



FACULTY:	Education
DEPARTMENT:	Childhood Education
CAMPUS:	SWC
MODULES:	Teaching Methodology and Practicum 2B
MODULE CODES:	MPSTOB2
SEMESTER:	Two
EXAM:	Supplementary Exam November 2020

Date :

Assessor : Ms M Vaz (UJ)

Moderator : Mrs N. Khasu (UJ)

Marks : 100

Number of Pages : 3

Number of questions: 3

INSTRUCTIONS

1. Ensure that your name, surname, student number and contact number are included in your submission.
2. Read the questions carefully and answer all the questions.
3. Number your answers as per the numbering in this exam.
4. Answers must be typed using Ariel font, size 12, with 1.5. line spacing and justify the text.
5. Submit this exam as a word document and ONLY include the answers.

QUESTION 1

1. “The teacher provides the general rule or law or definition and supports it with different examples to illustrate the rule, law or definition. On the other hand, with the inductive strategy, teachers’ specific examples explain a general rule, law a definition.”

The deductive and inductive teaching strategies as illustrated in the quotation above can be used by language teachers to teach the variety of language components. Explain how you would teach the topic the CAPS content below using both strategies including materials that you could utilize to help learners understand the topic.

Mosebetsi o boemong ba polelo

“Lekgathe lelwale letswelli” (CAPS, pg 54)

(30)

Criteria	0-3	4-6	7-10
Use of deductive strategy	There is no clear explanation of how the deductive strategy would be used to teach content provided	The explanation does not use practical examples referring to the content provided	The student comprehensively explains how they would use the strategy giving a variety of practical examples relevant to the topic provided
Use of inductive strategy	There is no clear explanation of how the inductive strategy would be used to teach content provided	The explanation does not use practical examples referring to the content provided	The student comprehensively explains how they would use the strategy giving a variety of practical examples relevant to the topic provided
Learning/teaching materials	The teaching/learning materials are not most relevant for teaching the content provided	Some of the teaching/learning material are relevant for teaching the content provided	The teaching/learning materials are suitable for the topic

[30]

QUESTION 2

2.1 Listening comprehension is a prerequisite for reading comprehension. Study the lesson plan provided on listening comprehension and then answer the following questions:

2.1.1 Which listening skills will be developed in this lesson?

(2)

- 2.1.2 Explain how Principle 2 is infused in the introduction and new content phases of the lesson. (2)
- 2.1.3 Identify five examples which demonstrate the infusion of the competency of collaboration. (1X5)
- 2.1.4 How is the competency of critical thinking infused in the introductory part of the lesson? Give an example. (1)
- 2.1.5 How does the teacher elicit learner's prior knowledge? Give examples. (2)
- 2.1.6 According to information on the teacher action column, what type of text will learners be listening to? Give an example. (2)
- 2.1.7 Which teacher questions or instructions are related to the listening skills that are being developed in this lesson? (4)
- 2.1.8 How is the consolidation phase linked to the introduction and the new content phases of the lesson? (2)
- 2.1.9.1 Would the lesson have been successful if it was taught in class? (2)
- 2.1.9.2 Do you think learners would have enjoyed the lesson? Explain. (2)
- 2.1.9.3 What would you change about the lesson and why? (3)
- 2.1.9.4 Write your own opinion about any part of the lesson. (3)

[30]

QUESTION 3

1. Read the article "The importance of mother learning" and the Thesis "Teaching Zulu as a First Language" and discuss the arguments proffered by the two readings in advocating for the teaching of mother tongue and how mother tongue or home language is and should actually be taught.

Criteria	0-3	4-6	7-10
Essay structure & technical aspects	The essay lacks coherence and consists of lots of spelling or grammar errors.	The essay is somewhat logical, well presented and but consists of some spelling or grammar errors.	The essay is logical, well presented and does not consist of spelling or grammar errors.
Discussion of each article	The student seem to have not understood	The student showed partial understanding of the articles	The student showed good understanding of each article and

	the main points of each article		discussed important points
Synthesis of the articles	The student could not synthesise the main ideas from the two articles	The student partially synthesised the main ideas from the two articles	The student synthesised the main ideas from the two articles very well which showed good understanding
In text citation and referencing	The student incorrectly cited references within text and the reference list was not written	The student incorrectly cited references in text and the reference list is incomplete	The student cited references correctly and compiled a reference list of four articles

[40]

TOTAL = 100

FACULTY OF EDUCATION

LESSON DESIGN TEMPLATE

1. Grade: 4
2. Subject area: Sesotho
3. Topic from CAPS: Listens to a short story/mamela palekgutswwe
4. Content Strand: Listening and Speaking
5. Is this lesson part of a series? If so – indicate explicitly where it lies in the series and how it relates to the other lessons. Also indicate the key question of the lesson series.

<i>The key question that this lesson addresses is: Are learners able to listen with comprehension (make inferences and identify the main idea a the story)?</i>			
<i>The aim of the lesson (links to the key question): To teach learners how listen for the main idea and answer inferential questions</i> <i>The aim of the lesson in relation to competencies for a changing world: To infuse critical thinking and collaboration.</i> <i>The aim of a lesson is a statement of what the lesson will achieve.</i>			
<i>The objectives of the lesson are:</i> <ul style="list-style-type: none"> ▪ <i>Listen to an except from a short story</i> ▪ <i>Identify what the story is about (main idea)</i> ▪ <i>Answer literal questions</i> ▪ <i>Answer inferential questions about the story</i> ▪ <i>Retell what the story is about</i> <i>Objectives set out what learners should have done by the end of the lesson in order to reach the aim. Use action verbs when formulating these objectives. For example, learners should discuss, explain, define, plan a poster ...</i>			
Phases of the lesson (10min)	Open questions, or prompts for conversation/discussion or task (activity) to elicit and support learner engagement	Principle(s) invoked	Competencies addressed and an explanation of how these will be infused.

<p>Initiation/Introduction Indicate <i>teacher actions</i> and main ideas/<i>points of learning content</i></p> <p>1. The teacher will ask learners about a previous short story/poem that they had read/listened to or for a reading comprehension or a literary lesson. 2. Do you remember the story titled... 3. Who can recall what the story was about? 4. Does anyone still remember what the prince meant when he said, “well, all is fair in love and war”?</p>	<p>Indicate questions/prompts/ activity/ learning task <i>and how they engage learners (learner actions)</i>. Include resources on which the activities/ learning tasks are based.</p> <ul style="list-style-type: none"> - Learner will need to need recall the story as indicated by the teacher by answering literal questions about the story. - They will quickly discuss with a peer what that particular story was about to remember the details of the story - They will retell the story in summary 	<p>Indicate how questions/prompts/ activity/ tasks <i>connect to principles</i></p> <p>Principle 2: Our working memory is small. Too much information swamps our working memory</p>	<p>Indicate <i>competencies infused</i> and <i>how these will be infused</i></p> <p>Collaboration through peer/group discussion Critical thinking by asking evaluative questions such as:</p> <ul style="list-style-type: none"> - Do you think it was fair that the prince... - If you were the prince how would you have solved the problem? - What do you think about how the story ended?
<p>Engaging with new content Same pattern as above</p> <p>The teacher will also tell learners that speaking is not allowed during the listening session as that might disturb others and the flow of the listened text</p> <p>The teacher will tell learners that s/he is going to play a story audio and that they should listen carefully because s/he will ask questions at</p>	<p>Same pattern as above</p> <p>A story audio will be used for learners to listen to</p> <p>Learners need to listen to the story carefully and jot down important points.</p> <p>After listening learners will discuss with peers what the story was</p>	<p>Same pattern as above</p> <p>Principle 2 Principle 7: Create opportunities for learners to explain their learning process and to give reasons why they decided to take certain steps.</p> <p>By discussing with a peer they will bounce off facts to each other as</p>	<p>Same pattern as above</p> <p>Collaboration through discussion with peers Critical thinking by asking thought provoking questions e.g why do you think the story ended the way it did</p> <p>Why was it not good for the king to give the prince all that he wanted?</p>

<p>the end and that will discuss what they heard with their peers only after the end of the story.</p> <p>She will tell learners that they may jot down points that are important for them to answer the questions that the teacher may ask later like:</p> <ul style="list-style-type: none"> - Names of characters - Places mentioned in story - What happens at the beginning - What happens at the end <p>The teacher will ask learners literal as well as inferential questions about the story</p> <ol style="list-style-type: none"> 1. What made the king rich? 2. Was his treatment of all his children fair? Explain? 3. What did the king mean when he said he has money burning holes in his pockets? 4. How do you think the king's treatment of his children was going to affect their relationship with each other in future? <p>The teacher will ask learners to write about what gist/lesson of the story was and their opinion about it.</p>	<p>about and what their thoughts about the story are.</p> <p>They should compare their notes to see if they wrote the same facts and if there are any facts that the other wrote and other did not they should share</p> <p>Learners should first discuss the answers of inferential with their peer and see if they agree on the answer before they share it with class.</p>	<p>one learner may have grasped certain facts while the other learner may have captured others different from those of their peer. They can also discuss why they thought a particular detail was important especially those that might be different</p>	<p>Do you think the prince's life would have turned out differently if his father the king taught him life lessons earlier on? Explain?</p> <p>How would you treat your children if you were very rich like this king?</p>
<p>Consolidation Same pattern as above</p>	<p>Same pattern as above</p>	<p>Same pattern as above</p>	<p>Same pattern as above</p>

<p>The teacher asks learners to:</p> <ul style="list-style-type: none"> - talk about what they learnt from this story. - write a summary of how they would have wanted the story to unfold, read to peer and peer makes comments. 	<p>Learners tell peers what they learnt about the story</p> <p>They write a summary of how they wanted the story to have unfolded and read it to their peers</p>	<p>Principle 7: Use self- and peer assessment which require learners to provide reasons for making certain assessment decisions.</p> <p>Commenting on their peer summaries will help learners reflect on their own understanding of the story</p>	
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