



FACULTY	EDUCATION AND HUMAN SCIENCES
SCHOOL	EDUCATION
DEPARTMENT	EARLY CHILDHOOD EDUCATION AND CARE
SUBJECT	ENGLISH LANGUAGE EDUCATION 2
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FIRST OPPORTUNITY EXAMINATION

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INSTRUCTIONS TO CANDIDATE:

- 1. This question paper consists of six (6) pages including the cover page.**
- 2. Answer ALL the questions.**
- 3. Number your questions correctly.**
- 4. Read the questions carefully before you answer.**
- 5. Please note that cheating in the examination will result in a fail.**

UNIVERSITY OF NAMIBIA EXAMINATION QUESTION PAPER

Question 1

State whether the following statements are true or false.

(Total marks:15)

- 1.1. Auditory closure is the ability to remember what the ear has heard.
- 1.2. Auditory-visual linking involves the ability to bring auditory stimuli in connection with visual stimuli, for example, hearing the sound of a letter or number and seeing its symbol on the writing board or on paper. A child with problems in this regard will have difficulties with reading and spelling.
- 1.3. Listening and speaking are the same.
- 1.4. Strategic listening implies listening for understanding.
- 1.5. When analysing texts for listening skills development, the criteria for a specific text should not be taken into consideration, refer to the criteria e.g. songs, story, poem, jingles etc.
- 1.6. Sequencers help the teacher to order their instructions.
- 1.7. Computer technology can be used effectively to help teach vocabulary.
- 1.8. The inclusion of too many pictures in storybooks is ineffective for early readers success in reading.
- 1.9. Thematic teaching can result in monotonous lessons.
- 1.10. The purpose of tongue twister activities is solely to encourage motivation and enjoyment. There is no language skills development involved in this activity.
- 1.11. Auditory perception is essential and necessary for your child's language development
- 1.12. Indirect vocabulary acquisition has no recorded influence on learners' vocabulary development.
- 1.13. Speaking is a receptive skill, and listening is a productive skill.
- 1.14. Learners can develop auditory perception by playing and singing action songs and rhymes.
- 1.15. Teachers can read stories that include voice changes to help learners develop their auditory perception.

Question 2

Select the correct answer from the options provided.

Only write the letter, for example 1.F.

(Total marks:10)

- 2.1. Learners reflect understanding of a story when they
 - a) are excited about the characters.
 - b) can write their names.
 - c) can retell the story
 - d) are able to decode simple words.

2.2. An example of a theme from Environmental Studies is

- a) the Social Environment
- b) my body
- c) my family
- d) all of the above.

2.3. An example of the rime in a word is

- a) c-a-t
- b) cat and bat
- c) /ite/ in kite
- d) /c/ in cat

2.4. Effective public speakers should

- a) avoid eye contact.
- b) pay attention to body language.
- c) rely on their notes.
- d) fold their arms to look confident.

2.5. The word part that contains a vowel or in spoken language, a vowel sound is a

- a) Vowel
- b) Segmentation
- c) Syllable
- d) Onset

2.6. _____ means arranging a set of sounds in such a way that they form a story or pattern.

- a) Auditory closure
- b) Auditory discrimination
- c) Auditory perception
- d) Auditory sequencing

2.7. Which one of the following is an example of non-fiction?

- a) short story
- b) poem
- c) personal narrative
- d) folktales

2.8. An effective storyteller demonstrates the following skills:

- a) voice mechanics
- b) sing
- c) phonological awareness
- d) auditory closure

2.9. Identify the tier 2 words from the options.

- a) baby
- b) coincidence
- c) peninsula
- d) happy

2.10. Sound jars can be used to strengthen

- a) fine motor skills
- b) gross motor skills
- c) auditory perception
- d) visual perception

Question 3

Define the following terms and include an appropriate example with each term.

(Total marks:12)

3.1. auditory perception

3.2. phonics

3.3. auditory discrimination

3.4. active listening

3.5. phoneme segmentation

3.6. alliteration

Question 4

(Total marks: 27)

4.1. List five steps that are involved in the process of listening. (5)

4.2. State five things that a teacher should do to create a positive classroom. (5)

4.3. Discuss six strategies a teacher could apply to ensure that the learners in the Junior Primary class develop good listening skills. (12)

4.4. Suggest and elaborate on an activity or game that a teacher can use in their class to promote the development of oral language skills. (5)

Question 5

(Total marks:15)

5.1. Apart from phonics, list three aspects that an effective beginning reading program should focus on. (3)

5.2. State the purpose of using a thematic approach in a junior primary classroom. (2)

5.3. Select any theme from the Environmental Studies syllabus and plan a phonics lesson. State the theme and explain which activities / what will happen in the introduction and lesson development phases. Adequate detail should be provided. (10)

Question 6

Read the following story carefully and answer the questions below. (Total marks: 21)



The Three Little Pigs

Once there were three little pigs. They were brothers and lived in three little houses. One pig made his house from straw. Another pig made his house from wood. The last pig made his house from stone. They were very happy little pigs

One day a big bad wolf came. He knocked on the door of the straw house. "Little pig, little pig, let me come in!" he said. "No! No!" said the little pig. The big bad wolf blew down the straw house. He tried to eat the little pig. The little pig was very scared and ran to stay with his brother

Then the big bad wolf went to the house made of wood and knocked on the door. "Little pigs, little pigs, let me come in" he said. "No! No!" said the little pigs. The big bad wolf blew down the wooded house. He tried to eat both pigs. The little pigs were scared and ran to stay with their brother.

When the big bad wolf came to the stone house he knocked on the door. "Little pigs, little pigs, let me come in" he said. All the little pigs were inside. "No! No!" they said. The big bad wolf tried to blow down the stone house but he could not. He blew and he blew but the little pigs were safe inside.

"I want to eat those pigs!" said the big bad wolf. He was very angry. "I will climb down the chimney," he said. He climbed up on to the roof and jumped into the chimney.

The little pigs heard the wolf on the roof. They put a big pot full of water on the fire. When the wolf jumped down the chimney he fell into the pot of hot water. He was not happy. "You are a

- 6.1. What genre does the story belong to, and why do you say that? (2)
- 6.2. Formulate five questions based on Bloom's taxonomy to help learners analyse the story. (5)
- 6.3. Briefly name and explain the three (3) phases with activities to be considered when telling the above story to the learners in a language lesson. (6)
- 6.4. Evaluate the appropriateness of this story for a listening activity. (4)
- 6.5. Defend the need for stories and or storytelling in a Junior Primary classroom. (4)