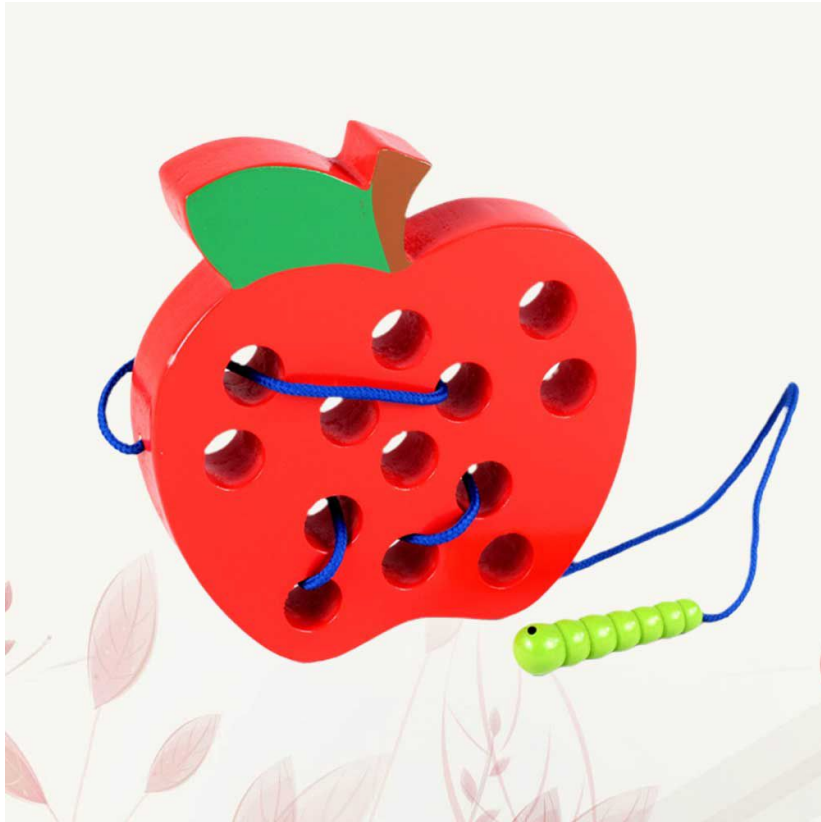


# Unremitting educational threads fill in the gaps



By Lavernia Pillay

- The platform for an effective, efficient and sustainable and a viable education system, first and foremost lies with the discoveries of an innate skill.

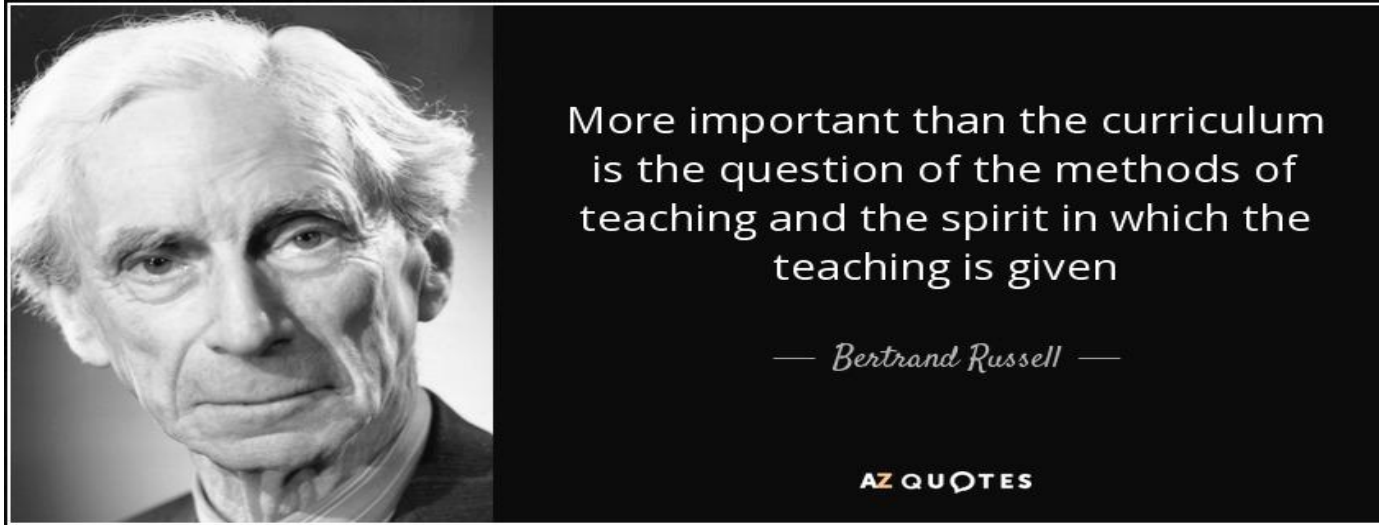
The manifestation of this discovery leads to an education and education symbiotic relationship.

Let us now focus on one of man's education thread... Ivan Pavlou called classical condition which is broken down into three attributes/concepts.

# Ivan Pavlov and his theory to learning...

- ▶ Ivan had come up with the theory of classical conditioning and he had THREE elements to it.
- ▶ We will look at thee...
- 1. **Acquisition**- the learning and development of a skill. This element has to be repeated so that strong learning can take place. Repetition is a vital key to success of a skill. This is where intrinsic learning can take place.
- 2. **Extinction**- when the development of a skill seems to be at minimal point (on the verge of extinction), then a “top up” of that skill is needed. AGAIN REPETITION IS VITAL.
- 3. **Generalisation of stimulus**- As teachers would we use this element in our classroom as a form of appraisal. Learners loved to be appraised and once an appraisal has been given for a skill that is mastered, the learner will have an automatic self awareness.
- This lends itself to my focus today...which is FUNDAMENTAL CLASSROOM PRACTICE AND THE EDUCATIONAL GAPS RESULTING POST-COVID.

# Fundamental classroom practices...



- ▶ Our goal as teachers is to ensure that learners are fully equipped for the final NSC examinations as this is the culmination to all the things that they have learnt.
- ▶ We have to understand that we lay the foundation for learners which will solidify in their NSC examinations.
- ▶ There are concepts and skills that learners need to perfect to ensure that they perform optimally in their NSC examinations.
- ▶ So essentially, our teaching classroom practices and our teaching pedagogy must be such that, we help learners to fill in the gaps of learning.
- ▶ We will look at certain facets that need our ministrations in the GET phases.

# Essay writing

## ► The Writing Process

- Writing a story will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar type of text, they will not need to analyse its structure and language features in so much detail.
- There may also be occasions when teachers need to focus on sentence construction, paragraph writing, or that learners write texts without drafts in preparation for the examination.
- During the writing process, learners should do the following:
  - 1] Planning/Pre-writing
  - 2] Drafting
  - 3] Revising
  - 4] Editing
  - 5] Proofreading
  - 6] Presenting/ Publishing

# Continuation of Essay writing

- ▶ In the GET PHASE, these are all the types of essay writing that needs to be taught and learners need to master the skill of writing.
- ▶ Again our end goal, the final NSC examinations!!!
  - ▶ **Descriptive essay**
  - ▶ **Argumentative essay**
  - ▶ **Reflective essay**
  - ▶ **Discursive essay**
- ▶ Repetition is key in writing so that learners memorize the process and the format.
  - ▶ Example:
- ▶ In grade 9, the three different types of essays is Narrative, descriptive or reflective.
- ▶ In grade 8, it is Argumentative, Descriptive, Narrative and Reflective.
- ▶ In grade 7, Narrative and Descriptive.

# POETRY



- TEACH THE KEY FEATURES OF POETRY WHICH IS:
  1. internal structure of a poem.
  2. Figures of speech/ imagery/rhyme/and rhythm.
  3. External structure of a poem (lines, stanzas and typography).
  4. Figurative meaning
  5. Mood, theme and message.
  6. Diction & figurative language.
- ▶ Reference to the grade 7 ATP, week 3-4: learners must be able to write their own poem using the poetry conventions that was taught. This will show that learners know how to write poetry based on what you have taught them.
- ▶ The following is an example of what poetry should look like for the GET phase.

# How to teach poetry?

How many of us teach this skill before analysing a poem?

- ▶ Pre-reading
- ▶ Number the lines.
- ▶ Read the title. What is the poem about (sense and theme)? What pictures do you get in your head?
- ▶ Predict what you think the poem is about.
- ▶ Read the poem itself. What is the sense of the poem? How do you interpret it?
- ▶ Try to establish the context of the poem.
- ▶ Underline figures of speech.
- ▶ What is the attitude of the poet?
- ▶ What is the mood of the poem?
- ▶ How is the poem set out: length of lines, punctuation, repetition, rhyme? (typography)



# An example of my poem analysis...

## 1. Grandfather

— Dorian Haarhoff

1. My grandfather's eyes
2. are sea fog grey. — descriptions of the Grandfather's eyes.
3. His face is scribbled
4. like a little sister's sketch,
5. his arms marked
6. like a giraffe. — simile — the marks on his hand/arms are like the marks on a giraffe.
7. My grandfather's voice
8. is a chirping bird in a sunset nest.
9. Hands that carved kraal patterns
10. on boxes and bowls
11. shake like shivering children.
12. He carved this whistle bird
13. at the end of an ox thong
14. round my neck.
15. Grandfather's smell
16. is tobacco earth ripe for reaping.
17. He sits sun-trapped
18. in pants wide
19. like water pipes

(voice)  
metaphor  
the grandfather is as  
sweet as a chirping bird.

Grandfather made  
him a gift.

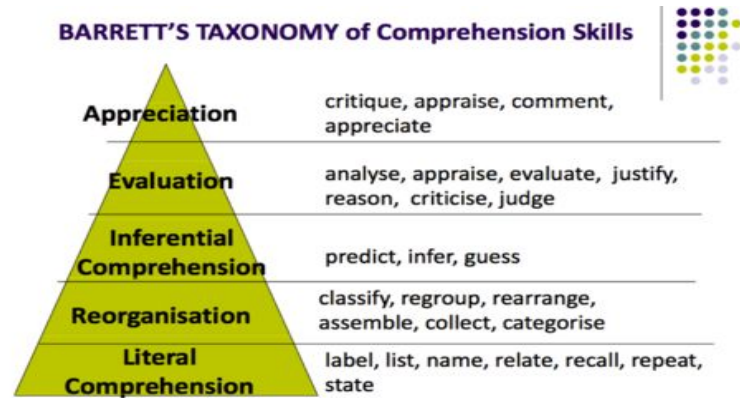
sits in the sun  
all day.

simile — his hands shake  
like little children that are feeling  
cold.  
onomatopoeia — sound of the bird.

The grandfather smokes all  
the time.

alliteration.

# To solidify poetry analysis, the following questions should be taught...



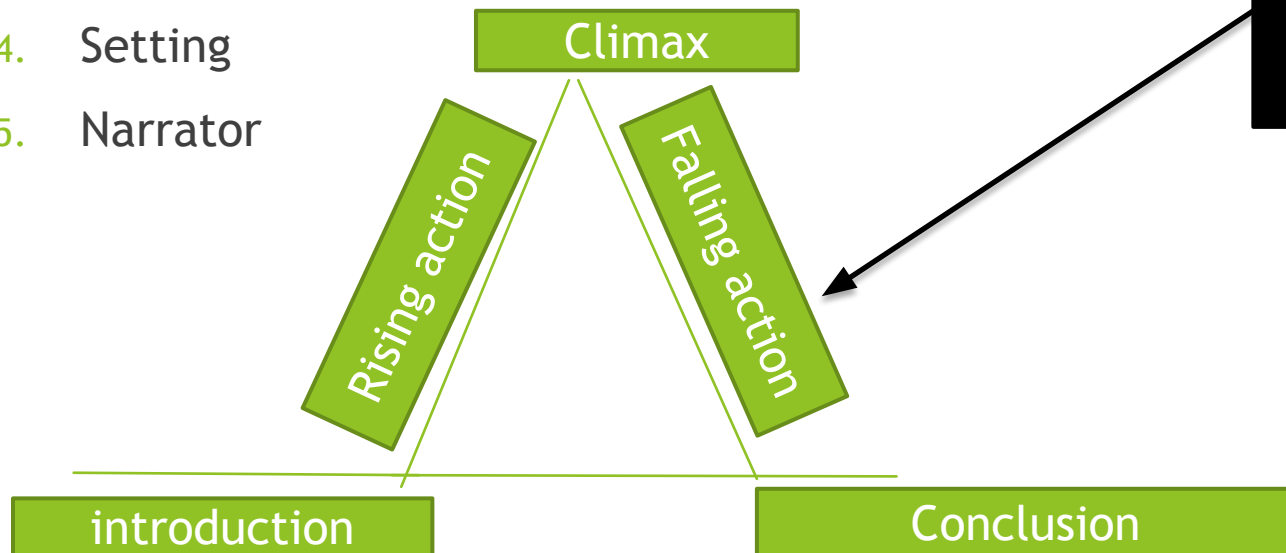
1. Identify and explain the figure of speech in line 4-5. (2)
2. Explain the meaning of the word “scribbled” used in line 3. (2)
3. Outline the poets overall message in the poem. (2)
4. Give a reason for the poet’s use of the words “sun trapped”. (2)
5. Critically comment on the theme of appreciation. (2)

# Short Story/Novel/Folklore

- ▶ Every short story, novel or folklore has the following:
- ▶ It is imperative that we teach using the following structure to help learners understand the text.
- ▶ In our teaching approach to this aspect, we must remember to teach the features of the above mentioned reading facets.

▶ **Some of the features include:**

1. Characters
2. Plot
3. Background information
4. Setting
5. Narrator



The plot can be broken up into the following...

# The plot in detail...

## Exposition

The exposition is the introduction. It creates the setting and context, and gives the reader some background information.

## Rising Action

Rising action is the part of the plot that begins to occur as soon as the conflict is introduced. The rising action adds complications to the conflict and increases the reader's interest.

## Climax

The climax is the pivotal moment in the story and the moment of greatest tension. How the character reacts here will decide whether he/she succeeds or fails in resolving the conflict.

## Falling Action

All of the action, which follows the climax.

## Denouement, or 'unravelling'

The denouement is where all problems are resolved and tensions are ended - however, many modern stories have no denouement, or neat ending.



# An example of a folklore...

*traditional of a folklore*  
Once upon a time, in a very old place, in a very old time, it fell to the honour of Chibuta and her family that she should sacrifice herself as a bride to the mighty, rainbow-cloaked Rain Lord, (Lesa). *what should Chibuta do?* *meaning of another character name.*

*Character name given.* Chibuta was not the first of these brides. *did* *This shows more girls, this.* *where Chibuta come from.* *How often do these brides do this?* Every year one of the prettiest maidens of the BaSonga clan was chosen. She would leave the village at dawn so that she could prepare herself for her bitter-sweet sacrifice. Each evening, there would be the signs of thunder and lightning coming from Lord Lesa's abode high up in the heavens. This was the harbinger of the rains, the sign that the Rain Lord was satisfied with the previous season's sacrifice. *All the things Lord Lesa did*

The bride-to-be would throw herself into the mighty Mosi-oa-Tunya waterfall on the Zambezi River, which was sacred to Lord Lesa. *what she would do?* *the river belonged to him, he put it over* *place* Lord Lesa would swallow his bride by embracing her with his waters and the people from the village would hear the last moans of the bride on the stormy wind. *All the things Lord Lesa would do to take his bride.* The following morning, the Rainbow Children would fill the sky around the great waterfall. *belonged to Lord Lesa*

On the day of the ceremony, Chibuta put rattles on her ankles and decorated herself with beads and ornaments so that she could perform the ritual dances and songs. *what is this?* But she cried, as did all the maidens called upon to sacrifice themselves to the Rain Lord, as she carried the pot of palm wine that was to be poured into the cauldron at the foot of the falls. She, herself, would then follow it.

# The culmination of your lesson is the testing...

1. Identify the setting of the folklore. (1)
2. Who is the protagonist? (1)
3. Explain Chibuta's attitude to her sacrifice to Lord Lesa. (2)

Attitude questions are 2 marks. One marks for describing the attitude (one word) and the other mark for explain why she has this attitude.

4. Discuss the irony in the folklore. (2)
5. Explain the meaning of the word "harbinger". (1)
6. Suggest a reason for Chibuta wanting to help the old lady. (1)
7. Identify and explain the theme in the folklore. (2)

# Transactional writing...



- ▶ Transactional writing is such that, with practice, there will be perfection.
- ▶ Some of the challenges that learners encounter is lack of vocabulary and incorrect format use.
- ▶ As educators, we need to have the correct format and the book by CATHY HARRIS “the writing style” is the best by far.
- ▶ According to the revised ATP, the following transactional writing need to be taught.

1) **Brochure**

2) **Email**

3) **Newspaper article**

4) **Speech**

5) **Dialogue**

6) **Review**

7) **Direction or Instructions.**



# Newspaper article example...

Facts/or statistics

Heading

Name of the author

SOUTH COUNTIES & OHIO Wednesday, Sept. 27, 2006 B3

## Teaching the teachers on new ways of educating

By BOB BLAKE  
bblake@timesnews.com  
419-995-3077

Name of the place

Wapakoneta—Children learn faster and process information more efficiently when classroom instruction techniques are varied and include more than just strict lecture formats, an education expert told area educators Tuesday.

William Bender, a professor at the University of Georgia for 18 years and the author of more than 60 articles and a dozen books, conducted a day-

long seminar in instructional tactics at the West Central Ohio Special Education Regional Resource Center designed to provide educators with ways to enhance their classroom delivery to maximize results.

"The last 12 to 15 years there has been a lot of new research into the way the brain learns. We know that movement is a much more effective means than just lecture," Bender said. "We all remember doing that in kindergarten, first and second grades. The message is they

have all been doing that so we need to be doing more of that across the grade levels."

Bender said using a variety of teaching methods to emphasize curriculum goals maximizes pupil performance because it appeals to the multiple ways people learn, mainly through increased hands-on participation.

"When you're teaching, don't teach harder, teach smarter," Bender said. "Every classroom has the capability of meeting and exceeding standards. We've just got to teach in a lit-

tle bit different manner than we were taught."

Pam Gibson, who coordinates professional development for the center, said the in-service, which was provided free of charge to area teachers, helps teachers expand the way they instruct their pupils.

"It's updating us on the most current research on how the brain learns. It's also updating us on the best way to align curriculums with these instructional tactics," Gibson said. "His format is he gives them the background knowledge and

then they apply that into a lesson. It's participation as well as delivery of information."

Both Bender and Gibson said children show more tendencies to retain information when a lesson incorporates more interaction and hands-on learning as opposed to straight classroom lectures.

"These are the best techniques we have for enhancing learning and improving test scores," Bender said. "We can truly empower students if teachers teach in this way."

HARROD • from B1

# Transactional writing continued...

- ▶ This is the fun section as learners have a variety to choose from.
- ▶ All transactional writing will have the following:
  1. Purpose
  2. Register and style
  3. Correct format
  4. Word choice
- ▶ Transactional writing ALSO follows the process of writing.
- ▶ As teachers we need to understand that every piece of writing needs to have all the above mentioned.
- ▶ We need to allow learners to practice their writing skills in a separate book and careful monitoring needs to be down

# We are at the end!!!

- ▶ We as educators need to set academic blue prints for our pupils for their further tertiary education and subsequent career paths, however this can only be achieved if the learner invests the same amount or even more aptitude, commitment and dedication as the educators.
- ▶ It should however be borne in mind that the above statement is not without its challenges and I as a fellow educator understand the plight in teaching English.
- ▶ But there is a proverb that says “it takes a village to raise a child” and saying so, we need to understand that we serve as a community of educators.
- ▶ We are there to help each other, no matter what grade or area of concern.
- ▶ I tell my children all the time that I to am learning in this process, as there is an infinite path to the learning process.