



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2016

PROGRAMME: Advanced Diploma in Remedial Education

MODULE: Remedial Foundations

CODE: REM00Y1

TIME: Exam equivalent

MARKS: 100

EXAMINER: Mrs Jean Fourie

INTERNAL MODERATOR: Professor Gert van der Westhuizen

EXTERNAL MODERATOR: Dr Madiala Loate (UNW)

(This paper consists of 5 pages)

INSTRUCTIONS:

As a remedial therapist you should have a thorough understanding of issues around language, learning problems and learning support in education. Often there are misconceptions and myths around these topics. From the list of topics presented below, choose **TWO** and prepare an in-depth paper on each topic. Give a critical discussion of the topic, stating any advantages and disadvantages for remedial education. In your discussion show how this topic should have relevance for education in the South African context. Each paper counts 50% of the exam mark.

In each paper discuss underlying theoretical concepts relating to this issue. Where possible, provide theoretical and empirical evidence for your topic. Clearly indicate the relevance and implications of your topic for remedial education. You may provide practical examples from your own experiences where appropriate to illustrate your topic. Also, give teachers practical examples where appropriate that will allow them to integrate these issues into their everyday teaching. Integrate various sources you have read. Include a bibliography in your assignment and reference correctly in the text.

Topic1: Learning Problems

Learning problems are fairly common in the school age population. Differentiate clearly between Learning Problems and Specific Learning Disorders. Learning problems may be associated with many barriers to learning, however, there are clear criteria for the diagnosis of specific learning disorders. Start with the DSM5 and include various other sources in your discussion. Discuss learning disorders, their etiology, characteristics, diagnostic criteria, incidence, prevalence and prognosis. Distinguish between Learning Disorder and other conditions such as Attention Deficit Disorder and Intellectual Impairment. Then write a very clear explanation of how learning disorders influence learners: their daily lives, school work; socialisation; emotions; families; career prospects and so on. Lastly, discuss educational intervention strategies and plans suggested in the literature to support learning disorders.

Discuss these two opposing points of view, stating your opinion on how to define 'the mind.' What are the arguments and evidence that scientists use to support or refute the notion that there are two separate brains/minds? Discuss the relationship between mind and language and the implications for remedial education.

Topic 5: Gender and language

"If you want something said, ask a man ... If you want something done, ask a woman." Dame Margaret Thatcher, former United Kingdom prime minister.

This quote suggests that perhaps men and women process information differently. Discuss the controversial question: Are there gender differences in the brain having to do with how men and women process and use language? Consider the incidences of diagnosed learning, reading, language and communication disorders amongst the genders. Also look at physiological and language development differences in boys and girls. What are the implications for remedial teachers to consider when teaching boys and girls?

Topic 6: Evolutionary development of language

Evolutionary changes in the brain are related to language development.

"It could be that when the brain reached a certain level of complexity it simply automatically had certain properties because that's what happens when you pack 10^{10} neurons into something the size of a basketball." The linguist, Noam Chomsky.

Similarly, Stephen Jay Gould stated: *"The Darwinist model would say that language, like other complex organic systems, evolved step by step, each step being an adaptive solution. Yet language is such an integrated "all or none" system, it is hard to imagine it evolving that way. Perhaps the brain grew in size and became capable of all kinds of things which were not part of the original properties."*

Other linguists, however, support a more Darwinian natural selection development, sometimes called, "the language instinct": *"All the evidence suggests that it is the precise wiring of the brain's micro-circuitry that makes language happen, not gross size, shape, or neuron packing."* (Pinker, S. 1995. 'The language instinct').

Discuss the conflicting views of how language has developed and the relationship with brain development. What are the educational implications for these views?

Topic 7: The Critical Period

"The critical-age hypothesis assumes that language is biologically based and that the ability to learn one's mother tongue develops within a fixed period in a child's life. During this critical period language acquisition proceeds easily, swiftly and without external intervention. After this critical period, language grammar is difficult and never fully achieved." Fromkin, et al. 2011. 'An Introduction to Language'.

Discuss the evidence available for the critical-age hypothesis and the implications this has for mother tongue and second language acquisition. Consider the contextual realities of living in a multi-lingual or mono-lingual society. What are the implications of the critical period hypothesis for remedial education?

Focus of assessment						
Depth of the theoretical topic presented. Does the assignment show that the student has read widely on the chosen topic and understands the topic in enough detail? Can the student integrate information from a variety of sources to form his/her own comprehensive knowledge base? Sources consulted should be fully and correctly referenced both in the discussion and the reference list.						
Integration and Structure: Does the discussion have a logical, coherent and cohesive structure with relevant sub-sections? You may use concept maps, mind-maps or any other form of diagrammatic summary that will enhance your presentation of the work.						
Relation to Remedial education: Is it clearly and logically stated how the topic relates to remedial education. Is there a demonstration of the integration of theory and practice? Practical Examples: Are practical examples given from real classrooms that demonstrate the topics where appropriate? Is there a demonstration of the integration of the theory and the students own world of work? Critical Discussion: Is there a critical discussion of the topic? Are benefits, advantages and possible disadvantages or challenges discussed?						
Academic Communication: Does the assignment demonstrate that the student has acquired basic skills in academic communication? Appropriate language used; coherent style and logical flow of argument, formulation of sentences and paragraphs, avoid point form.						
Outcomes: Does the assignment demonstrate that the student has achieved the outcomes set for this unit?						
<u>Presentation:</u> Technical aspects – filing, labels, printing, margins, formatting. Structure – appropriate length, meaningful and relevant subheadings used, pages numbered. Table of Contents – logically structured, sections numbered, page numbers included. Introduction – appropriately introduces the topic. Conclusion – succinctly summarises the topic. Referencing - Correct and consistent layout of sources consulted, both in the text & reference list.						
Percentage	0 - 40	40 – 49	50- 59	60 - 69	70 -79	76 - 100
Descriptor	Inadequate	Partial	Minimal	Satisfactory	Meritorious	Outstanding

MARK GIVEN: _____%

Marker Signature _____

Comments:

Each paper counts 50% x 2 = TOTAL: 100

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