



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2014

PROGRAMME: B Ed Foundation Phase
MODULE: Education 3B Identifying and addressing barriers to learning and development in the foundation phase classroom.
CODE: EDU 3B20
TIME: 3 hours
MARKS: 100
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MODERATOR: Dr Lara Ragpot [University of Johannesburg]
Mrs Adri Vorster [University of Witwatersrand]

(This paper consists of 6 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of three sections A, B and C – answer all the questions under all three sections.
2. Please hand in your question paper with your answer booklet.
3. Keep your written answers brief and to the point.

SECTION A: LEARNING IMPAIRMENTS

QUESTION A1:

Read the case study below and then answer the questions which follow:

Pinky is a ten year old girl in your Grade 3 class.

You know the following facts about Pinky's life from talking to her grandmother at parents' evening:

Pinky was placed in her grandmother's care shortly after she was born because her mother could not care for her properly. Her mother was a drug addict and prostitute who was charged with neglecting her five children (all from different fathers). Granny admitted that Pinky's mother smoked 'dagga' as well as drank heavily during Pinky's pregnancy. As a result Pinky was born prematurely and showed signs of drug withdrawal as an infant. Granny made the point that Pinky took much longer than her other brothers and sisters to do things – she was late in sitting, crawling, walking, talking and learning to use the toilet. At age two, Pinky's mother passed away from a drug overdose and Pinky had to move house. Pinky stopped attending play school as Granny could no longer afford to pay for her expenses without the money she got from Pinky's mother every month. Granny managed to get a child care grant for Pinky and she sent her to a nearby school when she was eight. Pinky seemed to be one of those learners who had difficulties with reading, writing and spelling throughout her time at school.

Granny admits that she really gets cross with Pinky as she often forgets things at school and often leaves her bag or school jersey on the transport home. Granny smacks her often for losing things like her stationery bag and scoff tin. This doesn't seem to help and Granny is getting more and more frustrated. Pinky doesn't have any school friends and is always fighting with her siblings and cousins. She has a short temper and hits other children when she's angry.

From your classroom observations as her teacher, you have noticed that she appears to be a 'busy bee' who is 'on the go'. You see that she seems to struggle to sit still, fidgets with her hands and feet and cannot remain in her seat when she should do so. If Pinky is not monitored closely she will run around the classroom disturbing others. You find yourself often reminding Pinky in her daily activities not to interrupt you or her classmates; to think before she acts and listen to instructions, not to blurt out answers before questions are complete and to await her turn. Pinky often tells you that she cannot do work as she has forgotten her school bag, homework diary or pencil case at home. When looking through her bookwork you notice that her work appears to be rushed and as a result contains careless and silly mistakes – you just know that she can do better. You can see that Pinky doesn't yet know her letter shapes and sounds

and finds it difficult to do written sums. Pinky tells you that she finds the noise from the water pipes in the classroom noisy. She also admits to you that she finds it hard to stay focused on a task for long, she also really hates doing her bookwork in class and homework at home. She is also unhappy because no matter how hard she tries she cannot seem to learn to read and write on the same level as her classmates. Pinky's reading, spelling and writing skills are below grade. As you finish your observation, Pinky tells you she is worried that her granny is going to smack her with a coat hanger because she has lost her homework diary.

- 1.1 Draw up a table like the example below to list the internal and external barriers to learning and development in Pinky's case history. [10]

Example:

Internal Barriers	External Barriers

- 1.2 Use another table like the one below to categorize Pinky's behavior at school with regards to the three main characteristics of ADHD. [12]

For Example:

Characteristic i	Characteristic ii	Characteristic iii

- 1.3 Discuss the kinds of 'mistakes' signaling the presence of learning impairments in general which you could expect to find with Pinky's reading, spoken and

written language, as well as mathematics. **Note:** do not rewrite examples from the case above, but rather talk about general additional examples as given to you in the prescribed literature on learning impairments. [8]

- 1.4 In one page, discuss ways in which you as the Foundation Phase teacher would practically support her in the classroom with regards to supporting general classroom management and accommodating Pinky's challenging behavior. [20]

Sub Total [50]

SECTION B: LITERACY BARRIERS

QUESTION B2:

Read the following case study and dialogue to answer the questions below:

Louis is a 9 year old male learner in your grade two class. Louis and his family moved to Johannesburg from his country of birth, Democratic Republic of Congo, at the beginning of the school year. Jose has been learning English for the last two years. French is his home language.

Below is a recorded transcript of a dialogue he had with a classmate:

Louis: "My zista works in a air dressing".

Classmate: (Nodding) "Your sister works in a hair dressers?"

Louis: "Yes. He sends da currency hom to my udder sisda and fada".

Classmate: (Smiling) "She sending money home to your other sister and father?"

Louis: "Yes. I like not that she works verri haired".

Classmate: (Shaking his head) "You don't like it that she works very hard?"

Louis: "Yes. Me is worri too muk that she is paying enuf."

Classmate: "You are very worried that she is not being paid enough?"

2.1 Using the theoretical terms 'basic interpersonal communication skills' (BICS) and 'cognitive academic proficiency' (CALP), discuss how Louis's language proficiency is likely to develop. [10]

2.2 As his teacher you are required to informally **assess** Louis's communication skills in English as a Second Language. List your error analysis of his verbal and written responses in the above dialogue. [6]

For example:

Errors:	Examples in the dialogue:
Phonological errors:	
Syntactic errors:	
Grammatical errors:	

2.3 In no more than a page, list the kinds of reading, writing and speaking activities you would use as a Foundation Phase teacher to teach listening, speaking and reading skills to an English Second Language learner (ESL) like Louis. [20]

2.4 Discuss briefly how you would engage Louis's parents to become involved in his learning as an English Second Language learner. [4]

Sub Total [40]

SECTION C: DIFFICULTIES IN MATHEMATICS

QUESTION C1:

Imagine that in your class you have a learner presenting with a mathematical literacy and numeracy barrier.

- 3.1 Using no more than a page, draw a table and compile a concise Yes or No Checklist for teachers to use to identify the characteristics of this barrier as seen in the work of learners in the Foundation Phase classroom. [10]

Example:

Foundation Phase Classroom Manifestations of Mathematical Difficulties Checklist:	Yes (tick)	No (tick)
		Etc.

Sub Total [10]

TOTAL: 100

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