



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE EXAMINATION 2014

PROGRAMME: B Ed Foundation Phase
MODULE: Education 3A
CODE: **EDU3A10**
TIME: 2 Hours
MARKS: 100
EXAMINERS: Dr G A Dampier
MODERATOR: Dr L Kajee

(This paper consists of 3 pages)

INSTRUCTIONS:

1. Read the questions carefully.
2. Answer all the questions.
3. Use formal language and ensure each question conforms to length requirements that are stipulated for each.

QUESTION 1: Language Competence

According to Fernandez and Cairns (2011)

The linguistic system that enables sound and meaning to be paired contains a complex and highly organized set of principles and rules. These rules are ultimately the source for the infinite creativity of language because they describe (or generate) any one of an infinite set of sentences. The set of rules that creates sentences in a language is a language's **grammar**, and the words of a language are its **lexicon**.

By taking this quotation into account, explain in no more than **500 words** what the implications of viewing language as a 'system' are and discuss how this affects our evaluation of language competence. In completing this discussion you are required to address the following:

- How the grammar and lexicon of a language interact to produce meaning.
- The linguistic knowledge a person requires to be considered a competent user of a language.

(25)

QUESTION 2: Language acquisition

In an essay of no more than **800 words**, discuss the *Nativist* theory, which is presented by theorists who support the idea of an innate Universal Grammar, and the *Usage-Based* theory, as elucidated by Tomasello. Pay particular attention to how these theories view language acquisition. In the process, account for how these theories deal with:

- The innate faculties human beings are born with.
- The milestones of language development.
- The systematization of linguistic input.

(35)

QUESTION 3: Additional language acquisition

"An additional issue is whether exposure to two languages simultaneously [viz. bilingual first language acquisition] influences the pattern of development so that it differs from that observed in monolingual learners. Evidence that the patterns are different could give us insights as to how the processes that underlie language acquisition cope with dual language input"

Genesee and Nicoladis (2007)

In no more than **400 words**, discuss the difference between *bilingual first language acquisition* and *second language acquisition*.

(15)

QUESTION 4: Literacy Development

Read the following case study and explain in no more than **500 words** what can be done to support this learner to develop as an English speaker and reader.

Jabulani is a Grade 1 pupil who attends a school that follows the guidelines of the curriculum and assessment policy statement (CAPS) very closely. At home Jabulani speaks isiZulu to his mother and father. When he attended school for the first time he could speak very little English. During the first additional language (FAL) lessons Jabulani would, at first, attempt to speak to his teacher in isiZulu, which is the language the teacher uses to teach every other lesson. Then Jabulani went through a non-verbal phase, in which he would make no attempt to communicate in English. He is currently using English in a very formulaic way and struggles with pronouncing English words properly. He reads very well in isiZulu, but struggles to decode English words.

In discussing what can be done to support Jabulani please refers to the following aspects of language competence:

- The development of a phonemic awareness.
- The development of a lexicon.

(25)

[100]

Dampier
16/04/2014
17/04/2014
16/04/2014