

# **Tutorial Letter 201/1/2018**

## **Teaching Adult Basic Education**

### **ABT1519**

#### **Semester 1**

#### **Department of Adult Basic Education and Youth Development**

**IMPORTANT INFORMATION:**

**This tutorial letter contains feedback on assignments  
and examination guidelines.**

Dear Student

Welcome once again to the course **teaching adult basic education, ABT1519**. I hope you have enjoyed the module and now preparing yourself to write the examinations. In this tutorial letter, I give you general feedback on what was required in Assignment 01 and 02 of semester 1 and give some general information about ABT1519 examinations.

This tutorial letter is divided into two sections. In the first section we provide general feedback to assignments 01 and 02 of Semester 2 of 2018. 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 that you need to use to prepare for the coming examination.

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**SECTION A: FEEDBACK ON SEMESTER 1 ASSIGNMENTS**  
**Unique Number 715923**

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

**[20]**

## 2. ASSIGNMENT 02 (Essay Question) Unique Number 855574

### QUESTION 1

When planning lesson plans, it is important to take into consideration certain key steps. Using relevant examples, discuss **five** steps in the lesson planning process. **[50]**

#### Suggested answer

i. What are you going to teach?

It is best to keep to one topic. Do not try to cover too much in one lesson. For example, teach addition, subtraction, multiplication, or division. Do not try to cover them all in one lesson. As a rule, keep to one specific outcome and do it thoroughly. You may need more than one lesson to cover a single outcome. For this learning area, you should be able to cover the SOs in one lesson. By the end of the lesson, you will know whether you need to repeat it, perhaps with different activities.

**(10)**

ii. What is the purpose of the lesson?

Study the assessment criteria carefully. Once you understand what is expected you can begin to plan the lesson. The specific outcome for this lesson is to “Express and respond to opinions and feelings”. In this lesson, you know that you want the learners to be able to express an opinion and to listen carefully to someone else’s opinion. Therefore, we have to think up a topic on which everyone has an opinion. It also needs to be something that they feel strongly about so that they learn the vocabulary they need to express their feelings. The topic must be something that interests them and touches their lives and about which they feel strongly. It could be work related or have to do with their community.

**(10)**

iii. What do you know about the topic?

Some lessons, such as lessons on health, require information. You need to be sure of your facts, or do some research if necessary. Never make up answers. It is better to say, “I don’t know but I’ll find out” rather than give wrong answers.

**(10)**

iv. What are the most interesting materials I can use in this lesson?

Consider what teaching materials you could use. Do you need posters, pamphlets or other materials? This is a very important step in the lesson planning process because learning materials are crucial to promoting effective subject-matter comprehension. For materials to be effective for your specific learners, they must relate to the learners’ own lives. This means they must be appropriate for your learners. Materials must match your learners’ educational level. The purpose of the materials should match the reasons why your learners come to class.

**(10)**

v. The activities to be used and their purpose(s) in the lesson

The activities we use help learners to discover information for themselves. To hold the learners’ interest we need to design different activities for individual work and for pair and group work. As a rule, learners should not repeat the same tasks in the same way throughout the lesson.

**(10)**

**QUESTION 2**

2.1. In your own words and using relevant examples, explain the following group work activities:

i. Discussion groups **(10)**

**Suggested Answer**

In a discussion, people express different points of view. During discussions, it would be a good idea to choose something on which people have very different opinions. In discussing the topic, they will need to listen carefully to what people say. Before organising the discussion, think of leading questions that will get the discussion going.

ii. Role play **(10)**

**Suggested answer**

When we do role-play, we ask learners to act – to play a role, to pretend they are someone or something else. In a role-play, learners make up the story for themselves from a situation you give them. For example, in a lesson on health you may ask them to role-play a visit to the doctor. Therefore, you might have the learners taking the different parts of doctor, nurse, patient, patient's husband or wife. The more learners you involve, the more the learners will enjoy the activity. At the end of a role-play activity, it must always be discussed.

iii. Pair work **(10)**

**Suggested answer**

In our lesson, this might be a good time to use pair work. Let a pair of learners answer each other's questions and then tell the class what the other person said. In this way, they will not only have the opportunity to express their own opinion but also to listen carefully to what their partner is saying.

2.2. There are two kinds of learning outcomes that concern us as practitioners. Using examples explain each of the two kinds of learning outcomes. **(20)**

**Suggested answer**

i. Specific outcomes tell us what competence or ability a learner should demonstrate or show in a particular learning area. Learners in a first level of any class will have to show that they have achieved certain specific outcomes. When we assess these learners, we need to check their progress to find out whether they have achieved the specific outcomes. When the learners have achieved the correct number of specific outcomes, they will have enough credits or building blocks to be certificated for that level. Each of the eight learning areas has its own specific outcomes. **(10)**

ii. Critical cross-field outcomes are the outcomes that are generic or common to all eight learning areas. They are the outcomes that we should achieve regardless of what it is that we are learning and regardless of the level at which we are studying. These outcomes involve the ability to:

- (1) solve problems
- (2) work as a member of a team
- (3) organise and manage one's activities
- (4) collect, analyse, organise and critically evaluate material

- (5) communicate using visual, mathematical and/or language skills
- (6) use science and technology effectively
- (7) demonstrate an understanding of the world as a set of related systems

(10)

(50)

**Total Marks: [100]**

## **SECTION B**

### **EXAM TECHNIQUE**

Answers must meet the requirements of the question. Although we do not require you to show your planning, **you need to think carefully about the precise wording of the question.** Questions and instructions are often complex, and need to be answered step by step. For multiple questions try to compare alternatives given and select the best answer that is appropriate to the question. You will be tested partly on your ability to comprehend and give best answers to specific questions.

When it comes to essay writing, pay special attention to your **paragraphing**. Essays should include: **Introduction**, (it must be interesting and address the topic). Highlight the main points, which you will discuss in your essay.

**Body of essay**- this should be divided in paragraphs. Each paragraph should discuss one main idea. You are also advised to use connecting words to make your essay flow. Do not leave your ideas hanging but provide examples to support your arguments.

**Conclusion:** summarize your essay by highlighting the main ideas of your essay.

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 of the time available to you.

### **EXAMINATION PAPER**

The examination paper will contain questions some of which may be similar to those you have written for your assignments. Answer simpler questions first and then move to more challenging ones later.

### **FINALLY**

Study the relevant sections of the study material- including your study guides- containing information on the work referred to above.

**Kind Regards**

**Addae D and ABET Team**