



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**DECEMBER**  
**SUPPLEMENTARY 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 4 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 – Answer the following questions [35]**

- 1.1 Name the four English Content Area Skills and explain each of them with an example. (12)
- 1.2 Give a definition of assessment and state the purpose of assessment. (4)
- 1.3 Explain the difference between summative and formative assessment. Give examples in your answer. (6)
- 1.4 Explain the constructivist learning theory. (5)
- 1.5 Explain the concept of code switching and give some of its functions i.e how language teachers could use it in their language teaching. (8)

**QUESTION 2 – Case Study 1 [15]**

**Read the case study provided 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 His marks have dropped significantly in all subjects except Zulu and he often seems unmotivated and rather withdrawn.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 Nathi's situation is typical of many learners in South African township schools. Explain the main problem highlighted by the case study. (5)
- 2.2 Explain the transition that takes place in teaching English from the Foundation phase to the Intermediate phase in terms of the concepts 'learning to read' and 'reading to learn'. (5)
- 2.3 Explain how you think this situation can be improved in the foundation and intermediate phases. (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**

### **WHAT IS THE SUN?**

The sun is an orange dinghy  
 Sailing across a calm sea.  
 It is a gold coin  
 Dropped down a drain in heaven.  
 It is a yellow beach ball  
 kicked high into the summer sky.  
 It is a red thumb-print  
 On a sheet of pale blue paper.  
 It is a gold top from a milk bottle floating on a puddle.

Wes Magee

### **Question 4 – Assessment [10]**

Design a rubric/assessment grid for a writing activity (story or paragraph) for grade 5 learners. Use a table format.

### **Question 5 – Case study 2 [15]**

First read the article from the Citizen newspaper (25 September 2015) which is provided after the questions. Thereafter answer the questions based on the article.

- 5.1 What is the main problem highlighted in the article? Use evidence from the article in your answer. (4)
- 5.2 How could this situation affect English language teaching? (3)
- 5.3 What could the English language teacher do if his/her school did not have a library? Give a few strategies/creative solutions. (4)
- 5.4 Give two ways from the article that show how the Gauteng Department of Basic Education is addressing the problem. (4)

# Gauteng school library crisis

## EXCUSES: DEPARTMENT BLAMES FINANCES

→ A total of 938 institutions without functional libraries.

by [Siphiso Phiso](#)

**T**he importance of pupils' ability to read has been emphasised by education stakeholders across the country, but thousands of learners in Gauteng face a bleak future studying without functional libraries.

In a written reply to the DA from the Gauteng legislature, it emerged a total of 938 of more than 2 000 public schools in Gauteng do not have fully stocked, functional libraries.

The DA's Mike Moriarty said the lack of libraries was denying pupils the opportunity to broaden their knowledge base in subjects outside the school curriculum.

"The current low education outcomes are not surprising," said Moriarty. "Gauteng's poor people will continue to remain

at a disadvantage and will continue to struggle to get jobs or some form of higher education."

Though the Gauteng education department claimed a number of reasons for the shortfall – among them financial constraints and school budgets not being ring-fenced for libraries – the DA said the department's arguments held no merit "as the department has had more than two decades to wipe out the backlog".

However, spokesperson Phumla Sekhonyane said the department was dealing with the crisis and had taken steps to bridge the gap by implementing several interventions.

"The department of basic education is currently piloting a library assistant learnership programme in 25 primary schools in the Johannesburg west and north districts. We are also partnering with communities to have joint school and community libraries," said Sekhonyane.

She added the department's intervention included giving 800 primary schools mobile library units.

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TOTAL: 100

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