

UNIVERSITY OF FORT HARE
EAST LONDON CAMPUS

IPS 227E

BACHELOR OF EDUCATION: YEAR 2

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2019

Subject : Intermediate Phase Studies – LANGUAGE
Time : 3 hours
Marks : 100

This paper consists of 8 pages

Internal Examiner

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Instructions

- All questions are compulsory.
- Read the questions carefully, so that you answer each question accurately and completely.
- Plan essay answers on your answer sheet (not on the question paper).
- Draw a diagonal line through work that should not be assessed.
- Keep to the numbering as indicated on the question paper.
- If the handwriting cannot be deciphered, the answer will not be assessed.

[40]

Question 1

Section 29(2) of the South African Constitution provides every learner with the right to receive a basic education in the language of his or her choice, where it is reasonably practicable.

Discuss the statement critically with reference to the following aspects:

- 1.1 An explanation (with clear examples) of concepts commonly used in 'Language in Education' discourse below:
- 1.1.1 The language of learning and teaching (5)
 - 1.1.2 Home Language (5)
 - 1.1.3 The first additional language (5)
 - 1.1.4 A single-medium school (5)
 - 1.1.5 Multilingual (5)
- Please note the answer will be assessed as follows: 3(explanation) + 2 (example)**
- 1.2 The advantages and disadvantages of mother tongue instruction. (10)
- 1.3 How the South African education system can ensure the success of mother tongue instruction. (5)

[25]

Question 2

Read the following statements carefully, choosing the correct answer to make the statement true.

1. Someone who is multilingual is proficient in at least
 - a) One language
 - b) Two languages
 - c) Three languages
2. The main language you heard and learnt in childhood is your
 - a) Standard Language
 - b) Natural Language
 - c) Native Language
3. Colloquial language can be used in everyday conversation, but not in _____
speech and writing.
 - a) Formal
 - b) Informal
 - c) Vernacular
4. Uncommon words and expressions used in a particular profession or academic field can be called
 - a) Dialects
 - b) Jargon
 - c) Idioms
5. The language being learnt, or the language element being taught in a lesson, can be called the
 - a) Target language
 - b) Functional language
 - c) Classroom language

6. The acronyms L1 and L2 refer to a learner's first and second
 - a) Levels
 - b) Languages
 - c) Lessons
7. The acronym EFL stands for 'English as a _____ Language'
 - a) First
 - b) Fluent
 - c) Foreign
8. Which term means the gaining of new skills and understanding?
 - a) Comprehension
 - b) Fluency
 - c) Acquisition
9. The ability to speak and read well and to express oneself without effort is called
 - a) Comprehension
 - b) Fluency
 - c) Acquisition
10. The various teaching methods and theories used to teach a language is called
 - a) Approaches
 - b) Curricula
 - c) Teaching aids
11. This approach allows learners to acquire a language as babies do, beginning with silent listening
 - a) The communicative approach
 - b) The natural approach
 - c) The direct method
12. This approach does not allow learners to use their native language in a language class.
 - a) The communicative approach
 - b) The natural approach
 - c) The direct method
13. This approach is geared towards learners whose main goal is to use English to communicate in the real world.
 - a) The communicative approach
 - b) The natural approach
 - c) The direct method
14. This approach requires learners to memorize language grammar rules and vocabulary and translate large amounts of text into the target language.
 - a) The inductive approach
 - b) The grammar translation method
 - c) The process approach
15. This approach requires learners of different levels to form small groups that must complete tasks together.
 - a) Product approach
 - b) Communicative learning
 - c) Cooperative learning
16. In this method of teaching grammar, the rules are given to the learners first, followed by examples and exercises.
 - a) Grammar Translation
 - b) Deductive Approach
 - c) Inductive Approach

17. In this method of teaching grammar, learners must discover the rules in context themselves while reading and/or listening.
- Grammar Translation
 - Deductive Approach
 - Inductive Approach
18. Learners learn to read because,
- They need to speak to their teachers.
 - They need to complete their homework assignments.
 - They need to understand written messages.
19. Readers can understand text because they have prior knowledge
- True
 - False
20. Language is a code that only a certain group of people can understand
- False
 - True
21. In testing learners' comprehension of written language, you are testing their understanding of what they have just
- Written
 - Listened too
 - Read
22. If a reader skims a piece of text, they
- Read it fully
 - Read it aloud
 - Glance over it
23. If you refer to the 'context' in which a written word or phrase is found, you are referring to that part of the text that
- precede and follow it
 - emphasize it
 - summarize it
24. If you are teaching phonics, you are teaching learners to read by associating certain _____ with certain sounds.
- Letters and letter groupings
 - Words and word groupings
 - Text and text groupings
25. Structured listening in which learners confirm in their own words what they've understood is called
- Guided listening
 - Active listening
 - Passive listening

Question 3

[20]

Read the text below and then answer the questions that follows:

The teacher stands in front of her Grade 4 class. The 45 nine and ten-year olds are crammed together at desks, huddled over shared books. Some are sitting on the floor.

"Now, class, read from the top of the page," the teacher says. They comply in a slow sing-song drawl.

"Stop," says the teacher. "It is not 'Wed-nes-day', you say it 'Wensday'. It is what?"

"Wensday," the class responds.

"Again."

"Wensday."

The reading resumes, the teacher frequently stopping to correct her pupils' pronunciation.

Sometimes the children read aloud in groups. At other times, she calls a child to come to the front and read aloud.

Not once does she ask a question about what the story means. Nor do the children discuss or write about what they have read.

This is the typical approach to how reading is taught in most South African primary schools. Reading is largely understood as an oral performance.

From: <https://www.parent24.com> > Learn > Learning-difficulties > south-africa-h...

Accessed: 12 September 2019

- 3.1 List any five (5) foundational skills a learner must master to become successful readers? (5X2=10)
- 3.2 Which three foundational skills do you think is the teacher concentrating on in the above case-study? (3x2=6)
- 3.3 What is the writer's main critique on the approach followed by the teacher? (4)

Question 4

[15]

Refer to the story in the **Appendix A**.

Formulate questions based on the attached reading to test the comprehension skills of Grade 5 English First Additional Language (FAL) learners. The questions should be grammatically well-structured and with the following categories below in mind:

- 4.1.1 Literal (1 question)

A)

(1)

- 4.1.2 Inferential (2 questions)
B) (4)
C)
- 4.1.3 Interpretive (1 question)
D) (1)
- 4.1.4 Evaluative (2 questions)
E) (4)
F)
- 4.2 Explain the relationship between reading fluency and reading comprehension. (5)

TOTAL: 100

APPENDIX A

THE MERCHANT'S CARAVAN

Once there was a merchant who had fine silks and rugs to sell. He wished to send his good to a country on the other side of the sandy desert.

The merchant owned a large caravan of camels, and he employed many men. Camels were the only animals strong enough to travel over the desert with the heavy loads.

For many days, Abdul the merchant and his men had been preparing for the journey. The canvas tents and the poles were placed upon one camel. Great leather bottles of water were loaded upon another camel.

At last the caravan was ready for the journey. The sun shone steadily, making the sand so hot that no one could walk upon it in the daytime. But at night, both men and camels could travel easily.

So Abdul the merchant said to the men, "Be ready to start after sunset tonight. Give the camels plenty of water to drink, and feed them well, for we have a long, hard journey."

Abdul and his men travelled all that night. One man was the pilot. He rode ahead, for he knew the starts, and by them he could guide the caravan.

At daybreak they stopped. They spread the canvas tents and fed the camels. They built fires, cooked rice, and made cakes of the barley meal. During the day, the men rested in the shade of the tents.

After the evening meal, the caravan started again on its way.

They had travelled thus for three long, silent nights. Early on the third morning, the camels raised their heads, stretched their nostrils, and hastened eagerly forward.

The pilot cried, "The camels smell water and grass. An oasis is near!"

Before long they could see palm trees, with their spreading leaves waving the soft breeze.

Joyfully they rested during the day. The camels drank freely from the cool spring. The men filled the great leather bottles with fresh water. In the evening, refreshed and happy, the men continued the journey.

So they travelled night after night, resting during the heat of the day. At last, one morning, the pilot said, "We shall soon reach the end of our journey."

The men were very glad to hear this, for they were weary and the camels needed rest.

After supper that night Abdul said, 'Throw away the firewood and most of the water. It will lighten the burden of the camels. By to-morrow we shall reach the city.'

When the caravan started that evening, the pilot led the way a

As usual, but after a while, weary with many nights of watching, he fell asleep.

All night long the caravan travelled. At daybreak the pilot awoke and looked at the last star, fading in the morning light.

'Halt' he called. "The camels must have turned while I slept. We are at the place from which we started yesterday."

There was no water to drink. There was no firewood to cook the food, The men spread the tents and lay down under them, saying, "The wood and the water are gone. We are lost."

But Abdul said to himself, "There is no time to rest. I must find water. If I give way to despair, all will be lost."

Then Abdul started to walk away from the tent, watching the ground closely. He walked and walked. At last he saw a tuft of grass.

"There must be water somewhere under the sand, or this grass would not be here," thought the merchant.

He ran back to the tent, shouting and calling, "Bring an axe and a spade. Come quickly!"

The men jumped up and ran with the merchant to the place where the grass was growing. They began to dig in the sand, and presently they struck a rock.

Abdul jumped down into the hole and put his ear close to the rock.

"Water! Water!" he cried. "I hear water running under this great rock. We must not despair!"

Then, raising his axe above his head, he struck a heavy blow. Again and again he struck the rock.

At last the rock broke, and a stream of water, clear as crystal, filled the hole almost before the merchant could jump out of it.