



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

FET

**Just-in-Time Training Workshop
2018: No. 2**

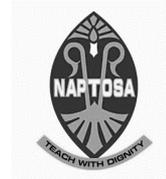
Participants' Handout

EFAL



Jika iMfundo
what I do matters

Endorsed by:



Section 1: Introduction to the workshop

The aim of this workshop is to provide support for teaching aspects of the Term 3 EFAL curriculum in the FET Phase as set out in the CAPS, the ATPs and the Trackers. The topics to be addressed are shown in the programme below, but facilitators and participants are welcome to spend more or less time on each topic, according to their interests and needs.

Section No.	Topic	Time
1	Introduction to workshop	10 mins
2.	Teaching aspects of visual literacy	80 mins
3	Assisting learners to comprehend and summarise argument (Grade 10)	45 mins
4	Assisting learners to draft and craft an argumentative essay (Grade 11)	60 mins
5	Teaching short stories	60 mins
6	Assessing learners' readiness to 'move on' to new learning	30 mins
7	Reflections on the workshop	15 mins

Section 2: Assisting learners to read and interpret cartoons and comic strips

One of the options for discussion in the Listening and Speaking section of Weeks 23-24 in the Grade 11 EFAL CAPS and the ATP is 'discuss an issue in a visual text' and one of the writing tasks in Weeks 27-28 is 'Response to image'. In Weeks 21 -22 of the Grade 10 CAPS and ATP one of the topics is 'generalisation and stereotype' which are often featured in cartoons or advertisements.

As discussed in a previous workshop, many learners find reading and interpreting visual texts quite challenging. This is not surprising because in order to read and respond successfully to texts such as advertisements, cartoons and comic strips learners need:

- (i) ability to notice details in the images, words, punctuation and the fonts used;
- (ii) knowledge of current affairs, general knowledge, knowledge of visual design and knowledge of the vocabulary used.

Below are examples of questions to ask on a cartoon, a comic strip and two advertisements, found in the Resource Pack. Work with a partner, or in a group of three, to do the following:

- (i) respond to each question or activity**
 - (ii) comment on the value / usefulness of each question or activity**
 - (iii) suggest further questions or other activities to which learners could respond.**
- Be prepared to contribute to a plenary discussion of your responses to (i), (ii) and (iii)**

The President Trump cartoon

1. Who is speaking?
2. Give **one verbal and one visual clue** that tells you who is speaking.
3. One **punctuation mark** has been used in the cartoon. Name it and suggest why it has been used.
4. The figure standing next to the speaker is called 'Uncle Sam'. He is dressed in the colours and the stars and stripes of the American flag. Who does he represent?
5. What do his facial expression and body language suggest that Uncle Sam is feeling?
6. What is the job of the bald-headed man wearing a suit?
7. State **one visual and one verbal clue** that indicate what his job is.
8. The woman is carrying a placard with the word FEMINIST on it. Look carefully at the way the cartoonist has drawn her facial expression. Describe what he or she has drawn and suggest what the woman is feeling.
9. The man behind the woman is carrying a small case with MIGRANT written on it. What sort of work do you think he does?
10. Give **two visual or one visual and one verbal clue** to support your answer.
11. In your view, are there examples of **stereotypes** in this cartoon? Give a reason for your answer.
12. The cartoon was drawn by the South African cartoonist Yalo. What message do you think Yalo wishes to give to readers of this cartoon?

The Madam and Eve comic strip

1. In frame 1 'Madam' is on the left and 'Eve Sisulu' the domestic worker in charge of Madam's household, is on the right. In addition to the words that Eve speaks, what **visual clue** tells Madam that she should not go into the kitchen?
2. In frame 1, what do the expression on Madam's face and the way she is standing and holding her hand, suggest she is thinking?
3. In frame 2, suggest why the cartoonists put one word in bold type.
4. In frame 2 what do the dots (..) after Oh.. and Okay .. indicate?
- 5.1 Name **the two kinds of punctuation mark** used in frame 3.
- 5.2 Explain why the cartoonists have used them.
6. In frame 4 look at how the two women have been drawn and use these **visual clues** to describe how each one is likely to be feeling.

7. In Gauteng motorists are supposed to pay an e-toll when they travel on certain roads. Explain why 'Eve-toll' could be considered 'a play on words'.

The two Burger King advertisements

Both advertisements are for the same product from the same company. They could be used for discussion of the various ways in which the same product can be advertised. **What questions could teachers ask learners about the two advertisements?**

Section 3: Assisting learners to comprehend and summarise arguments

In Weeks 21-22 of the Grade 10 EFAL curriculum learners are expected to summarise a list of points for or against an issue and in Grade 11 to summarise and to present a table of an argument. Some learners find it difficult to identify the key arguments in a text.

Read the article in the Resource Pack and then do the following:

- (i) decide on the main arguments made in it and present these in point form;**
- (ii) suggest how you would assist learners to identify these and to present them in point form.**
- (iii) prepare a table with arguments for and against free university education.**

Contribute to a plenary discussion of (i), (ii) and (iii): What difficulties would you expect learners to have in completing tasks (i) and (iii)?

NOTE: This task has not been set out in the same way as the summary question in examinations but it does follow what is expected in CAPS.

Section 4: Assisting learners to draft and craft an argumentative essay

One of the main reasons for learners' failure to write good argumentative essays is their failure to plan the essay carefully. In the Resource Pack there is an example of a poorly written argument about cell phones in the classroom. With a partner, do the following:

- (i) Read the short essay and identify the main weaknesses in it.**
- (ii) Prepare a model essay plan for learners based on the introductory and concluding paragraphs on the next page.**

Cellphones in the classroom

Introduction

There are both advantages and disadvantages to allowing learners to bring cell phones to class. This essay will put forward arguments in favour of and against cell phones being brought to class.

Conclusion

While there are convincing arguments for and against learners bringing cell phones to class, what has been described and discussed in this essay indicates that there are more advantages than disadvantages to having cell phones in the classroom.

(iii) Crafting an essay involves **revising, editing** and **proof-reading**. **Discuss how to explain the features of each of these to the learners in your classes.** NOTE: At the editing stage, learners could pay careful attention to **logical connectors and conjunctions** (according to CAPS and the ATP for both Grade 10 and Grade 11, these should be revised in Weeks 21-22).

Contribute to a plenary discussion of (i), (ii) and (iii): What would you consider to be evidence that learners had made progress towards writing a good example of an argument essay?

Section 5: Teaching Short Stories

Read the suggestions for teaching stories in the Resource Pack and then discuss with a partner, which of these you could use for teaching one of the stories that you are using with grade 10 or Grade 11 learners.

Contribute to a plenary discussion on teaching short stories: What do learners find challenging about reading and responding to short stories? What can you do to assist them?

Section 6: Assessing learners' readiness to move on to new learning

In groups of 3-4, decide what would count as 'evidence' that learners had understood how to read and respond to cartoons and advertisements, how to summarise an argument and how to read and respond to a short story.

Section 7: Reflections on the Workshop

What did you learn from the activities, your colleagues and the facilitator?

What did others learn from you?

What would you like future professional development workshops to focus on?