These students generally have many difficulties in many subjects, they can't understand textbooks, the text of exercises so they have no time to read because they have to work hard to fulfill their teachers' curricular requests. Teachers often complain about their results. They feel miserable and inadequate. So they begin to hate school and books. Sometimes they have to stand for their right to read because their parents think that culture (reading, theatre …) only regards people who live in the city centre and attend graduated school, who can afford it. Public institutions, such as libraries, are strange places, created only for academics. Perhaps they feel embarassed to ask their teachers for help.

Needs: All these students are RSP readers and all of them need some different educational activities, but first of all they need to feel they can rely on their teachers who strongly believe in their talent. This is our first task: bridging the gaps while reading … Listening to the stories read by their teachers in class is a great chance they have to get hooked on reading, thus becoming eager to finish the book at home. These pupils should become familiar with the local facilities, attend municipal libraries and local bookshops, learn about discounts and promotions/special offers, feel part of a community and not of a geographical and cultural suburban area

2.RSP readers who attend a downtown school/ RSP readers who attend Liceo.

Reasons: This kind of students belong to graduated parents, who perform professional activities. They have many cultural stimuli since their relatives go to theatres, museums, conferences and their houses are full of books and bookcases. They used to read when they were children, BUT gradually they have forgotten the pleasure of reading. They are TOO busy (sports in agonistic way – afternoon English courses– trips abroad at Christmas, Easter …). They find it difficult to devote their time to reading. When they are free, they prefer

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using their digital devices (computers, Ipad, play- station… …). At the same time, they are continuously asked by their parents to read.

Problems: These students can read and write well. They are interested in reading what their teachers suggest in class and frankly speak to them about their personal lives, friends, sports…They express their opinions and they actively participate in lessons, but they are not eager to read in their spare time because, in their spare time, they consider reading as a boring activity.

Needs: They need to get used to devoting their time to reading; they should be led to consider books as a resource; they should approach books emotionally and with affection, not only for school work; they should consider the books they have at home a resource, just like electronic devices; they should nourish intellectual curiosity and share with adults (teachers, relatives, parents) their own experience as readers (booksharing with adults).

EUROPEAN KEY COMPETENCES

Communicating in mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.

Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.

Learning to learn: ability to effectively manage one's own learning, either individually or in groups.

Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

PLANNING GOALS

(according to the different levels … of RSP readers)

1. Spark adolescents' interest in and pleasure of reading as part of their life-long learning process
2. Promote an emotional and passionate approach to books (not only related to school work)
3. Invite students to devote their time to reading, even in their free time;
4. Promote and enrich their linguistic and communicative competences

5. Favour the respect for other cultures as an enriching source.
6. Promote the debate and booksharing between readers of different ages and cultures (e.g. teachers- students)
7. Favour students' achievement of a freedom of choice regarding the selection of books and encourage their preferences
8. Develop young people's identities as readers

LEARNING OUTCOMES

1. The love and pleasure of reading and a positive approach to books
2. Eagerness to exchange ideas and share books between readers of different ages and cultures (e.g. teachers- students)
3. Students' independent choice and awareness of their preferences when selecting books to read
4. Young people's identities as readers

SYLLABUS

See the attached *Syllabus*

MATERIALS DESIGN AND TEACHER PREPARATION

A short introduction

One of the main objectives, included by the Italian curriculum starting from primary and junior secondary school and, later, for the first two years of senior secondary school, envisages the development of reading competence, (see circolare ministeriale 27 marzo 1995, n. 105 and Decreto del Presidente della Repubblica, 15 marzo *2010*, *n*. *89*), both as a self-aware reading skill and as the achievement of reading habits, to be promoted in the module of the narrative text. Hence, in the last decades, school textbooks authors have been involved in the development or revision of texts, materials and methodologies, in order to provide students and teachers with a wide range of passages abridged from various texts (novels, short stories, fairy tales) written by different authors (Italian, foreign, ancient and modern authors), belonging to several literary genres (adventure, realistic, sentimental, fantasy, horror, sci-fi, analysis…), dealing with diverse themes, featuring many narrative structures, linguistic complexities and constantly updated methodologies. Moreover, all textbooks are equipped with a "teacher's book" including a syllabus planner modelled on competences.

Thanks to this wide range, teachers can devise their own teaching course on RSP readers, according to

students' different needs, demands and profiles; often they don't need to adapt or develop materials to their course on reading. However, for this specific course the materials we selected, or collected or adapted are specified in the *Syllabus* section.

FEEDBACK AND EVALUATION

Evaluation should be coherent with the methodology and it is related to the individual and to the group. Three evaluation sheets are suggested:

1. Self-evaluation of the process (the process);
2. Evaluation of the group (the outcome);
3. Personal self-evaluation.

Assessment implies observation or measurement of the development progress and performance of students. It plays a key role in the teaching and learning process and should be aligned with the aims and the learning outcomes singled out in the syllabus to encourage and foster students' learning. Students' changing needs, abilities and interests will constantly be monitored so that teachers can adjust their methods. Useful feedback will be timely provided so that students can act on it to improve their learning.
Teachers will monitor and measure students' progress considering if they:

1. show interest in listening and reading activities, thus understanding that reading is a means for personal growth
2. enrich their vocabulary
3. experiment group work empowering and enhancing their skills
4. use more than one expressive language
5. interact cooperatively with their mates and with adults
6. read for fun

STUDENT'S AND TEACHER'S SELF-EVALUATION

To achieve self-evaluation both students and teachers will discuss in class and reflect upon their difficulties and the learning objectives and outcomes (cognitive autobiography). Students will realise their progress as readers (students will perceive themselves as reluctant/growing/competent in reading competences and will record their enjoyment). Teachers will monitor positive and negative comprehension signals and apply appropriate strategies to correct incomplete comprehension in a variety of reading modes.

At the end of the activity both teachers and students will fill in a monitoring questionnaire (Attachment 1 e attachment 2 – Students' self-evaluation questionnaire and teacher's self-evaluation questionnaire)

ATTACHMENT N.1

STUDENTS'SELF-EVALUATION QUESTIONNAIRE

When the teacher suggested you take part in this project, you thought that:

- o you could better your reading competence
- o you would better your performance anyway
- o you would make a terrible mess

How interested were you at the beginning of the project?

- o Very much
- o Much
- o enough
- o Not much
- o Not at all

The project proposal and the explanations about methods and goals were introduced to the class:

- o very well
- o well
- o acceptably
- o inadequately
- o poorly

The project proposal was introduced to families:

- o very well
- o well
- o acceptably
- o inadequately
- o poorly

You think that learning to love reading is:

- o very useful
- o useful
- o not very useful
- o as waste of time

Express your opinion on how teachers handled the project:

- o very well
- o well
- o acceptably
- o inadequately
- o poorly

Altogether, reading the suggested texts was:

- o much easier than I thought
- o easier than I thought
- o more difficult than I thought
- o much more difficult than I thought

Express your opinion on the activities carried out during the project

Introduction of contents, explanations:

- o clear and effective
- o adequate
- o too fast
- o partial
- o difficult
- o unintelligible

Problem solving or application activities:

- o easy
- o stimulating
- o adequate
- o quite complex
- o difficult
- o very difficult

How did you find the texts in relation to your competence level?

- o Too simple
- o Adequate to my level
- o Interesting
- o Too numerous
- o Too boring
- o Difficult

What do you think helped you most in understanding the topics?

- o comprehension exercises
- o animation
- o the teachers' explanations
- o final tests
- o other …………..

You think the project was:

- o too theoretical
- o well balanced
- o too practical

Express your opinion on the explanation of the evaluation methods:

- o very good
- o good
- o acceptable
- o inadequate
- o negative

 If you had to advise an indecisive friend a out taking part in the Erasmus Handbook project, the opinion you would express is:

- o very good
- o good
- o acceptable
- o inadequate
- o negative

How did you feel during project activities? (choose the score you think is the most adequate, considering that 1 is the lowest and 5 the highest mark)

- o interested
- o curious
- o involved
- o active
- o autonomous
- o collaborative with mates

After re-reading the project goals, how do you judge your knowledge level?

- o deep
- o good
- o superficial

How do you judge the competence level you acquired?

- o deep
- o good
- o superficial

In order to carry out the project, I think my contribution was:

- o remarkable
- o sufficient
- o scarce
- o zero

I embraced the planned tasks:

- o always
- o often
- o sometimes
- o never

I carried them out:

- o always
- o often
- o sometimes
- o never

I met the deadlines:
- o always
- o often
- o sometimes
- o never

The difficulties in the implementation of the project were overcome:

- o easily
- o hardly

These difficulties emerged because:

- o tasks were too difficult
- o I was not motivated
- o The group was not well organised
- o The relations in the group were not good
- o   Relations were discontinuous
- o   other: ....

ATTACHMENT N.2

Teacher's self-evaluation rubric

	Advanced	Intermediate	Threshold

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	STUDENTS	STUDENTS	STUDENTS
Task fulfillment	- actively perform tasks - show an excellent knowledge of the topics to be dealt with - show self-confidence	- perform tasks - show a good knowledge of the topics to be dealt with - look nervous and stiff while reporting	- find it difficult to perform tasks - hardly know the topics to be dealt with - look nervous
Content communication	-Communicate clearly and effectively - answer questions properly	- Communicate satisfactorily - satisfactorily answer questions	- find it difficult to communicate. - hardly answer questions
Monitoring and revision	- ask for and welcome feedback on their performance - adapt their following performances according to the feedback	- ask for and nervously welcome feedback on their performance - hardly adapt their following performances according to the feedback	- do not ask for and hardly acknowledge feedback on their performance - can't adapt their following performances according to feedback

Awareness of the importance of the activity	- actively and enthusiastically participate in the activity	-perform their tasks properly /correctly	- perform their tasks without showing any interest
Meeting the deadlines	-hand in their work punctually -respect the scheduled deadlines and properly organise the different parts of their oral report – Respect the scheduled deadlines regarding their group members' presentations	-hand in their work punctually -generally respect the scheduled deadlines – Respect their group members' presentations timing	- hand in their tasks in the nick of time - timing presentation and organisation of different parts are barely satisfactorily