FACULTY	EDUCATION AND HUMAN SCIENCES
SCHOOL	EDUCATION
DEPARTMENT	EARLY CHILDHOOD EDUCATION AND CARE
SUBJECT	ENGLISH LANGUAGE AND LITERACY STUDIES
SUBJECT CODE	E3663CE
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DURATION	3 HRS MARKS: 100

FIRST OPPORTUNITY EXAMINATION

EXAMINER: Mrs. Jacolynn van Wyk

MODERATOR: Dr D. van der Merwe

INSTRUCTIONS TO CANDIDATE:

1. **This question paper consists of 5 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. Assessment should be seen as a process that supports and enhances students' learning.
1.2. Languages tend to be at war with one another for multilingual speakers.
1.3. Continuous assessment can be both formal and informal assessment.
1.4. A scheme of work is detailed and personal to a teacher's situation.
1.5. The integration of skills makes language learning authentic.
1.6. Competencies are the intended learning outcomes of the lesson.
1.7. Posture is not a skill needed in handwriting.
1.8. Thematic teaching is a teaching method where teachers introduce a new theme each week and plan activities and projects related to that theme.
1.9. A balanced reading approach aims to strike a balance between both whole language and phonics when learning to read.
1.10. There are no lists of sounds or rules to learn in the whole language approach.
1.11. Translanguaging can be beneficial for language learning and development when used as a pedagogical approach.
1.12. Different skills and subjects can be integrated into one lesson.
1.13. There is a strong link between learning and perception.
1.14. A method deals with applying a (teaching) approach practically.
1.15. Play pedagogy can encourage problem-solving in children.

Question 2 (Total marks: 10)

Select the correct answer from the options provided. Only write the number and the selected letter in your answer booklet, for example, 1. F

1. The purpose of this type of assessment is to summarise how well a learner performed on a set of learning standards or objectives.	A. Thematic approach
2. An approach that ensures that there is a connection between what the learners learn today and tomorrow.	B. Reinforcement phase
3. The goal to be achieved daily.	C. Perception
4. Assessment used to improve teaching.	D. Assessment criteria
5. The ability of the brain to interpret stimuli received from the five senses.	E. Formative assessment
6. In this approach to teaching reading, language should not be broken down into letters and combinations of letters and "decoded.	F. Language experience approach
7. The lesson phase to strengthen what you have taught.	G. Teaching aid
8. Something that will motivate the learners and help them to understand the content better.	H. Summative assessment
9. The perceptual skill that helps learners to lay their work out neatly on the page, and to size and space their letters and words correctly.	I. Fine motor skills

10. A skill that will be strengthened when children play with dough and cut with scissors.	J. Lesson objective
	K. Whole language approach
	L. Introduction phase
	M. Spatial awareness/skill

Question 3

State the type of balanced literacy approach reflected in the images. (Total marks: 5)

3.1.



3.2.



3.3.



3.4.



3.5.



Question 4 (Total marks: 5)

Read the examples below and identify the approach used to teach phonics. One type of phonics approach can be used more than once.

4.1. Students are encouraged to read unknown words, so knowing '–ing' allows the reader to read ring, sing, thing, bring.

4.2. Children are taught grapheme-phoneme correspondences through reading connected text. Children will encounter different letter-sound relationships as they read.

4.3. Teaching learners to convert letters or letter combinations into sounds (phonemes) and then blend the sounds to form recognisable words.

4.4. The teacher reads a poem to the learners and indicates the digraph in the poem. The poem was not selected to teach on digraphs, but the digraph was discussed because it happened to be in the poem.

4.5. Take the word "cat." Students identify the phonemes /k/, /a/, and /t/ for the graphemes 'c,' 'a,' and 't,' respectively. They then blend these sounds to read the word "cat".

Question 5 (Total marks: 40)

5.1. Identify any two challenges that teachers might face in a multilingual classroom and suggest a solution for the identified challenges. (6)

5.2. Demonstrate how ICT can enhance autonomous learning in a grade 1 classroom. Examples should be used. (6)

5.3. Discuss why effective teaching should use both summative and formative assessments. (4)

5.4. Defend the validity of the statement, "Assessment is the gathering, interpretation, and use of information to aid teacher decision-making." (6)

5.5. Discuss how learners' mother tongue/ first language can be used as a resource in a language classroom. Include examples from the Namibian context in your answer. (4)

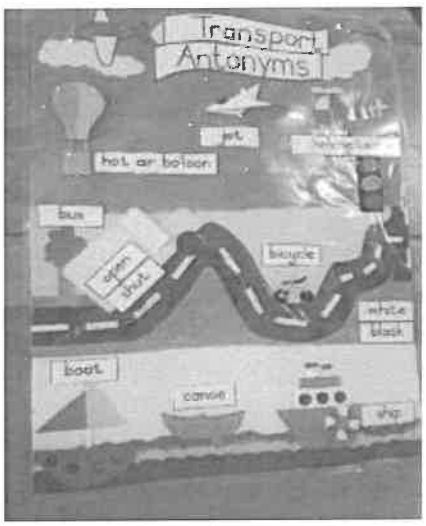
5.6. Discuss with the use of practical examples the importance of visual and auditory perception for reading and writing instruction. In your answer, demonstrate an understanding of the terms and highlight their importance. (10)

5.7. Discuss with the use of an example how the integration of language skills can make a lesson fun for the learners. (4)

Question 6 (Total marks: 25)

6.1. Practically reflect on how skills integration can be promoted in the four different lesson phases during a reading lesson. (8)

6.2. Look at the following interactive poster about antonyms on the theme of transport. The learners or teacher can move the truck, bicycle, boat, canoe and ship. Select two appropriate criteria for creating teaching aids that this poster adheres to. Discuss the criteria in relation to the poster. (8)



(Poster created by Aimee van Wyk and Kaylin van Wyk, year 4 students, 2023)

6.3. Using practical examples, explain the difference between thematic, contextual, and integrated teaching and learning. (9)