



<b><u>FACULTY</u></b>	<b>: Education</b>
<b><u>DEPARTMENT</u></b>	<b>: Childhood Education (CALT)</b>
<b><u>CAMPUS</u></b>	<b>: SWC</b>
<b><u>MODULE</u></b>	<b>: HLALOOY- Learning in Primary School: African Languages</b>
<b><u>SEMESTER</u></b>	<b>: Second</b>
<b><u>EXAM</u></b>	<b>: Supplementary Exam</b>

<b><u>DATE</u></b>	<b>: January 2020</b>	<b><u>SESSION</u></b>	<b>: 08:30-11:30</b>
	<b>Ms F. Simelane</b>		
	<b>Ms M. Vaz</b>		
	<b>Mrs N. Msimango</b>		
<b><u>ASSESSOR(S)</u></b>	<b>: Mr A. Cassiem</b>		
<b><u>MODERATOR</u></b>	<b>: Ms K. Fonseca</b>		
<b><u>DURATION</u></b>	<b>: 3 HOURS</b>	<b><u>MARKS</u></b>	<b>: 100</b>

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NUMBER OF PAGES: 4 PAGE

Instructions:

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**Question 1 Reading instruction**

**1.1** The alphabetic writing system that is used in the majority of languages in the world and for all languages in South Africa uses symbols that represent the sounds in a language. Why is phonemic awareness important when learning to read? (5)

**1.2** Name and explain three aspects that children learn as they develop oral language skills (6)

**1.3** What is the relationship between oral language and reading (2)

**1.3.** Spaul and Pretorius (2016) have shown that if children do not learn to read with ease, accurately and with comprehension by the end of Grade 3 then they find it very difficult to catch up later and they usually fall behind in their schooling”

With regard to the above, briefly discuss the four types of question which will assist the teacher in teaching comprehension learning. (12)

**Total (25)**

**Question 2: Critical issues in African languages**

Read the following extract and answer the questions that follow.

**An "overpopulated" language curriculum?**

As a result of this situation, the Department of Education introduced a new policy called "The Incremental Introduction of African Languages (IIAL) in South African Schools", the explicit aims of which are to improve proficiency in African languages; increase access to languages to all learners beyond English and Afrikaans and promote social cohesion, economic empowerment and the preservation of heritage and cultures (Department of Education 2013: 6). In terms of the new policy framework, to be implemented from 2017, learners will have to do three languages at school from the first year of School, one at HL level and two at FAL level. By adding one obligatory African language to the curriculum, this would require learners to learn an African language. This requires good pedagogy in order to teach communicative skills of the various African languages. Foundation, Intermediate, Senior and Further Education and Training (FET) phases (Françoise Ferreira-Meyers· Fiona Horne· 2017)

- 2.1. Describe what you think would be the repercussions of implementing an additional African language in the curriculum and consider discuss what would the potential benefit be of such. (4)
- problems that are often associated with African language teaching from a bilingual or multilingual perspective. (3)
- 2.3. Discuss possible gaps in knowledge of teachers who are not subject methodology trained in the African languages. (5)
- 2.4. What strategies can you employ to reading in the African languages in the foundation phase classroom? (5)
- 2.5. Critically discuss four effects of unplanned urbanization on the oral language proficiency of home language speakers in any African language. (4)
- 2.6. Explain and provide an example of the following second language acquisition theories.
- 2.6.1. Additive bilingualism (2)
- 2.6.2. Subtractive bilingualism (2)

**[25]**

### Question 3

“High levels of literacy are needed to do well in school and to survive and thrive in the high-tech digital world of the 21st century. Yet, large numbers of children in low income schools in developing countries continue to have low literacy levels, putting them at risk of never getting a fair start in life, and never breaking out of the cycle of poverty”. (Pretorius, 2019)

- 3.1 Name some of the features of the high-tech digital world of the 21<sup>st</sup> century referred to in the extract above. (5)
- 3.2 What is your understanding of ‘high levels of literacy’? (5)
- 3.3 Discuss briefly how low income schools are affected by technology / the lack of access to technology. (5)
- 3.4 Explain in your own words, the cycle of poverty referred to above. (5)
- 3.5 Positives and negatives of having technology in the classroom. (5)

[25]

### Question 4 STANDARDISED ASSESSMENTS

- 4.1 What are the four main purposes of the Annual National Assessments (4)
- 4.2 Define what assessment is. (1)

4.3 According the PIRLS report 2006, “the home often provides initial exposure to language and literacy related activities and is recognized as a context, apart from the classroom, where children gain important foundational exposure to language and literacy tasks.” Discuss the following points based on the statement above.

- Early literacy activities
- Books in the home
- Parental education
- Parental employment

(20)