



education

Department:  
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase  
Just-in-Time Training Workshop  
2019: No.1**

**Facilitator's Guide**

**isiZulu Home Language  
and  
EFAL**

Endorsed by:

???

Endorsed by: ??



## Programme

Session Name	Time Guide
Session 1: Introduction and Pre-workshop Activity	30 min
Session 2: EFAL Listening and Speaking: Poster Work	2 hours 35 min
Session 3: Assessment	1 hour 25 min
Session 4: Post-workshop Activity and Closure	30 min
Total	<b>5 hrs</b>

### CHECKLIST OF ITEMS THAT ARE NEEDED FOR THIS WORKSHOP

NO.	HANDOUTS IN ORDER OF USE:	TOTAL NUMBER	CHECK
1	Facilitators' Guide	1	
<b>OTHER ITEMS</b>			
2	Pre-workshop and Post -workshop Activity handouts		
3	Participants' Handout		
4	<i>School</i> Poster		
5	Pens/pencils (participants)		

### SESSION 1: INTRODUCTION

TIME GUIDE	30 minutes
<ul style="list-style-type: none"> <li>• Give each participant a handout at registration.</li> <li>• Welcome the participants.</li> <li>• Give each participant the Pre-workshop Activity handout.</li> <li>• Ask the participants to write their name on the handout and then tell the participants that they have 20 minutes to complete the questionnaire. Once it has been completed collect the handouts.</li> <li>• Then, explain the following:               <ul style="list-style-type: none"> <li>○ The second session focusses on poster work done in the EFAL lesson plans for the Listening and Speaking component.</li> <li>○ The third session focusses on assessment in both EFAL and isiZulu.</li> </ul> </li> </ul>	

## SESSION 2: EFAL LISTENING AND SPEAKING: POSTER WORK

<b>TIME GUIDE</b>	2 hours 35 minutes
<b>RESOURCES</b>	Facilitators' guide

### **Purpose of this session is to help participants:**

- understand the principles behind learning another language
- understand the methodology of the poster work in the lesson plans
- practise using this methodology.

### ➤ **Activity 1 (10 minutes):**

What do you think helps children to learn an additional language? (repetition, visual aids, actions, gestures, teaching meaning, positive reinforcement, relaxed classroom, songs)

Ask a few groups to share their answers.

### **Facilitator Input (15 minutes)**

#### **How language is learnt, and progression in the lesson plans**

In the Listening and Speaking component of EFAL, learners develop their ability to speak English. The lessons are built on important principles of how language develops. Knowing some of these will help you teach this component well.

It is important that learners hear the same vocabulary and grammatical structures often and at different times. Children learning to speak English as their mother tongue do the following: they spend about 9 months listening to people around them talking. They listen to the language being spoken and hear words repeated. Then, at about 9 months, they begin to use single words e.g. mama, juice, dog etc. At about 16 – 18 months short phrases like mommy drink or dog play ball are spoken. Then coherent sentences develop and by 3 years of age children use most of the language structures used by adults. In English irregular plurals, past tenses and comparatives develop after 3 years of age. Vocabulary continues to develop throughout our lives.

When learning English as an additional language we should use a similar process, allowing children to hear the language before expecting them to speak. However, in the lesson plans we are developing listening and speaking together. But we have made sure that the learners hear the same vocabulary and sentence structures over and over, at different times and hopefully in a natural and interesting way. The lesson plans also develop the language or grammatical structures slowly and introduce the easier ones first e.g. the boy is walking before the boy walks.

Some learners may need to just listen for a while before speaking. They should be allowed to do this. They are likely to speak when they are ready.

- Grade 1 learners are not expected to say: ‘the girl whispers to her friend’ but Grade 2 (in the third and fourth term) and 3 learners are. A Grade 1 learner will be taught ‘the girl is walking’ first and then ‘the girl walks’.
- You will also see grammatical structures and vocabulary being repeated and revised throughout the term, year, grade and across grades. For example in both Grades 2 and 3 lesson plans you will sometimes see exactly the same sentences being taught e.g. ‘the girl whispers to her friend’. Any English language structure that is known to cause difficulties for people learning English as an additional language is repeated often. In this sentence there are two difficult structures – whispers (present tense –s) and pronouns (her). That is why you will see the same sentences being taught in in both Grade 2 and Grade 3 because they contain pronouns and present tense s.

➤ **Activity 2 (15 minutes)**

- 1) Why do you think that the structure ‘the girl is walking’ is easier for isiZulu mother tongue children to learn than ‘the girl walks’? (The structure ‘the girl is walking’ is found in isiZulu but ‘the girl walks’ is not. Present tense s is a structure peculiar to English.)
- 2) Why do you think present tense s and pronouns need to be repeated and specifically taught in the lesson plans? (They are difficult for children whose mother tongue is isiZulu because they are not found in their mother tongue and therefore need to be specifically taught and repeated for the children to use them correctly.)
- 3) What other English structures do you think need to be repeated and specifically taught? Why? (prepositions, irregular plurals, past tenses, comparatives, a, the because these are not structures in the isiZulu language)

Ask a few groups to share their answers.

**Methodology in the lesson plans**

The methodology for teaching poster work is provided in the methodology section of the lesson plans for each grade and in many of the poster lessons. There are very clear steps. Questions with the answers the learners should give are provided in the lesson plans. The methodology is based on the way children develop language.

Firstly, visual aids are necessary. When children are learning language they might see parents with an apple; when the parents say the word apple this helps them to associate meaning with the word. We use

posters as visual aids to help learners link the words that they are learning with pictures of the objects or actions.

Secondly, learners need to listen to vocabulary and language structures more than once, and to practise these words and structures. The questions and answers in the lesson plans were developed to help the children learn certain vocabulary and language structures. It is therefore very important that you say the sentences and ask the questions exactly as they are in the lesson plans. When learners answer, the teacher must give them feedback. Learners need to know whether what they have said is correct or incorrect. If it is correct tell the learners what they said was correct. If not correct help the learners to say the language structure correctly. For example if a learner says *the teacher sit* not *the teacher sits* repeat the correct sentence *the teacher sits* emphasizing the **s** and say *remember in English there is an s at the end of sit*. Ask the learner to say the sentence again.

While repetition is important, learning language should not be a boring experience. It needs to be based on normal language development and be as much fun as possible. Let us think about a child learning language. A parent does not repeat 100 times to the child 'eat the apple', eat the apple.' And say: 'repeat after me: eat the apple; eat the apple'. Very few children would learn to speak or even want to speak if parents behaved like this. For this reason, nothing is ever repeated more than 3 times in any poster work lesson. We don't want to make learning English a boring and tedious process.

Finally, when you get to know the lesson plans you will notice that the sentences taught using the posters become more complicated from term to term and grade to grade. For example in Grade 1 a sentence taught is *the teacher sits*; in Grade 2 a sentence taught is *the boy carries his bag* (a pronoun and object have been added); in Grade 3 a sentence taught is *the litter is in the bin* (a preposition has been added).

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

- follow the steps in the lesson plans exactly
- don't repeat anything more than 3 times – it gets boring and no-one listens or learns
- 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. This gives meaning to what is being taught. Point to the sentence or object that is said.
- Give feedback to the learners

➤ **Activity 3 (30 minutes): Demonstration of a poster lesson with an explanation of what is being done. (Use Grade 1 Term 1 Week 4 Day 2 from Resources section.)**

- Prepare the learners for the lesson. They must be sitting facing the poster. They must all be able to see the poster. *The learners need to be able to match the visual with what they are hearing.*
- Say: This poster is about the . *This gives the learners a big picture of what they will learn.*
- Ask: What can you see in the poster? *This gives the learners an opportunity to use any English that they may know. In Grade 1 Term 1 they may not be able to answer.*
- Any learner can answer whatever they see.
- Point to the picture in the poster of the new vocabulary word and say this word. *Vocabulary (single words) are taught before learners are expected to use these in sentences.*
- Point to the picture of the new vocabulary word again and ask: who/ what is this? *Repetition is important.*
- The learners answer with the word.
- Follow the same procedure with all the new vocabulary words that are indicated in the lesson plans. Also do actions to explain the words where possible.
- Say **the first sentence** and point to the part of the poster illustrating that sentence. *Children listen and see the relationship between the meaning of the sentence and pictures.*
- Repeat **the first sentence** and again point to the part of the poster illustrating the sentence. *This continues to build the relationship between the words in the sentence and the picture. It helps the learners to understand the meaning of the sentence by hearing it said more than once.*
- Ask **Question 1**. *The learners continue to build meaning but now in a question form.*
- Answer with the learners. *By answering with the learners it helps the learner to hear the correct answer when they are not sure of it themselves.*
- Again ask **Question 1**. *The learners continue to build meaning but now in a question form*
- All or some of the learners answer. *The learners hear the correct answer again from those who can answer.*
- Ask the same question for a third time. *The learners continue to build meaning but now in a question form*
- Select a few learners to answer the question. *The learners hear the correct answer again from those who can answer. Choose learners who are likely to get it correct. If the answer is correct, tell them it is correct. If it is not correct, say the correct sentence.*
- Repeat the same procedure for **Question 2**. *This has the same answer for a different question. This reinforces the vocabulary and grammatical structure being learnt.*
- Repeat the same procedure for the other sentences.

➤ **Activity 4 (30 minutes). Demonstration of a poster lesson with no explanation of what is being done (Use Grade 1 Term 2 Week 2 Day 1 from Resources section.)**

Tell the participants that you will now demonstrate the methodology again. Don't give any explanation but demonstrate the way it should be done in the lesson plans.

➤ **Activity 5 (10 minutes)**

Ask the participants to look at these two lessons that you have just demonstrated and say why it is important that questions are asked in exactly the way they are in the lesson plans.

Ask the participants if there are any questions about the methodology before they practise the methodology themselves.

➤ **Activity 6 (45 minutes) Participants' Demonstration**

Ask participants to practise teaching Grades 1, 2 and 3 lessons in their groups. They can use both or either of the lessons given in the Resources section. 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.

**Conclusion:** Remember to use the methodology as it is in the lesson plans. It is important not to change the way the questions are asked.

### SESSION 3: ASSESSMENT

<b>TIME GUIDE</b>	1 hour 25 minutes
<b>RESOURCES</b>	Facilitator's guide

#### Introduction

**The purposes of this session** are to

- ❖ Deepen participants understanding of the assessment in the lesson plans/planner and tracker and why we assess
- ❖ Work with different examples of assessment activities in the lesson plans/planner and tracker in relation to the assessment programme of CAPS that has been amended by Circular S1 of 2017

#### Input (15 minutes)

Since the lesson plans were first written, the assessment programme in the CAPS has been amended by Circular S1 of 2017 for both isiZulu and EFAL. This specifies that there should be only one formal assessment activity for each grade in each term. Only one formal assessment activity has been incorporated into the lesson plans for the components that need to be assessed for each term. When the assessment activity should be done it is marked in the lesson plans and in the tracker and planner. The actual assessment lessons can be found in the planner and tracker. This is so that they can be changed from year to year if need be as the tracker is reprinted annually. These assessment activities are exemplars of what you can do. Only rubric assessments and not checklist assessments receive marks.

You will still find an exemplar assessment record sheet in the tracker. The total marks that each of the activities in the assessment programme is out of are shown in the record sheet; if the 'out of' marks are different in SA SAMS, you can change them to be the same as the marks in the assessment activities you

have used. SA SAMS will adjust the marks according to in-built weightings, and will give you a level for each learner (1 – 7).

Lesson plan assessments are based on the lessons taught during the term. It is therefore vital that all lessons are taught during the term. It is also important that as a teacher you know which lessons form the basis for the assessments and make sure that you teach these if you have been absent or a school function has taken place on the day that you were meant to teach this lesson. We can't assess a concept/skill/content that we have not taught. This is very unfair to the learners.

The following extract is what is written in the lesson plans about assessment. This is from the isiZulu Grade 1 Term 1 lesson plans but all lesson plans have similar content:

*The programme of assessment in the lesson plans meets the requirements of Circular S1 as developed for the home language in the foundation phase by the DBE, and distributed in September 2017.*

*The DBE's assessment programme for isiZulu for the first term is published in the planner and tracker. It shows that some activities are assessed using a rubric, while others are assessed using a checklist. The required rubrics and checklists are also provided in the tracker.*

*The lesson plans make it very clear when assessments using a rubric should take place, and what should be assessed. This information is also provided in the Programme of Assessment in the lesson plans in the planner and tracker. Assessments using the rubric take place during Weeks 5, 6, 7 and 8 in the times normally allocated to the component being assessed.*

*Exemplars of assessment activities are described in detail in the planner and tracker. For some activities, the whole class completes an assessment activity at the same time (such as in Writing). However, in Listening and Speaking activities, while learners must all be assessed on the same materials in the same way, they cannot all be assessed at the same time. You will need to assess about a fifth of the class in different lessons. Which group should be assessed is clearly stated in the assessment lessons. While one group is being assessed, the other learners will have an activity which they can work on independently.*

*No specific lessons are allocated for assessment of skills that need to be assessed using the checklist. However, lessons in which learners are working on these skills are noted in the Programme of Assessment in the Lesson Plans given in the tracker. You can use these lessons to assess each learner according to the checklists provided.*

*All assessment activities are taught in the lesson plans, and no skill is assessed that has not been taught. You should ensure that all assessment activities are completed and marks recorded as required.*

*An Assessment Record Sheet for you to copy and complete for all the learners in your class is provided in the planner and tracker that accompanies these lesson plans*

➤ **Activity 7: Assessment Programme in the Planner and Tracker (15 minutes)**

Look at the Strengthening CAPS Programme for Assessment and the Assessment Programme for Grade 1 Term 1 given in the Resources section. With a partner answer the following questions:



- 1) When does the teacher assess responses to questions related to personal details (this is in the Assessment Programme)?
- 2) Is this a rubric or checklist activity?
- 3) Is it given a mark? Why? (This is in the Strengthening CAPS Programme for Assessment)
- 4) When does the teacher assess copies and draws writing patterns observing directionally (this is in the Assessment Programme)?
- 5) Is this a rubric or checklist activity?
- 6) Is it given a mark? Why? (This is in the Strengthening CAPS Programme for Assessment)

➤ **Activity 8: Assessment activity and rubric in the Planner and Tracker (20 minutes)**

Read the Grade 2 Term 1 assessment activity for Writing, the rubric and record sheet in the resources section and then answer the following questions in your group:

- 1) Do you think the rubric is clear about how to allocate a mark of 1 – 5 for each learner in terms of the assessment activity? Why?
- 2) Discuss the criteria you think you may use to allocate a 1, 3 or 5?
- 3) Look at the record sheet and see where you would note the mark allocated for each learner?

Ask a few groups to give feedback.

➤ **Activity 9: Assessment activity and rubric in the Planner and Tracker (20 minutes)**

Read the Grade 3 Term 1 assessment activity for Group Guided Reading, the rubric and record sheet in the resources section and then answer the following questions in your group:

- 4) Do you think the rubric is clear about how to allocate a mark of 1 – 5 for each learner in terms of the assessment activity? Why?
- 5) Discuss the criteria you think you may use to allocate a 1, 3 or 5?
- 6) Look at the record sheet and see where you would note the mark allocated for each learner?

Ask a few groups to give feedback.

### **Why assessing learners is important**

We assess learners in the FP for several reasons:

- To help us as teachers to know whether or not the learners have understood and can apply what we have taught them. This gives us information about our own teaching methods. If many children in our class don't pass the assessment or a particular part of the assessment we know that we did not teach the skills, content and or concepts well enough for the learners to adequately understand and use them. We need to think about what learners' errors tell us that they did not understand and how we could teach the work more effectively next time.

- To help learners learn from their own assessments and improve the next time they complete an assessment.
- Assessment tasks need to be sensitive and constructive processes for the learners as children can feel 'bad' after an assessment where they did not do well.
- After assessments teachers need to try to provide feedback to the learners to learn from and improve. We have attempted to do this in the lesson plans. A few feedback lessons have been written for Phonics and Writing so that the learners can understand any mistakes they have made and learn for the next time they write a similar assessment. When feedback is given to individual or groups of learners it should be positive but realistic, reasons need to be given for why you are saying something, whatever you say to the learners should motivate them to do better not make them feel 'bad' about themselves and it should give them specific ways to improve.

➤ **Activity 10 (15 minutes)**

Ask the participants to turn to the Resources Section in their handouts and find Grade 1 Term 1 Week 8 Day 1, Handwriting Assessment. After they have read it ask them to discuss what errors the learners might make and how they could give positive, constructive feedback that helps the learners to improve their handwriting after they have written this assessment.

Ask a few groups to give feedback.

**Points made could be:** *I could say: you have tried very hard to form the letters correctly. However the d, q and p are not yet the way I would like them to be written. I would then show the learner how these letters should be formed, drawing attention to important points such as the direction the letters point, the tummies are round and fat and the lines are straight. I could say to another learner: you have written most of the letters in the words and sentences correctly but you did not use a capital letter at the beginning of the sentence and a full stop at the end. Tell me when do we use capital letters and full stops? Yes, that is correct. Try to remember in future.*

Conclude by saying: Assessment is a very important part of teaching and learning. However all skills, content and concepts that we assess must be taught. We can't assess learners on something that we did not teach them. It is therefore, essential that you read the lessons in the lesson plans, prepare for them and teach them. The Strengthening CAPS Programme for Assessment, Assessment Programmes, rubrics, checklists and record sheets that are in the planners and trackers need to be read, understood and used for each term. If all the above are followed assessment tasks will be easier for the teachers and learners.

**SESSION 4: CLOSURE**

<b>TIME GUIDE</b>	30 minutes
<b>RESOURCES</b>	Post workshop Activity handout
<ul style="list-style-type: none"><li>• Ask the participants if there are any questions.</li><li>• Give each participant a copy of the Post-workshop Activity handout and ask them to write their names on it. Then tell them that they have 20 minutes to complete the questions.</li><li>• Collect the handouts once they have finished.</li><li>• Thank the participants for attending.</li></ul>	