

Tutorial letter 501/3/2015

TEACHING A LEARNING AREA IN ADULT BASIC EDUCATION

ABT2619

Department of Adult Basic Education and Youth
Development

IMPORTANT INFORMATION:

This tutorial letter contains important
information about your module.

BAR CODE

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INTRODUCTION TO THE MODULE

Welcome to this module , **Teaching a learning area in adult basic education** , one of the modules in both Higher Certificate and the Diploma in Adult Basic Education and Training.

The purpose of this module is to familiarise you with the key concepts and information relating to adult learning. We trust that you will enjoy each of the nine study units in this module and that you will learn everything you wish to know about why and how adults learn. We also hope that you will gain knowledge and experience, which will be invaluable in your work and as an educator, trainer and developer.

This is an advanced module and pitched at level 6 of the National Qualifications Framework (NQF) and is meant to outline adult learning information that is of practical application to Adult Basic Education and Training (ABET) practitioners.

In this introduction we familiarise you with the contents of the module on **Teaching a learning area in adult basic education**. In it you will find information relating to:

- the purpose of the module
- the learning outcomes of the module
- the study units in the module
- the study guide material and readings
- sources of additional information
- tutorial support
- assignments and assessment
- study expectations

PURPOSE OF THE MODULE

The main purpose of this module is to provide you with the knowledge, skills and applied competence to teach a learning area in Adult Basic Education. People credited with this module will be able to provide information to ABET learners about various learning areas.

LEARNING OUTCOMES

The learning outcomes below tell you what results are expected from your study of this module. They tell you what material you are expected to know and what you should be able to do or to demonstrate. Obviously this is only possible if you read and study this study guide , engage in the recommended study activities and complete all the assignments.

After working through this module , you should be able to do the following (both in spoken and appropriate written form):

- Identify unit standards for the relevant Abet learning areas
- Provide opportunities for learners to use language communicatively and critically
- Reinforce prior mother tongue literacy and numeracy learning
- Manage language in the learning situation
- Help learners with visual literacy
- Help learners with skills to read critically and with comprehension
- Mediate skill and understanding in the use of mathematical and technical instruments
- Help learners to produce texts and assignments
- Help learners to access and manage information.

THE MODULE STUDY UNITS

Teaching a learning area in adult basic education module consists of the following topic areas that are covered in nine study units of printed material :

STUDY UNIT	TITLE	TOPICS COVERED
1	Unit Standards for the relevant Abet Learning Area	Unit standards for Abet level 4
2	Providing opportunities for learners to use language communicatively and critically	Language elements Integrating listening, speaking, reading and writing activities Expression of opinions and viewpoints
3	Reinforcing mother-tongue literacy and numeracy learning	Use of first language in learning Reading and writing strategies in mother-tongue
4	Managing language in the learning situation	Strategies for dealing with language difficulties Language terminologies Language-related comprehension problems
5	Helping learners with visual literacy	Symbols and units of measurements Layouts and styles of visuals in learning materials
6	Helping learners with critical reading comprehension problems	Different parts of texts Reading with comprehension
7	Mediating skill and understanding to learners in the use of mathematical and technical instruments	Appropriate use of mathematical instruments Appropriate use of measuring instruments
8	Helping learners produce texts and assignments	Structuring texts Giving feedback
9	Helping learners to access and manage information	How to store and retrieve documents Filing documents

THE STUDY GUIDE MATERIAL AND READINGS

The instruction given in this module occurs in two ways:

- through this study guide with its study units of printed course materials and readings, which you are expected to read and study
- through interactions within the tutorial group (if you are to attend one)

STUDY UNITS

The printed course material for the **Teaching a learning area in adult basic education** module is subdivided into **nine study units**. Each study unit covers topics relating to one of the following:

- Purpose
- Learning outcomes
- Content material
- Activities
- Readings
- Further reading
- References
- Glossary

Purpose

The purpose statement provides a general statement on what you will learn in the study unit and what material has been provided to help you learn.

Learning outcomes

These are specific statements about what you will be able to do once you have worked through the study unit and engaged in other course activities relating to it.

Content material

This is the material you will read and think about. Other supporting material, mainly readings, may also be used.

Activities

A number of activities are included in the study material. These tasks should help you check your own understanding of the material. The activities will include questions, exercises, self-tests and ideas to think and write about.

Readings

At the end of some of the study units you may find a reading or readings.

Further reading

A list of further reading will be provided near the end of each study unit. These readings can be found in textbooks , books , articles and other publications as well as on the internet. You will have to find these readings yourself. In nearly all the cases , the books and journals are available in the Unisa Library and at Unisa`s regional centres.

References

The list of references lists all the books, journal articles, newspapers, magazines, internet, radio, television, myUnisa or other sources mentioned or quoted in the study unit.

How much time should I spend on each study unit?

This module is rated at 12 credits. This means that you will spend about 120 hours of study on this module. Usually this means that you must plan to spend time:

- reading the materials
- engaging in activities as you read, and attending tutorials
- writing assignments and preparing for and writing the examination.
- We recommend that you study for the following number of hours:
- reading through this introduction and the six study units (40 hours) (about 6 hours per module)
- doing activities and attending tutorials (40 hours)
- writing assignments (this includes preparing, reading, writing and careful editing (20 hours)
- preparing for and writing the examination (20 hours)

SOURCES OF ADDITIONAL INFORMATION

Most of the basic information you need for the course is either presented in this study guide or in the class sessions or available in the tutorial letter you received.

But what about information you need that is not found in the above? What other information do you need? There may be other topics that have aroused your curiosity.

Here are some ways you can find further information:

Further reading

Some information is contained in the recommended books or journal articles listed in the further reading section near the end of each study unit. You can borrow these journals or books from the Unisa Library.

The internet

Another primary source of information is the internet. Computer facilities are available at the University to enable you to access this computer-based resource. For your purpose Unisa provides a platform for communicating with your lecturer, or with other students, and you can store information on and retrieve your study material from the myUnisa website.

Fellow students studying this module

Studying by oneself can be a lonely task. A rich resource of support, information and experience is your fellow students (whether that support is given informally, by setting up a study group or by joining a Unisa tutorial group).

Support from the module coordinator

You can make use of the support given by the module coordinator. You are welcome to make an appointment to visit him or her personally, or you can write, telephone, fax or email him or her (details are provided in the tutorial letter).

ASSIGNMENTS AND ASSESSMENT

What will be assessed?

The assessment in this module will be based on assignments and the examination.

Assignments

You will be asked to complete **two compulsory assignments** during the course. Each written assignment has a due date and must be submitted on or before that date. The second assignment is worth 10% of the final mark.

Completion of the first assignment is a requirement for entry to the final examination.

Note: If you do not submit the assignment, you will not be allowed to write the examination.

The examination

The examination (a 2 hour paper) will be written at one of the recognised Unisa examination centres.

Things to remember about assessment

In thinking about assessment, remember that what should be assessed is **your demonstration** that you have achieved the **learning outcomes** for this course. To do this you need to:

- show that you have **knowledge** about assessment (which you demonstrate by writing in appropriate ways in assignments and examination answers)
- demonstrate that you have the **skills** to think and to plan how you would use your knowledge of assessment in practical ways in your education and training activities
- display **attitudes and values** that indicate that the knowledge you have of how adults respond to assessment is meaningful to you personally (both as an adult learner yourself and as an educator of adults) and that the way you use your skills will be effective when conducting assessment with adult learners (which is displayed in the way you demonstrate your knowledge and skills)

Certain practices that will **not** help you demonstrate of the learning outcomes are the following:

- Writing by rote that which you have learnt (this means learning words, texts or facts off by heart without really understanding their meaning). You will not do well in your assignments if you simply write what is in the study material.
- Not making use of your own experience. We are interested in your experiences, ideas, feelings and activities as an adult learner. You will do well in your assignments if you combine what you have learnt from the study material with your own well-thought-out ideas. You will do well if you can show us that you can use what you have learnt in your work and activities.

STUDY EXPECTATIONS

Achieving success in this module require you to spend a considerable number of study hours reading and writing. The module was written assuming that you have an acceptable level of competence in the language of learning and in reading and writing skills. It is further assumed that you can learn from predominantly written material and that you can find, analyse and evaluate information relevant to the learning programme. Lastly, we expect you to spend time carefully reading and studying the course material and readings provided, do the assignments and prepare for the examinations.

STUDY UNIT 1: UNIT STANDARDTS FOR THE RELEVANT ABET LEARNING AREAS

1 INTRODUCTION

In this study unit we are going to look at the various unit standards for all learning areas in ABET level 4. You need to know how to plan and facilitate learning by using the relevant unit standards. It is also important to describe learners' performance in relation to learning outcomes.

2 LEARNING AREA UNIT STANDARDS

The Department of Education has developed a syllabus for ABET and laid down certain guidelines. The syllabus is divided into learning areas and the guidelines are have clear Unit Standards.

For each Unit Standard there are learning outcomes which have to be achieved. To help you with this, you are provided with Assessment Criteria. If you follow these you will have a clear idea of what to cover in your lessons. We will be discussing these in this unit and will look at how they can be used in lessons.

LEARNING OUTCOME: (SPECIFIC OUTCOMES)

Definition: Learning outcomes are the specific intentions of a programme or module, written in specific terms. They describe what a learner should know, understand, or be able to do at the end lesson/programme/module.

Assessment Criteria for this UNIT

Knowledge and skills required by learners In terms of Unit Standards for the learning area at an ABET level are described.

The relevant Unit Standards are used to plan and facilitate learning.

Learners' performance can be described in relation to the ABET levels and outcomes.

Exemplars of learners' work are identified as being at the ABE level.

1. THE LEARNING AREAS

The curriculum framework clusters learning areas (subjects) into Core, Fundamental and Electives areas.

The fundamental learning areas are those learning areas which are basic to all learning areas. To be able to continue in any other learning area you need fundamental areas, that is you need to be literate in language and mathematics. Each of them is given a certain number of credits.

The Fundamental Learning Areas and their Credits

1. Language literacy and communication (LLC) - 23 credits
2. Mathematical Literacy (ML), Mathematics and Mathematical Sciences (MML)- 16 credits
3. Life Orientation (LO) - 16 credits

The Elective Components consist of the academic and vocationally related Learning Areas and learners must complete Unit Standard totalling 51 credits, for this component. The choice must be made as follows:-

- The learner must choose one Learning Area, and complete all the Unit Standards listed for that particular chosen Learning Area.
- In addition, the learner must choose additional Unit Standards from any of the core and academic or vocationally related Learning Areas to make up a total of 51 credits in all for the Elective Components.

THE LEARNING AREAS, THEIR UNIT STANDARD AND CREDITS

LEARNING AREA: LANGUAGE, LITERACY AND COMMUNICATION (LLC)

	ID NUMBER	UNIT STANDARD TITLE	CREDIT
Fundamental	119635	Engage in a range of speaking/signing and listening interactions for variety of purposes.	6
Fundamental	119631	Explore and use a variety of strategies to learn.	5
Fundamental	119640	Read/ Review and respond to a range of texts types.	6
Fundamental	11636	Write/Sign for a variety of different purposes.	6
		TOTAL CREDITS	23

LEARNING AREA: MATHEMATICAL LITERACY (ML)

Fundamental	119373	Describe and represent objects in terms of shape, space and measurement.	5
Fundamental	119364	Evaluate and solve data handling and probability problems within given context.	5
Fundamental	119362	Work with numbers, operations with numbers and relationships between numbers.	4
Fundamental	7450	Work with measurements in a variety of context.	2
		TOTAL CREDITS	16

LEARNING AREA: MATHEMATICS AND MATHEMATICAL SCIENCES (MMS)

Fundamental	7448	Work with patterns in various contexts.	4
Fundamental	7452	Describe, represent and interpret mathematical	6

		models in different context.	
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations.	2
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time.	2
		TOTAL CREDITS	14

LEARNING AREA: LIFE ORIENTATION

	ID NUMBER	UNIT STANDARD TITLE	CREDIT
Fundamental	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS.	5
Fundamental	14659	Demonstrate an understanding of factors that contribute towards healthy living.	4
Fundamental	14664	Demonstrate knowledge of diversity within different relations in the South African society.	3
Fundamental	14569	Demonstrate an understanding of how to participate effectively in the workplace.	3
Fundamental	14661	Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society.	3
Fundamental	15092	Plan and manage personal finances.	5
Fundamental	113966	Identify security, safety and environmental risks in the local environment.	6
Fundamental	15091	Plan and manage one's time.	3
		TOTAL CREDITS	32

LEARNING AREA: HUMAN AND SOCIAL SCIENCES

Academic	115477	Demonstrate knowledge and understanding of the relationships between social justice, human rights and democracy.	5
Academic	115480	Demonstrate and understanding of diversity and change in a dynamic society.	6
Academic	115483	Explain the relationship between society, environment and development.	6

Academic	115471	Explain the relationship between events, time and space and the effect on society.	6
		TOTAL CREDITS	23

LEARNING AREA: NATURAL SCIENCES

	ID NUMBER	UNIT STANDARD TITLE	CREDIT
Academic	7509	Apply basic concepts and principles in the natural sciences.	5
Academic	7513	Assess the impact of science innovation on quality of life.	2
Academic	7508	Conduct an investigation in the natural science.	4
Academic	7511	Analyse how scientific skills and knowledge contribute to sustainable use of resources.	2
Academic	7507	Demonstrate an understanding of the concept of science.	2
		TOTAL CREDITS	15

LEARNING AREA: ECONOMIC AND MANAGEMENT SCIENCES

Academic	13999	Demonstrate an understanding of basic accounting practice.	4
Academic	13995	Demonstrate an understanding of contracts and their sources.	5
Academic	13998	Demonstrate an understanding of the principles of supply and demand and the concept production	2
Academic	13994	Identify and discuss different types of business and their legal implications.	2
Academic	13996	Identify discuss, describe and compare major economic system with emphasis on the South Africa economy.	4
Academic	14001	Demonstrate an understanding of management of management expertise and administrative systems.	4
		TOTAL CREDITS	21

LEARNING AREA: ARTS AND CULTURE

	ID NUMBER	UNIT STANDARD TITLE	CREDIT
Academic	7533	Access creative arts and culture.	2
Academic	7529	Display creative and innovative knowledge, skills and creative concepts through participation in arts and culture activities.	4
Academic	7531	Investigate the influence of the mass media on indigenous practices.	3
Academic	7525	Reflect on and engage critically with arts experience and works from diverse groups.	3
Academic	7527	Understand the origins and functions of South African cultures through promoting indigenous Arts and Culture forms and practices.	3
Academic	7532	Use arts skills and cultural expression to make an economic contribution to self and society.	2
		TOTAL CREDITS	17

LEARNING AREA: TECHNOLOGY

Academic	14098	Understand and use energy in technological product and systems.	1
Academic	14092	Understand and apply technological knowledge and skills in systems and control.	3
Academic	14095	Understand and apply technological knowledge and skills in structure.	2
Academic	14096	Understand and apply technological knowledge and skills in processes.	2
Academic	14097	Know, select and use materials, tools and equipment safely for technological purposes.	3
		TOTAL CREDITS	11

LEARNING AREA: ADDITIONAL LANGUAGE

	ID NUMBER	UNIT STANDARD TITLE	CREDIT
Academic	119635	Engage in a range of speaking/signing and listening interactions for variety of purposes.	6

Academic	119631	Explore and use a variety of strategies to learn.	5
Academic	119640	Read/ Review and respond to a range of texts types.	6
Academic	119636	Write/Sign for a variety of different purposes.	6
		TOTAL CREDITS	23

ORGANISING FIELD 01 (LEARNING AREA): APPLIED AGRICULTURE AND AGRICULTURAL SCIENCES

	ID NUMBER	UNIT STANDARD TITLE	CREDITS
Vocational	13355	Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production.	4
Vocational	13356	Assess the influence of the environment on sustainable livestock production.	4
Vocational	13357	Demonstrate an understanding of agricultural production management practices in relation to the socio-economic environment.	3
Vocational	13358	Implement and maintain the principles, systems, practices and technology applicable to an agricultural venture.	7
Vocational	13354	Demonstrate an understanding of agriculture as a challenging and applied system.	2
		TOTAL CREDITS	20

ORGANISING FIELD 03 (LEARNING AREA): SMALL MEDIUM AND MACRO ENTTERPRISES SMME

	ID NUMBER	UNIT STANDARD TITLE	CREDITS
Vocational	10006	Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.	2
Vocational	10007	Identify, analyse and select business opportunities.	3
Vocational	10008	Write and present a simple business plan.	7
Vocational	10009	Demonstrate the ability to start and run a business and adapt to a changing business environment.	5
		TOTAL CREDITS	17

ORGANISING FIELD 05 (LEARNING AREA): EARLY CHILDHOOD DEVELOPMENT (ECD)

	ID NUMBER	UNIT STANDARD TITLE	CREDITS
Vocational	244261	Maintain records and give reports about babies, toddlers and young children.	3
Vocational	244263	Prepare an environment for babies, toddlers and young children.	3
Vocational	244255	Care for babies, toddlers and young children.	10
Vocational	244258	Demonstrate basic understanding of child development.	5
Vocational	244262	Interact with babies, toddlers and young children.	5
		TOTAL CREDITS	26

ORGANISING FIELD 10 (LEARNING AREA): INFORMATION COMMUNICATION TECHNOLOGY (ICT)

	ID NUMBER	UNIT STANDARD TITLE	CREDITS
Vocational	9357	Develop and use keyboard skills to enter text.	4
Vocational	116932	Operate a personal computer system.	3
Vocational	116933	Graphical User Interface (GUI)-based presentation application to create and edit slide presentation.	3
Vocational	116938	Use Graphical User Interface (GUI)-based word processor to create and edit documents.	4
Vocational	117943	Install a Personal Computer (PC) peripheral device, in a Graphical User Interface (GUI)-based environment.	2
Vocational	117902	Use generic functions in a Graphical User Interface (GUI).	4
Vocational	117867	Managing files in a Graphical User Interface (GUI)	3
		TOTAL CREDITS	23

ORGANISING FIELD 11 (LEARNING AREA): TRAVEL AND TOURISM (TM)

	ID NUMBER	UNIT STANDARD TITLE	CREDITS
Vocational	12539	Identify career opportunities in different sectors of the tourism industry.	4

Vocational	12543	Identify key features of tourism in South Africa.	4
Vocational	12541	Understand the nature of tourists in and to South Africa.	4
Vocational	11333	Understand the tourism industry.	5
Vocational	11334	Select a career path with knowledge of the role – player in the tourism industry and their functions.	5
Vocational	11335	Apply knowledge to identify and promote tourist destinations and attractions in South Africa.	7
Vocational	11336	Interact appropriately with a range of tourists.	4
Vocational	11337	Apply knowledge of the relationship between tourism and the community.	5
		TOTAL CREDITS	38

ORGANISING FIELD 11 (LEARNING AREA): WHOLE SALE AND RETAIL (WR)

	ID NUMBER	UNIT STANDARD TITLE	CREDITS
Vocational	259939	Describe Whole sale and Retail in South Africa.	4
Vocational	259937	Identify career opportunities in the Wholesale and Retail sector.	8
Vocational	259938	Identify the importance of customer service in Wholesale and Retail environment.	5
Vocational	14569	Demonstrate an understanding of how to participate effectively in the workplace.	3
Vocational	117900	Plan self- development.	10
		TOTAL CREDITS	30

3 WHAT THE UNIT STANDARDS TELL US

A unit standard tells us:

- what the level of learning is
- what the purpose of the learning outcome is – why is it relevant?
- how the learning outcome will be assessed
- what critical cross-field outcomes the unit standard will achieve.

4 USING STANDARDS TO PLAN TEACHING AND LEARNING

Unit standards describe what the learners should achieve at the end of the learning process and for which they will receive credit for their demonstrated knowledge and skills. In using these unit standards to plan teaching, you must recognise that they describe **end goals**. The standards

make it clear that all the teaching and learning activities must be directed towards finally reaching these **end goals**.

The main element in planning learning and teaching in a particular learning area is to ensure that the content and activities will build up the learners' knowledge and skills. Each specific outcome in the unit standards can then be achieved. Unit standards are also very important in assessment of learners. Assess that which the unit standards require to be assessed at the particular level and for the specific outcomes.

5. SUMMARY

In this study unit we took a detailed look at how to use unit standards.

STUDY UNIT 2: PROVIDING OPPORTUNITIES FOR LEARNERS TO USE LANGUAGE COMMUNICATIVELY AND CRITICALLY

1. INTRODUCTION

Language has various elements which make it meaningful if used appropriately. In this study unit we will look at how learners can be given opportunities to express themselves. In languages, integration is a crucial component. Thus we need to look at how listening, speaking, reading and writing can be integrated. Learners need to respect one another's views and opinions.

2. ALL LEARNERS ARE GIVEN THE OPPORTUNITIES TO EXPRESS THEMSELVES AND PRACTICE THE TARGET LANGUAGE

2.1 Creating a warm atmosphere

You can create a warm atmosphere in your classroom by doing the following:

- Treating your learners as equals
- Respecting their ideas
- Making learning fun
- Greeting them individually by name
- Listening to what they are talking about when they come to class
- Speaking to them before the lesson starts by asking them what they have been doing, if they are shy
- Respecting your learners.

2.2 How to deal with shy learners

- Ask them to help you with some work in class.
- Always use pair work.
- Chat to them about their lives before and after class.
- Organise the classroom in such a way that your learners sit in groups

ACTIVITY

What are the things that you can do when a new learner has just joined your class and looks nervous?

2.3 Dealing with talkative learners

The following strategies can be used when dealing with talkative learners:

- Make him or her a leader of a group responsible for encouraging others to talk
- Talk to him or her quietly and suggest that he or she gives other people opportunities to express their views
- Mention that his or her views are worthy to be listened to, but that it is time to also hear what others think

2.4 Making the lesson meaningful

- Listen to what they say to each other and to you.
- Know why they have come to school.
- Discuss their goals with each individual.

3. ENCOURAGING DISCUSSION IN THE TARGET LANGUAGE

To encourage learners to express themselves in a discussion you should:

- Set goals for individual learners.
- Encourage shy learners.
- Make sure that the atmosphere in class is friendly.
- Encourage talkative learners to listen to others.
- Use pair or group work.
- Involve the learners in setting the topics to be discussed.

5.2 Writing

Pairs can write down the messages they have received.

5.3 Reading

Let the learners read their messages to each other in groups.

5.4 Grammar

The educator could go through the past, present and future tenses with the learners.

ACTIVITY

Develop activities that combine listening, speaking, reading and writing in a lesson on healthy ways of eating. What other learning and teaching resources are available to you?

6 KNOWLEDGE MEANINGFUL COMMUNICATION BY LEARNERS EVEN IF LINGUISTIC ERRORS ARE MADE

6.1 Giving learners' confidence

Learners need to feel respected by the educator. You must make sure that they don't laugh at each other's mistakes.

6.2 Encouraging communication

As a general rule:

When learners are speaking:

- Make a note of common mistakes.
- Don't interrupt to correct the learners when speaking.
- Choose the topic that interests the learners or let them choose one themselves.
- At the end of the conversation, comment favourably on the content.
- After the conversation, write difficult words or correct grammar on the board.
- Towards the end of the lesson mention the common mistakes and how to correct them.

When learners are doing written work:

- Choose the topic that interests the learners or let them choose one themselves.
- Encourage rough work first.
- Comment favourably on the content.
- Let the learners read their work to the group or class, if appropriate (suitable).
- Go through the rough work with the learner, explaining difficult words.
- Only mark the final work
- Make a note of common mistakes and go through them with the whole class.

7. ENCOURAGE LEARNERS TO EXPRESS PERSONAL OPINIONS AND CRITICAL VIEWPOINTS

When learners feel more comfortable and relaxed during the lessons, they will be more ready to say what they think. However, you must watch out for the following signs:

- Some learners may take disagreements personally and become quiet or angry.
- Some learners may mock people who disagree with them.
- Learners may feel awkward about speaking.
- If the class is mixed, women and men, women might allow men to speak without contradicting them.

8. SUMMARY

In this study unit we have looked at the different ways in which learners can be given the opportunity to express themselves freely within the lessons. The right atmosphere in the classroom is important. In the next study unit we will consider reinforcing mother-tongue literacy and numeracy.

STUDY UNIT 3: REINFORCING MOTHER TONGUE LITERACY AND NUMERACY**1. INTRODUCTION**

In this study unit we will look at the use of mother tongue in learning as well as the various reading and writing strategies in mother tongue.

2. RECYCLING AND REINFORCING LITERACY AND NUMERACY SKILLS LEARNT IN OTHER COURSES

It is important for you as an educator, to find out what your learners have retained from the previous term as they begin with the new term. In adult education, learning should be repeated over and over again. Literacy and numeracy skills should be reinforced by way of practice. Adult learners do not learn the same way as young learners. The following are some of the characteristics of adult learning:

DIFFICULTIES	REASON
Learners may forget easily.	Short-term memory may decline as we grow older.
Learners may be depressed or worried.	Pressure at home and work can interfere

	with learning.
Learners may not be able to concentrate for longer periods.	Adults may have a short concentration span.
Learners may take a longer time to grasp information than you have expected.	Adults may relate what you are saying to their past experiences.
Learners may not find it easy to adopt new habits such as reading and writing.	The learner would have coped in the world without these skills
The learner may be tired after working all day.	When tired you can only concentrate for short periods.
The learner may be quiet and you may not know if the learner understands the work or not.	The learner may have had bad experiences with learning in the past.

3. PERMITTING THE USE OF MOTHER TONGUE LANGUAGE BY LEARNERS DURING LEARNING EVENTS WHERE IT ENHANCES LEARNING AND INCREASES UNDERSTANDING

The use of mother-tongue is essential in learning. Learners who were initially taught in their mother tongue and then had to change to other languages encounter serious problems. Whenever possible, educators should use the learners' mother-tongue when teaching. Even when the learning and teaching support materials are in other languages, you should explain the ideas in the mother tongue. Any explanations are easily understood if done in mother tongue.

4. APPLICATION OF READING STRATEGIES ACQUIRED IN THE MOTHER TONGUE

Strategies used in teaching mother tongue can also be used in teaching other languages. According to information taken from <http://www.readinga-z.com/more/readingstrat.html>, the following are some of the strategies:

4.1 Word-attack strategies

These strategies assist learners in decoding, pronouncing, and understanding unfamiliar words. They assist learners attacking words piece by piece or from a different angle. The following are some of the word-attack strategies:

- **Keep on reading:** read past the unfamiliar word and look for clues. If the word is repeated, compare the second sentence with the first. What word might make sense in both?
- **Use prior knowledge:** think about what you know about the subject of the book, paragraph or sentence. Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense.
- **Use picture clues:** if possible, use a reader with pictures. Look at the illustrations and see whether they provide a clue to the word. Are there people, objects or actions in the pictures that might make sense of the sentence?
- **Reread the sentence:** read the sentence more than once. Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense.

- **Connect to a word you know:** think of the word that looks like the unfamiliar word. Compare the familiar word with the unfamiliar word. Decide if the unfamiliar word is a chunk or form of the unfamiliar word. Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding.
- **Write the word on the board:** cover the ending or the beginning of the word. See whether the learners understand the word, for example, write **meaningless** and cover **less**.
- **Sound of the word:** together with the learners, start with the first letter, and say each letter-sound out loud. Blend the sound together and try to say the word. Does the word make sense in the sentence?
- **Look for chunks in the word:** look for familiar letter chunks. They may be sounds/symbols, prefixes, suffixes, endings, whole words or base words.

4.2 Recognition of spelling strategies

- **Developing phonemic awareness:** learners develop the ability to hear sounds in words when you involve them in lots of shared reading of poems, chants, songs and books with repetitive refrains and rhyme. You can ask learners to listen for and identify rhyming words, and clap when they hear them.
- **Discover spelling patterns:** you can tell the learners that thinking about a word looks like is a useful strategy. Reread a familiar big book or poem, selecting a particular spelling pattern to look for, for example, by looking for and listing words with **ea**, such as in: bead, bread, dead, instead, great, treat, break.
- **Explore sounds:** you can tell learners that you have noticed them listening for sounds in words they are trying to write, and then you must help them discovering how different sounds can be written. Reread familiar books, rhymes, chants and songs, asking them to listen for words with a particular sound. Then list these on a chart, for example, words
- With a “k” sound like: kite, cat, cat, school, bike, Christine, truck, cake, back.

4.3 Using picture clues

You can use picture clues in the early stages of learning a language or later in story books. Start a discussion by using the picture such as:

- What do you think is happening?
- Who do think the people are?
- What do you think they are doing?
- Take one of the sentences that the learners say and write it on the board.
- Let the class read the sentence. Write the sentence on a strip of card and place it under the sentence on the board.
- Cut out the sentence strip into words and build the sentence on the board using prestik.
- The learners should then take the words and rebuild them into a sentence.

4.4 Scanning and skimming

Scanning means you look quickly and choose. To show your learners how to scan, you can do the following:

- Ask the learners to bring books, magazines or newspapers to class and ask them to take a quick look at article headlines and read out one that interests them.
- Ask them to read out the subheadings in the article.

- Ask them to read the first and the last sentences of the paragraph and guess what it is about.

Skimming is another quick way of finding relevant material so that time is not wasted on unnecessary reading. You can use this skill which is running your eye down the text rapidly to see if there is anything relevant on the subject you are studying.

5. APPLICATION OF WRITING STRATEGIES ACQUIRED IN THE FIRST LANGUAGE

As in reading, in writing the same strategies are used to help the learners in the target language as it does in their mother tongue.

5.1 Structuring

Start with an example in order to help explain the structure. If you want the learners to write a story, begin by reading or telling a short story. After you have told a story, discuss the structure by:

- pointing out the different elements of the story- introduction, building up the climax, conclusion
- drawing the structure on the board
- dividing the different parts into paragraphs
- deciding with the learners on the theme of the story they will write.

5.2 Planning written work

When you plan written work with your learners, it should be discussed at the beginning of the lesson. The topic needs to be something with which the learners are familiar. It also needs to be relevant. Before beginning the work, you need to make sure of the following:

- Instructions are very clear.
- Difficult words are written on the board.
- Learners write down their ideas.

5.3 Strategy for developing the written work

You should first let your learners write notes or draw mind maps in their rough books. Let them discuss these together as they are developing their thoughts. However, encourage them to do their own work. After writing down notes, let them plan the structure from the notes. The learners should then write a rough draft.

5.4 Self-checking

You should encourage your learners to read their draft aloud to themselves and then to each other before writing the final copy. You should read the draft and make suggestions. You may point out the spelling and grammar mistakes before the final work is complete.

6. ELICIT CRITICAL RESPONSES TO TEXT FROM LEARNERS

6.1 Identifying purpose

When reading books and articles, it is important to ask questions about the content and the purpose of the book or article. Educators need to encourage the learners to look at texts critically. Always encourage your learners to ask critical questions.

STUDY UNIT 4: MANAGING LANGUAGE IN THE LEARNING SITUATION

1. INTRODUCTION

In this study unit we will look at strategies for dealing with language difficulties, language terminologies and language-related comprehension problems.

2. STRATEGIES FOR DEALING WITH LANGUAGE DIFFICULTIES THAT COULD AFFECT LEARNING

The following strategies for dealing with language difficulties are suggested:

- **Speaking clearly:** You must try to speak slowly and pronounce words clearly when addressing your class.
- **Repetition:** When giving learning activities you need to repeat words and sentences from the previous lessons.
- **Pair work:** You can use a strategy such as dialogue for pair work.
- **Have two dictionaries in the classroom:** One should be in the learners' home language and the other one in the language of learning and teaching.
- **Peer assistance:** Learners should be encouraged to help each other.
- **Writing new words and sentences on the board:** All new words need to be seen and heard.
- **Posters as a reminder:** Decorate the classroom with posters showing different words and sentences learners have used in the classroom.

ACTIVITY

Think of any five different activities you could include in your lesson when using repetition in an English lesson.

3. EXPLAINING RELEVANT TERMINOLOGY, INCLUDING ACRONYMS AND ABBREVIATIONS

Acronyms are a short way of referring to an organisation or discipline.

For example, we could write:

Adult Basic Education and Training classes are held in Gauteng.

If we use an acronym we would write:

The **ABET** classes are held in Gauteng.

Think of other acronyms the class will know.

ACTIVITY

Draw up a list of acronyms with which most learners are familiar.

ABBREVIATIONS

In language we use abbreviations and learners will need to know them. Write out a sentence and ask the learners to read it and then write it out again using abbreviations. The following would be an example:

Mister Mdluli and Reverend Tlou live in Tambo Street.

The learners would write: Mr Mdluli and Rev. Tlou live in Tambo St.

4. EXPLAINING SUBJECT-SPECIFIC LANGUAGE IDIOM AND GRAMMAR, TO LEARNERS

Learners will probably be aware from their children and from TV how technology is changing the world. Those who have cell phones will probably know SMS and the language used in SMSs, for example, U is used for YOU, and 4 is used for FOR. Think of computers, cell phones, DVD's. Each has its own specific language.

When explaining terms, it is best to demonstrate while you are explaining.

ACTIVITY

List some of the specific terms used for the following:

CELL PHONE	COMPUTER	AGRICULTURE	DRESSMAKING

6. APPROPRIATE STRATEGIES ARE USED TO JUDGE WHETHER LEARNERS' COMPREHENSION PROBLEMS ARE LANGUAGE- RELATED

Language comprehension is about understanding the language. The first part of establishing how much a learner understands is to read a story or text to the learner. If the learner understands what has been read, then the educator may have a good idea that, if there was a problem before it was the written word that was a problem and not the spoken word. In other words if the learner is able to understand and also to discuss the contents of the story and its implications on hearing it being read, then the educator knows that the problem is with reading rather than spoken word.

Understanding the language is firstly about the spoken word. This should involve a number of activities in the lessons where the learner is able to communicate in the target language. Activities should include the opportunity for learners to tell stories, give reports, and interact both informally with friends and formally in situations such as work.

Strategies for testing language comprehension include the following:

- **Listening:** The educator needs to move around the room when he or she has given the learners an activity. By listening, the educator can pick up problems and be available to answer questions.
- **Questioning:** When walking around during lessons the educator might question the learners on what they are saying.
- **Self- assessment test:** Encourage the learners to assess how they are getting on and work with them on self- assessment.
- **Reading aloud to each other (peer assessment):** Learners can read aloud to each other. The person to whom is being read ask questions.
- **Repeating the activity in home language:** Ask learners to say what they have read in their home language if they have difficulties in expressing themselves.

7. REMEDY LANGUAGE-RELATED COMPREHENSION PROBLEMS

Most of the comprehension problems we come across can be remedied by good preparation in language classes.

Reading comprehension

The key to teaching reading comprehension lies in developing the habit of “interacting” with the text and of monitoring one’s understanding of the text.

Skilled readers:

- Predict what will happen next in the story.
- Create questions about the main idea.
- Monitor understanding of the sequence, context, or characters.
- Clarify part of the text.
- Connect the events in the text to prior knowledge or experience.

Different strategies for addressing comprehension problems

- **Translation:** You can translate words and sentences onto home language.
- **Illustration:** You can use books and posters to illustrate the topic.
- **Demonstration:** Demonstrate actions, describing what you are doing.

ACTIVITY

Describe and demonstrate how you can use a game in a language class.

8. EXEMPLARS OF DIFFERENT/RECOGNISABLE LEVELS OF ORAL AND WRITTEN LANGUAGE

An exemplar is an example, pattern or standard. You may have an exemplar of how to write an essay or a writing frame.

An exemplar can also be a case study. This is an example in the form of a story making a point. Case studies can be true stories or can be taken from newspapers or other media. By telling or reading a story the learner's knowledge of everything involved in the topic is increased. When choosing the exemplar the educator needs to bear the following in mind:

- Relevance to the learner
- Relates to learning needs and learning goals.

9. SUMMARY

In this study unit we have looked at different ways of managing language in the learning situation. We have considered strategies for dealing with difficulties, terminology, grammar and academic discussion. We have looked at comprehension problems, at how to overcome them and at best ways of using exemplars. In the next study unit we will be considering using visual literacy to help learners.

STUDY UNIT 5: HELPING LEARNERS WITH VISUAL LITERACY**1. INTRODUCTION**

In this study unit we will look at symbols and units of measurements. You also need to know the layouts and styles of visuals in learning materials.

2. RELEVANT SYMBOLS AND UNITS OF MEASUREMENT AND THEIR USES TO LEARNERS

Symbols are used in mathematics, and your learners need to know them. In order for the learners to remember these symbols and understand what they mean, you could write sums out in words for them to translate into symbols. For example, five plus three equals eight.

Learners would then write: $5+3 = 8$

There are some lessons where we could use teaching materials other than visual aids, especially in mathematical literacy. In lessons on measurements, you could bring into the classroom the scales and various objects to be weighed. Let the learners feel and guess the weight of different objects.

3. LAYOUT AND STYLE OF VISUALS USED IN MATERIALS TO LEARNERS

3.1 Layout and style

When planning the layout, you should take the following into account:

- Use headings and subheadings.
- Organise information into sections.
- Use balance and simplicity.
- Do not try to present too much detail.
- The layout should be clean and simple.
- Provide your name and contacts.

3.2 Presenting charts and graphs

The best way of helping learners to understand charts and graphs is to demonstrate how they are drawn up. Draw a graph on the board. Begin by asking the learners about something that affects their daily lives. For example, you could ask them how long it takes them to get to classes.

A simple pie chart could show the proportion of men and women in the class. Ask learners if they can find charts in newspapers or magazines. Learners with children at schools could copy charts from their textbooks.

3.3 Interpreting diagrams

A diagram is a simple drawing showing the basic shape and layout of something and the way it works. You can discuss some simple diagrams with the learners on different areas of life.

In human and social studies you may have to study diagrams of the body.

In natural sciences some diagrams show the structure of leaves, etc.

In technology they show how electricity works.

When presenting diagrams, be clear about what is happening in the diagram. In short, when presenting charts, graphs, maps and diagrams you should:

- Choose clear simple layouts to begin with.
- Draw charts on the board to show how it is done.
- Start from what is known of the topic before moving to what is not known.
- Show the usefulness of what is being presented.
- Ask questions to ensure that the learners understand what they are looking at.

3.4 Presenting cartoons

Cartoons usually make a humorous social or political statement. They may be used to stimulate discussion. Cartoons may be simple drawings or comic strips. A cartoon could use one or two words to make a point.

ACTIVITY

Find a cartoon from a newspaper or magazine that you could use in a lesson and write five questions about the cartoon for the learners to answer.

4. ENSURING THAT VISUAL AIDS USED BY PRACTITIONERS ARE IN LINE WITH LEARNERS' VISUAL LITERACY ABILITIES

Always make sure that, when writing on the board or making posters, learners will be able to see clearly what you have done. Bear in mind that older learners may have sight problems. Write boldly and use large letters. Write clearly, using a style that your learners are used to. For new learners it may be better to print. Use a ruler if necessary. Be neat both in writing and in designing posters. Do not tear out but neatly cut out pictures. Make sure the pictures are cleanly cut. Leave room for printing underneath the pictures.

5. SUMMARY

In this study unit we have looked at different ways of presenting visual material. We have considered different forms of visual aids and suggested ways in which they can be used. In the next unit we will look closely at helping learners with critical reading comprehension skills.

STUDY UNIT 6: HELPING LEARNERS WITH CRITICAL READING COMPREHENSION

1. INTRODUCTION

In this study unit we will look at different parts of texts: appropriate use of punctuation and reading strategies: question the learners on the origins, purpose and intended audience of a text: and then encourage learners to distinguish fact from opinion and persuasion.

2. HELPING LEARNERS TO USE DIFFERENT PARTS OF A TEXT

It is important to have a dictionary available in every lesson. You may even take your learners to the library and show them how to find different topics in the books. Each learner should be given a book to look at, which has the following:

- Contents page
- Glossary
- Index
- Page numbers
- Captions
- Headings
- Boxes.

Show the learners how to use all of the above aspects of a book.

ACTIVITY

Think of some questions which you could ask on a particular aspect of health that would help your learners search for answers in the library.

3. MEANING AND USE OF PUNCTUATION IN TEXTS

Punctuation helps to give meaning to a text by helping us to follow the writer's ideas. Punctuation separates different ideas and emphasises other points the writer wants to make.

- A full stop (.) ends a sentence in which a statement is made.
- A question mark (?) ends a sentence in which a question is asked
- An exclamation mark (!) ends a sentence in which something is shouted, exclaimed or commanded, usually with strong emotion.

ACTIVITY

Think of a few sentences of which the meaning changes when a full stop or a question mark or exclamation mark is used.

4. APPROPRIATE READING STRATEGIES

Follow some of the strategies suggested below. Explain each step to the learners.

- Look at the cover and guess from the pictures what the story is about.
- Notice the structure of the text. Is it a story or is it factual?
- Page through the illustrations and see whether they provide any clues to the story.
- Draw up a mind map.
- Discuss the purpose of the story.
- Make a list of questions to which the learners need answers.
- Scan the text for headings and subheadings.
- Skim the first page for words and/ or phrases that the learners do not understand.

ACTIVITY

Collect suitable books, articles and magazines and look for pictures with stories appropriate to your class.

5. THE ORIGINS, PURPOSE AND INTENDED AUDIENCE OF A TEXT

The following questions could be asked:

- Who is the author?
- What are the author's credentials?
- Who is the intended audience?
- What is the purpose of writing this book or article?
- What is the social and historical context?
- Are these facts or is it the author's opinion?
- What is the tone (mood) of the book?

ACTIVITY

State which of the questions above you would discuss with your learners before reading a book or article.

6. LEARNERS ARE QUESTIONED TO ASCERTAIN HOW MUCH THEY UNDERSTAND

- Do not ask the question "Do you understand?" This is because learners may say "yes" even when they do not understand.
- Stop at various points of reading and say things like: "that's interesting", "I wonder why he said/did that?", "what do you understand him to be saying?", "this word has several meanings: can you think of the best one in the text?", "what do you think of the main character in the book?"

ACTIVITY

Look for an article and think of a few questions you could ask your learners to discuss.

7. ENCOURAGING LEARNERS TO DISTINGUISH FACT FROM OPINION AND PERSUASION, WHERE RELEVANT

When reading a text or newspaper or magazine, learners need to know whether the writer is presenting facts or his or her own opinion. When we express an opinion we very often want to persuade others to agree with our point of view.

8. SUMMARY

We have looked at different strategies for helping the learners to think about and critique what they are reading. We have shown our learners how to find passages in the text easily, look closely at the meaning of punctuation, be critically aware of what the author is saying and how he or she is saying it. In the next study unit we will be looking at the use of mathematical and technical instruments

STUDY UNIT 7: MEDIATING SKILL AND UNDERSTANDING TO LEARNERS IN THE USE OF MATHEMATICAL AND TECHNICAL INSTRUMENTS

1. INTRODUCTION

In this study unit we will look at appropriate use of mathematical and measuring instruments.

2. FACILITATING, DEMONSTRATING AND EXPLAINING THE APPROPRIATE USE OF A CALCULATOR

When a calculator is used, one should pay attention to the following:

- A calculator is a tool for doing calculations. The learners should be taught **when to use a calculator**, and when mental computing is more effective and appropriate.
- It is very important that learners learn **how to estimate** the result before doing the calculation

ACTIVITY

Draw a picture of a calculator- you should have a large picture of a calculator in the classroom or, if you cannot get hold of one, draw one on the board. Draw lines from the symbols to show the learners what each symbol means.

3. FACILITATING, DEMONSTRATING AND EXPLAINING APPROPRIATE USE OF MEASURING INSTRUMENTS

There are a number of measuring instruments that the learners need to be able to use skillfully. These include the instruments to measure length; weigh objects, measure temperature. You should bring the different instruments to the classroom so that the learners can feel them.

ACTIVITY

Fill in other situations in which using measuring instruments would be useful.

CONTEXT	ACTIVITY	INSTRUMENTS NEEDED
Weather conditions	Measuring the outside temperature	Thermometer
	Laying a carpet or papering shelves	Ruler
	Cooking	Scales
In the home and at work	Putting up a shelve	Ruler, tape, spirit level
Health	Taking a body temperature	thermometer
	Weighing oneself or others	scales
Future planning	Planning a house or shed	Ruler, set square

4. FACILITATING, DEMONSTRATING AND EXPLAINING THE PRACTICAL IMPLICATIONS OF READINGS TAKEN ON TECHNICAL AND MATHEMATICAL INSTRUMENTS

4.1 Angle measurements

We measure the size of an angle using degrees. The easiest way to begin demonstrating angles is by looking at a clock. Turn the minute hand of the clock to demonstrate the different angles and time. Next you need to introduce the learners to a **protractor** and show them how to measure angles using this instrument.

4.2 Air pressure

One of the most common applications of air pressure is to inflate flat tyres with the aid of a (bicycle) pump.

5. DEVELOPING AND BRINGING INTO CONTEXT LEARNERS' OWN INTERPRETATION AND ESTIMATION SKILLS

Some cooks cook without using recipes and measurements. They cook by instinct. Traditionally people built simple houses with perfect proportions, with the roof properly angled, using traditional ways of doing things.

We need to introduce new measurement skills that will help us deal with the more complex lives we lead today. Lesson plans should include estimations of which skills the learners already have. These skills are then linked to the taking of accurate measurements, which are recorded in mathematical terms.

6. SUMMARY

In this study unit we looked at how measuring instruments can be used appropriately to improve skills and mathematical ability. We discussed the use of technical and mathematical instruments, giving credit to the learners' own interpretations and skills and building on them. In the next study unit we will look at how learners produce texts and assignments.

STUDY UNIT 8: HELPING LEARNERS PRODUCE TEXTS AND ASSIGNMENTS

1. INTRODUCTION

In this study unit we will look at the details of the required text in terms of purpose, topic, length, time frame and medium, how texts should be structured and the necessity of giving feedback.

2. EXPLAINING TO LEARNERS DETAILS OF THE TEXT REQUIRED IN TERMS OF PURPOSE, TOPIC, LENGTH, TIME FRAME AND MEDIUM

2.1 Purpose

Before you begin with an activity, you have to be very clear of the purpose of the activity. You must explain the purpose to the learners. The learners must know the following:

- Why are they doing this?
- How will it be useful to them?
- Will it make their lives any easier?

Once the learners understand the purpose of the activity, they will be more motivated to learn and to practice.

2.2 Topic

The learners should have some input into the type of topic chosen.

ACTIVITY

Think of the things learners may want to do, for example, writing a formal letter. Draw up a list of possible topics.

2.3 Length

This will depend on the level of your learners and the topic you have given them, for example, half a page, a page, two pages.

2.5 Time frame

This will also depend on the assignment. Allow the learners enough time to complete their work. However, you must also make sure that the faster learners are not bored.

2.5 Medium

Inform the learners if the assignment should be done in pencil or pen. Rough work should be done in pencil.

3. HELPING LEARNERS TO STRUCTURE TEXTS

It is always important to keep to the range statement as well as the specific outcomes when you prepare lessons for each level. The range statements begin with “learners are able to produce a variety of text types”. These types are indicated as narrative texts, persuasive texts, and practical and social texts.

3.1 Narrative texts

Level one: stories, life stories, reports of incidents.

Level two: post cards, fiction and non-fiction stories, narratives based on personal or second-hand experience.

Level three: narratives can be based on reading and research.

3.2 Persuasive texts

Level one: viewpoints on personal, community and work-related matters.

Level two: short personal adverts, viewpoints on personal, political, community and work-related matters.

Level three: articles of a newspaper, letters to the editor.

3.3 Practical and social texts

Level one: forms, notices, shopping lists, invitations, messages, and telephone messages.

Level two: simple versions of other practical texts, such as notices, lists, instructions, and diaries.

Level three: basic CV's

3.4 Factual texts

Level one and two: simple summaries, simple notes, short essays, comparing simple tables, graphs and diagrams.

Level three: completion of tables, graphs, and diagrams.

4. MONITORING LEARNERS' PROGRESS AND GIVING CONSTRUCTIVE FEEDBACK AT TIMELY INTERVALS

4.1 Monitoring

In checking learners' progress you can do the following:

- Walk around the classroom when learners are involved in group work.
- Give advice and help when it is needed.
- Check the learners' portfolios regularly and see if they are making progress.

4.2 Constructive feedback

It is important to be positive in your feedback to the learners. Your feedback needs to be constructive. It is better not to use a red pen and put crosses all over the learner's work. Where possible, have the learners with you when you mark their work.

5. ENCOURAGING LEARNERS TO PRODUCE TEXTS WHICH ACCURATELY REFLECT THEIR OWN PROCESSES AND METHODS

- Encourage learners to write about their own experiences.
- Introduce controversial topics with which some of the learners will agree and others will not agree.
- Question learners on what they think about the subject discussed and affirm their ideas.
- Introduce them to different processes and encourage them to develop their own.

6. SUMMARY

In this study unit we considered different ways of helping learners to produce texts and assignments. We looked at the purpose of learning, the structure of texts, monitoring learners' progress, and encouraging learners to do their own work. In the next study unit we will look at how to help learners to access and manage information.

STUDY UNIT 9: HELPING LEARNERS TO ACCESS AND MANAGE INFORMATION

1. INTRODUCTION

In this study unit we will look at how to store and retrieve documents, explain the logic of filing systems as well as how to maintain and organise files of relevant documents and texts.

2. SHOWING LEARNERS HOW TO STORE AND RETRIEVE DOCUMENTS FROM RELEVANT FILING SYSTEMS

Documents can be stored in files and portfolios. You must have files, which you can bring to class clearly labelled with the topic. These files could contain pamphlets, newspaper articles and notes on different topics. Show learners how to use them and how to return them to the right place.

ACTIVITY

Draw a list of materials that can be collected for the learners to make their own files if they cannot afford to buy files.

3. EXPLAINING THE LOGIC OF FILING SYSTEMS TO LEARNERS

3.1 Filing

Once you have your information, it is important to keep it filed so that you can easily turn to any information you want.

3.2 Filing according to categories

You need to first put everything on a certain topic together. You should have separate files for Abet, health, etc.

3.3 Filing chronologically (according to date)

Once you have your materials in categories, you need to file each topic according to date. Write the date on your notes and make sure you have put the dates on any newspaper or magazine articles you have.

4. SHOWING LEARNERS HOW TO MAINTAIN AND ORGANISE FILES OF ALL RELEVANT

DOCUMENTS AND TEXTS

It is important for you to set an example. Paging through notes and files searching for something may indicate being disorganised and untidy. You can then demonstrate the opposite with your own filing system.

5. SUMMARY

Filing is important in learning. Filing makes documents easily accessible and helps you to be organised.

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