



2018 TRAINING WORKSHOP NO.1

EFAL



GRADES 8-9



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Grades 8 & 9
Just-in-Time Training Workshop
2018: No.1

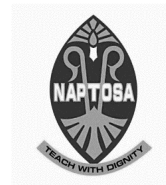
Facilitator's Guide

EFAL



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what I do matters

Endorsed by:



Jika iMfundo: JiT Workshop 1 of 2018 EFAL Grades 8 and 9 Participants' Handout

Workshop Objectives

By the end of this workshop, participants will:

1. Be aware of the importance of the following in the EFAL language classroom:
 - lesson planning with the integration of skills
 - teaching how to read and create visual texts.
2. Have a deeper knowledge and understanding of methodologies related to integrating skills and teaching visual literacy.

WHAT YOU WILL NEED FOR THIS WORKSHOP

- Facilitator's manual
- Resource handout
- Solutions Handout
- Flipchart paper, prestik and suitable pens
- Relevant CAPS documents
- EFAL textbooks

PROGRAMME OF ACTIVITIES

Activity	Time
Activity 1: Introduction and Setting Ground rules	10 mins
Activity 2: Integrating Skills in the Language Classroom	90 mins
Activity 3: Teaching Visual literacy	120 mins
Activity 4: Assessment	20 mins
Activity 5: Reflection and Evaluation	30 mins
Total working time	4.5 hours

Note for Facilitators: The times indicated above are suggestions. Facilitators have five hours available to conduct the workshop.

ACTIVITY 1 INTRODUCTION AND SETTING GROUND RULES

Time: 10-15 mins

Resources: Flip chart, Prestik, Pens

1. 1 Welcome the participants into the room.
2. Settle participants in their places.
3. Go around the room and let each person briefly introduce him/herself. They should say where they work, how long they have been in education etc
4. Set ground rules for the event. Remember to include all essential ground rules:
 - · Cell phones off – check them during breaks.
 - · Limit movement in and out the room.
 - · Respect the speaker.
 - · Practise active listening.
 - · Be punctual for all sessions.
 - · Keep materials together and neatly organised.
 - · Participate actively.
5. Write the rules up on flipchart paper.
6. Ask participants to adopt and abide by these ground rules for the duration of the training.
7. Display rules on wall of venue for duration of workshop.

ACTIVITY 2: INTEGRATING SKILLS IN THE LANGUAGE CLASSROOM

Time: 90 mins

Resources: Resources handout Text 1 and Text 2, Solutions handout, Flip chart, Prestik, Pens

The aim of this activity is to answer the following questions.

1. What are the language skills that teachers need to integrate in lessons?
2. What is the difference between Receptive skills and Productive skills?
3. Why is it advisable to integrate these skills in a lesson?
4. How can we integrate these skills?

Refer to the Solutions Handout for answers to these questions.

Activity 2 has 3 parts. In Part 1 the answers to the four questions above will be explored. In Parts 2 and 3 participants will explore two ways to integrate skills - using a text and using a theme.

Part 1: Exploring answers to four questions above. (15 minutes)

- 1 Write each of the questions above on a sheet of flip chart paper.
- 2 Divide participants into four groups and give each group one of the flipchart sheets.
- 3 Allow participants to discuss in groups the answers to these questions for a few minutes, and then they should swap the sheets until every group has considered each question.
- 4 Call on representatives from each group to give answers and discuss.
- 5 Refer to the Solutions Handout to find possible answers. Allow about fifteen to twenty minutes for this discussion.
- 6 Explain to participants that in answer to how to integrate skills, we can use a text or a theme as a springboard.

Part 2: Integrating skills in the EFAL classroom using a text (50 minutes)

Hand out Resources Handout

- 1 Explain to participants that any text e.g. a poem, a newspaper article, advertisement etc can be used, but for the purposes of this workshop we are going to use some folk tales.
- 2 Read the fable texts on the Resource Handout- Text 1 and Text 2
- 3 Divide the participants into five groups - four groups representing the four skills- Listening and Speaking, Reading/Viewing, Writing/Presenting, and the fifth group representing Language Structures and Conventions.
- 4 Ask participants to think of activities relating to their skill using the text.
- 5 Participants write down their ideas on flip chart paper.
- 6 Individual groups representing the four skills- Reading/Viewing, Writing/Presenting, Listening and Speaking - and Language Structures and Conventions present and explain their activities, which they have noted, on the flipchart paper.
- 7 Groups then read all the flipchart sheets and choose from these ideas and plan a lesson (based on Text 1 and 2 in Resource Handout) that a teacher could use for either a Grade 8 or 9 lesson.
- 8 Each group then presents their lesson plan based on Text 1 and 2 in Resource Handout. Explain the lesson plan should be brief but they should consider the following:
 - ✓ how the topic will be introduced,
 - ✓ how they will mediate the texts - what the teachers will do,
 - ✓ what the learners will have to do,
 - ✓ the time they require,
 - ✓ what kind of assessment would be used in relation to this lesson to determine whether the learners have understood the lesson.

Part 3: Integrating skills in the EFAL classroom using a theme (25 minutes)

1. Divide the participants into groups representing the four skills and have another group representing Language Structures and Conventions.
2. Ask each group to think of a theme e.g. Celebrities. Themes can be chosen from their language textbooks.
3. Ask each group to prepare a lesson using activities relating to the four skills and Language Structures and Conventions using their theme.
4. Individual groups present their lesson plans.
5. Groups then read all the flipchart sheets and choose from these ideas and plan a lesson (based on Text 1 and 2 in Resource Handout) that a teacher could use for either a Grade 8 or Grade 9 lesson.
7. Remind participants that they should consider the following:
 - ✓ how the topic will be introduced,
 - ✓ grade level
 - ✓ the resources – texts, pictures etc that they will need.
 - ✓ how they will mediate the texts- what the teachers will do,
 - ✓ what the learners will have to do,
 - ✓ the time they require
 - ✓ which assessment tasks would be appropriate to determine whether the learners have understood the lesson

Refer to the Solutions Handout for some ideas about how to plan lessons integrating skills that are based on a theme.

ACTIVITY 3: TEACHING VISUAL LITERACY

Time: 120 minutes

Resources: Resources Handout, Solutions handout, Flip chart, Prestik, Pens

The aim of this activity is to deepen educators' understanding of what teaching visual literacy implies in terms of reading and designing skills.

There are two parts to this activity

- Part 1 is an introductory activity in which participants define Visual Literacy and think of examples of visual texts. They will also explore which reading skills CAPS suggests can be taught during Visual Literacy lessons.
- Part 2 gives participants an opportunity to work with a variety of visual texts, for example:
 - photographs,
 - pictures,
 - memes,
 - advertisements and
 - cartoons.

Part 1: Introductory activity (20 minutes)

1. Ask participants to discuss in pairs or in their groups how to define visual literacy
2. Ask participants to discuss in pairs or in their groups how to define a visual text.
- 3 Ask the participants if they can think of examples in addition to those listed above.
- 4 Explain that **CAPS** has many suggestions for the ways in which visual texts can be a good vehicle for reinforcing some very important reading and writing skills. Ask: What do you think these reading and writing skills are?
See Solutions Handout for possible answers
5. Allow participants to read the information below about Visual Literacy:

Visual Literacy Inquiry

<https://www.iste.org/docs/excerpts/MEDLIT-excerpt.pdf>

Graphic designer Erin Riesland (2005) suggests that students who are learning to incorporate visual literacy into their thinking should consider the following questions:

1. What am I looking at?
2. What does this image mean to me?
3. What is the relationship between the image and the displayed text? How is the image effective?
4. Who made the image?
5. Why?
6. Who is the intended viewer or audience for the image? Why?
7. How was the image composed? What techniques of composition were used? Why?

6. Ask participants to explain how they think they could use such questions in their Visual Literacy lessons

Note for Facilitators:

The workshop should aim to take the teachers through a process whereby they can help learners to answer the questions above. We will only have time to work with a few examples of visual texts namely, **pictures, memes, advertisements** and **cartoons**.

Since access to computers might be difficult we will not analyse Internet material except for Memes which are a very widespread visual text in our culture. Memes can easily be duplicated for use in the classroom.

The questions used in this workshop are designed to give teachers many examples of ways to approach the topic of visual literacy. It would be unrealistic to expect to get through each list of questions in a lesson.

Teachers should be advised to choose questions which they believe are the most appropriate and relevant for the specific texts they are working with. Alternatively they could limit themselves to working with Riesland's question (see above).

They should also consider the time that is available for the lesson. Therefore, they could simplify the approach and choose questions that allow them to work with the following categories:

Who? What? When? Where? Why? How?

Part 2: Working with a variety of visual texts

Refer participants to the Resource Handout and explain that we will be using a variety of visual texts, namely pictures, memes, advertisements and cartoons. We will begin with Pictures.

A: PICTURES (20 minutes)

➤ Analysing Pictures

- 1 Divide participants into three groups. Show participants the pictures 1-3 in the Resources handout.
- 2 Give each group a piece of flipchart paper.
 - ✓ Group 1 should label their paper **Picture 1** and should analyse **Picture 1** by answering the questions on **Description (subject matter and composition), Genre, Origin and Representation**
 - ✓ Group 2 should label their paper **Picture 2** and should analyse **Picture 2** by answering the questions on **Description (subject matter and composition), Genre, Origin and Representation**
 - ✓ Group 3 should label their paper **Picture 3** and should analyse **Picture 3** by answering the questions on **Description (subject matter and composition), Genre, Origin and Representation**
- 3 When all groups have had a turn in considering the issues, display the flip chart sheets so all can see and discuss the findings.

Questions for each group

- **DESCRIPTION** focusing on the subject matter and the composition.
 - ✓ What do you see in the picture?
 - ✓ Where is the scene?
 - ✓ Who/what is in the picture? People or objects?
 - ✓ What is in the foreground?
 - ✓ What is in the background?

- ✓ What is happening? Or What has happened? Activities?
- ✓ What is going to happen?
- ✓ What kind of angle, gaze (who or what the people in the picture are looking at), lighting has been used?
- ✓ What is important about the colour?
- ✓ Are the elements arranged in any particular pattern?
- ✓ Do you see any geometric shapes?
- ✓ Are the lines of the picture straight or curving, thick or thin?
- ✓ What is the effect of these shapes and lines?
- ✓ Is there any repetition of any of the visual elements?
- ✓ What is the focal point (salience)?

GENRE

- ✓ What type of picture is it? Choose from the list below to explain what type of picture/photograph it is.

Painting, Poster, Advertisement, Photograph, Drawing, Cover of a magazine, Website page
Portrait, Landscape, Aerial/Satellite, Action, Architectural, Event, Family, Panoramic, Posed,
Candid, Documentary, Selfie, Other

ORIGIN

- ✓ where does the picture come from, for example, cover of a magazine, storybook, etc?
- ✓ when it was made?

REPRESENTATION

- ✓ What can we see?
- ✓ What can we imagine? What can we notice?
- ✓ What can we conclude?
- ✓ Why has specific colour, lighting, angle etc been used? What is the effect?
- ✓ What is the artist's intention?
- ✓ What do you think the picture portrays?
- ✓ What impression or message did the artist want to give?
- ✓ Is the picture portraying a positive or negative view?
- ✓ What is the artist trying to emphasise or highlight? What does the artist want to convey?

Note to Facilitators

The Solutions Handout provides only some of the answers. This is because there are no right answers as different people might read images in different ways. Explain to participants that visual literacy lessons should encourage conversations and debates about the images

➤ **Designing and Creating pictures**

Activities to use in the classroom:

- ✓ Ask participants to discuss how they can give learners opportunities for designing pictures.
- ✓ Ask participants to discuss the value of doing such activities in the EFAL classroom.

Refer to the Solutions Handout for ideas.

B. PHOTOGRAPHS (20 minutes)

➤ **Analysing photographs**

Explain to the participants that the same questions concerning Description (subject matter and composition) Genre, Origin and Representation that are used for analysing pictures can be used for analysing photographs.

Further discussion for analysing photographs

1. Are photographs a true reflection of reality?
2. Does the camera lie?
3. What does it mean to edit a photograph?
4. What does it mean to Photoshop a photograph?
5. Refer participants to the Kate Winslet photos and discuss the questions above.
Refer to the Solutions Handout for some discussion points in this regard.

➤ **Creating photographs**

Activities to use in the classroom:

- ✓ Ask participants to discuss how they can give learners opportunities for designing pictures.
- ✓ Ask participants to discuss the value of doing such activities in the EFAL classroom

Refer to the Solutions Handout for ideas.

C. MEMES (20 minutes)

➤ **Analysing memes**

Explain to the participants that the same questions concerning Description (subject matter and composition) Genre, Origin and Representation that are used for analysing pictures can be used for analysing Memes.

1. Participants refer to the Resource handout and look at Memes 1-3 and try to define what a meme is.
2. Discuss why memes are amusing.
3. Discuss the role of memes in society.
4. Participants should get into four groups and analyse the memes as follows:
 - Group 1 :Meme 1

- Group 2: Meme 2 and Meme 3
- Group 3: Meme 4
- Group 4: Analyse Meme 5

➤ **Creating memes**

Activities to use in the classroom:

Provide learners with photos and they must create amusing captions.

D. CARTOONS (20 minutes)

1. Ask participants to define a cartoon and say where they can be found.
2. Participants refer to the Resource handout and look at the cartoons. In pairs or groups they spend a few minutes discussing the role of cartoons as a medium of communication.
3. Participants get into five groups. They should select questions from those noted below to analyse their cartoon.
 - Group 1 analyses Cartoon 1
 - Group 2 analyses Cartoon 2
 - Group 3 analyses Cartoon 3
 - Group 4 analyses Cartoon 4
 - Group 5 analyses Cartoon 5
4. Groups share their findings.

➤ **Questioning cartoons**

Daryl Cagle an American cartoonist suggests students use the following questions to analyze cartoons. Daryl Cagle's Professional Cartoonists index www.cagle.com/teacher

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why? ALSO
6. What objects, people or activities do you see?
7. What do you think the symbol means and why was it chosen?
8. Who do you think is the audience for this cartoon? Consider who would agree with the message and who would not?

These questions are very useful for understanding the **visual mode**, but it is important to consider the **verbal mode**.

5. Look at each frame of the cartoon and consider the following questions to analyse the verbal mode:

1. What do you notice about the font?
2. Who is talking? What tone is being used?
3. Identify the cartoon caption and/or title.
4. Find words or phrases used by the cartoonist to identify objects or people within the cartoon.
5. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?
6. Explain how the words in the cartoon clarify the symbols.
7. Explain the message of the cartoon.
8. List adjectives that describe the emotions portrayed in the cartoon.
9. Record any important dates or numbers used in the cartoon
10. Is the cartoon funny? Why?
11. What techniques make it funny? Satire or slapstick humour?
12. Consider which figures of speech have been used?

Refer to Resource Handout and check the chart for examples.

Each group (1-5) can choose some of these questions to interrogate the verbal mode of their chosen cartoon.

6. Groups share their answers with other groups.

➤ **Creating cartoons**

Activities to use in the classroom:

- ✓ Tell the story - Cut up the pictures/frames of a cartoon and get learners to re order the story.
- ✓ Remove the last picture of a cartoon and ask students to think of an ending. Artistic students may like to draw the last frame. Vote for the best ending.
- ✓ Remove the sentences under each frame and either ask to match them to each frame or ask them to write the sentences that tell the story.
- ✓ Give learners a theme and ask them to make either one cartoon like a Zapiro cartoon or they can make a comic strip.

E. ADVERTISEMENTS

➤ Analysing adverts

Refer to the Solutions Handout for some suggestions for answers to the following questions.

1. Ask participants to discuss the **ROLE** of advertisements in our society.
2. Ask participants to say whether advertisements are examples of multimodal texts and if so, why?
3. Provide participants with the advertisements in the Resource handout.
4. Tell the participants to use the same approach and questions used for analysing pictures and discuss the following issues:
 - a. How the **advertisements A to E** represent the slogan “Get the feeling.”
 - b. The main differences between Ads A, B and the rest?
 - c. The kind of “feeling” the Ads are trying to convey.
5. Ask groups of participants to look at **advertisement F** and to explore the concept of the ad.
6. Ask groups of participants to look at **advertisements A, B, G and H** and to explore composition of these ads.
7. Ask the participants to list some of the linguistic techniques that advertisers use. They should refer to CAPS and the Solutions Handout for assistance. The Language Structures and Conventions section in CAPS will be helpful here.

➤ Creating advertisements

Learners create their own advertisements.

They should focus on the following requirements from CAPS see p. 63

- Requirements of format
- Purpose, target group and context
- Word choice and sentences construction
- Visual elements such as font types and size, headings, symbols, colour)
- Manipulating/persuasive language
- Choose /create a product
- Create text/copy

ACTIVITY 4 - ASSESSMENT

Time : 20 mins

1. Integration of Language Skills Assessment

Ask participants to discuss in their groups and then explain how this aspect of the language curriculum could be assessed. If teachers are not satisfied that all learners have covered enough of the curriculum with respect to both Receptive and Productive skills they should think about which skills should be the focus of their assessment tasks. Participants should provide some suggestions for designing assessments using texts or themes to integrate skills. They should think about how the workshop discussions can give them some ideas for assessment. They should also think about whether the tasks lend themselves to Formative or Summative assessment

2. Visual Literacy Assessment

Ask groups for their suggestions of how they would assess these skills. Participants should discuss which of the questions that were suggested for Visual Literacy would be appropriate for assessment tasks for the different Grades. Remember that attention needs to be paid to the learner's understanding of both the verbal and the visual mode. They should also think about whether the tasks lend themselves to Formative or Summative assessment

Refer to the Solutions Handout for ideas concerning assessment

ACTIVITY 5 - REFLECTION AND EVALUATION

Time : 30 mins

1. Ask participants to spend a few minutes thinking and reflecting about what they have learned in the workshop.
2. Ask them to be ready to share with the group one item that really stood out for them, as perhaps it was new knowledge, or perhaps they feel the item would be really beneficial.
3. Allow about five minutes for this, then call the group to attention and ask for volunteers to share.
4. After the sharing ask participants what they would like to cover in future JiT workshops.