



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Grades 8 & 9
Just-in-Time Training Workshop
2020: No. 1

Facilitator's Guide

EFAL



Jika iMfundo
what I do matters

Endorsed by:



EFAL SP JiT 1 of 2020		
Assessing Oral work in large classes: Workshop agenda		
Session 1	Introduction and reading workshop objectives	20 mins
Session 2	Pre-workshop activity	20 mins
Session 3	Review of new planners and trackers	40 mins
Session 4	Challenges to oral assessment in large classes	30 mins
Session 5	Brainstorming solutions to assessing oral work in large classes- teachers' suggestions	30 mins
Session 6	Workshop suggestions for assessing oral work in large classes	90 mins
Session 7	Marking pre-workshop activity	20 mins
Session 8	Evaluation of workshop and planning topics for future Jit sessions	20 mins
Total Time		270 mins = 4,5 hours

Session 1: Introductory session	20 mins
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1.1 Introductions

Welcome participants and arrange them in groups of about 4-5. Introduce yourself and allow them to introduce themselves to their group members and sign the registers.

1.2 Setting Ground rules

Negotiate some useful ground rules with the participants. Invite them to think of things that will help to make the workshop productive. See some of the following suggestions:

- Punctuality
- Phones
- Respecting the speaker
- Participating fully

1.3 Oral Assessment Workshop Objectives

Read through these objectives with the participants.

By the end of the workshop participants will have:

- reviewed the new format for planners and trackers
- explored challenges to implementing CAPS requirements for oral work in large classes
- explored solutions for implementing CAPS requirements for oral work in large classes
- discussed group work strategies and management
- designed appropriate assessment tools for oral work

Session 2: Pre-workshop activity**20 mins**

Participants complete the pre-workshop activity which will be marked at the end of the workshop.

Session 3: Review of new Planners and Trackers**40 mins**

- Give out the exemplar Grade 9 planner. Ask participants to work in pairs
- Tell the participants the following:
 - All the tracking columns have been removed
 - Two terms' planners are now in one document; two books of planners will thus be distributed in the year
 - Teachers must keep these documents – they will not get a new version each year
 - Tracking will be done on a separate sheet – a copy is included for photocopying
 - The changes have been made to save costs, to simplify distribution and also to provide a tracker for teachers to use with any planning tool they choose – the ATP or their own work schedules.
 - The document has been shortened for this workshop. Most of the planning tables and assessment exemplars have been left. The contents list makes clear everything that is included
 - Everything that was in the previous planners and trackers has been included – but some resources, that were repeated each term, are now only given once., with some changes to give term details in one resource rather than two.

Ask participants to discuss the new design and changed introduction, using the questions in their handout as a guide. After about 30 minutes, ask for some feedback from each group. Spend some time ensuring that the participants understand the importance of improving curriculum coverage and the way the resources in the planners will help them with this.

Below are some guidelines for each question.

1. What is meant by 'covering the curriculum'? – *the teacher teaching the work and most of the learners achieving an adequate level of understanding (level 4)*

2. Why is improving curriculum coverage in our schools so important? *Because current low coverage leads to gaps in knowledge and understanding that grow larger each year, resulting in children dropping out or failing matric – this perpetuates poverty and poor life chances for many learners.*
3. How do the following teacher activities support improved curriculum coverage?
 - a. Planning what to teach each day of the term – *ensure that they apportion the work so that there is time to cover it all*
 - b. Reflecting on the day's teaching -*ensures that teachers think about whether or not learners understood the work, what they did or did not understand and how they could improve these aspects of cc in future;*
 - c. Tracking curriculum actually covered against what was planned – *helps them identify when they are falling behind -so they can strategise about how to get back on track.*
 - d. Reporting on curriculum coverage to the departmental head – *this enables the DH to monitor progress across teachers in the grade and subjects s/he is responsible for, and support them where necessary.*
 - e. Sharing curriculum coverage challenges with peers, the DH and advisers – *enables strategies for improvement to be worked out collectively, and for the teacher to get support from others who might have more knowledge or experience.*
4. What is the role of the DH in supporting improved curriculum coverage - what must he/she do?
5. What sort of attitudes and ways of interacting must exist among members of a department if curriculum coverage is to be improved?
6. How do the resources in the planner support improved curriculum coverage – think about:
 - a. The planners themselves – *they give a daily plan of work, which if followed, means that the curriculum will be taught in the time allocated to it in the term; there are other plans that can serve this purpose – ATPs, for example – but these do not give the actual work to be done each day.*
 - b. The assessment plans/programme – *make clear what the prescribed assessment tasks are – and when they should be completed; this gives teachers and the DH a chance to plan when tasks should be set and moderated; when marking should be done and moderated and when feedback should be given to learners; it also enables teachers to make sure learners are adequately prepared for the task.*
 - c. Exemplar assessment tasks with memo and analyses of cognitive levels
 - d. Resources related to content and pedagogy
7. Look at the exemplar tracker sheet.

- a. What are the main changes from the one that exists in the planners and trackers already in the schools? - *space for daily reflection as well as weekly; teacher asked to consider learners' learning – not just that work done; generic – can be used with any planning tool.*
- b. Are these changes improvements?

Explain why you think they are/are not. *Own ideas/opinions*

Session 4: Challenges to assessing oral work in large classes
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30 mins

Participants should discuss in groups or pairs and share what they find most challenging about assessing oral work in large classes. Here are some examples of challenges they could discuss:

- time
- managing the class during oral assessments
- recording marks (see examples in Resources handout)

Make a list of challenges for participants on the flip chart. Refer to the Resources Handout for further points of discussion.

Session 5: Brainstorming participants' solutions to assessing oral work in large classes - teachers' suggestions

30 mins

When all groups have finished their discussions, feed back the main ideas to the larger group. Include these ideas on the flipchart.

***See the Resources Handbook, p 4, for a way to simplify the Assessment Sheet for easier and faster oral assessment.*

Session 6: Workshop suggestions for assessing oral work in large classes

In this session, participants will consider in more detail three possible solutions to the problems identified.

Solution 1: Using different oral periods for assessment.

- The participants must study the week 3 plan in the Resources Handout for Grade 7 term 3 from the *Clever English* planner and tracker
- Participants must discuss with partners what the planner tells the teacher about assessment
- Participants must discuss whether the planner and tracker suggests a solution to dealing with 'time' for oral assessment in large classes.

Solution 2: Using group work

Teachers can follow the example of Foundation Phase teachers who regularly use groups for reading. Educational researchers recommend group work as "*the easiest and facilitative way (sic) to manage a large class size*" (Foncha and Abongdia 2017).

2.1 Note some basic requirements for productive oral groups. Explain the following to the participants:

Formation and management of groups:

- Before you begin first settle the class so that other learners will be engaged in work while the teacher works with the oral groups.
- Consider who chooses the group - learners or teacher?
- Prepare in advance appropriate activities for oral group work
- Decide on size and make-up of group, for example: same or mixed ability.
- Set out the purpose of the group, for example: to read or to speak, and the objectives of the task
- Regularly observe group interactions and progress by circulating during group work. When you observe problems, intervene to help learners move forward on the task and work together effectively.

Assessment of group work:

- Consider how you will record marks and whether they will be individual marks or individual contributions to the group oral task
- Go through assessment criteria before the task begins so that learners know whether the focus will be on process or product or both.

- Go through assessment criteria before the task begins so that learners know how individual and group contributions will be assessed.
- Decide whether to incorporate self or peer assessment.
- Consider whether to give individual feedback or general feedback for the whole group.

Assessment of reading:

- If you are assessing reading, consider which text to choose
- If you are assessing reading, make sure every member of the group has a copy of the reading text.
- Give learners a few moments to read the text independently in silence before they have to read out loud

Assessment of speaking:

- When using the groups for speaking, define the roles, for example: note takers, leaders or spokespersons, observers. Note that not every oral activity needs all these role players.

2.2 Benefits of group work.

Participants should discuss and unpack the following by saying whether they agree or disagree with each statement and why they think so:

- Group work is an example of “Active learning” which means that there is interaction between teacher and learners and interaction amongst learners and learners.
- Group work ensures learners think and produce language (speaking) as opposed to being passive recipients of language.
- Group work is a good opportunity for the teacher to give immediate feedback
- Speaking in groups ensures that the learner is learning by doing.
- Working in groups builds learners’ confidence and self-esteem as they are not on display to the whole class.

In a previous JiT workshop (Grades 4-7 2018 JiT 2) the following notes were provided concerning the benefits of group work. Read through these with participants so that they may revise these ideas.

In the average school day how many of your learners have the opportunity to talk?

This situation can be improved by taking the following into consideration.

- Using cooperative learning structures (e.g. *Jigsaw* and *Think Pair Share* (see 2.3 for further discussion) to group learners.
- Working in small groups encourages learners to talk more freely than in a discussion led by the teacher. In this way talking time is greatly increased for all learners.
- Collaboration opens the way for learners to negotiate shared meanings and engage in connected and cohesive talk.
- Positive and encouraging attitude of teachers' behaviour reduces anxiety and encourages self-confidence (self-fulfilling prophecy success leads to success / failure leads to failure).
- Paying careful attention to what the learner has to say and taking into account the learner's ability to understand.
- Scaffolding for struggling learners
- Practice in a variety of situations/ activities.

2.3 Group work strategies

Divide participants into Groups A- E. Allocate a strategy to each group as shown below:

Group A- Think pair share

Group B- Peer instruction

Group C- Jigsaw

Group D- Formal cooperative learning groups

Group E- Dictagloss

- a. Each group must consider their allocated strategy (see Resources Handout) and discuss how it could be used to assess the different genres of oral work listed in the Resources Handout:

Types of listening and speaking texts – CAPS pp. 19-23

In groups participants should choose a genre for oral assessment (see list from CAPS in RH) and plan an oral lesson using it and their allocated strategy.

When they have completed their lesson plans they should report back to the whole group and explain how they want their lessons to be conducted

Solution 3: Using good assessment tools e.g. appropriate rubrics and check lists
Quote from an article by Horgan (2002).

“In -class work is a key assessment opportunity. In -class work covers all the practice and presentations done by students. Presentations need to relate directly to what is being taught and be made as real to life as possible. Rating scales and rubrics can be used to quickly evaluate them. Oral assessment tools need to be quick and efficient especially when dealing with large numbers of students and a short amount of time. It is very helpful for a teacher to use some sort of rating scale or rubric” (Horgan 2002 pp.13).

In groups create a rubric or rating scale for the following oral assessment task taken from **Grade 7 EFAL English Today pp.174-175**. See Resources handout.

There are definitions and examples of rubrics and rating scales in the Resources Handout.

Groups A, B and C make a rating scale.

Groups D and E make a rubric

Explain that, when making a rubric or rating scale, participants should consider the following:

- Criteria (see notes from pp. 174-175 LB English Today in Resources Handout)
- Decisions about distributing marks between process/performance and product.
- Performance refers to such issues as audibility, fluency, pace, pitch etc, while product refers to the genre of the oral text e.g. pre-pared or un-prepared speech etc
- Decisions about distributing marks between individual learners or groups of learners.
- Decisions about who will assess: teacher, self, peers, teacher and peers or teachers and self

See tables in Resources handout for more information about this.

Once each group has completed their rubric or rating scale they should present their examples to the rest of the group of participants.

Session 7: Marking pre-workshop activity

20 mins

Mark the activity and give the participants time to comment on whether they improved their knowledge after the workshop input.

Session 8: Evaluation of workshop and planning topics for future JiT workshops

20 mins

Ask participants to volunteer to share with the group as a whole what information they feel they can use in their oral classrooms.

Ask participants to make suggestions for topics for future JiT workshops

References

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