Tutorial Letter 101/0/2021

First Additional Language Teaching in Foundation Phase

FLT3701

Year module

Department of Early Childhood Education

IMPORTANT INFORMATION

Please register on myUnisa, activate your myLife e-mail account and make sure that you have regular access to the myUnisa module website, MODULE CODE-2021-Y, as well as your group website.

Note: This is a fully online module. It is, therefore, only available on myUnisa.

BARCODE

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Dear Student

1 INTRODUCTION

As part of this tutorial letter, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules, and we encourage you to fully embrace these changes during your studies at Unisa.

Because this is a fully online module, you will need to use myUnisa to study and complete the learning activities for this module. Visit the website for [module code] on myUnisa frequently. The website for your module is [the module website code written out in full, e.g. FLT3701 2021

1.1 Getting started

Owing to the nature of this module, you can read about the module and find your study material online. Go to the website at https://my.unisa.ac.za and log in using your student number and password. Click on "myModules" at the top of the web page and then on "Sites" in the top right corner. In the new window, click on the grey Star icon next to the modules you want displayed on your navigation bar. Close the window in the top right corner. Then select the option "Reload to see your updated favourite sites". Now go to your navigation bar and click on the module you want to open.

We wish you every success with your studies!

2 OVERVIEW OF FLT3701

2.1 Purpose

This module is intended to equip qualifying graduates with the knowledge, skills and techniques of how to teach First Additional Language to a Foundation Phase class. Qualifying graduates should be able to promote listening, speaking, reading and writing skills by using appropriate methodologies, designing activities and choosing resources to suit the purpose. Qualifying graduates should be conscious of the fact that English First Additional Language in African LoLT contexts will be used as LoLT in Grade 4 and onwards. The teaching of reading will be highlighted and emphasized so that learners are ready to learn in English. Differentiated teaching and learning should underpin how language is facilitated in the classroom. Qualifying graduates will be expected to complete assignments and projects by reflecting on the content of the module and its suitability towards diverse learner population during their

teaching practice. This is done in order to give them an opportunity to practice the teaching of language skills in the classroom and address the needs of the learners.

2.2 Outcomes

The module structure is given by way of a set of outcomes. These outcomes will guide you in your study of the contents of the module as well as in preparation for your assessment.

After completing this module, you should be able to First Additional Language teaching effectively at Foundation Phase level. The learning outcomes are those you are expected to achieve and the assessment criteria will guide you in achieving the outcomes in this module after studying this module

Specific outcomes

	Specific Outcome	Assessment criteria
1	Policy guidelines for the teaching and learning of FAL in South Africa is analysed	The importance of FAL teaching and learning is embedded in lesson preparation and implementation. • Different contexts of FAL teaching and learning and strategies are addressed in lesson preparation and teaching (including the classroom environment). • FAL teaching and learning is understood and facilitated to be a precursor of the medium of instruction in higher classes. • Vocabulary for the teaching of FAL is developed and applied.
2	In depth understanding and facilitation of language skills in the Foundation Phase classroom	Language skills are defined and highlighted in teaching • Activities to facilitate language skills (e.g. Listening, speaking, reading and writing) are designed and used in teaching. • Appropriate reading methods for FAL beginner reader are identified. • Texts of varying difficulty are selected to promote comprehension. • The teaching and learning of the language skills is reflected upon, and adaptation takes place accordingly.
3	Understanding and interpretation of the second language policies and the facilitation thereof in the classroom	• Integration of Second Language Policies in teaching and learning is discerned in lesson plan and assignment. • Language (e.g. CAPS) curriculum in teaching language in the classroom is applied. • The teaching and learning of FAL is contextualised and adapted by aligning it to the requirements of FAL Language curriculum in Grade 4. • Different contexts of language learning in the country e.g. EFAL learners in a predominantly target language environment (English Home language classroom) are catered for.

4	Understand and apply the language theories on language teaching and learning and their implications on teaching	• Second language theories on teaching and learning of FAL subject are applied in the classroom (e.g. Krashen, Cummins). • The process of language learning by using the theoretical lens is understood and infused in teaching • The processes of learning is reflected upon, and adaption to teaching to suit the context is carried out.
5	Teach language skills by using different strategies and methodologies.	• Different techniques and methodologies in teaching language skills to Foundation phase learners are applied (e.g. drama, stories, dialogues, conversation) • The love of reading is instilled by using shared reading approach and other approaches. • Appropriate reading techniques and methodologies for diverse language contexts are selected to promote decoding and comprehension skills. • Relevant resources (for teaching language skills including reading) appropriate to the level of understanding of the learners are designed and selected to promote creative writing (online and print) • Decoding of words and meaning by using higher order questions is emphasized and highlighted in lesson presentation.
6	Design and implement appropriate assessment tools for assessing the level of language development of learners	• Use of appropriate assessment tools to measure accurately the language skills of learners, are designed and implemented • Continuous assessment to provide formative for feedback is practiced. • Learners are categorized according to their language skills development for differentiated learning. • Appropriate remediation exercises based on assessment results are provided and demonstrated.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Lecturer(s)

Ms Margaret M.M. Ramokgopa
Telephone number: 012 429 6277
E-mail address: ramokmm@unisa.ac.za

3.2 Department

Mrs M Magolego
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E-mail address: makgome1@unisa.ac.za

Direct all queries that are not of a purely administrative nature **but that deal with the content of this module** to us. Please have your study material with you when you contact us. The e- mail address and telephone numbers are indicated above, but you might also want to write to us. Letters should be mailed to the following address:

3.3 University

To contact the University, follow the instructions on the Contact us page on the Unisa website. Remember to have your student number available whenever you contact the University.

Whenever you contact a lecturer via your mylife email, please include your student number in the subject line to enable the lecturer to help you more effectively.

4 RESOURCES

4.1 Joining myUnisa

The myUnisa learning management system is the University's online campus which will help you communicate with your lecturers, other students, and the administrative departments within Unisa. To claim your myUnisa account, please follow the steps below:

1. Visit the myUnisa website at https://my.unisa.ac.za/portal
2. Click on the **"Claim Unisa login"** link on the top of the screen under the orange user ID box.
3. A new screen will load, prompting you to **enter your student number**. Please enter your student number and click **"continue"**.
4. Enter your surname, your full name, your date of birth and, finally, your South African ID number (for South African citizens) OR your passport number (for foreign students). Then click "continue". **Remember to enter either an ID number or a passport number, NOT both.**
5. Please read through the guidelines and **click all the check boxes** to acknowledge that you have read all the information provided. Once you are done, click the **"Acknowledge"** button to redirect you to the final page in the process.
6. The final page will display your myLife e-mail address, and your **myLife AND myUnisa password**. This password will also be sent to the cellphone number displayed on the page for safekeeping.
7. Please note that it can take up to 24 hours for your myLife e-mail account to be created.

Remember, the password provided is your myUnisa **AND** myLife password.

4.2 Prescribed book(s)

There are no prescribed books for this module. The Learning Guide FLT3701 will be used

4.3 Recommended book(s)

The following books are recommended for this module:

Phatudi NC.2015. Introducing English as first additional language in the early years. Pearson Holdings South Africa, Cape Town.

Hugo A &Lenyai E. Teaching English as a First Language in the Foundation Phase Practical Guide. Juta Publishers.

We recommend you read widely in order to keep abreast with contemporary skills and techniques used in teaching second language/FAL

Articles on First Additional Language Teaching will be uploaded on myUnisa and can be downloaded to help you get more and clearer information regarding this module

Recommended books can be requested online, via the Library catalogue.

4.4 Electronic reserves (e-reserves)

E-reserves can be downloaded from the Library catalogue. More information is available at: https://libguides.unisa.ac.za/request/request

4.5 Library services and resources

The Unisa Library offers a range of information services and resources:

- For detailed Library information, go to https://unisa.ac.za/library
- For research support and services (eg personal librarians and literature search services), go to https://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support
- The Library has created numerous Library guides: https://libguides.unisa.ac.za

Recommended guides:

- Request and download recommended material: https://libguides.unisa.ac.za/request
- Postgraduate information services: https://libguides.unisa.ac.za/request/postgrad
- Finding and using Library resources and tools: https://libguides.unisa.ac.za/research-support
- Frequently asked questions about the Library: https://libguides.unisa.ac.za/ask
- Services to students living with disabilities: https://libguides.unisa.ac.za/disability
- Assistance with technical problems accessing the Unisa Library or resources: https://libguides.unisa.ac.za/techsupport

You may also send an e-mail to Lib-help@unisa.ac.za (please add your student number in the subject line).

5 STUDENT SUPPORT SERVICES

The *Study @ Unisa* website is available on myUnisa: www.unisa.ac.za/brochures/studies
This website has all the tips and information you need to succeed at Unisa.

6 HOW TO STUDY ONLINE

6.1 What does it mean to study fully online?

Studying fully online modules differs completely from studying some of your other modules at Unisa.

- **All your study material and learning activities for online modules are designed to be delivered online on myUnisa.**
- **All your assignments must be submitted online.** This means that you will do all your activities and submit all your assignments on myUnisa. In other words, you may **NOT** post your assignments to Unisa using the South African Post Office.
- **All communication between you and the University happens online.** Lecturers will communicate with you via e-mail and SMS, and use the **Announcements,** the **Discussion Forums** and the **Questions and Answers** tools. You can also use all of these platforms to ask questions and contact your lecturers.

STUDY PLAN

Use the table below to plan your studies for [FLT3701] and use the *Study @ Unisa* publication for general time management and planning skills.

WEEK NO.	STUDY UNIT	STUDENT ACTIVITY
1-4	Unit 1	Through reading and studying Study Unit 1 ✓ Complete all activities ✓ Access all additional sources ✓ Prepare self-assessment questions Work on assignment 01
5-8	Unit 2 and 3	Through reading and studying Study Unit 2 and 3 ✓ Complete all activities ✓ Access all additional sources ✓ Prepare self-assessment questions Work on assignment

9-12	Unit 3 and 4	Through reading and studying Study Unit 3 and 4 ✓ Complete all activities ✓ Access all additional sources ✓ Prepare self-assessment questions Work on assignment 01: Due date07/05/2021
13-16	Unit 4 and 5	Through reading and studying Study Unit 4 and 5 ✓ Complete all activities ✓ Access all additional sources ✓ Prepare self-assessment questions Work on assignment 02 questions
17-20	Unit 5 and 6	Through reading and studying Study Unit 5 and 6 ✓ Complete all activities ✓ Access all additional sources ✓ Prepare self-assessment questions Work on assignment 02: Due date 09/07/2021
21-24	Unit 1, 2 and 3	Revision study units
25	Unit 3 and 4	Revision study units
26	Unit 4, 5 and 6	Revision study units
27	All learning materials	Exam Preparation
28	All learning materials	Exam Preparation

6.2 myUnisa tools

The main tool that we will use is the **Lessons tool**. This tool will provide the content of and the assessments for your module. At times you will be directed to join discussions with fellow students and complete activities and assessments before you can continue with the module.

It is very important that you log in to myUnisa regularly. We recommend that you log in at least once a week to do the following:

- **Check for new announcements.** You can also set your myLife e-mail account so that you receive the announcement e-mails on your cellphone.
- **Do the Discussion Forum activities.** When you do the activities for each learning unit, we want you to share your answers with the other students in your group. You can read the instructions and even prepare your answers offline, but you will need to go online to post your messages.
- **Do other online activities.** For some of the learning unit activities you might need to post something on the **Blog tool**, take a quiz or complete a survey under the **Self-**

Assessment tool. Do not skip these activities because they will help you complete the assignments and the activities for the module.

We hope that by giving you extra ways to study the material and practise all the activities, this will help you succeed in the online module. To get the most out of the online module, you **MUST** go online regularly to complete the activities and assignments on time.

7 ASSESSMENT

7.1 Assessment plan

Assignment 1	**Type**	**Unique no**
01	MCQ	873179
02	Discussion Questions	692739

7.2 Assignment due dates

Assignment	**Due Dates**
01	07/05/2021
02	09/07/2021

In this module, there will be formative and summative types of assessment.

Formative assessment (20%)

- TWO Compulsory assignments
- ONE MCQ-based assessment

Summative assessment (80%)

ONE written assignment

- Compulsory
- Subminimum summative assessment mark required: 40%

7.3 Year mark and final examination/other options

Your year mark for this module is as follows:

- Weighting of the course: **year mark and examination/other options**

8. ASSIGNMENTS

ASSIGNMENT 01 (COMPULSORY)

Multiple-choice Questions: CHOOSE THE CORRECT OPTION

1. Which one of the following statements is an **incorrect** guiding principle for teaching a First Additional Language (FAL)?

1. A FAL is not necessarily the learners' home language.
2. A FAL should be taught using the interactive teaching approach.
3. A FAL has a relationship between learning and acquiring a language
4. The FAL content and context should show progression in each grade.

2. Select the correct option:
The ability to listen, speak, read and write a language effectively and at an appropriate level refers to …

1. writing.
2. listening.
3. literacy.
4. speaking.

3. The aim of FAL teaching should be for learners to be as fluent as possible and use the language to acquire knowledge of the subjects, which will be used in the Intermediate Phase. In order for learners to be successful, which pattern should the teacher follow?

1. Listening, speaking writing, reading
2. Reading, writing, speaking, listening
3. Listening, speaking, reading, writing
4. Writing, listening, reading, speaking

4. Choose the correct option:
During … learners use their own ideas and write on their own without much help from the teacher.

1. guided writing
2. shared writing
3. interactive writing
4. independent writing

5. Which one of the following learners demonstrates the specific type of phonological awareness known as phonemic awareness?

1. A learner who listens to the words bat, mat, cat and sit and can identify that sit is different.
2. A learner who listens to the word transport and can determine that it contains three syllables.
3. A learner, who after hearing the word **mat**, can orally identify that it ends with the sound **\t\.**
4. All of the above.

6. Identify the method below that is based on the idea that the home language and FAL have separate linguistic systems, whereby the teacher only teaches the FAL in the classroom using actions and pictures to give meaning. Learners thereafter repeat dialogues, rhymes and short songs, which they hear from the teacher.

1. the audio lingual method
2. the communicative language approach
3. total physical response approach
4. the grammar translation method

7. Choose the incorrect option:
Discriminative listening refers to the comparison of sounds for differences and similarities …

1. such as high and low notes.
2. such as to summarise ideas.
3. such as loud or soft sounds.
4. such as long or short sounds.

8. Identify the correct option below that relates to the following statement:
In teaching and learning English First Additional Language (EFAL) as an additional language in the Foundation Phase, the following is important:

1. to pay attention to the development of the learners as growing children
2. The development of language and how it is used
3. teachers' knowledge of the language is not necessary as long as they can teach.
4. It serves as a precursor for English to be taught as the language of teaching and learning (LOLT) in the Intermediate Phase.

9. Read the following statement and chose the **incorrect** option.
In teaching English as a First Additional Language, it is important to note that vocabulary forms the basis of all languages.

1. Learners in Grade R and Grade1 mainly engage in oral and practical lessons to develop vocabulary.
2. Leaners in Grade R and Grade 1 rely on sound patterns and repetition to learn the spoken language.
3. Learners need to come to school knowing the language so that they are able to understand the teacher.
4. Learners rely heavily on hearing the rhymes and sound patterns to make sense of the language.

10. Choose the correct statement that best describes the relationship between word decoding and reading in the beginning readers' development.

1. Rapid automatic decoding skills help facilitate development of reading fluency and comprehension.
2. Reading comprehension skills directly facilitate the development of decoding skills.
3. Decoding skills and reading comprehension skills tend to develop independently of one another.
4. Development of decoding skills is secondary to the development of reading fluency and comprehension skills.

11. Read the following scenario and then choose the correct option below.
A Grade 1 teacher interacts with leaners by speaking and allowing them to respond nonverbally. Later in the year, the learners become verbal and the teacher responds nonverbally. Which approach is the teacher following to teach a language?

1. the communicative approach
2. the total physical response approach
3. the grammar translation approach
4. the task-based language teaching approach

12. Identify which one of the following lessons limits the learners' opportunity to acquire a FAL during language learning.

1. a lesson that caters for the different strategies that learners use in their learning
2. a lesson that creates a classroom environment that allows learners to feel confident in their learning
3. a lesson that forces learners to express themselves correctly without catering for any mistakes or trial and error
4. a lesson that encourages and motivates learners to acquire knowledge of the additional language

13. A learner who can compare sounds and identify their differences and similarities, such as high and low notes, words with the same or different initial, middle or final sound, is said to have acquired … listening skills.

1. simple
2. interpretative
3. creative
4. discriminative

14. Read the following statement and choose the option that does **not** relate to it:
Language proficiency influences reading skills development and has an impact on the readiness to learn.

1. Reading increases vocabulary.
2 Reading ability is not important as long as you can speak.
3. Reading increases general knowledge.
4. Reading helps you to learn how to use complex syntactic structure.

15. According to Van der Walt et al (2009), reading skills should teach learners to …

1. understand the literal meaning of text.
2. identify links between ideas.
3. gain overall understanding of the text being read, in other words, comprehension.
4. All of the above.

16. Select the **incorrect** option that relates to the following statement:
The balanced literacy approach focuses on four different types of reading.

1. modelled reading
2. common underlying proficiency
3. guided reading
4. independent reading

17. Select the option that **best** describes Cummins' theory of cognitive academic language proficiency (CALP).

1. It focuses more on proficiency in a language for academic purposes.
2. It includes the ability to listen, speak, read and write.
3. It can only take place formally in the classroom.
4. It encourages and supports natural communication.

18. Select the correct option that relates to the following statement:
Most knowledge is based on theories, which provide a set of ideas that need to be put in practice to see whether they will or will not work to prove them.

1. Theories lay the foundation upon which we build our practical approach to something.
2. Theories provide helpful ideas in understanding how learners learn and why they experience certain problems.
3. Theories form the basis upon which we design our lessons and approaches to teaching.
4. All the above

19. Which one of the following options can be linked to the phonic approach?

1. introducing words to learners as a whole unit without analysis of their sub-word parts
2. using the learners' experience as a resource to teach various skills
3. teaching vowel and consonant sounds
4. balancing the two literacies, namely reading and writing

20. Read the following statement and choose the correct option:
Oral story-telling and learners' understanding of the story depend on factors such as …

1. the background of the readers influencing how they understand certain ideas.
2. the cultural and social background of the readers influencing reading for meaning.
3. the stories must interest the learners.
4. All of the above.

21. Which of the following language skills is the first skill mastered in the Foundation Phase?

1. reading
2. listening
3. speaking
4. writing

22. Which of the following may be appropriate to use when teaching and learning a FAL in the Foundation Phase?

1. games and fun activities
2. the thematic approach
3. workstations and learning corners
4. All of the above.

23. Learning individual words in isolation is not effective as this takes place through frames of reference. Learners need to learn words, which are connected to words they already know, to make learning relevant to their lives. Which statement supports the above principles of teaching vocabulary in the Foundation Phase?

1. The teacher teaches learners words which they will read in a text.
2. The teacher teaches new words without using a system and their meaning or function.
3. The teacher does not consider the idea of letting learners relate new words to their own lives because it is not their home language.
4. The teacher does not need to repeat new words in different contexts to avoid confusing learners.

24. Read the following statement and choose the correct option. Digraphs are formed when ... letters are combined to make one sound.

1. three
2. five
3. four
4. two

25. Which one of the following statements is an **incorrect** characteristic of an effective FAL teacher.

1. A teacher who explicitly teaches a range of literacy skills and knowledge through demonstration and modelling.
2. A teacher who teaches decoding and spelling in a systematic way that makes it clear to learners why these aspects are necessary and useful.
3. A teacher who does not pay attention to the goals of reading and writing and technical processes such as phonic knowledge, grammatical knowledge and pronunciation because learners in the Foundation Phase are still young.
4. A teacher who places emphasis on the learners' knowledge, purpose and function of reading and writing and uses strategies that enable them to read and write.

26. Select the correct option that relates to the following statement. When teaching a FAL in the Foundation Phase, it is important that teachers keep the following guidelines in mind:

1. The FAL content and context should show progression in each grade.
2. FAL teaching is also influenced by the learners' home language and "additive bilingualism".
3. The FAL should be taught using an interactive teaching approach.
4. All of the above.

27. Blunden-Greef and Motila (Phatudi, 2014) maintain that teachers need to consider the following hint in teaching learners how to speak a first additional language:

1. Learners need to be exposed to the basic form of that particular language, which will allow them to easily gain meaning from the context.
2. Learners must be forced to use the high-order phrases of that particular additional language.
3. There is no need to teach when to use formal and informal language.
4. All of the above.

28. Identify the kind of reading that also takes place outside the classroom, and the teacher must bring preparatory reading of the second language into the class.

1. incidental reading
2. choral reading
3. group reading
4. skipping words

29. In second language reading, the teacher must make sure that the children understand the … of the specific language taught.

1. concepts
2. findings
3. structures
4. purposes

30. Read the following scenario and then choose the correct option.
A Grade 2 teacher allows learners to first communicate ideas that are important to them, such as their personal experiences, thereby allowing other learners to understand what they are saying, which is not necessarily based on the structure of that particular language. Which approach of teaching a language is the teacher following?

1. the total physical response approach
2. the grammar translation approach
3. the communicative approach
4. the task-based language teaching approach

TOTAL: [30]

ASSIGNMENT 2 (COMPULSORY)

QUESTION 1

Read the following scenario and answer the questions.

In Mrs Smith's Grade 3 class, the learners are seated in a reading circle. Each learner has an English as a First Additional Language reading book. They proceed to read the text out aloud chorally. Initially, an observer may think that the learners are reading well, with an accent from their home language. However, the more you listen, the more it becomes clear that the learners are not using the correct intonation. When the teacher questions them on the content of the story they are reading, the majority cannot answer appropriately. They do not understand what they are reading and are unable to derive meaning from the text. The children are simply "word calling" or "barking at print".

Adapted from Hugo and Lenyai (2016), *Teaching English as a First Additional Language*

1.1 This scenario illustrates that while decoding is an important and necessary skill in reading development, it does not automatically result in enhanced reading comprehension skills. Provide three reasons why you agree or do not agree with this statement. (10)

1.2 Describe how the use of the following strategies can enhance reading with understanding:

a) Phonological awareness
b) Frame of reference
c) Images and pictures

(9)

1.3 Briefly explain how Grade 3 learners' reading levels can have an impact on their learning in Grade 4 and higher grades where English is a language of teaching and learning (LOLT). Give two reasons. (4)

1.4 What do the phrases "word calling" or "barking at print" mean? (2)

(25)

QUESTION 2

Define and explain how the following influence the acquisition of EFAL and give an example of each concept:

2.1 Print-rich classroom (5)

2.2 Shared reading approach (5)

2.3 Grammar translation approach (5)

2.4 The monitor hypotheses (5)

2.5 Basic interpersonal communication skills vs cognitive academic language proficiency in learning an additional language (5)

(25)

QUESTION 3

3.1 Read the following statement carefully and answer the questions below. “As learners begin to identify print, vocabulary must relate to the words, ideas or situations which are already familiar to the learners.”

3.1.1 Apply your own understanding to explain why you agree or disagree with the statement. (4)

3.1.2 Based on your understanding of the above statement, do the following:

a) Provide a Grade 1 and Grade 3 activity based on the same theme to develop vocabulary. (4)
b) Identify the theme you used in the activities. (1)
c) Identify the skills you intend to develop in each activity provided. (2)
d) Describe and explain the difference and similarities between the two activities. (4)

3.2 Discuss and determine how Krashen’s affective filter hypothesis and Cummins’ theory of CALP and BICS influence the teaching and learning of EFAL.
(NB: Use headings and a maximum of four lines.)

a) Introduction (4)
b) Motivation (2)
c) Self-esteem (2)
d) Anxiety (2)

(25)

QUESTION 4

4.1 What is your understanding of the total physical response? How does this method differ from code switching? Your discussion must focus on the following aspects: (10)

i. Description of the approach
ii. What is the role of the teacher?
iii. What are some characteristics of the teaching/learning process?
iv. What is the nature of student–teacher interaction?
v. How are the feelings of students dealt with?
vi. What areas of language are emphasised?
vii. What is the role of the students’ home language?
viii. How is EFAL acquired?
ix. How does the teacher respond to student errors?
x. What are the positives and negatives of each approach?

4.2 Compare and explain how the differences in the following types of reading will enhance the acquisition of EFAL:

a) Shared reading
b) Guided reading

NB: your comparison must focus on the following aspects:

i.)	Description	(4)
ii.)	Role of the teacher	(2)
iii.)	Role of the learner	(2)
iv.)	Text to be used	(2)

4.3 Briefly describe the difference between the phonic approach and the whole word approach. (5)

(25)

TOTAL: [100]

9 CONCLUSION

Do not hesitate to contact us by e-mail if you are experiencing problems with the content of this tutorial letter or with any academic aspect of the module.

We wish you a fascinating and satisfying journey through the learning material, and trust that you will complete the module successfully.

Enjoy the journey!

10. ANNEXURE: GLOSSARY OF TERMS