



2015 TRAINING WORKSHOP NO.4

ISIZULU HL & EFAL



FOUNDATION PHASE



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Foundation phase Just-in-Time Training Workshop 4 August 2015

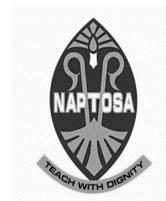
Facilitators' Guide

isiZulu Home Language and EFAL

Endorsed by:



Jika iMfundo
what I do matters



Programme

Number	Session Name	Time Guide	Real Time / Notes
1	Session 1: Introduction	5 minutes	
2	Session 2 : ANA preparation	80 minutes	
3	Session 3: Reading	100 minutes	
4	Session 4: EFAL Poster Work	60 minutes	
5	Session 5 : Closure	5 minutes	
Total Working Time:		250 minutes	

THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Participants' Handout		
2	Facilitator's Training Guide		
OTHER ITEMS			
1	EFAL Zoo poster		
2	Flashcard words: Grandpa, asks, glasses, my, they, here, aren't, Umndeneni, wakwaMkhize, emshadweni, incwasimende		
3	Reading passage and extracts from Term 3 readers, included in the Participants' Handout		
4	Lesson Plans and Trackers isiZulu Grades 1, 2, 3		
5	Flip chart paper		
6	Kokis		

EXTRACTS FOR SESSION 3: in the participants' handout

1. Participants' reading passage (p8)

Traumatic Stress in South Africa pp 2,3

Kaminer, D and Eagle, G (2010)

Wits University press

2. Extract from Term 3 EFAL Gr 3 reader (Participants' handout pp 9, 10)

Grandpa's Glasses pp 2 - 5

New Heights Language and Literacy Programme

Published 2003 by African Reading matters

Developed by Media Matters

3. Extract from Term 3 isiZulu Home Language Grade 3 reader (Participants' handout pp 11,12)

U-Ayoyo uyothenga

Molteno Vula Bula reader A1 pp 2, 3

SESSION 1: Introduction

TIME GUIDE	5 minutes
<ul style="list-style-type: none"> • Give each HoD a Participants' handout at registration. • Welcome the HoDs. • Explain the following: <ul style="list-style-type: none"> ○ In this workshop we will be working with parts of the lesson plans and trackers. Parts of the Term 3 Grade 3 reading books for GGR in isiZulu and EFAL will also be used. ○ The first session is on the ANA. ○ The second session is on reading methodology and how to help learners with reading difficulties will be explained and demonstrated. You will then practise in groups the different ways of helping the learners. ○ The final session is revision of the EFAL poster work, using Term 3 language structures. You will see the methodology demonstrated again and then you will have an opportunity to practise it yourselves. 	

SESSION 2: ANA PREPARATION

TIME GUIDE	80 minutes
RESOURCES	Participants' guide; Facilitators' guide; Trackers; Lesson Plans
<ul style="list-style-type: none"> • Introduction: The purpose of this session is to explain the way focussed ANA practice work is built into the lesson plans and to ensure that teachers are clear about the methodology around this. • Input: if learners have worked through the activities in the lesson plans, they will have covered the CAPS curriculum on which the ANA papers are set, and should be well prepared to answer them. However, learners in the Foundation Phase do not write formal tests of the same format and duration as the ANA, and so need, support in doing this. For this reason, specific lessons have been set aside to help prepare learners for the ANA. In week 2 day 5 all grades spend 75 minutes completing the 2014 ANA paper as a revision exercise for the 2015 ANA. Teachers must explain to the learners that they are going to write this paper to help them practise similar questions to what they will write later in the term. The following week teachers will go over the paper with the learners to help them learn from any mistakes they made. Teachers give each learner a copy of the 2014 ANA and follow the instructions on the ANA paper e.g. in Grade 1 the teacher reads the questions to the learners. • Ask the participants to do Activity 1 (discussion): Ask the participants to sit in groups with teachers from their grade and quickly read the questions in the ANA paper. As they read the questions they must find words in the questions/instructions that are important words to make sure that the learners understand. Then they should read the memo and discuss which errors they think their learners may make. Ask the groups to briefly report back and write these suggestions on the board/flipchart. 	

Key points to be made in response to the questions

- **Marking the ANA paper:** when teachers mark the revision paper they need to pay careful attention to the common errors that the learners make. They must write these errors on a separate piece of paper so that they can revise them with the learners. They must also make special note of any words in the instructions or questions that learners have not understood and therefore answered the question incorrectly. These need to be revised with the learners.
- **Important instruction and question words:** The following words and phrases are important for the learners to understand in order to answer the questions correctly: Grade 1: Grade 2: Grade 3:
 - *kokelezela*
 - *Faka uphawu (x)*
 - *Bhala isihloko esifanele sendaba*
 - *Sebenzisa lezi zinombolo (1-4) ukulandelanisa*
 - *Gcwalisa izenzo*
 - *Funda ithebula/igrafu*
 - *Bhala isigaba*
 - *Ngokwakho ukucabanga*
 - *Phinda ubhale umusho*
 - *kungani*
 - *ungwaqa*
 - *bhala igama lesithombe*

These words and phrases must be explained to the learners and shown to them in the instructions and questions. It is very important that teachers emphasise the importance of following instructions exactly – and to do so learners must know what the instruction requires, and how to follow it.

Input: Managing the lessons for revision of the 2014 ANA paper

- **In week 3** there are 3 15 minute lessons for revision of the 2014 ANA paper. Teachers give each learner their marked paper. Teachers remind the learners that they are going to go through each question with them so that they can learn from their mistakes so that they will not make this mistake in the ANA paper to be written later this term.

In these revision lessons:

1. Teachers read through each question or instruction first and explain what the question or instruction wanted the learner to do. Remember to pay special attention to any word that was identified above that appears in the question. Make sure that the learners understand what they have to do. For example if they are told to circle a word they must circle the word not underline it.

2. Then write the answer to that question on the board so that the learners can see the correct answer. Tell the learners to read their answers in order to see why their answer was incorrect if it was incorrect. They must write the correct answer next to the incorrect answer. Follow this procedure with all the questions.

For the questions where the learners have to write sentences or a paragraph prepare these sentences or paragraphs in advance so that you can write an example on the board to show the learners what they should have written. For example prepare 8 sentences about the picture.

3. Write the important words on the board. Explain these words to the learners again. Ask a few learners to explain these words to the class. Read the words with the learners. Leave the words on the board or write them on flashcards and stick them on the wall so that you can practise reading them with the learners whenever you have a chance.
4. Ask the learners if there is anything that they don't understand and explain it again if necessary.

SESSION 3: READING	
TIME GUIDE	100 minutes
RESOURCES	<p>Participants' Reading passage (included in Participants' handout)</p> <p>Flashcards: Grandpa, asks, glasses, my, they, here, aren't, Umndeni, wakwaMkhize, emshadweni, incwasimende</p> <p>Pages from U-Ayoyo Uyothena and Grandpa's Glasses books (included in Participants' handout)</p> <p>Facilitators' guide; Participants' handout</p>
<p>Step 1: Introduction to the purpose of the session</p> <p>In this session, participants will find out about:</p> <ul style="list-style-type: none"> the strategies people use to read common errors that readers make how to help learner's using the errors they make <p>Step 2 – Reading activity: think about how we read</p> <p>Participants' Reading passage (Activity 1): Ask the participants to turn to the reading passage at the back of the participant's guide. They should read in pairs.</p> <p>Tell them that first one person in the pair will read the first eight lines from <i>Although</i> to <i>South Africa</i>. Then the second reader reads from <i>In response</i> to <i>psyche</i>.</p> <p>While each reader is reading, they should think about:</p> <ul style="list-style-type: none"> What are you actually doing in order to read the passage? What helped you to read or made it difficult for you to read the passage? Did you understand what you were reading? If you did not understand, what made it difficult for you to understand? <p>Ask the pairs to give feedback to each other about these three aspects and to make notes of their ideas.</p> <p>Note: Common difficulties might be: Long sentences Unfamiliar content and vocabulary The look of it – dense (lots of words on the page) and long paragraphs – not enticing</p> <p>Explain that this exercise was to get them to think about reading and what makes it difficult and what we actually do to read.</p>	

Step 3: Input on reading strategies

While participants are listening to the input ask them to think about what they have just read, and which of these strategies they think they used. Take a few responses:

Input: Learners read by using one or more of a variety of methods:

- By sounding out (phonics) e.g. funda – f-u-n-d-a; say – s-A(ay)
- By recognising and remembering the word (look and say) e.g. incwasimende; asks
- According to the form of the word i.e. the way it looks, the shape it makes e.g. look; says. Draw the outline of the words on the flipchart/board to show the shapes. Then choose some other flashcards to show the different shapes; the children do not need to learn the shape – but the shape does help them recognise the word; it can also make them confuse the words – look and book- so can be a reason for an error. It is a particularly good strategy for learners who are strong visually.
- By guessing from what they can see happening in the pictures (if there are any). (Refer to the extract from Grandpa's glasses; if a child can't read grandpa – might see the older man in the picture and know that the older man is grandpa or grandad; know that the word begins with a g. So can guess the word from this; Can use an isiZulu example (ezicathulweni)
- By using their existing vocabulary and the context of the story (e.g. if know something about the subject and the vocabulary associated with it, this knowledge helps with reading)
- By using their knowledge of the language they are reading in and the position of the word in a sentence e.g. where are **my** glasses? Not where are **me** glasses. Here they could use position of the word in the sentence and meaning of the sentence. In isiZulu extract – sentence 2 – wakhe – the context and knowledge of the language indicates the tone – note that tone not as important in English as in isiZulu. Also, with demonstratives, words are written separately but must be read as one word – p 9 – Lezi zicathuku – must be read as if one word though written as 2.
- **Note: These strategies are usually used together, not one by one.**

Step 4: Participants read and identify partner's errors

Explain that:

Most learners make mistakes when they read. The learners' mistakes are guides to how we can help them. Teachers need to help learners with their specific mistakes not just general mistakes. Learners should develop strategies to help themselves correct their own errors. They can't rely on adults telling them the words that they don't know. Teachers must observe the error types that learners make, write them down and then help the learners overcome these specific errors. This is an important part of what should be done in Group Guided Reading. The next activity will help them think about what these errors might be.

Participants' Reading passage (Activity 2): Ask the participants to turn to the reading passage at the back of the participant's guide again. They should read in pairs.

Tell them that first one person in the pair will read the first five lines from the last paragraph from *The term* to *responses*. While this reader is reading the second person takes notes of any reading errors that the reader makes. They should try to identify what errors are being made. Then the second reader reads from *As to intertwined*. Now the first reader has a chance to identify any errors that this reader makes.

Step 5: Input on reading errors and their value as guides to helping readers

The following are common errors that learners make: (Note: isiZulu errors should not be given to the participants until they have tried to find the examples themselves). Mispronunciation e.g. their/ there for they; read for read. (They are going to school read as their/there going to school; they run read as their run). isiZulu: ezinambala

- Substitutions e.g. me for my; said for says (p5 in Grandpa's glasses)
- Refusals (does not read the word, just waits)
- Additions e.g. adds a word to a sentence. Often happens when they rely too much on pictures.
- Omissions e.g. leaves out a word in a sentence – reads *here are blocks* instead of *some blocks*
- Reversals e.g. was for saw; on for no isiZulu: Naye instead of yena;
- Difficulty sounding out words and blending sounds to make words (decoding)
- Difficulty recognising 'look and say' words in the reading books
- Sounding out nearly every word that leads to dysfluency and difficulty understanding what has been read
- Difficulty understanding what has been read

Step 6: Finding errors in reading passages

Activity 3: Ask the participants to:

- Give examples of their own errors in these categories from Activity 2

Activity 4: Ask the participants to:

Read the pages from *U-Ayoyo Uyothena* and *Grandpa's Glasses* and identify words that could provide examples of the above.

Facilitate discussion.

Step 7: Input on what reading errors tell us, and practical ideas about how to help

- **Mispronunciation** – this tells us a lot about how learners tackle unknown words when they read and how they have heard other people saying the words that they are mispronouncing. This then leads to learners mispronouncing words. For example there and they – these are often said as though they are the same or almost the same word and then get read and spelt the same e.g. they is a book instead of there is a book. Words can also be mispronounced when children don't understand the different meaning of the words e.g. read; read.

Help:

- Learners must be asked to look carefully at the letters that make up a word e.g. with they and there and then be helped to say the two words correctly so that they can hear that they are two different words. For example they must look at which way the tummy/circle is facing and is it on the top or bottom for b/d/p.
- With words like read and read the learners need to be helped to understand the different meanings of the words and in what context the word is used e.g. I read a book today. Yesterday I read the book.
- Help learners to break words up – sound out, decode

- **Substitutions** – a word or letter of similar meaning or look is substituted. This error tells us that learners may not know the letter-sound relationships or may be confusing the look/form of the letters.

Help:

- Letter-sound relationship and phonics may need attention. These need to be revised with the learners. Identify the letters and sounds that are being confused and revise these. Show the learners that the tummy of the /b/ faces to the right and the tummy of the /d/ faces towards the left; that the /p/ has its tummy on the top of the line/stick and the /d/ and /b/ have their tummies on the bottom of the line/stick.
 - Get the learners to look carefully at the word and each letter and sound out each letter so that you can see if they can identify each letter/sound correctly.
 - Show the two words that are being confused and look for differences; learners must tell you what is different in the words or how the letters look different e.g. me and my; me has /e/ at the end and my has /y/ at the end
- **Refusals** – learners refuse to read the word, the sentences or the book. This may be because learners don't know how to decode the word, think they have to learn all words off by heart or think the sentence, word or book is just too difficult for them to read. often happens because teachers give words too quickly, instead of helping by suggesting a strategy

Help:

- If there are a lot of words or sentences or the whole book that the learner is refusing to read provide a simpler book or give a book that has already been read. Re-reading books is a good method to use with learners who struggle.
 - Re-teach 'look and say' words; high frequency words (have a set of flashcards of these and ask the learners to read them every day for 5 minutes
 - Work on letter-sound relationships and decoding
- **Additions and omissions** – leaving out or adding words, letters or lines. This can happen because learners have visual difficulties and/or have difficulty using their eyes to track the lines. It may also be because learners are reading too quickly, without understanding or too get the reading over and done with.

Help:

- Get the learners to re-read the sentence where they are leaving out or adding words in and as they are reading they must point to each word as they read it
 - Get learners to sound out \decode the words carefully
 - Emphasize the part of the word that has been omitted e.g. present tense /s/
- **Reversals** – this is when learners read letters or words that look similar the wrong way round; they reverse the letters or one letter in a word e.g. b\ d; p\ q; was\ saw; on\ no. Learners may have visual discrimination difficulties and they may not be looking at the words carefully enough.

Help:

- Visual clues – fists. Use the left hand for /b/ and the right hand for /d/
- Get the learners to look carefully at words and verbalise what the word begins with - \w\ not \s\ - was; \o\ not \n\ - on
- Lots of reinforcement and always correcting the error that the learners make

- **Look and say' words** incorrect – these are words that rely on visual memory; learners don't know all the phonics in the words so they need to look at the word and remember how to read it. If they have not learnt to recognise the word, they will make errors.

Help:

- Can draw shapes of words so that the learner recognises and memorises words by shape
- Practise two at a time, link meaning to them and practise them often
- Trace the word and say the word aloud, write word in air and say it as they write it
- Get the learner to find them on the page in the book they are reading
- Practise in **short** spells – before school, at break, after school for 2 minutes
- Practice as often as possible.

Comprehension

Reading is not only about saying the words; it is essential that learners understand what they read – this is the purpose of reading! Learners who have difficulty understanding what they read may have this difficulty because of a number of reasons. They may not understand the vocabulary or language that they are reading. 'The black cat climbed up the tall tree.' Understanding is not always looking at single letters/sounds or even words. 'Up the tree' is more meaningful than the single words *up*, *the*, *tree*. Learners need to think in units/chunks as well as words. New vocabulary should always be explained to learners. Punctuation also helps comprehension. The more they read the more fluent they will become. Fluency helps understanding, but reading too fast can hinder comprehension. Learners who sound out each word or many words easily lose the meaning of what they are reading. Also, readers who read too fast might not comprehend all that they are reading. Pictures in books also helps learners to link meaning to what they are reading. If they see a picture of a cat lying in a tree they know that the story is likely to be about a cat which is in a tree. (you could read page 2 of Grandpa's glasses – discuss show the picture can help with reading – but that a lot that has to be read is NOT in the picture – the picture does not help with all that must be read. Look at text and picture on page 3 – how does the picture help/not help? How for example does the picture help with reading of glasses/shoes? Note that it does not really help a lot; now look at page 5 – tie in picture could help as it is noticeable in the picture, and Zandi is holding it up. Now ask teachers to look at the isiZulu extracts – do the pictures help/not help? In what ways?)

Note: n Grade 3 Term 4 longer passages are given to the learners to read for homework – not just the Look and Say words.

Help:

- Make sure learners recognise that reading is about understanding and not just saying the words
- Learners read a sentence and then tell the teacher what it said in their own words
- Teacher explains words, clauses and or structures to learners when necessary
- Learners read two sentences and explain what they have read. They must not try to say the sentences off-by-heart/as in the book, but explain what has happened in the sentences.
- Teachers must always ask the questions given in the GGR sessions
- Teachers should begin with asking simple questions so that the learners realises that the answer can be found in the passage read
- Teachers should show learners where to find the answer in the passage
- Teachers must try to get learners to think further i.e. beyond the text by asking them what will happen next, why something happened, could it really have happened this way

When to help

- Use group guided reading sessions. This is why learners are in ability groups.
- Preparation for GGR – ‘look and say’ words. Make sure that learners know these words.
- Phonics lessons – decoding skills are developed in these lessons.
- Practise reading with learners who have difficulty at these times: 5 minutes of break, 10 minutes after school, 10 minutes before school. Don’t keep the learners for too long as they need their break.

Step 8: Practising strategies to help learners with reading errors

Activity 5: Ask the participants to get into groups of 3 and using the pages from the readers, *U-Ayoyo Uyothena* and *Grandpa’s Glasses*, practise helping learners with difficulties. Each person in the group must get a chance to be the teacher who helps the learners. The ‘learners’ must read a few sentences making each of the errors mentioned above one at a time (the errors must not be done together as the participants must get a chance to practise helping the ‘learners’ with each error) and give the ‘teacher’ a chance to help them use the strategies mentioned above as well as any that they know themselves and have helped learners. Walk round and assist as they practise.

SESSION 4: EFAL Poster Work

TIME GUIDE	60 minutes
RESOURCES	Zoo poster; Participants' Handout and Facilitator's Guide

Purposes of the session:

- **To revise the methodology of using posters to teach language structures in EFAL**
- **To give participants an opportunity to practice Term 3 poster work structures.**

Remind the participants that:

- Learners need to hear the same vocabulary and grammatical structures often and at different times. This is why structures are repeated and revised throughout the term, year, grade and across grades.
- Visual aids are essential because this helps the learners to make meaning of the words and sentences that they hear. Hence the posters.
- It is very important that you say the sentences and ask the questions exactly as in the lesson plans.
- Learners need feedback. When learners answer the questions the teacher must give them feedback. They need to know whether what they have said is correct or incorrect. If it is correct tell the learner what they said was correct. If incorrect help the learner to say the language structure correctly.
- Learning English should not be boring. For this reason, nothing is ever repeated more than 3 times in any poster work lesson.

To sum up: Important points to remember when using the methodology are:

- follow the steps exactly
- don't repeat anything more than 3 times – it gets boring and no-one listens
- say the sentences and ask the questions exactly as in the lesson plans – they have been written this way to teach very specific language structures and vocabulary
- make sure that the learners look at the poster when you are saying the sentences so that they see the link between the language and the picture. If appropriate – point to the particular part of the poster that is relevant.

Term 3 language structures: Ask the participants to turn to the poster work examples taken from the lesson plans (page 3 in the participants' guide).

Ask the participants to read the sentences in the grades and to tell their group what structures are being taught.

Adjectives, prepositions, pronouns and adverbs are being taught using some of the same vocabulary in all grades and also different vocabulary. Point out the different length of sentences between Grade 1 and Grade 3.

Revise the methodology by demonstrating a Term 3 lesson

- Say the sentence and point to the poster
- Say the sentence and point to the poster
- Ask the first question once
- Teacher and learners answer
- Ask the first question a second time
- Some learners answer
- Ask the first question a third time
- Teacher chooses a few learners to answer.
- Ask the second question in the same way
- In Grade 3 learners say what they see in the poster using whatever vocabulary and language that they can

Participants' Demonstration

Participants go into groups and practise Grades 1, 2 and 3 sentences. One person can be the teacher and the rest of the group the learners when practising Grade 1 sentences. Other people can be the teacher when Grade 2 and 3 sentences are practised. Walk around and help. Make sure the methodology is being followed. (30 minutes)

Wrap up of session – it is very important that the methodology is followed so that the specific language structures and vocabulary in the lesson plans are taught.

SESSION 5: CLOSURE

TIME GUIDE	5 minutes
RESOURCES	
<ul style="list-style-type: none"> • Ask the HoDs if there are any questions. • Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitators' guide to help them do this. • Thank them for attending. 	