UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2015

PROGRAMME: B.Ed (Intermediate Phase)

MODULE: Teaching Methodology and Practicum 2B: English

CODE: MPENGB2

TIME: 2 hours

MARKS: 100

EXAMINER: Dr S R Naicker

MODERATOR: Dr C Smith

(This paper consists of 5 pages)

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. Number all your answers correctly.

2. Read the instructions for each question carefully.

QUESTION 1 – Multiple choice   [30]

Answer the questions by writing only the <u>letter</u> of your choice of answer.

1.1 A cycle test which is given to learners at the end of a work programme is:

    A   summative assessment   B   formative assessment

    C   informal assessment   D   baseline assessment

1.2 When code-switching is applied in the language classroom, the new language introduced into the lesson is known as the:

    A   matrix language   B   dominant language

    C   embedded language   D   host language

1.3 Which of the following is an assessment technique and not an assessment tool?

    A   rubric   B assignment

    C   assessment grid   D observation sheet

1.4 Which of the following questions is an open ended question?

    A   How can we solve the conflict?

    B   Was the trip enjoyable?

    C   Did you complete your assignment?

    D   What time are you going to the party?

1.5 Sam is planning a lesson dealing with nouns and adjectives. Which would be the main English content area that he would select for his lesson plan?

A reading and viewing   B language structures and conventions
C listening and speaking   D writing and presenting

1.6 Gugu is planning a lesson where learners write a story after looking at a sequence of pictures. Which **two** main English content areas could she select for her lesson plan?

A reading and viewing   B language structures and conventions
C listening and speaking   D writing and presenting

1.7 Sarah's learners are presenting their 'Show and tell'. Which would be **two** main English content area that relates to this activity?

A reading and viewing   B language structures and conventions
C listening and speaking   D writing and presenting

1.8 Thabo reads a poem to his learners and gets them to answer questions without providing them with the text. Which would be the main English content area that relates to this activity?

A reading and viewing   B language structures and conventions
C listening and speaking   D writing and presenting

1.9 Which learning theory encourages language learning through positive reinforcement?

A behaviourism   B social interaction
C nativist   C constructivism

1.10 Which learning theory aims not to transmit knowledge but to encourage knowledge formation, and develop metacognitive **processes** for judging, organizing and acquiring new information?

A behaviourism   B social interaction
C nativist   C constructivism

1.11 Which is the highest cognitive process of Bloom's Revised Taxonomy (2001)?

A creating   B applying
C remembering   D understanding

1.12 Which is the lowest cognitive process of Bloom's Revised Taxonomy (2001)?

A applying   B remembering
C creating   D analyzing

1.13 Before embarking on a learning programme of work, Jane wants to know what the prior knowledge of her learners are. Which two types of assessment could she use?

A formative   B diagnostic
C baseline   D reflective

1.14 When planning a lesson, which type of reflection is appropriate?

A reflection for action   B reflection in action
C reflection on action   D no reflection is needed

1.15 The language which it is assumed that learners come to school able to understand and speak is:

A   the home language
B   the first additional language
C   the second additional language
D   multilingualism

$$15 \times 2 = (30)$$

QUESTION 2 – Case Study [15]

Read the case study below and answer the questions that follow.

Nathi is a ten year old Zulu speaking child. He attends a small rural primary school of 200 learners in which the majority speak Zulu as their mother tongue. Until the end of Grade 3 he was taught all his subjects in Zulu with the exception of English which was introduced as a subject when he was in grade 2. At the beginning of grade 4, the Language of Learning and Teaching (LOLT) switched from Zulu to English and at the same time the children were encouraged to use only English in the playground. Although Nathi has a highly competent and motivated teacher and is happy to communicate with her and his peers in English, he now appears to be having serious academic difficulties. His marks have dropped significantly in all subjects except Zulu and he often seems unmotivated and rather withdrawn. His parents, who have been looking forward to him being taught in English and repeatedly emphasized how important this is for his future, are disappointed; his teacher is frustrated and uncertain about what to do and is beginning to wonder whether his academic abilities have been overestimated and he is, after all a weak student.

2.1   Nathis's situation is typical of many learners in South African township schools. From the case study please describe what the main problem is. Thereafter explain how the main problem affects the teacher, the learner (Nathi) and the parent using evidence from the case study.   (5)

2.2   Using your knowledge of BICS and CALP explain why Nathi is not an academically weak student even though his marks have dropped in all the subjects except Zulu.   (5)

2.4   From your knowledge and readings done on this issue described in the case study, name and explain some of the contributory factors to the language problem of grade four learners, such as Nathi?   (5)

QUESTION 3 – Lesson Planning [25]

Write a lesson plan for a grade five class based on the poem provided (below the question). The duration of the lesson should be 30 minutes. The constructivist theory must be used in your methodological approach. You may use one/two of the 4 content area skills. Due to time constraints in an examination, adhere to ONLY the following sections required on the lesson plan. Simply write the Headings for 3.1- 3.9 and provide the answer. Do not use a table:

3.1   Learning Area (1)

3.2   Content Area/s (1)

3.3   Lesson Aim/s (2)

3.4   Lesson Objective/s (2)

3.5   Prior knowledge required for this lesson (1)

3.6   Teaching Methods (2)

3.7   Teaching resources (2)

3.8   Body of lesson (Engaging with the new knowledge)(DO NOT include the introduction and conclusion phases) (10)

3.9   Formative assessment (Indicate all the assessment techniques that you would use from the beginning to the end of the lesson) (4)

POEM ON WHICH TO BASE YOUR LESSON PLAN

Never Trust Dragons

"I see you've arrived," the dragon said,
Bright eyes like beacons set his head.

"Yes," said the vet. "Left as soon as I knew.
Now tell me the problem, a touch of the flu?"

The vet peered down the gigantic throat,
Black as a chimney and reeking of soot.

He threw in some petrol, a match to ignite,
Firelighter, coal and some dynamite.

The dragon covered a burp with his paw,
A flicker of flame flashed down his jaw.

He licked his lips with a golden tongue:
"Take your fee, vet, you'd better run.

I can feel my fires boil, they are returning
In a couple of minutes you could be burning."

Clutching a diamond the size of a star,
the vet scampered away to his car

As he drove off the dragon's bright fires
Gushed out of the cave and scorched his tyres.

The vet snapped his fingers, laughed at the brute
Because he was wearing his flame proof suit.

David Harmer

Question 4 – Assessment   [10]

Design a rubric/assessment grid for a prepared speech activity for grade 5 learners. Use a table format.

Question 5 – Teaching Strategies [20]

Code switching is a culturally relevant pedagogy in South African Schools. Discuss this statement. Cover some of the following areas in your answer.

- Agree/Disagree with justification.
- Explain what code switching means with an example.
- Code switching as a calculated, conscious and strategic choice.
- Various functions/purposes for code switching i.e when you could use code switching in the classroom.
- Suggestions for teachers who may not be able to use code switching as they do not know the learner's mother tongue.
- Any negatives associated with code switching?

(20)

TOTAL: 100

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