UNAM
UNIVERSITY OF NAMIBIA

FACULTY	FACULTY OF EDUCATION AND HUMAN SCIENCES		
DEPARTMENT	EARLY CHILDHOOD EDUCATION AND CARE		
SUBJECT	ENGLISH LANGUAGE, LITERACY AND LEARNING SUPPORT		
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DURATION	3 HOURS	MARKS	100

FIRST OPPORTUNITY EXAMINATION

Examiner/s: Mrs. J. van Wyk (UNAM)
Moderator: Dr D. van der Merwe (UJ)

This Question Paper consists of 6 **pages,** including this cover page.

Instructions

1. **Answer all questions.**
2. **Read the questions carefully before you answer.**
3. **Please note that cheating in the examination will result in a fail.**

UNIVERSITY OF NAMIBIA EXAMINATIONS

Question 1

State whether the following statements are *True or False.* (Total marks:15)

1.1 In DIBELS, learners are asked to read nonsense words to show how well they can blend individual letter sounds into words.

1.2 Hearing loss can influence language development.

1.3 In Namibia, educational policies and procedures are communicated to schools through circulars in newspapers to ensure learners benefit from the Ministry's programs.

1.4 Concrete apparatus can encourage play in a pre-primary classroom.

1.5 Differentiated teaching should only be used in learning support classes.

1.6 Scarborough's Rope is an example of how all the components, including word recognition and comprehension skills, are woven together to create a skilled reader.

1.7 Learning Support excludes the use of planned methods and materials and does not involve helping learners with learning difficulties or special needs.

1.8 DIBELS assessments are used to measure only handwriting, spelling, and grammar skills, not early literacy skills, and do not provide information about learners' reading development.

1.9 Learning difficulties do not impact a person's intellectual abilities and can be overcome with changing learning styles.

1.10 In Circular: Form Ed. 4 / 2004, as cited in NIED (2023), learning support is directed at learners who might experience both intrinsic and extrinsic barriers to learning.

1.11 Learners should not be awarded extra time to complete writing tasks.

1.12 Isolated phonics instruction is encouraged.

1.13 Oral language proficiency is a significant predictor of how well learners will comprehend what they read in future.

1.14 EGRA can be used as a reading intervention.

1.15 If a teacher has knowledge and skills to identify, assess and support the learner in collaboration with different role players, the teacher will better assist learners with barriers to learning.

Question 2

Select the correct answer from the options provided. Only write the question number and the selected answer in your answer booklet, for example, 1. F. (Total marks: 15)

2.1. According to Swamy (2023), what is the primary purpose of an education policy?

A. To outline the responsibilities of parents in supporting learning at home
B. To provide guidelines and rules that ensure education is accessible, equitable, and of high quality
C. To allow teachers full autonomy in deciding curriculum and teaching methods
D. To ensure that schools compete against each other for better performance

2.2. The theorist who believed effective teaching should occur/ be just ahead of a learner's development is

A. Kress
B. Vygotsky
C. Krashen
D. Chomsky

2.3. According to Circular: Form Ed. 4. How should *learning support teaching* be implemented?

A. It is optional and can be provided only if teachers have extra time.
B. It is the responsibility of learners to arrange their learning support.
C. Only conducted by inspectors and advisory teachers.
D. During regular class teaching or in the afternoon.

2.4. According to the circular, learners who struggle to progress to the next grade should be supported in which of the following ways?

A. Through learning support teaching during class time.
B. Through learning support teaching in the afternoon.
C. By providing planned methods and materials tailored to their needs.
D. All of the above.

2.5. Special classes in mainstream schools are

A. not designed only for learners with physical disabilities.
B. designed to accommodate learners-in-need in smaller groups.
C. identified through diagnostic assessments.
D. for learners with a backlog that can still function in mainstream classes.

2.6. A method emphasising meaning and comprehension over isolated phonics skills

A. Phonics Approach
B. Whole Language Approach
C. Grammar-Translation Method
D. Structural Approach

2.7. Identify an example of a systemic extrinsic barrier.

A. sensory impairment
B. inappropriate assessment procedures
C. home language different from the language of learning and teaching
D. inadequate facilities at school

2.8. Which of the following is not one of the six ways young readers make sense of text?

A. Getting help from pictures
B. Expecting what comes next
C. Memorising the entire book word-for-word
D. Sounding out the letters

2.9. Multi-level teaching is when

A. teaching methods are varied based on the learners' learning styles.
B. the complexity of the concept/topic or skill is taught at different levels.
C. teachers assist outside classroom hours.
D. teaching occurs just ahead of a learner's development.

2.10. Which of the following strategies helps young readers set a purpose for reading?

A. Provide a focus: Look for clues about the main character's problem.
B. Ask students to copy sentences exactly as written
C. Skip discussing the story and go straight to the questions at the end
D. Focus only on identifying difficult words

2.11. What is the prerequisite for synthetic phonics instruction?

A. Focusing on punctuation and grammar before letters and sounds
B. Memorising whole words without learning letter sounds
C. Reading only familiar texts without attention to letters or sounds
D. Teaching learners to understand the alphabetic principle

2.12. How does DIBELS help teachers support learners' reading development?

A. By focusing only on spelling and handwriting skills
B. By replacing daily reading instruction with standardised tests
C. By providing information on whether learners are on track for grade-level reading success
D. By assessing learners' ability to memorise stories word-for-word

2.13. How does DIBELS assess blending sounds?

A. Students copy words from the board without saying the sounds
B. Learners say the individual sounds of each letter or whole word
C. Students listen to a story and answer comprehension questions only
D. Students memorise spelling rules without reading

2.14. A learner who can speak and understand more than two languages is referred to as
A. multimodal
B. multilingual
C. translanguaging
D. literate

2.15. The ability to focus and manipulate individual sounds in spoken words is

A. Phonemic awareness
B. Phonological awareness
C. Auditory perception
D. Dyslexia

Question 3

Provide a term/name for the descriptions below. (Total marks: 10)

3.1. Planned methods and materials that enable learners with learning difficulties and other special needs to reach essential basic competencies in different subjects and skills.

3.2. An approach to teaching reading by integrating literature, storytelling and authentic texts.

3.3. Any factor that may cause the breakdown of learning.

3.4. The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.

3.5. Notes that teachers take while listening to learners' oral reading.

3.6. Gaps between a learner's current knowledge/skills and what is required.

3.7. An early grade reading assessment that can diagnose learners' strengths and weaknesses.

3.8. A specific learning difficulty with reading and writing.

3.9. Neurological conditions that significantly affect a person's ability to learn across various areas.

3.10. A reading activity when learners read aloud together for fluency.

Question 4 (Total marks: 22)

4.1. What do the following running record assessment symbols stand for: (2)

4.1.1. SC

4.1.2. E

4.2. State how the results of a running record can inform teachers and guide their instructional decisions. (4)

4.3. Explain, with practical examples, how teachers can use multimodality during a junior primary lesson. (6)

4.4. Reflect on a theme from the Environmental Studies syllabus that can be integrated into a writing lesson. Then discuss how writing for a real purpose can support learners' writing. (5)

4.5. State the name of the phonics program used in Namibian schools and discuss an advantage and a disadvantage of the program in the Namibian context. (5)

Question 5

Read the learner profile below and answer the questions. (Total marks: 38)

The grade one learner, David, lives in a corrugated iron house that provides little protection during the rainy season in Namibia. He enjoys school, but is always late. His mother has to make a fire outside for his morning porridge if they run out of gas for their small gas stove. His mother does not believe in sending him to school without having had his morning porridge. Although she supports him to attend school, she is illiterate and unable to help him with his homework. David finds it very difficult to see on the chalkboard, so he prefers to sit in front of the classroom. Despite his struggles, his teacher is satisfied with his academic progress. She has even asked him to be a group leader when she divides her class of 44 learners into small groups. The teacher finds maintaining discipline in the classroom challenging and still believes in corporal punishment.

5.1. Identify one intrinsic barrier as outlined above and suggest a solution. (4)

5.2. Identify one extrinsic barrier as outlined above and suggest a solution. (4)

5.3. Explain an appropriate activity that can be used to support the learner's learning difficulty. (6)

5.4. After learning support was provided to the learner, suggest how the teacher can determine (assess) whether a learner has progressed with a new activity/skill. (4)

5.5. Develop a learning support plan for the learner using the four approaches in the Gradual Release of Responsibility model (GRR). (16)

5.6. Connect the Gradual Release of Responsibility model with scaffolding. (4)