



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

Just-in-Time Training Workshop Term 2

Facilitator's Guide

Grades 8 & 9

English First Additional Language

TEACHING WRITING CONTINUED



Jika iMfundo
what I do matters



Endorsed by:



Programme

Page	Activity	Time Guide	Real time guide
	Registration and welcome		08:30
2	Activity 1: Reflections	30 minutes	09:00
2	Activity 2: Introduction to the Term 2 Tracker	20 minutes	09:30
3	Activity 3: Writing genres as per CAPS	20 minutes	09:45
3	Activity 4: Compound and Complex sentences	30 minutes	10:00
	Break	20 minutes	10:30
4	Activity 5: Writing effective paragraphs: Topic sentences and supporting sentences	60 minutes	10:50
5	Activity 6: Prewriting strategies: Brainstorming techniques	20 minutes	11:50
5	Activity 7: Reviewing the writing process	10 minutes	12:10
7	Activity 8: Writing a narrative essay	30 minutes	12:20
8	Activity 9: Peer review of narrative essay	20 minutes	12:50
9	Activity 10: Additional writing resources- explanation and overview	45 minutes	13:50
	Announcements, feedback questionnaire and closure	10 minutes	14:00

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grades 8 & 9	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides.	1 set per participant; participants should bring their own	
A Dictionary		
Pens and paper for planning lessons A quantity of popcorn that can be distributed in small quantities to each participant.	As required	
Flipchart or board	As required	

Registration and welcome

ACTIVITY 1: REFLECTION ON THE TERM 1 TRACKER

(30 MINUTES)

In the last workshop the central role of the HODs in the implementation of this intervention was stressed and it was acknowledged that without their essential input the effectiveness of the use of the Trackers would be compromised.

A second important point was made regarding the need for teachers to make weekly entries in the Reflections section of the weekly teaching plan.

HOD's Checklist

Ask the HoDs to respond to this section. Teachers should respond to the Teacher's Checklist. Give participants about 15 minutes to do this activity silently.

Tell participants that they should respond honestly. This section is for their self-evaluation and will indicate gaps in practice for them to examine on their own.

Teacher's Checklist

The same instructions apply to the teachers as well.

Spend 10 -15 minutes discussing the main points you wish to make. Do not wait for all the participants to complete answering all the questions. Keep to the timeframe.

ACTIVITY 2: INTRODUCTION TO THE TERM 2 TRACKER

(20 MINUTES)

- Ask participants to turn to page 2 of the tracker and to find the LTSM they are using and add a bookmark to it. Allow teachers to peruse their LTSM list.
- When planning the lessons for each day, they must refer to the suggestions given in the *Teacher's Guide* for their *Learner Book*. There are also references to the Readers.
- Find out how much of the curriculum was covered and what was not covered. What action/s will the teacher take to catch up?

Date:

Lesson:.....
 content:.....
 Reasons for not completing:

.....

Resolution.....

ACTIVITY 3: CAPS WRITING REQUIREMENTS FOR TERM 2	20 MIN
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Point out that you have tabulated the genre from which the writing tasks are set for the term. Which genres will they select and ask them to answer the questions 3.1- 3.3 and give short feedback if necessary.

Do not spend too much time on this.

Direct participants to the information in CAPS (pp. 35-48 and 86-87)

Also refer to p 7, Term 2 tracker. (Keep track of time.)

ACTIVITY 4 COMPOUND AND COMPLEX SENTENCES	30 MIN
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Discuss simple, compound and complex sentences. Refer to PW to the series of simple sentences (p7) that they are going to work with. Good writing requires that learners master different sentence types, especially complex sentences. Briefly discuss conjunctions, connectors and linking words. (This was included in Term 2 Participants' Workbook) After doing the first example and perhaps another one, ask the participants to do the activity. 5 -10 min

Now organise the teachers in groups of threes.

Ask each teachers to identify themselves as Teacher A / B /C.

Ask **Teacher A** to work on the first three sets of sentences, **Teacher B** the next and **Teacher C** the remainder. 10 min

Once this is done, ask the group to construct a paragraph using their complex sentences. 10 min

Invite a few participants to read aloud their paragraphs. Find out what changes they made when putting the sentences together to form a paragraph. 10 min

(In plenary) ask the participants to discuss their definition of a paragraph. Then discuss paragraphing in terms of its structural elements. Then ask them to do the activity that follows. Cover the following points in your discussion:

A paragraph is a basic unit of organization in writing in which a group of related sentences develops a main idea. The number of sentences in a paragraph is unimportant; however, the paragraph should be long enough to develop the main idea clearly and short enough to avoid repetition and redundant comment.

A paragraph may stand by itself. A paragraph may also be one part of a longer piece of writing such as in a chapter of a book or an essay. You will first learn to write good paragraphs, and then will learn how to combine and expand paragraphs to build essays.

Proceed to discuss paragraph structure

The following model contains all the elements of a good paragraph. Read it carefully two or three times, and try to analyse its structure.

Before reading, do some vocabulary work to ensure that they are able to follow you better. It may be an opportune time to remind participants that learners add five or more words per day to their dictionaries to improve vocabulary:

Ask the participants to identify the three parts of the paragraph

- a topic sentence
- supporting sentence(s)
- a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentences of the model states both the topic and the controlling idea.

What is the topic sentence in the above paragraph entitled *GOLD*?

Supporting sentences develop the topic sentence and clarify it by giving reasons, examples, facts, statistics, and quotations. Some of the supporting sentences that explain the topic sentence about gold are:

- *First of all, gold has a lustrous beauty that is resistant to corrosion.*
- *For example, a Macedonian* coin remains as untarnished today as the day it was minted twenty-three centuries ago.*
- *Another important characteristic of gold is its usefulness to industry and science.*

- *The most recent use of gold is in astronauts' suits.*

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember:

In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence.

Unity means that you discuss only one main idea in a paragraph.

Coherence means that your paragraph is easy to read and to understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate links such as : '...another reason...', '...on the other hand...', 'In conclusion...' etc.).

In summary, a well-written paragraph contains five elements:

- a topic sentence;
 - supporting sentences;
 - a concluding sentence;
 - unity of ideas; and
 - coherence
- If you get a sense that the participants have understood the concepts that you have been working through, then you can skim over the first part of this section. However, ensure that unity of thought, topical cohesion and coherence are part of the discourse.

ACTIVITY 6	PREWRITING TECHNIQUES: BRAINSTORMING STRATEGIES	20 MIN
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Inform participants that they won't necessarily use all of the ideas you come up with, but it's helpful to have lots of ideas to choose from when planning an essay. After you have gathered many ideas, you'll work on figuring out your main idea. Even though you may feel rushed to begin writing right away, it's important to take some time to go through this step to make sure you have an interesting main idea and plenty of supporting points.

Now review the 7 brainstorming strategies.

ACTIVITY 7	Reviewing the writing process	10MIN
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(If you can, view the following URL on the writing process:
<https://www.youtube.com/watch?v=71Y2ulyJM4g>)

What makes for successful writing?

Learners who make a personal connection with their writing are more likely to set challenging writing goals, plan a course of action for achieving them, exert required effort, persevere in the face of difficulties and believe that they will be successful.

Ask teachers to look at the list of writing skills below, and on a scale of 1 –least important to 5- most important, rate them and thereafter discuss with their partners their ratings.

1.	Writing a rough draft	
2,	Ordering ideas logically	
3.	Selecting relevant ideas	
4,	Proofreading	
5.	Spelling correctly	
6.	Being clear	
7.	Keeping the audience in mind	

The process approach helps learners to be more strategic in planning, drafting and revising. The teacher must in turn create a supportive environment in which processes such as constructive feedback, ‘scaffolded’ support and confidence building are valued.

Tell the teachers that you want them to think about how they can improve word choice and expression as well as the need for topical unity and coherence in their writing. You are now going to take them through the Process Approach. Tell them the topic is: *How to impress a teacher in their writing.*

(Refer to the diagram on The Writing Process- PW p 22)

The first step is planning

The planning step activates the schema or background knowledge of the learner. The learner explores his /her ideas about the topic. One method of doing this is clustering, in which a graphic organizer is used. Think of as many ideas as you can about the topic and write them in the circles below:

The second step is drafting.

Drafting is the process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. Note that spelling and punctuation is not of central importance in these early stages. Elbow in *Writing Without Teachers* (1973: 1-7) points out that *“the habit of premature editing not only makes writing hard, it also makes writing dead”* . Follow this advice: *Make it messy to make it clear.*

Now use your prewriting notes to determine the following:

- 1, Which ideas will you use?
2. In what sequence will you arrange them?
3. -Any information that is not relevant to the purpose of writing about the topic should be removed.

Ask participants to write their draft paragraph.

The third step is Revising

1. Are there any ideas you can add to improve your paragraph?
2. Are there any ideas you now want to change or remove?
3. Will changing the sequence and organization of your sentences improve coherence in your paragraph? Discuss with your peer and consider his/her advice
4. How can the expression be enriched /improved?

At this stage don't be overly concerned with grammar, spelling and syntax issues. These issues will be dealt with in the last stage (editing /proofreading).

Get the teachers to rewrite their paragraph.

The Fourth step is Editing

Inform the participants that the next step, Editing, is perhaps the most neglected aspect of writing. Editing begins with proofreading.

Editing Checklist

		YES	NO
1	My ideas are arranged logically		
2	I have checked words for correct spelling		
3	I have capital letters and punctuation in the correct places		
4	I have considered instances where I can make a better word choice		
5	I have got a classmate to proofread my work		

The final stage is presenting your work to others

Publishing involves sharing your work with an appropriate audience. This may take several forms: Handing it in to your teacher to assess, reading out loud to your class or even putting it on display in the classroom. Another channel is to use social media and to publish your work on WhatsApp for example.

Please follow this with a some questions. E.g. What do you think will prevent your learners from approaching writing like this?

ACTIVITY 8: Writing THE NARRATIVE ESSAY

30 MIN

.Inform participants of the following:

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.

Here are some guidelines for writing a narrative essay.

- **If written as a story, the essay should include all the parts of a story.**

This means that you must include an introduction, plot, characters, setting, climax, and conclusion.

- **When would a narrative essay not be written as a story?**

A good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader.

- **The essay should have a purpose.**

Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all?

- **The essay should be written from a clear point of view.**

It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often times manifests itself in the form of authorial perspective.

- **Use clear and concise language throughout the essay.**

Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.

- **The use of the first person pronoun 'I' is welcomed.**

Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.

- **As always, be organized!**

Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead)

Activity: 9 PEER REVIEW OF NARRATIVE ESSAY

20 MIN

Let participants work in pairs to complete the peer review process. Stress that peer review is not confined to criticism but appreciator of merit as well

Tell the participants that they are going to look at a method of integrating the lessons in the theme cycle to help their learners in preparing for their writing piece. That is

10: ADDITIONAL WRITING RESOURCES:

Using the theme cycle to support writing

We are going to use a template to give support to learners.

As writing is a complex activity and is preceded by listening, speaking and reading, teachers should maximise the support provided through these lessons. Teachers should know before commencing the theme cycle what the writing task is going to be and to prepare their learners systematically for it. The template is one way to show how integration of the various skills could lead to the writing activity. Go through the template with the teachers and thereafter refer to the appendix (Participant's workbook pp.) to see how it can be used to support writing.

1. Know the topic or writing task that you want your learners to work on in this cycle.
2. Prepare your learners for this activity.
3. Explore how you are going to do this in each lesson as you prepare each lesson.
4. Focus on the following:

	ASPECTS	HOW TO IMPROVE WRITING	SOURCE
1	VOCABULARY	<ul style="list-style-type: none">• Build learners' vocabulary in each lesson leading to the writing activity.• Set target of at least 3-5 new words a day and ensure that some of these are related to the topic or writing activity. (Learners have enormous capacity to learn vocabulary if properly taught)• Revise new words on a daily basis.	<ul style="list-style-type: none">• Listening and speaking lessons• Reading text/s
2	IDEAS AND THOUGHTS	<ul style="list-style-type: none">• Record interesting ideas on the board.• Get learners used to recording these key ideas in their jotters.• You should list at least one idea a day	<ul style="list-style-type: none">• Listening and speaking; reading• Brainstorming
3	LANGUAGE STRUCTURE	<ul style="list-style-type: none">• Get learners to focus on the structures you are currently teaching and give them practice using these structures.	<ul style="list-style-type: none">• Language aspects and concepts currently being taught. E.g. _ synonyms
4	GENRE	<ul style="list-style-type: none">• Familiarize learners with the special features of the genre that they will be writing.• This can be done during the build up to the lesson. (Reading texts are often from this genre).	<ul style="list-style-type: none">• E.g. Dialogue format

5	ACTIVITIES	<ul style="list-style-type: none"> • Give learners practice in thinking about the writing task. • Encourage them to talk about their ideas and thoughts through the programmed activities. 	<ul style="list-style-type: none"> • Get learners to experience the activity and to talk about the topic.
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APPENDIX

A note on poetry

Learners have gained the impression that a poem involves exclusively rhymed verses. Some of the greatest poetry in the English language is unrhymed. However, poetry is not prose because it uses rhythm and metre together with the sound value of words to create evocative verbal music. That is why it is important to pronounce the words correctly because mispronunciation in poetry is the equivalent of singing a false note.

WRITING LONGER SENTENCES TG.p.149. LB p. 208

Longer sentences usually involve the use of appropriate linking phrases or conjunctions in order to create compound and complex sentences. Learners should read through their Covering letters created in the previous exercise to see where they could possibly have used longer complex or compound sentences through the varied wording and use of:

If, but, and, although, until, unless, so, because, alternatively, subsequently, whilst, previously, in addition, however, consequently, moreover.

APPENDIX

Using Mind Mapping to teach Writing

A mind map or spider diagram is a way of organizing your thoughts around a central idea using key words – each of which will trigger specific memories and encourage new thoughts and ideas. Each word is a potential trigger to unlock new ideas, facts and information.

Resources for more mind mapping information:

Buzan, Tony. 2005. *The Ultimate Book of Mind Maps*. London: Thorsons.

<http://library.leeds.ac.uk/skills-writing> (a resource that includes writing, critical thinking and plagiarism tutorials).

Additional resources on writing

<http://library.leeds.ac.uk/tutorials/activities/writing/getting-thoughts-together/>

<http://library.leeds.ac.uk/tutorials/activities/writing/drafting/>

<https://owl.english.purdue.edu/>