



2020 TRAINING WORKSHOP NO.1

# EFAL



GRADES 8-9



education

Department:

Education

**PROVINCE OF KWAZULU-NATAL**

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

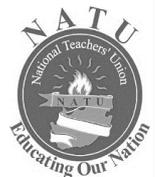
**Resources Handout**

**EFAL**



**Jika iMfundo**  
what I do matters

Endorsed by:



## RESOURCES FOR Jit EFAL WOKSHOP- ORAL WORK IN LARGE CLASSES

### Notes from the CAPS: Requirements for oral assessments in the SP EFAL class.

#### 1 Kinds of Listening- receptive skill pp.16-17

- Listening for specific information
- Listening for comprehension and speaking
- Listening for critical analysis and evaluation
- Listening for appreciation and interaction.

#### 2 Speaking –productive skill pp.18-19

##### Process and strategies:

- Planning-researching and organising
- Practising and presenting

#### 3 Types of listening and speaking texts pp.19-23

- Prepared speech
- Unprepared speech
- Prepared reading
- Unprepared reading
- Debate
- Dialogue
- Interview
- Report
- Giving directions
- Instructions
- Oral presentations
- Forum/panel discussions
- Role plays
- Informal discussion
- Introducing speaker
- Vote of thanks

#### 4 CAPS guide for Assessment of Oral Grade 7, 8 and 9

##### Assessment of Oral Grade 7, 8 and 9 4 oral tasks

	Term 1	Term 2	Term 3	Term 4
<b>Grade 7</b>	Retell a story	Listening comprehension	Role play-meeting procedures	Reading aloud
	Discuss a poem	Debate	(un) prepared reading	Debate
	Dialogue	Conversation	Forum/panel discussion	Group discussion
	Group discussion	(un) prepared speech		(un) prepared speech
	Panel discussion	Group discussion on giving instructions		
<b>Grade 8</b>				
	Group discussion-visual texts	Listening comprehension	Dialogue	Debate
	Listening comprehension	Giving directions	(un) prepared speech	Conversation
	(un) prepared speech	Forum/panel discussion	Story telling	Group discussion
	Forum/group discussion	Debate	Prepared reading	Dialogue
	Interview			
<b>Grade 9</b>				
	Prepared reading	Unprepared reading	Prepared speech	Debate
	Conversation	Forum/group discussion	Role play	Interview
			debate	Conversation
			Discussion of CV/will/testament	(Un)Prepared speech
				Forum/group/panel
				Discussion
				Listening comprehension
				Meeting procedures
<b>The oral tasks undertaken during the course of the year constitute the end-of-year assessment</b>				
<b>Paper 1- mid and end-of year examination</b>				
<ul style="list-style-type: none"> <li>• Listening and speaking 15 marks</li> </ul>				
<ul style="list-style-type: none"> <li>• Reading aloud 15 marks</li> </ul>				

## Session 4: Challenges to assessing oral work in large classes

### Time

Here are some of the difficulties concerning time.

- It is difficult to get learners' attention in a large class. The teacher has to repeat and explain many times
- The oral session can be very noisy and end up in chaos
- The allocated time according to the tracker is often not enough to assess enough learners.
- Oral assessment requires much 'engaged' time, that is time to complete the task.

### Participation by learners

It is difficult to give each learner adequate opportunities to do oral tasks i.e. to speak and interact with the teacher.

### Recording the marks

Teachers must prepare oral mark sheets in advance.

Look at the examples below. Discuss ways that they could be improved.

### Content and language use

Names	Quality of Content (10)	Use of Vocab (5)	Structure of speech (5)	Accuracy Grammar (10)	Total (30)	Topic/date
Lekone,Thato						
Mafiso, Lebo						
Mashaba,Khomotso						

### Delivery

Names	Audibility (5)	Pace and pause (5)	Pronunciation (5)	Contact with audience (5)	Total (20)	Topic/date
Lekone,Thato						
Mafiso, Lebo						
Mashaba,Khomotso						

**One way to simplify the Assessment Sheet.**

Positive points about this Assessment Sheet:

All of the above criteria are represented here, but they are combined to reduce the number of columns.

This simplifies the time needed to assess and add the marks at the end.

It also helps to focus the assessor’s attention.

*\*Note: The Assessment Sheet works better in a landscape format. Use abbreviations in the headings to fit the words in more comfortably. Insert as many lines as there are learners to be assessed.*

Name	Content and language 30 marks			Delivery 20 marks			Total
	Content 10	Structure 5	Vocab + Grammar 15	Pronunciation + Audibility 10	Pace 5	Audience contact 5	

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

**Solution 1- using different oral periods for assessment.**

**Grade 7 EFAL Planner**

**Note 1:** On Day 1 you can use Act. 1 for **FAT: Oral: forum/panel discussion.**

**Extra resources:** Video clips of TV broadcasts for Act. 1 and Act. 2, see TG p. 140, rubric: listening skills for FAT: Forum discussion TG p. 259

<b>CLEVER ENGLISH Week 3 Unit 12 Theme: Inspirations and aspirations</b>						
Day	CAPS content and activities	LB pp.	LB Act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Forum/discussion p. 66, dramatisation p. 67</b>	140 141 141 – 142	<b>FAT:</b> Act. 1 (40 mins) Act. 2 (20 mins)	140 141 , 259 141		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Listen to drama p. 67</b> L&S: <b>Discussion p. 66</b>	143 –	Act. 3 (40 mins)	141 142		R&V: Continue reading

		144	Act. 4 (20 mins)	142		literature setwork as directed by the teacher
3	W&P: <b>Transactional text: Questionnaires p. 66</b>	144	Act. 5 (40 mins)	143	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher
4	L&S: Tell a story to your group, <b>dramatisation p. 67</b> R&V: <b>Drama p. 67</b>	145 145 – 147	Act. 6 (20 mins) Act. 7 (40 mins)	143 143 – 144		R&V: Complete answers to Act. 7
5	Review homework (15 mins) LSC: <b>Revision punctuation – capital letters, apostrophe; adjectives – comparative and superlative p. 67</b>	148 – 149	Act. 8 (60 mins)	145		R&V: Continue reading literature setwork as directed by the teacher

**Note the following:**

- The planner and tracker indicates the date and genre of oral assessment for a Formal Assessment Task (FAT). Thus, on Day 1 there is a FAT consisting of L&S: **Forum/discussion CAPS p. 66, dramatisation p. 67**
- The planner and tracker also indicates that in week 3 there are two other days set aside for oral work- see days 2 and 4. Since three days in the week are set aside for oral work the teacher could spread the assessment over those three days. Hopefully that would enable the teacher to assess each learner. Using a few days means that not every child is assessed on one day, nor does every learner do the same topic. It is important that each learner do the same genre.

## **Solution 2- Group work strategies**

**Note that the explanation of these strategies comes from (Brame, C.J. and Biel, R. 2015).**

### **Strategy A Think-pair-share**

The teacher asks a discussion question. In oral sessions learners are instructed to think and discuss the answer by turning to a peer to discuss their responses. Groups then share their responses with the class.

# THINK-PAIR-SHARE

## Round 1 – Think

Have students think or write about a discussion question.



## Round 2 – Pair

Allow students to turn to a partner and discuss their responses.



## Round 3 – Share

Start a group discussion by having each pair share their responses with the class.



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Think-pair-share developed by Lyman (1981)

## Strategy B Peer Instruction

This modification of the think-pair-share strategy involves personal response devices (e.g. clickers). The question posted is typically a conceptually based multiple-choice question. Learners think about their answer and vote on a response before turning to a neighbour to discuss. Learners can change their answers after discussion, and “sharing” is accomplished and works as a for large class discussion. This approach is particularly well-adapted for large

## PEER INSTRUCTION

### Question

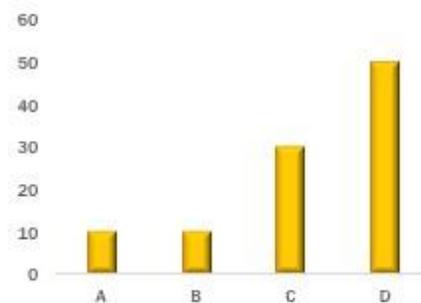
Post a conceptually based multiple-choice question.

Your sister calls to say she's having twins. Which of the following is more likely?  
(Assume she's not having identical twins.)  
A. Twin boys  
B. Twin girls  
C. One boy, one girl  
D. All are equally likely

Source: [derekbruff.org/?p=1938](http://derekbruff.org/?p=1938)

### Individual Responses and Discussion

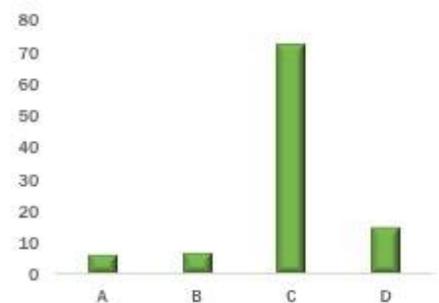
Have students answer with a personal response devices (e.g. clickers) then turn to a neighbor and discuss.



Responses Before Discussion

### Re-voting

Allow students to change their answers after discussion. Display responses and use as stimulus for class discussion.



Responses After Discussion



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Peer instruction developed by Mazure (1990)

classes.

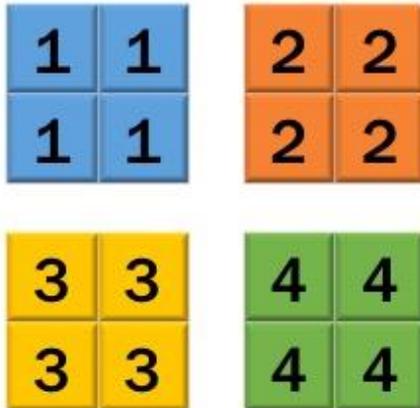
### Strategy C Jigsaw

In this approach, groups of learners work in a team of four to become experts on one segment of new material, while other “expert teams” in the class work on other segments of new material. The class then rearranges, forming new groups that have one member from each expert team. The members of the new team then take turns teaching each other the material on which they are experts.

# JIGSAW

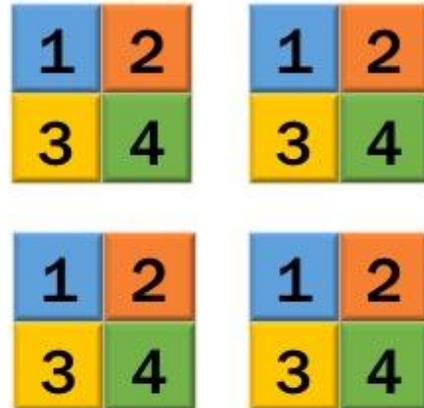
## Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



## Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



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Jigsaw developed by Aronson (1978)

## Strategy D Formal cooperative learning groups

In formal cooperative learning students work together for one or more class periods to complete a joint task or assignment (Johnson et al., 2014). There are several features that can help these groups work well:

- The instructor defines the learning objectives for the activity and assigns students to groups.
- The groups are typically heterogeneous, with particular attention to the skills that are needed for success in the task.
- Within the groups, students may be assigned specific roles, with the instructor communicating the criteria for success and the types of social skills that will be needed.
- Importantly, the instructor continues to play an active role during the groups' work, monitoring the work and evaluating group and individual performance.
- Instructors also encourage groups to reflect on their interactions to identify potential improvements for future group work.

The following is a strategy discussed by the British Council

### **Strategy E Dictogloss**

A wonderful technique that really lends itself well to large classes, especially when there is limited movement because of layout issues.

Pick a short text (perhaps a paragraph from one of the textbooks or Core Readers) or choose a topic e.g. *the sea*. Learners discuss the sea. The teacher then explains the task, and reads a short text on the sea to the class, who just listen. The teacher reads the text again, and the learners take notes. In groups, the learners then reconstruct the text. They try to write down everything they can remember. You could also write up a series of questions on the board (these could be the comprehension questions) and tell learners that the answers to the questions will help them reconstruct the text.

Below is an example text that teachers could use.

**Dictogloss** is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. It works with many short texts/passages.

#### PROCEDURE

1. Tell your students that they are going to do a special kind of dictation. Tell them not to write down every word they hear. Ask them to put down the key words which will help them to reconstruct the text.

2. Read the text twice with a pause between each reading. Allow the students some time to write down the key words.

3. Put the students in groups of three and tell them to try to recreate the text from memory. Point out that their text does not need to be exactly the same as the original. It has to make sense and convey the general idea of the original, though. However, let them know that the creativity on their part is more than welcome.

**NB** It takes time for students to get used to such an activity. The following passage is rather short. However I found it appropriate for my students who had not done anything like this before.

### *Nothing is as it seems*

*It was a bitterly cold night. It was raining heavily. Sally was walking along the empty road and tears were running down her face. She reached a street lamp and stopped there. She had nowhere to go, no one to stay with ... nothing! She was soaked to the skin but this did not seem to bother her. Suddenly she felt a gentle tap on her shoulder. Surprised, she turned around. In the pale yellow light she saw a stranger. He was wearing clothes as black as night, but his face was kind and calm.*

**Extension:** Ask the students to complete the story in their groups. Appoint one representative in each group who will read out their version to the class.

Retrieved from - <https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-or-past-continuous-tense/nothing-it-seems-dictogloss/13360>

**Solution 3: Using good assessment tools e.g. appropriate rubrics and check lists.**

**Definition of a rubric** <https://www.edglossary.org/rubric/>

*A **rubric** is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, [learning objectives](#), or [learning standards](#) in the classroom, or to measure their attainment against a consistent set of criteria. In instructional settings, rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course. Rubrics are also used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students.*

*Basically it provides teachers and learners with guidelines and descriptors and criteria as indicators of performance.*

**Example of a rubric: Holistic for essay writing**

<b>Excellent</b> 80-100	<b>Ideas are thoroughly explained, highly coherent writing, almost no grammatical errors</b>
<b>Good</b> 69-79	<b>Ideas are explained, coherent writing, few grammatical errors</b>
<b>Satisfactory</b> 59-69	<b>Ideas are partially explained, somewhat coherent writing, several grammatical errors</b>
<b>Needs Work</b> 0-50	<b>Ideas are poorly explained, incoherent writing, many grammatical errors</b>

### Example of rubric: Analytical for essay writing

	<b>Excellent 9-10</b>	<b>Good 7-8</b>	<b>Satisfactory 5-6</b>	<b>Needs Improvement 0-4</b>
<b>Idea explanation</b>	<b>Thoroughly explained ideas</b>	<b>Ideas explained</b>	<b>Ideas somewhat explained</b>	<b>Little or no explanation</b>
<b>Coherency</b>	<b>Extremely coherent writing</b>	<b>Coherent writing</b>	<b>Somewhat coherent writing</b>	<b>Lacks coherency</b>
<b>Language use</b>	<b>Few errors</b>	<b>Some errors</b>	<b>Many errors</b>	<b>Many errors so meaning is not clear</b>

### Definition of a rating scale

A **rating scale** is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end products, such as essays ,reports or any other written genre in the EFAL classroom. These are judged at a defined level within a stated range. Each trait or quality for example punctuation is rated on a continuum, for example weak to excellent. The teacher decides where the learner fits on the scale

### Example of rating scale for essay writing

Skill	Strongly disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Structure is good					
Content is interesting and imaginative					
Language use is correct					

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

ENGLISH TODAY Week 9 Chapter 10 Theme: Follow the stars						
CAPS content and activities	LB pp.	LB Act.	TG pp.	CR/ literature text	Homework	Date completed
L&S: Giving directions p. 70	174 175	Unit 1 Act. 1 (40 mins) Begin <b>FAT</b> Act. 2 (20 mins)	106 106, 189		R&V: Continue reading literature network as directed by the teacher	

### Give directions

Directions must be accurate and clear. Follow these rules.

Use **simple**, clear sentences. For example: Turn right at the stop street.

Start each sentence with a **verb**. For example: Turn there. Walk five steps.

Give directions in the **correct order**. For example: First turn left, then walk straight.

Give help by adding **landmarks**. For example: Walk past the cell phone shop.

Use words to explain **where** things are. For example: Turn left at the tree on the corner.

Use words to show **how far** the person must go. For example: Walk for about twenty steps.

### Planning and Presenting

#### Activity 2 Give directions

- 1 One work with a partner and choose a place that you know well.
- 2 Plan how to give someone directions to that place.

- 3 Write out a draft of your directions.
- 4 Make sure you do the following
  - Use short clear sentences.
  - Add details about landmarks.
  - Give the directions in the correct order.

- 5 Present your directions to the class

**Look at the tables below to help you understand the meaning of assessing process/performance and product and distributing marks between individual and group marks and including self and peer assessment**

The table below outlines some basic options for distributing the marks between process/performance and product, and between individual and group marks

(CTL, University of Newcastle, 2007, 7). More detailed options based on Winchester-Seeto (2002), can be found in the online resource collection at CSHE (2002).

*Options for distributing marks in group work tasks*

Type of mark	This mark is based on...
<b>Assessing the product(s) of group work</b>	
<b>Shared group mark</b>	<b>...the group product.</b> The group submits or presents one product (project report, poster presentation, oral presentation etc.) and all group members receive the same mark, regardless of their individual contribution. While this option can encourage collaboration, individual contributions are not necessarily reflected in the marks.
<b>Group average mark</b>	<b>...an average of marks for individual products by each member of the group.</b> Students are marked on their individual submissions (e.g. their section of a group report or presentation) and the group receives an average of all individual marks. This option can also promote collaboration, but can also be perceived as disadvantaging stronger students.
<b>Individual mark</b>	<b>...an individual product /report /examination.</b> Students receive an individual mark for a particular task that contributes to the final group project. Alternatively, students complete an individual report based on the group project. These options can motivate and reward individual students and be perceived as fair by students. On the other hand, it does not encourage collaboration, and finding tasks of equal size and complexity to distribute among group members can be difficult.
<b>Combination of group average and individual mark</b>	<b>...the group product but adjusted according to individual contribution to it, or based partly on the group product and partly on separate individual work (such as reflections on their own or</b>

	<b>the group work completed</b> ). Each student in the group is awarded a group mark with a mechanism for adjusting individual contributions. This option is often perceived by students to be more equitable than a shared group mark, but it can be difficult to negotiate adjustments.
<b>Assessing the process of group work</b>	
<b>Individual mark (adjusted from group average)</b>	<b>...an assessment of how the group worked but adjusted for individual contributions.</b> The contribution of each individual (as defined by predetermined criteria) is assessed according to evidence from group log books, minutes sheets and/or direct observation of process. This option is a good way to proceed if some students have not pulled their weight; it also rewards strong individual contributions. One disadvantage is that reviewing log books can be time consuming, and direct observation might not be seen as a reliable method.
<b>Group average mark</b>	<b>...an assessment of how the group worked.</b> The contribution of each individual is assessed according to criteria, using log books, minutes sheets and direct observation, but the group members receive an average of the individual marks. This can encourage students to focus on group processes; however, it can also be seen as disadvantaging students who have made a greater contribution.
<b>Individual mark</b>	<b>...a paper analysing group processes.</b> Students submit and are marked on an individual paper that analyses the group process (including their own contribution and that of their peers). For more information, see <a href="#">Group Presentations and Report Writing</a> .

## Peer and self-assessment

The table below provides a number of options for self and peer assessment of group products and processes. When using any of these approaches, brief your students about the process, and make assessment criteria explicit and clear to them.

Once again, each approach has its advantages and disadvantages. Choosing an approach depends on the nature of the group task and the particular skills and experience you want your students to develop. Students need to be clear about the form peer assessment will take, and the weighting it will be given in the overall assessment.

Individual or group log books can be very useful for keeping track of students' contributions, and can be referred to in the process of peer and self-assessment.

<b>Peer and self-assessment of the product(s) of group work</b>	
<b>Students distribute marks among themselves</b>	<p>Students are given a set number of marks (e.g. 80 out of 100) and the group decides how the marks will be distributed among group members. If the group decides that each member has contributed equally, each member of the group receives a mark of 80. If some group members have contributed more or less than others, their mark is adjusted accordingly.</p> <p>Students may need support in negotiating marks, and conflict may arise in some cases. Generally, though, this approach is perceived to be fairer than a shared or average group mark.</p>
<b>Students allocate individual weightings</b>	<p>Students are given a shared group mark, and then this mark is adjusted according to a peer assessment factor. The total mark is the group mark multiplied by the peer assessment factor (e.g. multiplied by 0.5 for "half" contribution; or by 1 for "full" contribution).</p>
<b>Peer evaluation</b>	<p>Completed assignments are randomly distributed to students, who complete a marking sheet to identify whether their peer has met the assessment criteria and award a mark. These marks are moderated by staff and are returned to the student with the peer marking sheet. This method can encourage a sense of involvement from students and reinforce assessment criteria, and students can give and receive feedback.</p>
<b>Peer and self assessment of the process of group work</b>	
<b>Peer evaluation</b>	<p>Students in a group individually evaluate each other's contribution using a predetermined set of criteria. The final mark is an average of all marks awarded by members of the group. There are many advantages to this method (it reinforces assessment criteria, encourages involvement and responsibility, provides feedback and possibly reduces staff workload); however, some students may be concerned about being discriminated against.</p>
<b>Self evaluation</b>	<p>Students evaluate their own contribution based on predetermined criteria and award themselves a mark. These mark are then moderated by the lecturer/tutor.</p>

Summary adapted from: Griffith Graduate Attributes: Teamwork Skills Toolkit. Griffith University, pp.20–24.

Retrieved from <https://teaching.unsw.edu.au/assessing-group-work>