



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: EDS10A3
<u>SEMESTER</u>	: First
<u>EXAM</u>	: June Supplementary Exam 2019

<u>ASSESSOR(S)</u>	: Ms K. Matee		
<u>MODERATOR</u>	: Dr VM Dwarika		
<u>DURATION</u>	: 2 HOURS	<u>MARKS</u>	: 100

NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. Read the questions carefully.
 2. Answer all the questions.
 3. Number your answers correctly.
 4. Write clearly and legibly.
 5. Write your surname, name and student number on all answer books.
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QUESTION 1

(25)

After your first parent evening, parents are concerned about their children's language development in the South African context and requested an information session on Bilingualism. During this informative session:

1.1 Discuss bilingualism by comparing simultaneous acquisition with sequential acquisition. (10)

1.2 Analyse the stages of acquiring a second language and indicate the effects these may have on children when they learn in a second language. (10)

1.3 Explain the benefits of dual language or multilingual learning. (5)

QUESTION 2

(15)

As the newly appointed HOD at a school, the headmaster asks you to do a presentation as part of the school's professional training. You need to help your colleagues understand how the brain enables us to learn language.

By referring to localisation and plasticity, what do your colleagues need to know about language and the brain?

QUESTION 3

(10)

You are at a parent evening and some of the parents in your class think that their children's language development needs some support.

Create an information page with suggestions for parents to increase and enhance their children's language development. You can also indicate the factors that influence language development.

QUESTION 4

(5)

What is the difference between Chomsky and Skinner's views on language development?

QUESTION 5

(25)

The principal of Funda UJabule School asks you to attend a workshop on Dysgraphia and report back on what you have learned, to the staff at the school. To help the staff develop an understanding of this disorder, write short notes by following the guidelines below, which you will use in preparing your presentation.

5.1. Create an information sheet as a handout for the teachers to accompany your presentation. Include the following:

- a) A definition of Dysgraphia
- b) The different signs or symptoms students with this difficulty may present in the classroom,
- c) Brief discussion of how children with this disorder can be accommodated in a Grade 4 classroom.
- d) Provide practical examples to illustrate your discussion. **(10)**

5.2. Learning to read requires the mastery of a collection of complex skills through various processes. Reflect on your reading abilities growing up and focus in particular on the cognitive, affective and developmental processes involved in learning to read. **(15)**

QUESTION 6

(10)

Language can be seen as a system.

6.1 With the use of a metaphor, describe language as a system. **(5)**

6.2 Which challenges may you be faced with when teaching literacy in the South African education system? **(5)**

QUESTION 7**(10)**

Connect the number to the letter with the corresponding description. E.g. 11) a

1. Positive reinforcement	a) Smallest units of language that have meaning
2. Function of language in context	b) Grammatical rules
3. Morpheme	c) Form
4. Word combinations that are acceptable	d) Use
5. Meaning associated with words	e) Study of the rules by which words are organized into phrases or sentences in a particular language.
6. Phonemes	f) Units of sound that do not convey meaning
7. Way in which meaning is represented, including speech, sign language, and writing.	g) Knowledge and ability to use language functionally in social or interactive situations.
8. Pragmatics	h) Semantics
9. Syntax	i) Skinner
10. Children imitate adults	j) Interactionist theory

TOTAL: 100