



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER / DECEMBER
SUPPLEMENTARY EXAMINATION 2014

PROGRAMME: B Ed
MODULE: English Subject Methodology
CODE: XEN0000/1
TIME: 3 hours
MARKS: 100
EXAMINER: Mr. G. Makubalo
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Dr. D. Robinson
MODERATOR: Mr. C.S. Ndlangamandla

(This paper consists of 2 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Answer all questions
2. Write the different questions in separate answer booklets

QUESTION 1

Discuss in an essay of 3 – 4 pages the value of the process approach and the text based approach in teaching writing in English Language classrooms in the FET phase. The discussion must reveal your knowledge of these two approaches and how they can be used in teaching writing.

(34 marks)

QUESTION 2

“Texting has provoked a very strong, negative response from teachers, parents and language experts. It has been described as “the continuing assault of technology on formal written English” (Lee, 2002), and the work of vandals who are doing to our language what Genghis Khan did to his neighbours eight hundred years ago.....pillaging our punctuation; savaging our sentences; raping our vocabulary” (Humphrys in Vosloo, 2009: 2).

Write an essay of about four pages in which you critique the quotation above. Pay particular attention to the following issues in your essay:

- A discussion of “literacy”
- Effects of texting on literacy
- Constructive approaches to texting which could work in the classroom, as recommended by Vosloo

(33 marks)

QUESTION 3

Refer to the extract from the CAPS document, below, and write an essay of approximately 2 pages in which you critically engage with the ideas presented, and comment on how you would incorporate this position in your teaching.

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and

attitudes embedded in texts and to challenge biased and manipulative language. All these oral communication skills are conveyed through the appropriate use of language structures. The learning of language structure should aid successful communication and be linked to the functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; giving directions and instructions. The listening skills taught will be determined by the type of oral text and the aims of the listener.

(33 marks)

TOTAL: 100

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