



education

Department:  
Education

PROVINCE OF KWAZULU-NATAL

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

**Participants' Handout**

**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>

### SESSION 1: INTRODUCTION

TIME GUIDE	30 minutes
<ul style="list-style-type: none"> <li>• You will be given a Participant's handout at registration.</li> <li>• You will be given a Pre-workshop Activity handout to answer.</li> <li>• Write your name on the handout and then complete the questions. You have 20 minutes to do this.</li> <li>• Once it has been completed the handout will be collected.</li> <li>• The next two sessions focus on the following:               <ul style="list-style-type: none"> <li>○ Session 2 focusses on poster work done in the EFAL lesson plans for the Listening and Speaking component.</li> <li>○ Session 3 focusses on assessment in both EFAL and isiZulu.</li> </ul> </li> </ul>	

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

TIME GUIDE	2 hours 35 minutes
<p><b>Share reflections on what helps children to learn an additional language</b></p> <p><b>Activity 1 : Answer the following question in your groups: (10 minutes)</b></p> <p><sup>0</sup> What do you think helps children to learn an additional language?</p> <p>A few groups will be asked to share what was said in their groups with the whole group.</p> <p><b>Input/discussion on the following key ideas: (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• The Listening and Speaking lessons in the lesson plans are built on important principles of how language develops</li> <li>• Learners need to hear the same vocabulary and grammatical structures often and at different times.</li> <li>• Children learning to speak English as their mother tongue go through the following process: they spend about 9 months listening to people around them talking. They 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</li> </ul>	

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 teaching children English as an additional language we should follow a similar process.
- In the lesson plans we are developing listening and speaking together.
- 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.

A few groups will be asked to share what was said in their groups with the whole group.

### **Discussing different English language structures**

#### **Activity 2: Answer the following question in your groups: (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'?
- 2) Why do you think present tense s and pronouns need to be repeated and specifically taught in the lesson plans?
- 3) What other English structures do you think need to be repeated and specifically taught? Why?

#### **Input/discussion on the following key ideas on Methodology:**

- The methodology for teaching poster work is provided in the methodology section of the lesson plans for each grade. There are very clear steps. Questions with the answers the learners should give are provided in the lesson plans.
- Visual aids are necessary. We use posters as visual aids to help learners link the words that they are learning with pictures of the objects or actions.
- 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.
- 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. 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.

- 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. Remember to point to the sentence or object being said.
- Give feedback to the learners.

**Activity 3: Demonstration by the facilitator of a poster lesson with an explanation of what is being done. (Grade 1 Term 1 Week 4 Day 2 from Resources section will be used.) (30 minutes)**

- 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: Demonstration by the facilitator of a poster lesson with no explanation of what is being done (Grade 1 Term 2 Week 2 Day 1 from Resources section will be used.) (30 minutes)**

**Activity 5: Answer the following question in your groups: (10 minutes)**

Look at the two lessons that you have just seen demonstrated and say why it is important that questions are asked in exactly the way they are in the lesson plans.

Ask any questions you may have on the methodology.

**Activity 6: Demonstration by your group of different poster lessons. You will use the lessons from Grade 1, 2 and 3 given in the Resources section. (45 minutes)**

One person in your group should be the teacher and the rest of the group will be the learners when practising Grade 1 sentences. Different people can be the teacher when Grade 2 and 3 sentences are practised.

## ACTIVITY 2: ASSESSMENT

<b>TIME GUIDE</b>	1 hour 25 mins
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### Key Points on Assessment

- 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.
- 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 is marked in the lesson plans and in the tracker and planner. The actual assessment lessons can be found in the planner and tracker.
- These assessment activities are exemplars of what you can do. You can set your own assessment activities if you wish, though we suggest you use those provided.
- 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 at another time 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.

### 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 *responds to questions related to personal details*?
- 2) Is this a rubric or checklist activity?
- 3) Is it given a mark? Why?
- 4) When does the teacher assess *copies and draws writing patterns observing directionally*?
- 5) Is this a rubric or checklist activity?
- 6) Is it given a mark? Why?

A few groups will give feedback.

**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.

A few groups will 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?

A few groups will give feedback.

**Input: Key points on 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: Positive feedback to learners (15 minutes)**

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

A few groups will give feedback.

**Conclusion**

- Assessment is a very important part of teaching and learning.
- 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 3: CLOSURE**

<b>TIME GUIDE</b>	30 minutes
<b>RESOURCES</b>	Post workshop Activity handout
<ul style="list-style-type: none"> <li>• You will be given a Post-workshop Activity handout to answer.</li> <li>• Write your name on the handout and then complete the questions. You have 20 minutes to do this.</li> <li>• Once it has been completed it will be collected.</li> <li>• Thank you for attending the workshop.</li> </ul>	