

LPENGTS

October/November 2016

LANGUAGE PROFICIENCY (ENGLISH COMMUNICATION FOR EDUCATION)

Duration 2 Hours

100 Marks

EXAMINERS

FIRST

SECOND

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Closed book examination

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This paper consists of 9 pages.

THERE ARE TWO SECTIONS IN THIS EXAMINATION PAPER ALL QUESTIONS ARE COMPULSORY

Please read the questions carefully before attempting any answer

Use the mark allocation as a guide for the length of your answer

Please number your answers according to the numbers in the question paper and rule off after each section

[TURN OVER]

SECTION A

(These are multiple-choice questions. Please write the number and your answer next to it, e.g. 1 a 3)

QUESTION 1

- a** Which of the following statements about comic conventions is incorrect?
- 1 Comics combine literal and visual meaning conveyed through speech bubbles or narrative panels
 - 2 Dividing a scene into several panels helps to indicate the passage of time or parallel time
 - 3 Comics are stories which only make use of text bubbles with words
 - 4 Comics utilise a range of symbols to indicate a particular meaning such as a light bulb for a good idea
- (1)
- b** The PASSSS Idea is a simple and effective strategy to help develop critical readers. The letters stand for
- 1 P – Plan, A – Action, S – Survey, S – Study read, S – Summarise and S – Synthesise
 - 2 P – Purpose, A – Activate background knowledge, S – Survey, S – Study read, S – Shorten and S – Synthesise
 - 3 P – Purpose, A – Activate background knowledge, S – Survey, S – Study read, S – Summarise and S – Synthesise
 - 4 P – Plan, A – Activate background knowledge, S – Survey, S – Study read, S – Shorten and S – Synthesise
- (1)
- c.** In your weekly journal entry as a teacher, what would you NOT write about? Please choose one of the following options
- 1 Describing your experiences in the classroom
 - 2 Capturing aspects of the syllabus you will be covering during the year
 - 3 Expressing your response to professional and academic matters
 - 4 Reflecting on your understanding of newspaper articles
- (1)
- d** When you survey a passage from a longer text, you need to look for
- 1 sentences
 - 2 main ideas
 - 3 awkward phrases
 - 4 contradictory phrases
- (1)

[TURN OVER]

- e At which stage of the composition-writing process do you plan your first draft and write it spontaneously, without stopping, to correct or change what you have written? (1)
- 1 Pre-writing
 - 2 Drafting
 - 3 Revision
 - 4 Completion (1)
- f. Register is NOT influenced by which one of the following aspects
- 1 Facts and evidence which are presented in the text
 - 2 The intended purpose of a text
 - 3 The situation of the communication
 - 4 The relationship with the audience (1)
- g. Which statement about using a dictionary is false?
- 1 The derivative of a word is often defined in terms of the head word
 - 2 Compound words do not feature as a separate entry if they are joined, for example, greenhouse
 - 3 The meanings of words change according to context, for example "ruin" as a noun has a different meaning to "ruin" as a verb
 - 4 Abbreviations and acronyms are treated as words, for example, "SAS" for Special Air Service is placed between "sartorial" and "sash" (1)
- h Researchers have found that increased wait time after questions in class improves the students' responses in various ways. Which one of the options below is incorrect?
- 1 Student-to-student exchanges increase
 - 2 Teachers have less need to intervene to restore order
 - 3 There is less speculative thinking
 - 4 There are fewer failures to respond (1)
- i. Which types of questions require the students to change information into a different symbolic form and find relationships such as cause and effect?
- 1 Recall questions
 - 2 Closed questions
 - 3 Application questions
 - 4 Processing questions (1)

[TURN OVER]

- J Inventing, predicting, theorising and evaluating are cognitive processes used at the level of
- 1 application questions
 - 2 processing questions
 - 3 recall questions
 - 4 closed questions

(1)

[10]**QUESTION 2**

If you study the text you will notice that it discusses two types of instructional methods. The first is "The lecture" and the second is "Questioning". Taking this into consideration, make a mind map of the contents discussed under the instructional method of "Questioning" (6 3 2) (20)

6.3 Instructional methods

Various instructional methods, each with its own particular set of teaching and learning activities, may be used in teaching Biology. The circumstances in which each activity may be applied, as well as the merits and shortcomings of each method, will be discussed.

6.3.1 The lecture

The lecture is the old classical or traditional method of instruction. The teacher talks, explains, illustrates, defines, names, refers and narrates while the pupils listen, follow the explanation, memorise, observe, answer questions and repeat. The method can be used when it is not possible for pupils to gain the knowledge on their own, either by observation or by investigation. Very often it is used to introduce pupils to totally new facts, concepts or principles, such as when teaching certain genetic principles or the biochemistry of photosynthesis and respiration. New terminology can also be taught by means of the lecture.

The lecture method is traditionally an ef-

efficient way to teach a large group of pupils simultaneously. It should then be used in combination with small group discussions during which pupils can deal with various points given during the presentation (Collette and Chiappetta, 1986).

(a) Merits of the lecture method

- The teacher can impart knowledge logically, with necessary additions or explanations when the subject is not clear to the pupils
- The lecture is time-saving and can be used when there is no time for investigation.
- The lecture can be used in front of a large audience. It is extremely difficult to do individual work with very large classes.
- Sometimes the teacher does not have access to apparatus and materials. Then the lecture may be used.
- Lectures do not require elaborate advance planning to have materials ordered or equipment scheduled and moved about

(b) Shortcomings of the lecture method

- The lessons can very easily become boring, since the pupils are not actively involved. It is mainly the sense of hearing that is being used.
- The time-span of concentration is limited. When listening to one voice it is difficult to concentrate for longer than 20 to 30 minutes.
- It is difficult for the pupils to remember facts unless they have been gained by themselves
- A pupil who has missed a point or is lost, cannot interrupt for a personal explanation

(c) General suggestions for a successful lecture

- Lectures generally require extensive preparation. Never attempt a lesson of this kind unprepared.
- Keep the perceptual background of the pupils in mind.
- Start the lesson by posing a problem
- Encourage questions from pupils so that points can be cleared up on the spot.
- Use language within the pupils' vocabulary range.
- Talk in a warm conversational way and be responsive to pupils' questions.
- Do not talk too fast and work more slowly through more difficult subject matter.
- Avoid using vague terms, e.g. somewhere,

about, nearly, you know, perhaps, some, many, it seems, usually, generally, etc. Lectures and explanations that are free of vague language are easier to follow and to understand (Ornstein, 1990)

- Use visual media, special material and activities during lecture presentations to make them interesting and more meaningful to pupils.
- Summarise periodically to ensure that the pupils know what they have learned and to help them identify the essential and major ideas of the presentation

6.3.2 Questioning

Although questions are important in every kind of lesson, questioning as a method of instruction refers to the organised way in which a series of carefully formulated questions are arranged around a definite core. Questions can be asked to involve the pupils in the teaching process. When pupils have to supply an answer to a question, they are immediately involved. They are also led to discover by means of questions posed to them. Question and answer activities can be used in combination with any other activity:

- Very often questions are used to introduce a topic, or to pose a problem e.g. How does the body eliminate wastes? Why are the leaves of plants usually green? These questions are meant to arouse the curiosity and interest of the pupils. So the question "Why are the leaves of plants usually green?" leads the pupils to think "What is the significance of the green colour?"
- Questions may be asked to determine what the pupils already know about a topic and to let the teacher use this knowledge to introduce or to explain new subject matter, i.e. to lead the pupils from the known to the unknown.
- Questions are asked to test the memory of the pupils, e.g. "Yesterday we discussed gaseous exchange in man. What organs are involved in gaseous exchange?"
- Many questions are thought-provoking. Here the pupils must supply an answer by drawing conclusions from observations they have made or from the results of experiments and investigations they have conducted, e.g. when observing fish in an aquarium, "Why does the fish open and close its mouth?"
- Questions may be asked to test whether pu-

pils have an insight into a problem and can use the knowledge gained in an everyday life situation, e.g. "How does the shape of the fish help it to live in its environment?"

- Questions may be asked to train pupils in observing interrelationships and differences e.g. "How does the flower of a monocotyledon differ from that of a dicotyledon?"
- By means of well-planned questions pupils may be led from one step to the next in a lesson. The lesson can progress systematically as the pupils are led in their discovery of certain facts.

Whatever the reason for the question, the teacher must make sure that his questions are clear and correct and adapted to the level of the pupils. Only one question should be asked at a time. The answer should not be supplied in the question. The pupils should be given the opportunity to think for themselves.

Questions are classified as **convergent** and **divergent**. This classification is based on the type of responses the questions evoke (Collette and Chiappetta, 1986).

(a) Convergent questions

Convergent questions are restricting and tend to have only one correct or best answer. They are of two types:

- Questions which ask for **confirmation, denial or cognition**. Confirmation or denial-type questions can be answered with either "Yes" or "No", e.g. "Is there a difference between gaseous exchange and respiration?" Cognition requires the pupil to recognise information in various forms, e.g. "What is the colour of this solution?"
- Questions which ask for **specific information**. These questions test memory and usually require a short response, e.g. "Which characteristics are common to all insects?"

Convergent questions are used to build vocabulary, for information background, and to review and summarise (Collette and Chia-petta, 1986).

(b) Divergent questions

Divergent questions are not restricting and usually have more than one correct solution or answer to the problem. They are thought-provoking and challenge pupils to use their newly-acquired knowledge in solving the problems with which they are confronted.

Divergent questions normally begin with "Why?", "How?", "When?", "Which?" and "What?", e.g. "How can the pollution of rivers be prevented?"

Divergent questions are used to encourage creative thinking and discovery learning.

Although convergent questions make a valuable contribution to the learning process, too many questions asked by teachers require only simple recall answers. A balance between convergent and divergent questioning is desirable in order to determine the pupils' abilities.

(c) Planning and organising question-and-answer activities

In order to ensure pupil involvement, the following aspects should receive special consideration when planning and organising the question-and-answer activities.

- **Framing the question.** A good question should be carefully worded or framed. Particular attention should be given to the following:
 - Questions should be simply worded to test knowledge, skills and attitudes. They should not test the pupils' language skills (Davies, 1981).
 - Questions should be well defined and unambiguous, each containing only one problem, for which only one response is required. Avoid using questions starting with "What about", e.g. "What about the importance of carbon dioxide in this process?"
 - Questions should be meaningful and within the pupils' experience and knowledge.
 - Questions should be relevant to the matter being discussed.
 - Questions should be thought-provoking and challenging.
- **Getting responses from pupils**
 - Address the questions to the class as a whole. The pupils must all prepare themselves for giving a response. Do not call on pupils row by row or in any clear pattern.
 - Allow a reasonable period of time to elapse after posing the question. Allow even more time for high-level questions.
 - Call on one specific pupil to respond. Discourage pupils who have not been named from answering. Do not call on pupils in only one area of the classroom for all answers.

QUESTION 3

Describe the reading technique "scanning" Give **five** examples where you would scan for a specific item (10)

QUESTION 4

Using the text given in Question 2, develop **ten** questions that would help to practise the reading strategy of skimming (10)

Total Section A. [50]

SECTION B**QUESTION 1**

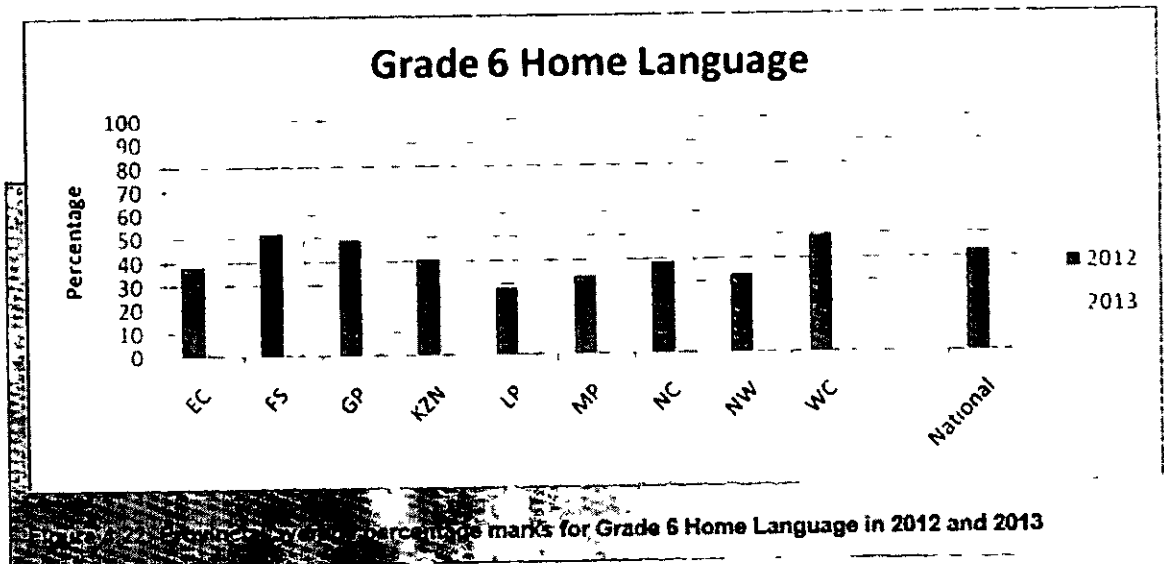
The table and bar chart below indicate the achievement in Grade 6 home language by province in 2012 and 2013 as given in the Annual National Assessment (ANA) Report Please take note of the following abbreviations used in the table and bar chart EC – Eastern Cape, FS – Free State, GP – Gauteng province, KZN – KwaZulu-Natal, LP – Limpopo province, MP – Mpumalanga province, NC – Northern Cape, NW – North West, WC – Western Cape

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Table 4.21 Achievement In Grade 6 Home Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT ($\geq 50\%$)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	38.4	44.8	49.7	29.4	40.7	54.7
FS	52.2	64.6	64.1	56.8	80.4	82.6
GP	49.3	61.3	67.4	51.6	71.7	83.9
KZN	40.9	57.4	64.9	34.9	63.7	78.9
LP	28.2	51.6	69.7*	14.5	53.7	86.5*
MP	33.4	57.5	63.4	23.2	68.4	76.5
NC	39	52.8	54.9	29.1	57.3	61.7
NW	33.1	58.3	64.9	20.4	67.1	77.6
WC	49.7	63	62.8	50.4	76.7	78.2
National	42.8	58.8	63.5	38.7	67.6	77.6

* Sample size was too small and, therefore, the statistic must be interpreted with caution



(Excerpt from the Annual National Assessment Report available on the South African Department of Basic Education's website, April 2014)

- 1.1 According to the table given above, which provinces achieved the lowest average marks in 2012 and 2013?
- 1.2 According to the information provided in the table, for which province should the verification statistic be interpreted with caution? Explain why this statistic should be interpreted with caution
- 1.3 According to the table provided above, what was the national average mark for all the provinces in 2013?

[TURN OVER]

- 1 4 Refer to the table and the bar chart provided above. If you compare the average marks for all the provinces in 2012 to 2013, what common change do you notice across all the provinces?
- 1 5 Refer to the table provided. When comparing the provinces, which province showed the highest improvement from 2012 to 2013 in terms of the average mark? Which province showed the lowest improvement in terms of the average mark?
- (10)

QUESTION 2

Discuss **five** characteristics of good questions (10)

QUESTION 3

Discuss **five** impediments to listening (10)

QUESTION 4

Describe your understanding of tone (10)

QUESTION 5

What are the rules for identifying the topic sentence? (10)

Total. Section B: [50]

Total marks. [100]