



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
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SUPPLEMENTARY EXAMINATION 2016

PROGRAMME: Education Studies 2B Intermediate Phase
MODULE: Language and Literacy Development in Middle Childhood
CODE: EDUSTB2
TIME: 2 hours
MARKS: 100
EXAMINER: Lize Bouwer
MODERATOR: Prof. Lara Ragpot

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of 5 pages.
2. There are 15 questions.

QUESTION 1

Explain what language development in middle childhood entails (4)

QUESTION 2

With the use of a metaphor, provide an explanation of the difference between expressive and receptive language. (3)

QUESTION 3

Case study:

Albert is 12 years old and in Grade Four. Albert was a late talker; his mother said he was not really putting words together until he was age three. When he did begin talking, his sentences

were immature-sounding and even in kindergarten and first and second grade he was making below-age-level grammar mistakes (referring to females and males both with the pronoun "he;" dropping the "is" verb occasionally; and misproducing past tenses of verbs, especially the irregular verbs like "go-went." He was also having difficulty with syntax (word order), especially question syntax so that when he asked me "how that get in there," he meant "how did that get in there" Albert also had difficulty with precisely expressing his thoughts in specific words and phrases. This seemed to reflect problems with word retrieval, choosing just exactly the word needed to express his intent, and it also included difficulty organizing his thoughts into sentences that exactly expressed his intent. For example, one day he was describing a birthday party he had attended and he spoke of the birthday boy's mother putting "firesticks" on the "birthday food thing." When he came to a word or phrase that was hard to retrieve, he substituted a vague word or series of words that negatively affected listener understanding. Albert is also experiencing difficulty in school with reading comprehension and both verbal and written expression.

- 3.1 Which learning difficulty do you think Albert may have? (1)
 - 3.2 By referring to the case study, which signs or symptoms lead you to come to this conclusion? (6)
 - 3.3 What can be done to support Albert in the classroom? (3)
- (10)**

QUESTION 4

The most comprehensive and well-supported model of reading to date is the "dual route" theory.

Explain the "dual route" theory. (5)

QUESTION 5

Compare any three language developmental theories with each other (9) and express your opinion with regards to which one of the theories you discussed is most relevant to children's language development today and why (3). (12)

QUESTION 6

Learning to read requires the mastery of a collection of complex skills through various processes.

Discuss the processes involved in reading. (12)

QUESTION 7

Your friends ask your opinion about raising their child with multi-lingual. What advice can you offer regarding dual language learning/ multi-linguism? (4)

QUESTION 8

Draw a diagram that indicates the connection between communication, speech and language by referencing to modes of language and extra-linguistic elements. (11)

QUESTION 9

Explain how the brain is biologically wired to learn language but not necessarily to learn how to read. (4)

QUESTION 10

Discuss the properties of language. (6)

QUESTION 11

What would you recommend parents do to facilitate normal language development in their children in the intermediate phase? (3)

QUESTION 12**Case study:**

Mavis is 10 years old and in Grade 4. Her teachers are concerned because Mavis is not reaching her full potential in school. During discussions, Mavis seems to understand concepts and expresses herself well. However, Mavis struggles when doing written work or when writing tests or exams. Teachers complain about Mavis' handwriting, saying it is not neat and sometimes even illegible. Her letters are formed poorly and inconsistent, she doesn't leave spaces between words and spatial organization is challenged. When asked to write sentences, Mavis avoids doing the work and her sentence construction is poor. Mavis also avoids doing homework and uses excuses such as not having pencils or that she left her book at school.

12.1 Which learning difficulty could Mavis have? (1)

12.2 By referring to the case study, which signs or symptoms leads you to make this conclusion? (3)

12.3 What can be done in the classroom to support Mavis? (3)
(7)

Question 13**Match the number to the letter.**

1. Home literary environment	a. Expose students to quality literature and higher level thinking
2. Pruning, myelination, synaptogenesis	b. Organizing and understanding experiences
3. Gestures, vocal sounds, written symbols	c. Plasticity
4. Cognitive process	d. Reading is valued at home and school
5. Language is a rule governed system	e. Influences language development
6. Social process	f. Property of language
7. Reading comprehension	g. Phonemic awareness
8. Manipulate individual sounds in words	h. Language as a system

(8)

Question 14

14.1 Which component(s) of reading do you think is most important to work on in the intermediate phase and why? (3)

14.2 What can you do to develop this component in the classroom? (3)

(6)

Question 15

Fill in the missing words

15.1 Expressive language includes sentences and paragraphs as well as the use of [] and []. (2)

15.2 The [] hemisphere is specialized for language activity. (1)

15.3 The process of forming synapses in the brain is [] driven but can also be formed through []. (2)

(5)

TOTAL: 100

