



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

**Grades 4 - 7**  
**Just-in-Time Training Workshop**  
**2020: No. 1**

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**Participants' Handout**

**EFAL**



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what I do matters

Endorsed by:



**EFAL Grades 4 – 6  
JiT 1 of 2020  
Workshop programme**

<b>Activity</b>	<b>Time</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>➤ Welcome</li> <li>➤ Setting ground rules</li> <li>➤ Workshop outcomes</li> </ul>	5 minutes
Pre workshop activity	15 minutes
<b>Part 1:</b> Reviewing JiT workshop 3 2019	10 minutes
<b>Part 2:</b> Changes in the revised planner tracker	50 minutes
<b>Part 3:</b> Questioning <ul style="list-style-type: none"> <li>• Reasons for questioning</li> <li>• Questioning strategies</li> <li>• Learners asking their own questions</li> </ul>	50 minutes 50 minutes 55 minutes
<b>Part 4:</b> Grade 4s at the beginning of the year - challenges	50 minutes
Post workshop activity	15 minutes
<b>Closure</b>	
<b>Total working time</b>	5 Hours

**Workshop outcomes**

1. Teachers are enabled to use the revised Planner and Tracker
2. Knowledge of questioning strengthened and extended
3. Raised awareness of difficulties Grade 3 learners may bring to Grade 4

## **PART 1 Reviewing JiT workshop 3 – Reading Comprehension with a focus on information texts. [10 minutes]**

The topic of the last workshop was reading comprehension with a focus on information texts. What response did you get from teachers to this topic?

Where there any concerns? If so, what were they?

Share the positive outcomes that you identified.

## **PART 2 Changes in the CAPS Planner and Tracker [50 minutes]**

Some important changes and additions have been made to the CAPS Planner and Tracker. We will discuss these and briefly revise the organisation of the planner.

- 1) Turn to page 1 of the Resources Handout (RH). Your facilitator will discuss and explain the steps of **The cycle of practices for supporting improved curriculum coverage ..**  
Give your views on the cycle.
- 2) Go through **4. Templates for tracking, reflecting and reporting for collaborative problem solving** (page 2 RH) which explains the purpose of the template.
  
- 3) Examine the new **Template for tracking, reflecting and reporting curriculum coverage** on page 3 (RH) noting the layout and headings.
  
- 4) Now examine the annotated template on page 4 (RH). The annotations explain what teachers are required to fill in, in each section of the template. Note that this replaces the Reflection which was included at the end of each week in the previous planner/tracker. Ensure that you understand what is required in the Template by going through annotations. Raise any concerns or queries you may have with your facilitator.
  
- 5) Although the layout of the planner/tracker has changed from landscape to portrait, the structure of the planner has not changed. Your facilitator will revise the structure by examining the example and the notes at 1.2. You will find this on page 5 RH.

## **PART 3 Questioning [155 minutes]**

### **A. Reasons for questioning [50 minutes]**

In a previous workshop (JiT 2018 no. 1) we examined questioning in relation to setting comprehension questions according to the CAPS requirements. That is, we worked on questioning for assessment. We will again examine questions but our focus will be on asking questions for teaching and learning.

Before we begin, refresh your knowledge of different types of questions by answering the following:

What are the two main categories of questions?

What are the different levels of questions?

Which levels are low order and which high order questions?

#### **ACTIVITY 1**

You will work in pairs and then share your ideas with the whole group.

**‘What’s in a question? Everything ...It is, in essence, the very core of teaching.’**

John Dewey, 1933

What do you think the phrase “core of teaching” means – think of the core of an apple.

In what ways do you think questioning is the “core of teaching”? What purposes can it serve?

When you share your ideas with the class your facilitator will add any points not already on the list. You will then be given time to write down the points on the flipchart.

Research has shown that “if you have been teaching for five to ten years then you probably have asked from a quarter to half a million questions. Teachers with over fifteen years of experience may have asked a million questions” (Wragg, 2001). In a study in the UK, (Kerry 1987) found that 80% of questions asked were lower order concerned with data recall or simple comprehension; 15% were for classroom management, control and administration and 5% were higher order questions that involved analysis, evaluation etc.

In order to teach well, it is widely believed that one must be able to question well, however, research has indicated that although asking questions has the potential to greatly facilitate the learning process, not all questioning is effective for all purposes. For example, there is a place for low order questions in promoting young disadvantaged children’s achievement which primarily involves mastery of basic skills. However, too many lower order questions do not promote learning. From this we can conclude that there is a place for all levels of

questioning, but we have to be aware of what we want to achieve with our questioning and choose the right level and order of question for our purpose.

## **ACTIVITY 2**

Work individually on the following:

Go through the points of ‘the core of questioning’ you have just written down. Beside each say which of the following levels and types of questions you would use to achieve the aim of the point:

lower order closed question;

lower order open question;

higher order closed question;

higher order open question.

Share your answers with the group and discuss any differences of opinion. The facilitator will write the agreed answer beside each point on the flipchart.

From the above activity, what conclusion can you draw about higher order open questions?

Note: Further information on the topic of closed and open questions can be found in JiT Workshop 2018: No.1

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## **B. Questioning strategies [55 minutes]**

Below is a list of common strategies used by teachers when they ask questions or respond to learners’ answers. (Note these strategies are interrelated).

As your facilitator discusses each one, think about:

1. which of these have you used or witnessed?
  2. What effect each strategy could have on learners?
- Asking too many questions at once
  - Asking a question and answering it yourself
  - Asking questions of the brightest and most likeable learners
  - Not sequencing questions correctly
  - Asking irrelevant questions
  - Always asking the same types of questions (e.g. closed and/or lower order questions)
  - Asking questions in a threatening/aggressive manner
  - Not using probing and prompting questions

- Not giving learners time to think
- Not correcting wrong answers
- Correcting wrong answers harshly
- Ignoring learners' answers
- Failing to see the implications of learners' responses
- Failing to build on answers - probing and prompting here

Share your ideas about the possible effect of these strategies on learners.

### C. Learners asking their own questions [50 minutes]

In the Intermediate Phase “Greater emphasis is ... placed on using the First Additional Language for the purposes of thinking and reasoning” and it is “through effective listening and speaking that learners collect and synthesise information, construct knowledge, solve problems and express ideas and opinions.” (CAPS p. 9) Encouraging learners to talk and think is thus a high priority. As you have seen in our discussion so far, the teacher asking questions relevant to the situation will promote thinking and reasoning. However, another important aspect of questioning is getting learners to ask their own questions.

The CAPS has included learners asking questions in all the Intermediate Phase grades in many places, such as:

Grade 4: pp.36, 47, 48 and 51 –asks relevant questions

Grade 5: pp.55, 59, 65, 66 and 67 –asks simple/more complex questions

Grade 6: pp.72, 73, 78, 79, 85, 86,89 and 91- asks relevant questions, simple/ complex questions

**Consider this question:** Why do you think it is important that learners ask their own questions? Briefly discuss this with your partner, then share your ideas with the class.

The LTSMs provide activities in which learners are asked to ask questions. The CAPS requirement to ask questions is made clear in the CAPS column of the planner and where relevant, links to suitable activities in the DBE workbook are also provided. An example to illustrate this is given below. It is an extract from Platinum EFAL, Grade 4 term 4 week 7. The activity is used as the first example in Activity 3 below.

CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
L&S: Participates in conversation on a familiar topic – asks and responds to questions, expresses opinions, respects others' ideas; p. 51	<i>Take part in a conversation</i> no. 1–3	LB 165	235–236	124, 128 132

### ACTIVITY 3

The examples 1 and 2 below are the kinds of examples found in most of the LTSMs. Read through them and make a note of how effective each is in supporting learners to ask their own questions. Work on your own. Set aside your answers to 1 and 2 for discussion after you have completed Activity 4.

**Example 1: Grade 4 Term 4 Platinum.** (Participates in conversation on a familiar topic - asks relevant questions. CAPS p.51)

1) Work in groups. Talk about different kinds of food you have in your home, for example: meat, milk and bread. Think of at least 8 kinds of food.  
2) Ask and answer questions about this food. Examples: *When you buy it, what container does it come in? Can you recycle the container? Why is it important to try and recycle containers?*  
Use the words below to help you.  
Cardboard box, plastic bottle, glass jar, polystyrene tray, paper bag, plastic bag.  
3) Make sure everyone in the group has a chance to speak.  
From: Platinum Grade 4 p.165

**Example 2 Grade 6 Term 4 Study and Master.** (Asks and answers more complex questions in relation to a text that has been read - CAPS page 89)

After the comprehension questions on a weather chart, learners were asked the following:

Ask each other five questions about the weather chart. Here are some examples.

- Where will you need to wear a jersey today/
- Where will you need an umbrella?
- What is the temperature going to be in Polokwane?
- Where is it going to rain?
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### ACTIVITY 4 Questioning game

This is a further example of an activity designed to encourage learners to ask questions.

You will play this game as if you are a learner. The facilitator/teacher will display a covered object so that all can see it. You have to guess what is under the cover by asking questions. The facilitator/teacher will respond with a “yes” or a “no”. You will ask questions in turn until the answer is given.

Note on Activity 4: You can develop your own version of Activity 4. For example you can make this into a class group game where the learners are limited to asking 20 questions.

**Now answer this question:**

In relation to learners asking their own questions, what do think are the strengths and weaknesses of Activity 3 (Example 1, Example 2) and Activity 4? Share your answers with the class.

We can conclude that learners will be successful in asking their own questions when they have mastered the formulation of questions, when they feel secure and hence confident and when they are stimulated by the activity.

Three more activities for teachers to use to encourage learners to ask their own questions have been included on Pages 6, 7 and 8 of the Resources Handout.

**PART 4 Challenges that new Grade 4s bring to the classroom [50 minutes]**

Read the CAPS Foundation Phase summary “By the end of Grade 3 learners should know the following” (RH page 9). With a partner discuss how far Grade 3 learners are prepared for the transition to Grade 4, and what shortcomings they might have. Refer to the items listed in the summary document. Also refer to extract A from a Grade 3 reading book (RH page 10) and Extract B Grade 4 for weeks 2-3, Term 1 (RH page 11). Take the following into consideration when you examine the extracts: layout, size of print and pictures as well as the language and vocabulary.

*You have 10 minutes to discuss your findings with a partner then, you will report back to the group. The facilitator will write your responses on the flip chart.*

The CAPS Intermediate Phase EFAL document (page 8) recognises that learners may have difficulties when entering Grade 4 as English becomes the LoLT (Language of learning and teaching) as learners will need English in all their learning areas. Further problems may arise where the foundation of the language as outlined in the summary is not in place. Many of these problems you have just identified above. Thus, the question “what can we do about these shortfalls?” arises.

Work in pairs to answer the following ;

What suggestions do you have to address these difficulties? Think back to the workshops (including this one) on listening, speaking, reading, writing, vocabulary development, questioning and scaffolding. Share your ideas with the class.

As scaffolding is an important technique for teachers to use when helping learners bridge the Grade 3 to Grade 4 gap, we will revise the scaffolding strategies.

Scaffolding

Read through the scaffolding strategies that were dealt with in Jit WS 2019 no. 1

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, 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 the 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 start a new lesson, explicitly build on the knowledge and skills the learners already have
9. Gain and maintain interest of the learners

Work on your own to answer the question below then share your ideas with the class.

Which of these strategies or part of these strategies would you use with early Grade 4s with language difficulties? Give a reason for each choice.

### **Post workshop activity [15 minutes]**

#### **Closure**

Which aspects of the EFAL curriculum would you like to work on in the next workshop?