



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

**Grades 4 - 7**  
**Just-in-Time Training Workshop**  
**2019: No. 2**

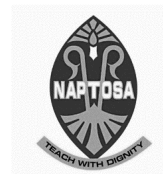
**Facilitator's Guide**

**EFAL**



**Jika iMfundo**  
what I do matters

Endorsed by:



**EFAL Grades 4 – 7  
JiT 2 of 2019  
Workshop programme**

<b>Resources needed: Participants' handout; Resources handout</b>	
<b>Activity</b>	<b>Time</b>
<b>Introduction</b>	<b>5 minutes</b>
Welcome Setting ground rules Workshop outcomes	
<b>Pre workshop activity</b>	<b>15 minutes</b>
<b>Part 1:</b> Reviewing trackers and JiT workshop 1 2019	<b>10 minutes</b>
<b>Part 2:</b> Reviewing important aspects of teaching writing	<b>4 hours</b>
<b>A Recap of important aspects of teaching writing:</b> Introduction Approaches to teaching writing Activity 1 Levels of learner performance	<b>1 hour 15 minutes</b> 10 minutes 20 minutes 25 minutes 20 minutes
<b>B Scaffolding:</b> Explanation Implementing scaffolding strategies Activity 2	<b>1 hour 15 minutes</b> 15 minutes 20 minutes 40 minutes
<b>C Frames</b> Examining different frames - Activity 3	<b>45 minutes</b>
<b>D An integrated lesson</b> Activity 4	<b>50 minutes</b>
<b>Post workshop activity</b>	<b>15 minutes</b>
<b>Closure</b>	<b>10 minutes</b>
<b>Total working time</b>	<b>5 Hours</b>

## **INTRODUCTION** (5 minutes)

### **Welcome and setting ground rules**

1. Welcome participants
2. Ask participants to introduce themselves
3. Set ground rules for the workshop
  - Cell phones off – can check them during break
  - Movement in and out of the room to be kept at a minimum
  - Punctuality is vital
4. Go through times of starting, ending, tea and lunch.
5. To ensure that participants obtain the maximum benefit from the workshop, it is essential that all members of the group participate actively throughout the workshop.
6. Encourage participants to ask questions.

### **Workshop outcomes**

**Strengthen and extend knowledge and skills for the EFAL Intermediate classroom by:**

- **Revising and applying important aspects for teaching writing**
- **Examining and applying strategies for scaffolding**
- **Examining and comparing different frames**
- **Revising the integrated skills lesson to include scaffolding techniques**
- **Participating in group work and cooperative activities**

**PRE - WORKSHOP ACTIVITY** - what do you already know about teaching of writing with particular reference to scaffolding? (15 minutes)

Hand out the activity sheet and ask participants to answer the questions.

**PART 1: REVIEWING TRACKERS AND JIT WORKSHOP 1 of 2019** (10 minutes)

Ask participants:

1. Have you seen evidence of the teachers using the trackers in their lesson preparation? If you have say briefly how useful the teachers found the trackers. If you have not, say why not.
2. Did the teachers find the workshop on listening and speaking helpful? Give reasons for your answer.

## PART 2: REVIEWING IMPORTANT ASPECTS OF TEACHING WRITING

### A Recap - Approaches to teaching writing

#### 1. Introduction (10 minutes)

In this workshop we will revisit teaching writing to EFAL Intermediate learners. First we will revise two of the most important aspects of teaching writing which are:

- Product and process approaches to writing
- Levels of learners performance in writing

As learners require careful guidance to develop the skills needed to produce sustained written text, we will focus on **scaffolding** and some important supporting techniques. We are following the CAPS which states: “Writing which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and **present** appropriate written, visual and multi-media texts for a variety of purposes.” (pg. 11)

#### 2. Product and process approaches to teaching writing (20 minutes)

*Ask participants to think back to the JIT workshop in 2018 where writing was the topic. Ask*

***What do you remember about the product and process approaches to writing ?***

*Write up any points offered on a flip chart/board.*

*Revise the points of the two approaches by reading through the following:*

1) **The product approach.** This approach is concerned with the end result of the learning process, not with the process of getting there. The focus is on what the learner will produce. It includes:

- getting grammar right
- developing a range of vocabulary
- punctuating correctly
- using layout conventions correctly
- spelling accurately
- using a variety of sentence structures
- linking ideas and information to develop a topic –
- developing and organizing content clearly and logically

In this approach the classroom activities presented will involve imitating, copying and transforming models of correct language e.g. changing the tense from present to past. It begins with learning how to form sentences and use grammar correctly. The main concern here is with **accuracy**.

**The process approach.** The focus here is on what the learners do. They go through a number of stages to reach the outcome. “In this approach learners will go through the stages of: planning, drafting, revising, editing and presenting” (CAPS p.11-12)

Learners are encouraged to put their ideas on paper in any shape or form without worrying about formal correctness. Grammar is played down as **fluency**, rather than accuracy, is important. In addition, cooperative group work is encouraged.

### **Activity 1 [25 minutes]**

*Participants read through the following activity:*

Grade 5 learners have read a story about a grandfather and answered comprehension questions on the text. They have also just completed an exercise on using commas, full stops and question marks. Further they filled in adjectives in sentences. This was followed by the writing activity shown below:

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*Write your own description of the grandfather in the story.*

- *Write in full sentences.*
- *Include at least four adjectives.*
- *Start with a rough draft.*
- *Check and correct your punctuation, grammar and spelling.*
- *Hand in your draft and your finished work.*

*Assessment: 10 marks for content; 5 for grammar; 5 for punctuation and spelling.*

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Work alone to answer the following question:

***Is this an example of product or process writing? Give reasons for your answer.***

*It is both product and process with more emphasis on product.*

*It is product writing because correctness of grammar, spelling and punctuation are required. Half of the mark allocation is for grammar/accuracy*

*It is process writing because there was stimulus (read and answered questions on a story. The topic of the story is used for the writing. Learners are required to write a draft and proof read it*

**Briefly discuss whether or not this is a suitable writing activity for Grade 4, Term 2. Give reasons for your choice.**

*Some participants may approve others may not. If they approve they must mention how the steps support the learners. If they disapprove they may say that there is too much of an emphasis on product.*

### **3. Levels of learners' performance (20 minutes]**

In the previous workshop on writing, the levels at which the learners can be expected to perform were discussed. Ask participants what they remember about the levels. Briefly discuss responses if any.

*Read through the following with the participants.*

Continuum of levels of writing performance

1	2	3	4
1. Copying	2. Controlled writing	3. Guided writing	4. Free writing

**1. Copying:** here the learner simply writes down something that has been given such as copying examples from the chalk board or making lists of vocabulary from a text book or entering new vocabulary into their personal dictionaries. There is no room for imaginative writing. Everything has to be absolutely accurate – the product is important. Essentially copying is for the beginner, however, it could be used in a limited way as learners progress to the other stages. This level will also help those learners who are struggling and need confidence. When they write something down accurately they will feel they have achieved something.

**2. Controlled writing:** Learners practice the different kinds/genres of writing activities that are graded from very to less controlled. These activities are designed so that they will not make mistakes. There are only specific answers. The focus is on grammar and the mechanics of using language. At first, learners would be involved in activities where matching and reordering information is required.

For example, after reading a story, the teacher selects one paragraph and writes the sentences on the board in the incorrect order. Learners will then be required to write the sentences in the correct order.

This can be followed by transformations such as changing a statement to a question/ singular to plural/ present to past tense. As in 1. above, the answers must be specific and accurate.

For example, the teacher writes the following on the board:

*It's morning. A young man is walking in the park with his dog. Every day he buys a newspaper from the newspaper seller on the corner. The young man takes the newspaper to the park. He sits on the bench. He reads his paper. His dog runs among the trees and plays with other dogs.*

Learners have to re-write the sentences but change "A young man ..." to "Two young men"

Controlled writing can be used at any level of teaching writing. This method provides focused practice in getting words down on paper and concentrating one or two items at a time. Learners must, however, be encouraged as soon as possible to write more freely by trying out and using language for themselves. Here learners can be given choices and/or gaps left for learner to fill in with their own knowledge.

**3.Guided writing:** This kind of writing is a bridge between controlled and free writing. Learners are given some guidance but they are not given all the grammatical forms and content they will need. Thus, although a certain amount of grammar practice and/or specific vocabulary is often included, the final product will not be exactly the same. Here the teacher helps the learner to think through ideas, order them, consider vocabulary and grammar, work together cooperatively to prepare notes and drafts and to prepare to write. Both fluency and accuracy are involved in a mix of product and process writing.

Example:

Learners are given the following information:

Although Cape Town and Johannesburg are both cities they are very different.

<b>Cape Town</b>	<b>Johannesburg</b>
On the sea	Land locked
Table Mountain	gold mines
Mediterranean climate	summer rainfall area
Political capital	commercial capital
3 million people	5 million people

Write a paragraph comparing Cape Town and Johannesburg using the following structure:

Although Cape Town and Johannesburg are both cities in South Africa, they are very different. First, \_\_\_\_\_ but \_\_\_\_\_. Second, \_\_\_\_\_ while \_\_\_\_\_. Third,

\_\_\_\_\_. Finally,  
\_\_\_\_\_ on the other hand,  
\_\_\_\_\_

**4. Free writing:** Here learners have the freedom to express themselves as they wish. They also have the freedom of choice in what they write. Fluency is important here. However, perhaps it is important to note Anita Pincas' (Macmillan 1982: 110 Macmillan) view that: "Free writing is ...: the ability to write freely what has been taught not the ability to [just] write anything at all" is what we should see as the outcome of teaching writing in the Intermediate Phase classroom. Nevertheless the focus of the process of writing must involve:

- How to plan i.e., to note and develop ideas/prior knowledge
- How to draft i.e., to transpose/develop ideas from the plan into structured written text
- How to revise i.e., to make changes to improve the draft
- How to proof-read i.e., to check the draft for spelling and punctuation errors, omissions or repetitions, logic and relevance
- How to present i.e., to prepare a neat, correct and clear final copy.

Although the aim is to get learners to write freely and fluently, many Intermediate EFAL learners still need a great deal of support and guidance particularly for guided and free writing which is what is required in the Intermediate Phase. We will thus examine scaffolding and some related techniques that can be implemented to provide learner support.

## **B. Scaffolding**

### **1. Explanation (15 minutes)**

*Read through and discuss the explanation with the participants*

The term **scaffolding** was introduced by Jerome Bruner in 1976. He based this on Vygotsky's concept of "the Zone of Proximal Development (ZPD)". The zone is the area/gap between what the learner knows and what is not known. Vygotsky believed that by being given the appropriate assistance the learner will move out of the gap and successfully complete the task. Scaffolding consists of the activities provided by the teacher or more competent peer to support the learner through the ZPD and attain the goal. Each activity is like a step. As the learner achieves each step the support for that step is withdrawn. This goes on until the learner can work entirely independently and/or until the learner has solved the problem.

When learners have to fill the gap between the known and unknown for a difficult task on their own, they often find the task daunting. The result is that learners become discouraged



and frustrated and give up. Thus one of the main goals of scaffolding is to give learners assistance and direction so that they work confidently and positively.

Learner's language skills, their ability to read, write and express themselves can sometimes lag behind their knowledge in academic areas, leaving teachers with an impression that learners are less able than they really are. Teachers thus treat these learners inappropriately. Lack of social skills can also distort the kind of information teachers collect about their learners learning. Scaffolding will help to overcome these problems.

## **2. Implementing scaffolding strategies: (20 minutes)**

*Ask participants to examine and to comment on the scaffolding strategies with you.*

Below are important scaffolding strategies.

1. Match support to the needs of the learners
2. Give learners a simplified version of the lesson, assignment, or reading and then gradually increase the complexity or difficulty
3. Break the task into manageable parts
4. Describe or illustrate or demonstrate a concept, problem, or process in different ways to ensure understanding
5. Give an exemplar or a model of an assignment learners will be asked to complete
6. Give a vocabulary lesson before they read a difficult text
7. Ensure that the purpose of the activity, the directions learners will need to follow and the goals they are expected to reach are clearly described
8. When you begin a new lesson, explicitly build on the knowledge and skills the learners already have
9. Gain and maintain interest of the learners

## **Activity 2 (40 minutes)**

Work in pairs

On pages 1 - 2 in your resources pack you will find Activity 12 from Via Afrika and Activity 10 from Oxford Successful English. Both activities fulfil the CAPS requirement for Grade 6, Term 2, weeks 7-8 'writes a paragraph to express and explain an opinion'.

Read through the activities carefully and then answer the following questions:

***What level of writing is expected from the learners?***

***Which scaffolding strategies can you identify in each of the activities?***

### **\Via Afrika:**

*This is an example of free writing*

*7. The purpose of the activity, the directions learners will need to follow and the goals they are expected to reach are given – learners are told what to read, that they must think and then write sentences.*

*8. Knowledge and skills the learners have are built on- steps of writing process are revised.*

*9. Gaining and maintaining interest of the learners- the topic of the text is of interest to this age group; asking them to give their opinions should take them more deeply into the topic.*

*6. Working with vocabulary - The vocabulary is indirectly taught in the word puzzle preceding the writing*

### **OUP:**

*This is an example of guided writing*

*3. Break the task into manageable parts- the activity is broken in four sections which are clearly divided*

*7. The purpose of the activity - the directions learners will need to follow and the goals they are expected to reach are given- the purpose is explained in the first paragraph, each section explains what has to be done*

*8. How the new lesson explicitly builds on the knowledge and skills the learners have are described – asking learners to brainstorm and the frame with clearly directed instructions indicate this has been done before, learners are using a frame and brainstorming new information*

*9. Gaining and maintaining interest of the learners- the drawing and the instruction will draw them into discussion and so aid brainstorming – a cooperative activity.*

***How far do you think the strategies used will help the learners complete the task successfully? Give reasons for your answers.***

***Describe any changes you would make to ensure the learners reach their goal for each of these activities?***

## C. Frames

A frame is one technique that can help to scaffold a writing activity. We will now examine some differently structured frames and decide how and when they can be used most effectively.

### 1. Examining different types of frames

#### Activity 3 (45 minutes)

*Organise the participants as follows. The number of groups will depend on the number of participants. If there are 12 there will be 3 groups, if 16, 4 groups and so on.*

**Work in groups of 3 or 4.**

**Group 1: Grade 4 pp. 4, 5 -6**

**Group 4: Grade 4 pp. 4, 5 and 6**

**Group 2: Grade 5 pp.7a, 7b and 8**

**Group 5: Grade 5 pp 7a, b and 8**

**Group 3: Grade 6 pp. 9, 10 and 11**

**Group 6: Grade 6 pp. 9, 10 and 11**

**Read through and discuss the extracts allotted to your group. In your discussion be guided by the following:**

**Discuss the effectiveness of the frame in terms of**

- **How the frame is presented**
- **whether or not the support/scaffolding given in the activity is sufficient for the learner to complete the task successfully (keep in mind the level of writing expected from the learner).**

*Once groups have completed the task, ask one participant from each small group to share the findings of his/her group. Just before each group presents, ask the other groups to quickly read through the extracts they have not worked on.*

#### **Grade 4 Groups 1 and 4.**

##### *Extract 1*

*Frame is presented as a gap filler, some answers given in the poem all that is required here is that learners identify the correct words and copy them into the frame – controlled writing. For the other sentences, it is learners will choice but they are limited by using specific sounds hence controlled writing. The comprehension questions and the instructions give the support needed to complete the writing. Grade 4s should cope adequately.*

### *Extract 2*

*Frame is presented with pictures which are the clues for the answers. The pictures are placed beside where the answers will be written providing a direct relationship. However without the model and its series of guiding questions the frame would not be sufficient.*

### *Extract 3 Part 1*

*There is no physical frame. Learners develop their own frame by following instructions and writing in point form. Listening to instructions and relating them to drawings by writing a label provides a model. The whole activity is scaffolded*

### *Extract 3 Part 2*

*Frame consists of incomplete sentences accompanied by some leading questions. Instructions are given for language and punctuation requirements. Not well scaffolded.*

## **Grade 5 Groups 2 and 5**

### *Extract 1 Part 1*

*There is no frame as such. A full model with headings has been given. Learners are required to copy the headings and give their own information following the format of the model. The model is a good support. The questions preceding the model repeat what is given in the model so giving additional support.*

### *Extract 1 Part 2*

*Frame consists of partial sentences. – this is more like a gap filler. Aside from the pictures for choice of the topic and the partial sentences there is no scaffolding.*

### *Extract 2*

*Frame consists of leading statements. Learners would have to formulate their own sentences using the statements as clues. The story which provided the stimulus (was not included here) and the statements are good guides. A pity the vocabulary activity is placed after the writing. They could have used these words. An interesting frame.*

## **Grade 6 Groups 3 and 6**

### *Extract 1 page 9*

*Frame is a detailed, annotated example. A listening activity which is followed by a series of related pictures forms the stimulus for the writing. Learners would write their description using their own example and following the structure of the model. The model becomes the frame. A full check list of the writing process is provided. This is a very well scaffolded lesson.*

*Extract 2 page 10*

*The stimulus is a description of the topic followed by the development of a mind map. A detailed frame consisting of statements is given. This is set in step by step guide of the process learners' must follow. An interesting and well scaffolded lesson.*

*Extract 3 page 11*

*The frame consists of incomplete sentences, the completion requires learners' own ideas. The stimulus is a series of pictures illustrating a story which learners will have read before. Learners have to develop a mind map using the pictures. These notes then help them to complete the frame. The steps of this activity proceed logically and they are all guided. Also, the writing process is provided. A good lesson.*

#### **D. The integrated lesson (45 minutes)**

You have seen from the extracts in the previous activity a number of different ways in which a frame can be presented. The extracts illustrated examples of the frame as a simple gap filler, partial or incomplete sentences, statements, pictures and even no frame where the learner will develop his/her own from the guidance of questions or pictures. Each of these provides a greater or lesser amount of scaffolding. What should be evident is that a frame generally needs other activities to provide the learner with a properly scaffolded lesson. We will now examine an integrated skills lesson to assess its effectiveness in terms of scaffolding strategies .

*Participants will work in pairs for Activity 4*

**Activity 4 (45 minutes)** On your own carefully examine page 3 in your Resources pack. Then using the cooperative technique pair/share discuss the questions below. Remember in pair/share, you take turns to share your answer and then when asked to respond you give your partner's answer.

***Identify the frame. How effective do you think the frame is?***

*Steps 1 – 3, 5. After composing their own first sentence, learners are guided by the points in their mind maps as to what should go into each paragraph. This is effective for Grade 6s as they should be beyond the level of having to complete sentences. However, the first sentence probably could have been more guided. Perhaps learners could be directed to expand on the word in the centre of the mind map to compose their first sentence.*

**Apply the scaffolding strategies re-listed below to assess the effectiveness of this lesson.**

1. Match support to the needs of the learners
2. Give learners a simplified version of the lesson, assignment, or reading and then gradually increase the complexity or difficulty
3. Break the task into manageable parts
4. Describe or illustrate or demonstrate a concept, problem, or process in different ways to ensure understanding
5. Give an exemplar or a model of an assignment learners will be asked to complete
6. Give a vocabulary lesson before they read a difficult text
7. The purpose of the activity, the directions learners will need to follow and the goals they are expected to reach are given
8. How the new lesson explicitly builds on the knowledge and skills the learners have are described
- 9 Gaining and maintaining interest of the learners

*1. this lesson fulfils the CAPS requirements for Grade 6 Term 2. Weeks ??*

*3 the lesson is broken into manageable parts*

*4 and 5 examples of mind map, grammar examples and punctuation are provided*

*7 the purpose of lesson is clearly stated*

*8 each section builds on what was previously given, they have previously read a story on the topic thus vocabulary familiar, the grammar and punctuation have been worked on before the setting out indicates that this is revision.*

*9 a variety of topics is given so catering for a variety of interests of learners.*

**Comment briefly on the integration of skills in this extract.**

*Listening, speaking, reading and writing are carefully linked so that they build on each other thus providing support for the learner.*

To sum up, the activity is very well scaffolded. The learners are guided in every step from brainstorming ideas with a partner on a topic they have just read about, to developing to their own mind maps then using the mind map to frame their stories. Lastly, they are

supported with language and punctuation as well as the steps for editing. This is free writing activity – process overrides product

As you have seen in this lesson the frame on its own does not give enough support, however, the activity as a whole has been developed so the learners are guided throughout.

**POST WORKSHOP ACTIVITY** (15 minutes)

Hand out the post-workshop activity for the participants to complete.

**CLOSURE** (10 minutes)

Ask participants to respond to the following questions briefly

- *Do you have any suggestions as to how to improve this workshop?*
- *What topic/s would you like to be addressed in the next workshop?*