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NORMAL EXAMINATION

UNIVERSITY OF NAMIBIA EXAMINATIONS

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INSTRUCTIONS TO CANDIDATES

1. This question paper consists of eight [8] pages including this cover page.
2. Answer **ALL** the questions as indicated.
3. Number your questions correctly and clearly.
4. Read the questions carefully before you answer.
5. Work in an orderly way and present your work as neatly as possible.

QUESTION 1

Match the following definitions in Column A to the terminology in Column B. Write only the answer in your answer booklet, for example, 21-W.

COLUMN A- DEFINITION	COLUMN B-TERMINOLOGY
1.1 the set of relationships between phonology (sounds in speech) and orthography (spelling system)	A. authentic texts
1.2. behaviourism- based reading that featured phonetic blending, diacritical markings and lots of decoding practice	B. bottom-up information processing theory of reading
1.3. Real life texts that can be used as teaching and learning materials but they are not produced for classroom usage.	C. cognates
1.4. teacher models specific reading strategies, then learners read to themselves in quiet/lowered voices as the teacher listens	D. top-down information processing theory of reading
1.5. illustrations, figures, pie charts in a text	E. readability
1.6. the teacher reads a text, pointing at different words while learners follow in their own books	F. Phonics
1.7. according to this view, reading is a linear process based on linguistic knowledge and processes across the modalities of language skills	G. content schemata
1.8. The ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.	H. read along
1.9. A holistic method that relied heavily on the use of literature, not on contrived texts controlled on the basis of sound-symbol consistency	I. literal comprehension questions
1.10. monosyllabic words that appear over and over in a language.	J. reading comprehension
1.11. The words that have a common etymological origin but not necessarily the same meaning such as sing and song or mother and <i>madre</i> , <i>hospital</i> and <i>hospice</i>	K. incidental/informal reading
1.12. the quality of written language of being legible or decipherable, easy or enjoyable	L. eye span

1.13. utter or form words with the lips silently or with barely audible sound when reading	M. Whole Language Method
1.14. the range of letters, formatted as in text, that can be recognized reliably without moving the eyes	N. sight word
1.15. reading is seen as a purposeful and rational cognitive process which includes inferencing, predicting, problem solving, construction of meaning	O. phonemic awareness
1.16. reader recognizes words in environmental print by chance but have difficulty in reading the same words in other texts, e.g. in prose	P. phonological awareness
1.17. Match words in questions with words in the read text, use sign-posting clues such as first, second etc.	Q. guided reading
1.18. The view of the word activates that word in memory, including its spelling, pronunciation and meaning.	R. high frequency words
1.19. understanding of sound features in spoken language like syllables and rhyme	S. extra-linguistic knowledge
1.20. it is the ability to derive meaning and interpret writer's intention accurately.	T. Decoding
	U. subvocalizing
	V. Whole Word Method

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QUESTION 2

Read the statements below critically and choose the most appropriate answer to complete them.

2.1 Word recognition is.....

- A the ability to encode words never encountered before
- B the ability to translate printed words into speech, independent of their meaning.
- C the ability to recognize and match words to their meaning.

2.2 linguistic comprehension refers to.....

- A ability to understand the meaning of spoken language.
- B ability to listen to a comprehension text and extract meaning
- C the ability to comprehend books from different genres effortlessly

2.3 Which of the following are the main components of fluent reading?

- A skimming and scanning
- B word recognition and analysis
- C accuracy, automaticity and prosody

2.4 During paired reading,

- A learners of similar reading abilities take turns to read aloud to each other
- B pairs of weak and strong readers take turns to read a text aloud in class
- C learners follow in pairs as the teacher reads aloud

2.5 The cognitive view of reading sees reading as.....

- A a passive, mechanical activity
- B dependent on the prior knowledge and expectations of the reader
- C a response to the stimuli of printed words.

2.6 The aim of pre-reading activities in a lesson is to.....

- A activate schemata and pre-view texts
- B check if predictions made are correct
- C engage in reader-response tasks and formulate own opinion of the text.

2.7 An example of activity at the while reading stage/phase.

- A Look up words' meanings and background information necessary to understand the text
- B Organize class discussions on the reading content to clear up confusion and solidify meaning
- C Establish sequence and make inferences

2.8 The primary focus of questions for synthesis is....

- A Applying and transferring learning to one's own life or a different context than one in which it was taught.
- B Making decisions and judgements based on specific criteria
- C Producing new entities by using a combination of ideas from different sources

2.9 Ms Amundyembo loves doing DLTA with her Grade four emergent readers. This is helpful for them because.....

- A It builds their confidence in reading out loud and chunking
- B It enables her learners to build their auditory skills needed for comprehension
- C It engages them in playing games such as word snakes and naming letters of the alphabet.

2.10 In a good reader,

- A reading comprehension is more than accurate decoding
- B linguistic comprehension is not as important as decoding
- C decoding is less important than linguistic comprehension

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QUESTION 3

3.1 Which pivotal role do reading fluency and accuracy play in reading? 4

3.2 Elaborate on the benefits of reading aloud on building both fluency and accuracy. 6

3.3 The 3-Tier (RTI) Instruction model is often used to assist learners with learning difficulties in reading. Briefly explain what this model entails. 10

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QUESTION 4

4.1 The main aim of teaching reading is for learners to be able to read independently and create meaning in different contexts, especially in an academic setting. Discuss how intensive reading and content area reading that is needed for academic success can be taught at senior primary phase. Provide examples of effective strategies to teach intensive reading too. 10

4.2 Your school has given you the task of buying new books for the beginner readers. Motivate your choice of texts for these senior primary phase readers by referring to the various aspects that you will consider when buying these books.

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QUESTION 5

5.1 Read the passage below and answer the questions that follow.

Wika Carnival in Windhoek

A proud German tradition

Carnival comes in many shapes and sizes and is celebrated all over the world. Namibia is however, one of the last places where you would expect carnival festivities to be celebrated. But this arid country in south western Africa is host to no fewer than six carnival societies, of which the Karnevalgesellschaft Windhoek 1952 (Windhoek Carnival Society of 1952), commonly known as Wika, is the oldest. Founded in 1952, Wika is a buzzing organisation consisting of about 30 committee members who organise the annual event. The founders would never have foreseen that their "baby" would develop into such a formidable adult. Wika was celebrated for the first time in 1953. A small group of immigrants from Germany organised an event that turned out to be one of the highlights on the local cultural calendar. And it is here to stay, for Namibia's vastly multi-cultural society forms the perfect setting for a type of celebration that embraces all the country's language groups.

Although Wika is based on the carnival celebrated in Germany's Rhine Valley, Namibia's celebrations have developed into a sub-culture found nowhere else in the world. Like their German counterparts, Namibian carnival organisers create stage programs consisting of choreographed art and speeches of political satire. The non-German speaking community is catered for with English evenings, which are also part of the programme. To educate the people in the tradition of carnival, Wika organises events not only for adults, but also for the youth and children. Especially in the ranks of the latter one detects that one of the main aims - the integration of all people regardless of race, colour and creed - is bearing its first fruit. Since Namibia gained Independence in 1990, the organisers of the event have ceaselessly strived towards transforming the annual celebrations into a multi-cultural affair. Wika upholds active links with other carnival societies in South Africa, Germany, Canada and the United States. This is one of the reasons why carnival lovers in Namibia cannot only enjoy the talent of local artists, but also enjoy foreign stage performers' regular visits. Musical groups such as the "Original Eschweiler Fantfaren-Trompeter" from the Eifel region in western Germany and the trio "De Rauber" from Cologne regularly feature on stage. South African cabaret star Elsabe Zietsman was also amongst the many stars attracting Windhoek's carnival community.

Over the years, Wika has developed into a huge machinery in terms of organisation. The festivities stretch over a period of two weeks, starting off with the traditional Biwak in the city park. During this event the reigning royal couple performs one of its last official duties by addressing a city council representative and hundreds of guests who enjoy the bright sunshine, live music, beer and good food. Biwak is followed by the Royal Ball. This event is undoubtedly the highlight of each year's celebrations, for it marks the crowning ceremony of Wika's new royal couple, whose identity is kept strictly confidential until that evening. The outgoing couple, the chair and the presidents of the carnival society elect the prince and the princess to be throned. The Royal Ball also marks the exit of the royal couple that ruled the city's carnival fools for the past year. During the course of the evening, a representative of the city council hands over a huge key to the new royal couple. This is to symbolise that for the duration of carnival proceedings, the fate of the city and thereby the entire community lies in the hands of the new carnival rulers and their followers - all those who visit the various events.

From the moment of their accession to the throne, the prince and princess form the centre of the carnival celebrations. They lead the fun-loving fraternity through the carnival season, take the stage night after night in true royal style and watch the celebrations from the elevation of their throne. On the Saturday after their accession to the throne, the new royal couple meets the broader city community during the traditional float procession. Leading a host of carnival floats and being clearly visible on their beautifully decorated float, the new carnival rulers slowly move through Windhoek's Independence Avenue. The float procession not only introduces the prince and the princess to the city folk; it also makes people aware that the annual carnival season has officially kicked off and is ready to move full steam ahead.

The prince and princess are guarded at all times by the Prinzengarde (Royal Guard). This group of about 20 female dancers forms the choreographical centre piece of all stage performances. In its bright red-and-white outfit, Wika's Royal Guard is considered to be one of the most talented dance groups in southern Africa. Another important group is the Elferrat (Council of Eleven). Consisting of 11 committee members, the council is the symbolic board of advisors to the reigning royal couple. The youth carnival, the children's carnival, ladies and men's evening, two international evenings (hosted in English), buttenabend (hosted in German) and a fancy-dress ball dominate the remainder of the carnival's activities. The annual celebrations are rounded off by means of the kehraus and ox braai, two events that mark the end of the celebrations.

Windhoek has a very lively carnival community. Night after night, the capital's Narrhalla (the hall where all the events take place) is filled to the brim. Being fun-loving and frolicsome, the crowd is crucial to Wika's success. Year after year, Windhoek's carnival hosts official delegations from carnival societies from other parts of the world. They complete the colourful picture of multi-cultural exchange that exists between Namibia's capital and the rest of the world. Of equal importance are the excellent relationships that exist between the various carnival societies in Namibia. Visiting each other during their respective seasons forms an important element of partnership amongst the different carnival societies.

5.1 Complete the text below by filling in the missing words. Write your answers in the answer script (a-j).

The oldest annual carnival in Windhoek is organized by the Karnevalgesellschaft Windhoek or a..... This carnival was first organized by b..... immigrants, but today it aims to be c..... to truly reflect the d..... society. The aim is to e..... all people regardless of race, colour and creed.

Various f..... and local artists grace the stage at Wika. The celebrations last for about two weeks with lots of live music, beer and good food. The highlight of the carnival is the g..... where the new royal couple is h..... The Royal Couple is presented with a i..... to the city and they lead the down Independence Avenue while they are closely by the Prinzengarde. The Narrhalla is always filled to the brim which indicates that this yearly carnival is always well attended.

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5.2 What is the type of exercise above called? 2

5.3 On which reading comprehension level and Bloom's taxonomy level is it set? 2

5.4 Substantiate your answer above and list two benefits of such an exercise. 4

5.5 List two other types of questions or Bloom's taxonomy level of questions that can be asked in reading comprehensions and their benefits. 2

5.6 Use the passage above to design activities for a guided reading lesson for a Grade 7 class.

The general objectives are: *read silently and aloud to understand a range of selected texts.*

The specific objectives are: *read for details and use contextual clues to make predictions and find meaning of the text. (English L2 Syllabus, 2024. NIED)*

You are using the interactive theory or metacognitive view of reading in teaching this lesson.

Explain which type of metacognitive activities will you design for each phase of the lesson. Provide a suitable theme.

Theme- 1

Prereading activities- 3

While-reading activities- 3

Post-reading activities- 3

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TOTAL: 100 MARKS

