



Tutorial Letter 201/1/2017

Teaching Literacy to Adults

ABT1517

Semester 1

**Department of Adult Basic Education and
Youth Training**

IMPORTANT

This Tutorial Letter contains important information about your module

BARCODE



Define tomorrow.

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Dear Student

Welcome once again to the course **Teaching Literacy to Adults, ABT1517**. I hope you have enjoyed the module and now preparing yourself to write the examinations.

In this tutorial letter, we give you general feedback on Assignment 01 and 02 of semester 1 and some general information about ABT1517 examinations.

The tutorial letter is divided into two sections. In the first section we provide general feedback to assignments 01 and 02 of Semester 1 of 2017. There are many different ways of responding to the questions, but you should find it helpful to compare the sample answers with your own answers. Section B consists of guidelines you need to use to prepare for the coming examination.

Just a reminder: Assignments are essential part of learning for this module. As you do the assignment, study the reading texts, consult other sources, discuss with fellow students or tutors and do research. Take the activities given in the study guide with the seriousness it deserves as they help you to build up towards what you have to present for your assignments and examinations. For students who allocated to e-tutor groups, tutors may set additional tasks and give feedback to you online.

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SECTION A**FEEDBACK ON SEMESTER 1 ASSIGNMENTS****SEMESTER 1****ASSIGNMENT 01****Multiple choice questions (Unique Number: 839508)**

Here are the suggested answers to assignment 01. Please compare your answers with those provided below. For you to learn from the exercise, try to think carefully about the rationale behind each choice of answer. Work on why each option is correct, and not just which option is correct.

Question	Answer
1	4
2	3
3	4
4	4
5	1
6	2
7	3
8	1
9	1
10	2
11	4
12	1
13	1
14	3
15	2
16	1
17	2
18	3
19	3
20	1

(20)

SEMESTER 1**ASSIGNMENT 02****Essay type questions (Unique number: 806916)****Question 1**

Writing is still a challenge to most adults in rural communities. Describe how you will teach writing to adult learners in an ABET Centre. (50)

Guidelines

This is an essay type of question. It must meet all the requirements of an essay, i.e. have an introduction, body for discussion, conclusion.

Introduction

It must be brief and capture the attention of the reader. It must also consider defining key points such as:

- The general overview of the question
- What is going to be discussed in brief (3)

Body

- Discussion on the importance of writing to adult learners and the challenges they face in writing (We communicate through writing, signing documents, writing letters, assisting with the school work of children etc. Adult learners normally have physical and psychological challenges e.g. stiff hands etc.)
- Definition and explanation the key concepts in the question
- Description the characteristics of adult learners in brief reading and writing. E.g. inability to read and write, have life experiences and are motivated to learn etc.
- Discussion on the complexities that are involved in writing. E.g. having to learn to hold a pen/pencil, letter formation and following the rules of writing.
- Teaching the alphabets and the rules of writing.
- Description the mechanics of writing (Discuss this in detail- holding a pencil/pen, sitting properly when writing, moving the writing instrument, letters' formation and doing printing and cursive writing. Basic rules in writing should be discussed briefly.
- Describe how they will teach writing with practical examples. (45)

Conclusion

Conclusion must bring together all the key issues discussed in the essay. It must reflect an understanding of the whole discussion. (2)

Ref: pp.41-56 of the study guide.

Question 2

There are two main approaches to teaching reading to ABET and new learners. In an essay, discuss the two approaches and give examples of how they can be used to teach reading for new learners. (25)

Guidelines**Introduction**

(3)

It must be brief and capture the attention of the reader. Introduction can focus on the analysis of the topic and also on the importance of reading for adult learners as well as what is going to be discussed in the question.

Body

- You are to discuss the importance of reading for adult learners in brief. E.g. reading improves reading, exercising the brain, knowing about the world around, improving vocabulary etc.
- You have to identify and discuss the two main approaches to teaching reading and explain each briefly. The main approaches are 1. The synthetic/bottom-up phonic/syllabic approach and 2. The analytic/top-down, language experience/whole language/look-and-say approach. A brief description of each and their unique features.
- Briefly explain the differences between the two approaches.
- Discuss how the two approaches can be used in teaching reading.

Indicate how they can use the two approaches to teach reading to new learners.

Conclusion

(2)

Ref: pp 1-5 of study guide.

Question 3

“Assessment means to measure something by collecting information which will be used for some purpose”. Based on the definition above, you are required to:

- Discuss the four purposes of assessment
- Analyse four principles of assessment. (25)

Guidelines**Introduction and conclusion**

(3)

It must be brief and capture the attention of the reader. Introduction can focus on the analysis of the topic and what is going to be discussed in the question. The methods and forms of assessment should be mentioned and discussed briefly.

Assessment should be defined and explained briefly.

Formative assessment is a form of assessment that is used to help learners, to continue to develop their knowledge and skills. It is ongoing or continuous. The assessment is over a period of time rather than on a single performance. It is used to identify the strengths and weaknesses of the learner to help him/her to improve.

Summative assessment sums up what has been learnt. It can either be comprehensive or integrated. It is carried out at the end of the programme or course. It assesses whether the learning outcomes of a course or programme have been achieved. It sums up what has been learnt over a period of time. It is used to decide whether or not the learners have reached the outcomes to the desired standards. It is also used for accreditation purposes. It is guided by the following principles.

Some of the purposes of assessment are:

- To measure a specific capabilities (knowledge, skills and values)
- To measure generic competencies (problem solving, learning in groups, citizenship, etc.).
- To measure potential
- To measure on the job potential
- To enable learners to progress in their pathway
- To select people for jobs or for further education
- To recognise prior learning experiences
- To place learners at the appropriate level of learning

Any four of the above-mentioned can be discussed.

You should discuss any four of the following principles of assessment. Assessment should be:

- Sufficient
- Fair
- Valid
- Reliable and consistent
- Practical
- Explicit, accessible and transparent
- Inclusive and equitable
- Relate to programme goals and outcomes
- Manageable (22)

Note: You are expected to elaborate on each principle in about one paragraph.

Ref: pp.69 (25)

TOTAL: [100]

SECTION B

EXAMINATION GUIDELINES

BEFORE THE EXAM

Revision

- Look at the table of contents in the Module and see how much you remember about each section.
- Scan the pages looking at the headings and read through anything which you are not sure about.
- Read through the notes you have made through the semester and see how much you can remember about them.
- If you do not understand your notes, read through the section in the study guide that covers that area.
- Read through your assignments.
- Think about the comments the marker has made: write out things that you left out or make notes about how you could do it differently.
- Do not learn anything by rote (“off by heart”).

Guidelines for writing examinations

The first thing we want to tell you is “**don’t panic**”. We are not setting exams to try and trick you. Previous students have told us they thought the exams were very fair, and many said they actually enjoyed them!

In the exams, we want to find out what you have learned and understood from the course, and so the questions will give you the chance of showing this to us. Often the questions will ask you to **apply** some knowledge to your community, or to your situation with which you are familiar. So they are similar to the kind of assignment questions you have already dealt with.

The examination paper will contain almost similar questions to those in your self-assessment sections of your study guide and to those in your assignments. The examination question paper consists of four (4) questions and you will be required to **answer any TWO of the questions**. Each question carries a total of 50 marks.

The previous examination question papers are not available to students. You will also be required to hand in your examination question paper with your answer book after you have finished writing your examination. All the examination question papers are the sole property of the Examinations Office of the University of South Africa.

The Exam

Answers must meet the requirements of the question. You need to think carefully about the precise wording of the question.

Answers must meet the requirements of the question. You need to think carefully about the precise wording of the question. When answering the questions, please bear the following key words in mind regarding what is required of you from the various questions:

Word	Action
Analyse	Describe the various parts of X and explain how they work together, or whether they work together. Give points for and against.
Compare	Describe the major similarities between two or more ideas, topics, etc.
Contrast	Describe the major differences between two or more ideas, topics, etc. Define: Write a brief paragraph explaining the meaning of If there is more than one thing to define, explain any similarities or differences.
Describe	Give a detailed account of ...
Discuss	Write about the various opinions you have read on the subject. Give points for and against and draw a conclusion from the points presented.
Elaborate on	Write about a statement or a quotation that is part of the question.
Explain	Explain the statement/quotation in more detail and then state your viewpoint concerning it.
Evaluate	Give an opinion supported by evidence on the worth or value of something.
Examine	Divide into parts and describe each part critically.
Explain	Write out in detail; make clearer; examine reasons and causes.
Give an account of	Give a statement of facts in sequence.
Illustrate	Use a figure, a diagram, or specific examples to make the meaning clearer.
Justify	Give reasons for your conclusions or opinions.
Outline	Describe the essential parts only.
Show	Give reasons and causes.
State	Present clearly and concisely.
Summarise	Give the main points omitting details.

You will also be required to hand in your examination question paper with your answer book after you have finished writing your examination. All the question papers are the sole property of the Examination Office of the University of South Africa.

Answers should be well structured - pay special attention to your paragraphing. Remember to make your answers as realistic as possible by including sufficient 'factual' information. Where you do not have access to actual information, you may invent (i.e. make up) the appropriate details. If you need to do some rough work, use the back pages of your answer book and rule a line through it so we can see it is not to be marked. However, be sure that you have enough time to finish all the answers that we must mark. Plan your time carefully to ensure that you respond to all questions. On the other hand, you should not rush so much that you do not use all the time available to you.

DEMARCATION OR SCOPING OF EXAMINATIONS AND ASSESSMENT

NB: A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes. Examination questions should be based on the entire work covering the notional hours of the modules. You are encouraged to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013 point number 4.5.2(e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

We wish you everything of the very best with your studies and for your exams.

Kind regards

Your Lecturer and the ABET Team