THE INDEPENDENT INSTITUTE OF IIE EDUCATION

MODULE NAME:	MODULE CODE:
TEACHING FOUNDATION PHASE FIRST ADDITIONAL LANGUAGE: Afrikaans A	TALA6311

ASSESSMENT TYPE: POE (PAPER)

TOTAL MARK ALLOCATION: 100 MARKS

TOTAL HOURS: 24 HOURS

By submitting this assignment, you acknowledge that you have read and understood all the rules as per the terms in the registration contract, in particular the assignment and assessment rules in The IIE Assessment Strategy and Policy (IIE009), the intellectual integrity and plagiarism rules in the Intellectual Integrity Policy (IIE023), as well as any rules and regulations published in the student portal.

INSTRUCTIONS:

1. ***No material may be copied from original sources, even if referenced correctly, unless it is a direct quote indicated with quotation marks. No more than 10% of the assignment may consist of direct quotes.***
2. *Assignments must be typed unless otherwise specified.*
3. *Begin each section on a new page.*
4. *Follow all instructions on the PoE cover sheet.*
5. *This is an individual assignment.*

Referencing Rubric _____

Providing evidence based on valid and referenced academic sources is a fundamental educational principle and the cornerstone of high-quality academic work. Hence, The IIE considers it essential to develop the referencing skills of our students in our commitment to achieve high academic standards. Part of achieving these high standards is referencing in a way that is consistent, technically correct and congruent. This is not plagiarism, which is handled differently.

Poor quality formatting in your referencing will result in a penalty **of a maximum of ten percent** being deducted from the percentage awarded, according to the following guidelines. Please note, however, that **evidence of plagiarism in the form of copied or uncited work (not referenced), absent reference lists, or exceptionally poor referencing, may result in action being taken in accordance with The IIE's Intellectual Integrity Policy (0023)**.

Markers are required to provide feedback to students by indicating **(circling/underlining) the information that best describes the student's work.**

Minor technical referencing errors: 5% deduction from the overall percentage – the student's work contains **five or more errors** listed in the minor errors column in the table below.

Major technical referencing errors: 10% deduction from the overall percentage – the student's work contains **five or more errors** listed in the major errors column in the table below.

If both minor and major errors are indicated, then 10% only (and not 5% or 15%) is deducted from the overall percentage. The examples provided below are not exhaustive but are provided to illustrate the error

Required: Technically correct referencing style	Minor errors in technical correctness of referencing style Deduct 5% from percentage awarded	Major errors in technical correctness of referencing style Deduct 10% from percentage awarded
Consistency • The same referencing format has been used for all in-text references and in the bibliography/reference list.	Minor inconsistencies. • The referencing style is generally consistent, but there are one or two changes in the format of in-text referencing and/or in the bibliography. • For example, page numbers for direct quotes (in-text) have been provided for one source, but not in another instance. Two book chapters (bibliography) have been referenced in the bibliography in two different formats.	Major inconsistencies. • Poor and inconsistent referencing style used in-text and/or in the bibliography/ reference list. • Multiple formats for the same type of referencing have been used. • For example, the format for direct quotes (in-text) and/or book chapters (bibliography/ reference list) is different across multiple instances.
Technical correctness Referencing format is technically correct throughout the submission. Position of the reference: a reference is directly associated with every concept or idea. For example, quotation marks, page numbers, years, etc. are applied correctly, sources in the bibliography/reference list are correctly presented.	**Generally, technically correct with some minor errors.** • The correct referencing format has been consistently used, but there are one or two errors. • Concepts and ideas are typically referenced, but a reference is missing from one small section of the work. • Position of the references: references are only given at the beginning or end of every paragraph. • For example, the student has incorrectly presented direct quotes (in-text) and/or book chapters (bibliography/reference list).	**Technically incorrect.** • The referencing format is incorrect. • Concepts and ideas are typically referenced, but a reference is missing from small sections of the work. • Position of the references: references are only given at the beginning or end of large sections of work. • For example, incorrect author information is provided, no year of publication is provided, quotation marks and/or page numbers for direct quotes missing, page numbers are provided for paraphrased material, the incorrect punctuation is used (in-text); the bibliography/reference list is not in alphabetical order, the incorrect format for a book chapter/journal article is used, information is missing e.g. no place of publication had been provided (bibliography); repeated sources on the reference list.
Congruence between in-text referencing and bibliography/ reference list • All sources are accurately reflected and are all accurately included in the bibliography/ reference list.	**Generally, congruence between the in-text referencing and the bibliography/ reference list with one or two errors.** • There is largely a match between the sources presented in-text and the bibliography. • For example, a source appears in the text, but not in the bibliography/ reference list or vice versa.	**A lack of congruence between the in-text referencing and the bibliography.** • No relationship/several incongruencies between the in-text referencing and the bibliography/reference list. • For example, sources are included in-text, but not in the bibliography and vice versa, a link, rather than the actual reference is provided in the bibliography.
In summary: the recording of references is accurate and complete.	In summary, at least **80%** of the sources are correctly reflected and included in a reference list.	In summary, at least **60%** of the sources are incorrectly reflected and/or not included in reference list.

Overall Feedback about the consistency, technical correctness and congruence between in-text referencing and bibliography:
_____
_____

POE - Background

Portfolio of Evidence: Teaching Foundation Phase First Additional Language: Afrikaans

Introduction

It is important that you demonstrate your understanding of how to teach a First Additional Language (FAL) to Foundation Phase learners, with a specific focus on the teaching of Afrikaans. This Portfolio of Evidence needs to be developed as you progress through this module.

The questions in this assessment all form part of a single Portfolio of Evidence (PoE) to be submitted at the end of the module.

Module Assessment- Background and Instructions

As explained in your Module Guide, this module's assessment structure is comprised of three (3) activities. In order to prepare you for these activities, there will be two (2) Compulsory ICE tasks that must be submitted for marking to your lecturer as per their timeline. These need not be included in the POE and will be done through the course of your module at various times decided by your lecturer. The aim of the 2 Compulsory ICE tasks is to render additional support to you so that you can be able to complete your Summative PoE effectively.

You will have 3 lecturer facilitated touchpoints which will be scheduled prior to the expected completion of the POE activities as per pacer. This is an opportunity for you to receive developmental feedback for your 3 POE Activities which you will be working on throughout the module and will submitting as a summative at the end of the module.

Please note that All Activities will only be marked on the final summative submission

The assessment weighting and marks for this PoE is as follows:

Assessment Type	Weighting
Integrated Curriculum Engagement (ICE)	10%

Portfolio of Evidence (PoE)

Assessment Type	Assessment Name	Marks	Weighting
Summative Assessment	Activity 1	20	90%
	Activity 2	30	
	Activity 3	50	
		Total Marks: 100	

NB: Failure to submit your final portfolio of evidence by the prescribed time and date (as per PAS) will be treated as an absence from examination, and not as a late assignment. Please refer to the IIE 009 Assessment Strategy and Policy (updated January 2015) for further details. The final portfolio will be required to be submitted through Turn It In/ Safe Assign.

COMPULSORY ICE TASKS

Compulsory ICE Task 1

Consult your relevant CAPS document for Foundation Phase FAL

and identify the four domains of language. Which one of the four domains would develop first, and why? List the sequence of the four domains.

Time on task: 30 minutes

Compulsory ICE Task 2

Explain the Acquisition vs Learning Hypothesis of Stephen Krashen. In your explanation you must state where a FAL learner in the Foundation Phase will find him-/herself in each grade of Foundation Phase. Your answer should be about a page and a half in length.

Time on task: 90 minutes

POE ACTIVITIES

POE Activity 1 — Introduction to the theories and principles of teaching a FAL   (Marks: 20)

Teachers need to develop an understanding of First Additional Language (FAL) teaching in the context of the South African Curriculum and apply the four domains of language as outlined in the Curriculum and Assessment Policy Statement (CAPS) document.

Instructions:

In an essay of 700 - 800 words (excluding the reference list), discuss the approach to teaching a First Additional Language. Use the following structure in your essay:

• Identify the sequence in which these four language skills should be taught and justify the inclusion of each skill in the Foundation Phase.

• Discuss the role of the teacher and the learners regarding the four FAL language skills in the Foundation Phase.

Use your prescribed textbooks and relevant CAPS document to answer this activity. Please feel free to conduct additional research. Remember to adequately reference all sources that you consult both in-text and in the reference list.

PLEASE SEE THE RUBRICS AT THE END OF THIS DOCUMENT. THESE WILL GUIDE YOU IN TERMS OF WHAT IS EXPECTED. YOU SHOULD ALSO REMEMBER TO INCLUDE THE RUBRICS WITH YOUR SUBMISSIONS

This activity must be submitted through SafeAssign

POE Activity 2 — Language development through creating activities   **(Marks: 30)**

Context:

You are teaching FAL Afrikaans across all grades in the Foundation Phase. You have been requested to use online Afrikaans stories as part of FAL lessons in class. Your principal requested you to explain how you will use an online story in Afrikaans as part of your Afrikaans FAL lesson to aid language development.

Instructions:

Your presentation to the principal will consists of 2 parts.

Part 1

Explain in 600-800 words how the online story will aid language development in Afrikaans FAL.

- Access Nalibali (https://nalibali.org/) or The African Storybook Project (https://www.africanstorybook.org/ to find a suitable story. You must clearly state the name of the story you will be using. The story must be suitably referenced.

- Indicate why the story would be suitable for a Foundation Phase lesson.

- You need to indicate how the story will aid language development.

Part 2

- Design a suitable activity to be used with the story. You need to use 2 of the 4 skills needed for language development.

- Clearly indicate for which grade and term your activity will be planned.

- **SUBMITTING TEACHING RESOURCES**

  - You will be required to take a picture of yourself with the teaching aid/resource for submission.
  - *Label your photographs as follows:* **Name.Student number.Module Code**.*Activity 2 Part 2*
  - You are required to submit the actual teaching aid/resource upon return to campus.

PLEASE SEE THE RUBRICS AT THE END OF THIS DOCUMENT. THESE WILL GUIDE YOU IN TERMS OF WHAT IS EXPECTED. YOU SHOULD ALSO REMEMBER TO INCLUDE THE RUBRICS WITH YOUR SUBMISSIONS

This activity <u>must be</u> submitted through SafeAssign

POE Activity 3 — Lesson Preparation	(Marks: 50)

Context:

You have requested to make use of online Afrikaans stories in your FAL Foundation Phase teaching. Your principal has agreed to it. You are now required to use the Afrikaans story from Activity 2 and design a full lesson plan.

Instructions:

- Use the generic lesson plan provided in this teaching course to draw up a complete lesson plan.

- You will be required to select a theme or topic around which the lesson will be developed.

- Clearly state the grade and term for which the lesson is developed.

- The specific focus of your lesson should be aligned with to the CAPS requirements for the specific grade. You may select a theme of your choice; however, you are to clearly state your choice.

- You need to focus on 2 of the 4 skills needed for language development.

- Your lesson plan must include an activity in Afrikaans with a memorandum for the activity.

Please note: You may not submit any lesson plan or teaching resources that you have previously been assessed on in Year One or Two of your B. Ed degree from <u>any</u> of your modules.

PLEASE SEE THE RUBRICS AT THE END OF THIS DOCUMENT. THESE WILL GUIDE YOU IN TERMS OF WHAT IS EXPECTED. YOU SHOULD ALSO REMEMBER TO INCLUDE THE RUBRICS WITH YOUR SUBMISSIONS

This activity <u>must be</u> submitted through SafeAssign

Appendix A   Assessment Sheet (Marking Rubric)

Please note: Tear off this section and **attach** it to your work when you submit it/ If this is an online submission, then this information needs to be included in the online submission.

MODULE NAME: TEACHING FOUNDATION PHASE ADDITIONAL LANGUAGE: Afrikaans A	MODULE CODE: TALA6311
STUDENT NAME:	STUDENT NUMBER

RUBRIC FOR ACTIVITY 1: SECTION A — INTRODUCTION TO THE THEORIES AND PRINCIPLES OF TEACHING A FAL						
	Not yet coping **(0 - 2)**	**Emerging teaching competence** **(3 - 4)**	**Developing skilled teaching competence** **(5 - 6)**	**Capably skilled teaching competence** **(7 - 8)**	**Thoughtful, insightful teaching competence** **(9 - 10)**	MARKS
Four language skills	Vaguely written or generic write up of factors to consider when planning a lesson.	The skills are identified correctly but are not in the correct sequence.	The skills are identified correctly but only two of the skills are in the correct sequence.	The skills are identified correctly but only three of the skills are in the correct sequence.	The student identifies the correct sequence in which the four language skills should be taught in the Foundation Phase.	/10
Inclusion of the four domains in teaching	No compelling argument is made for the inclusion of the four skills in the teaching of a FAL.	A compelling argument is made for the inclusion of the skills in the teaching of a FAL. Students' discussion lacks depth.	A compelling argument is made for the inclusion of all two skills in the teaching of a FAL.	A compelling argument is made for the inclusion of all three skills in the teaching of a FAL.	A compelling argument is made for the inclusion of all four skills in the teaching of a FAL. The discussion has depth.	/10

The role of the teacher and the learner	The roles of the teacher and the learner are not clearly discussed.	A weak attempt to discuss the role of the teacher and the learner. Little is mentioned of the physical and cognitive skills associated with the four FAL language skills in the Foundation Phase.	An attempt is made to discuss the roles of the teacher and the learner. An attempt to mention the physical and cognitive skills associated with the four FAL language skills in the Foundation Phase is made.	A good attempt is made to discuss the roles of the teacher and the learner. The discussion mentions the physical and cognitive skills associated with the four FAL language skills in the Foundation Phase.	The roles of the teacher and the learner are clearly discussed. The discussion exceptionally draws the physical and cognitive skills associated with the four FAL language skills in the Foundation Phase.	/10
				Subtotal for Section A: _____ /30		

RUBRIC FOR ACTIVITY 1: SECTION B — INTRODUCTION TO THE THEORIES AND PRINCIPLES OF TEACHING A FAL						
	Not yet coping **(0 - 1)**	**Emerging teaching competence** **(2)**	**Developing skilled teaching competence** **(3)**	**Capably skilled teaching competence** **(4)**	**Thoughtful, insightful teaching competence** **(5)**	**MARKS**
Student opinion	No opinion is voiced about the sequence of the four skills.	A very vague opinion is voiced about the sequence of the four skills.	The student voices his/her opinion about the sequence of the four skills. No motivation is given for his/her opinion.	The student voices his/her opinion about the sequence of the four skills. An attempt is made to motivate is given his/her opinion.	The student clearly voices his/her opinion about the sequence of the four skills. The student motivates his/her opinion.	/5
Academic Writing	The student presents an essay that is not logical or badly structured. No clear introductory, body or concluding elements. Referencing is not correct. Essay is not of an appropriate length.	A vague attempt is made to present a structured essay. Minor Referencing errors exists. The essay is not of an appropriate length.	An attempt is made to present a structured essay. Minor Referencing errors exists. The essay is of an appropriate length.	The student presents a logical essay with clear introductory, body and concluding elements. Minor spelling errors are present. Referencing is fairly correct. Essay is of an appropriate length, sticking to the point but enough space to show the student's understanding and engagement.	The student presents a logical and well-structured essay with clear introductory, body and concluding elements. Care has been taken with spelling. Referencing is correct. Essay is of an appropriate length, sticking to the point but enough space to show the student's understanding and engagement.	/5
					Subtotal for Section B: _____	**/10**

TOTAL FOR ACTIVITY 1	Subtotal for Section A+B = _____ /40	TOTAL FOR ACTIVITY 1: _____ ÷ 2 =	**/20**

RUBRIC FOR ACTIVITY 2: LANGUAGE DEVELOPMENT THROUGH CREATING ACTIVITIES						
	Not yet coping **(0 - 2)**	**Emerging teaching competence** **(3 - 4)**	**Developing skilled teaching competence** **(5 - 6)**	**Capably skilled teaching competence** **(7 - 8)**	**Thoughtful, insightful teaching competence** **(9 - 10)**	**MARKS**
Use of the online story	No or little attempt is made to explain how the use of an online story will aid language development in the Afrikaans FAL classroom.	A vague attempt is made to explain how the use of an online story will aid language development in the Afrikaans FAL classroom.	The student explains how the use of an online story will aid language development in the Afrikaans FAL classroom but is not convincing.	A good attempt is made to explain how the use of an online story will aid language development in the Afrikaans FAL classroom.	A convincing attempt is made to explain how the use of an online story will aid language development in the Afrikaans FAL classroom.	/10
The value of the chosen story.	No or little explanation why the chosen story will add value to teaching a FAL in the FP classroom.	The student attempts to explain why the chosen story will add value to teaching a FAL in the FP classroom.	The student explains why the chosen story will add value to teaching a FAL in the FP classroom.	The student explains fairly well why the chosen story will add value to teaching a FAL in the FP classroom.	The student adequately explains why the chosen story will add value to teaching a FAL in the FP classroom.	/10
Activity	The planned activity is not suitable for the specific grade or is not aligned to the specific CAPS objectives.	The planned activity is suitable for the specific grade and is aligned to one/two of the specific CAPS objectives.	The planned activity is suitable for the specific grade and is aligned to some of the specific CAPS objectives.	The planned activity is suitable for the specific grade and is aligned to most of the specific CAPS objectives.	The planned activity is suitable for the specific grade and is aligned to all the specific CAPS objectives.	/10
					TOTAL FOR ACTIVITY 2: _____	**/30**

RUBRIC FOR ACTIVITY 3 — LESSON PREPARATION						
	Not yet coping (0 – 2)	**Emerging teaching competence** (3 – 4)	**Developing skilled teaching competence** (5 – 6)	**Capably skilled teaching competence** (7 – 8)	**Thoughtful, insightful teaching competence** (9 – 10)	**MARKS**
Sections A to G	Vaguely written or generic write up of factors to consider when planning a lesson.	Some consideration given to supporting factors for lesson design but missing certain elements to ensure a meaningful lesson plan.	Adequate reference made to elements to consider prior to lesson design but lacks depth of understanding and somewhat generic.	A skilled entry of all factors to consider in lesson planning with good reference to CAPS and other considerations.	Artful writing up of all elements with precise reference to CAPS. Meaningful lesson objectives and a sincere understanding of the requirements of lesson planning.	/10
Introduction	Introduction lacks thought and fails to engage and enthuse learners.	Introduction is limited to asking questions to determine prior knowledge.	There is some attempt to get learners enthusiastic about the lesson.	An interesting activity that captures the attention of learners.	A creative and meaningful introductory 'hook' that excites and engages learners.	/10
Teaching and Learning Phase	This phase fails to meet the lesson objectives. It lacks structure. There is an obvious lack of disciplinary knowledge and associated teaching strategy/s.	The selected strategy is limited in promoting learner engagement to meet the objectives. Obvious lack of disciplinary knowledge. Some resources used to support learning.	The lesson unfolds with some structure and largely adheres to the plan. The chosen strategies meet the lesson objectives although there are some impracticalities in execution. The use of suitable resources supports the lesson.	The lesson is structured with careful consideration given to teaching methodologies that are creative and relevant to the topic. There is evidence of strong disciplinary knowledge Good use of resources enhance the learning experience.	An innovative and exciting lesson that meets all the requirements of an interactive and engaging lesson. Original, resourceful and maps to the lesson objectives and content. Excellent use of resources.	/10

Closure Phase	Lesson comes to an abrupt end or just fizzles out.	Closure is limited to giving homework.	A suitable activity that brings learners together to determine extent of learning.	An interesting activity to allow learners to collate their thoughts about the lesson and prepare for the next lesson.	An exciting end to the lesson that re-energizes learners.	/10
Assessment Phase	No assessment conducted or unsuitable assessment.	A simple assessment strategy used that bears little value to determine learning.	Assessment is conducted but may not necessarily determine if LOs are being met.	An interesting assessment task that meets the LO's.	Carefully crafted and engaging assessment that meets the LO's. Also informs the teacher on the degree of learning and further planning.	/10
					Subtotal for Section B: _____ /50	

GRAND TOTAL: ACTVITY 1 + ACTIVITY 2 + ACTIVITY 3 = _____/20 + _____/30 + _____/50 = _____/100

END OF POE