Defamiliarisation groups 1

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Monday, 5 March 2018

3. Would you implement defamiliarisation at the schools where you will teach?

Posted by MSWAZI THENJEKWAYO at Monday, 5 March 2018 14:30:57

Comments: 3

MOHAMMAD TAUFEEQ GALLANT said...

Monday, 5 March 2018 14:53:52 o'clock SAST

I would implement defamiliarisation in schools because it is a system that is different within schools.

The schools need things like defamiliarisation, in order to improve the learners way of thinking. This is because the learners are changing and the education system is not changing.

We need to get something into place that will make the learners interested in learning about the content that is taught to them.

CHRISTOPHER MAKELENI said...

Monday, 5 March 2018 14:56:24 o'clock SAST

Definitely! As I stated before in my previous comment this a wonderful teaching tool to teachers at schools where they struggle to afford or have teaching tools such as projectors, white boards and over-head projectors etc.

It's an easy way to get learners involved and placing them in the center of learning, where they get to express their opinions and views on issues that concern them without being confused and frustrated as to how they will express themselves in words, especially English as a language subject at schools.

The teaching tool is also not time-consuming and allows the teacher to get to know their learners more personally, this makes it easier for them to mark the paper without being subjective or biased.

MAYMOONA AZIZ said...

Tuesday, 6 March 2018 14:47:48 o'clock SAST

I would continue using defamiliarisation as a tool when I teach because I have already experienced first hand the positive responses from learners. It works well because learners feel more comfortable sharing information and it allows them to express themselves more creatively which they do not always have the chance to do in their schooling environment.

2. Comment on the ease of use and usefulness of defamiliarisation at a teaching tool at schools where you will teach.

Posted by MSWAZI THENJEKWAYO at Monday, 5 March 2018 14:30:03

Comments: 4

MOHAMMAD TAUFEEQ GALLANT said...

Monday, 5 March 2018 14:46:03 o'clock SAST
Defamiliarisation will be a difficult concept to implement within the schools that I teach at. This is because it is a difficult concept to bring across to students as students generally don’t take well to new systems and ways of thinking. Students are used to having things follow a system, if things change, then they will try to fight that system by being disruptive and it would take a long time to implement.

Once it is implemented, then things will constantly have to change, in order to keep defamiliarisation going.

CHRISTOPHER MAKELENI said…

I find defamiliarisation as an effective teaching tool as learners are becoming used to the teaching methods and strategies that we implement everyday in our lessons and this causes them to see our teaching tools as ‘stale, blunt, and automatized’ causing them to lose focus and concentration when we teach our lessons.

It’s a way to get learners involved in the center of learning, where they get to express their opinions and views on issues that concern them without being confused and frustrated as to how they will express themselves in words.

The defamiliarisation is an easy tool to implement without having to use teaching resources and materials that are expensive or time-consuming. This allows learners from different cultures and languages in the classroom to interact and get to know each and build each other in Africa, going outwards towards the global perspective.

MAYMOONA AZIZ said…

I have used defamiliarisation during my teaching practice session in 2017. It proved to be quite effective as learners felt more comfortable drawing something abstract and explaining thereafter rather than writing an essay about the topic. Learners felt that it was easier to explain themselves through an illustration and verbally compared to writing everything down.

LUVUYO NDENGANE said…

It is very and will be very tricky to implement it as it is ambiguous itself. There are many ways to look at it as my colleagues have said as well but the beauty about it is that it enables pupils to be creative and think out of the box so to say.

As a language teacher I would encourage learners to use defamilirisation to interpret the how they interpret that particular poem I have given them.

What is happening in my illustration is that I am surrounded by different markets within the world.

The world market is on top and the other, major world markets are surrounding me. I feel like these markets are burning their way to me, slowly. That I will never be able to escape these markets no matter what. That is why, I have posed the question, is it time to panic yet. I am standing on the Earth, in my picture.

That is how I feel as a person in a global economy.

CHRISTOPHER MAKELENI said…

1.) In my drawing about the young man who jumps from rock to rock upwards against a steep mountain with walls, water foundations and branches in the path as obstacles, is how I see myself as a young black individual who goes through many trials and tribulations to becoming a leader and motivator for the younger generations in my community who are South African citizens that have to uplift Africa as a continent as a whole.

The cartoon character in my illustration represents Africa as a whole and the obstacles that are up in the mountains are the global issues that Africa has dealt with in order to become recognized and seen as an equal from a global world view.
In my drawings I am illustrating the ‘power houses’ in the world’s economy, what their bread and butter is the dominance they have on the emerging continents. how the force the other countries’ citizens to be submissive to them

MAYMOONA AZIZ said…

My illustration shows the world and myself presented as a small dot. the fact that i am represented by something so tiny is because I’ve never truly felt that as an individual, especially a Muslim coloured female; I have any real impact within my own country, let alone the world. However, through my experiences at university that ideology has changed for me. I’ve realized that through my career path, education, I can do a lot to impact my community, my country and maybe even one day the world. it may seem far fetched right now, but there have so many people before me who have achieved great things so i believe that i can be a part of that greatness, even if it is a small part. I am an English teacher because i have a passion for literature and i believe that arming the world with knowledge starts with language. The book I have drawn is a symbol of the learning process and the arrows join from the book, to me (the helper) and goes straight through to the words literacy is power. The reason that these arrows lead from one side of the world to the other is because I believe that literacy inefficiency is not only a problem in South Africa, but in many other parts of the world. If we consider the work of Paulo Freire, he helped uplift Brazil through adult literacy, so why cant we do the same in South Africa? In my illustration I wrote that Literacy is power, this is something I truly believe in. As an English teacher I feel that I have been given the power to help others to uplift themselves with education, because through reading, we learn. We as teachers are moulding the next generation and that’s a lot of responsibility to take on so we should do everything in our power to ensure that it is done the right way.