UNAM
UNIVERSITY OF NAMIBIA

FACULTY	FACULTY OF EDUCATION AND HUMAN SCIENCES		
DEPARTMENT	EARLY CHILDHOOD EDUCATION AND CARE		
SUBJECT	ENGLISH LANGUAGE EDUCATION 3		
SUBJECT CODE	LEP 3700		
DATE	OCTOBER 2025		
DURATION	3 HOURS	MARKS	100

FIRST OPPORTUNITY EXAMINATION

Examiner/s: Mrs. J. van Wyk (UNAM)
Moderator: Mrs. E. Kambonde (UNAM)

This Question Paper consists of **8 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

SECTION A

Question 1

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

1.1.Tactile/ kinesthetic/ sensory activities are encouraged for writing development.

1.2. Comprehension is the first area that the teacher should attempt to develop when reading instruction begins in grade 1.

1.3.Verbalisation is an appropriate technique to help learners with letter shape.

1.4. Activities to strengthen directionality can have a positive impact on reading development.

1.5.Formal continuous assessment is done at the end of a topic/skill.

1.6. Children acquire the concept of spacing between words in sentences naturally.

1.7.Without assessment, determining if any learning has occurred will be impossible.

1.8.Young children that can paint using different sized paint brushes get the opportunity to practice their fine motor skills.

1.9.Reading is only a visual activity.

1.10. Predictable chart writing is a shared group writing activity.

1.11. Reading and writing reinforce one another.

1.12. Tracing should be discouraged as it weakens the muscles in the fingers.

1.13. Children should not use crayons OR pencils before formal school, as they will develop the wrong pencil grip.

1.14. The observation information for informal continuous assessment will be recorded on informal observation checklists.

1.15. A robotic tone of voice is an indicator of fluency.

Question 2

Choose the correct letter from the options provided. Write only the number and the letter. (Total marks:15)

2.1. Teachers should guide learners to achieve this pencil grip in Grade 1.

A. tripod grip
B. cylindrical grip
C. modified grip
D. digital grip

2.2. Which of the following defines reading as a skill?

A. The ability to memorize letters only
B. The process of constructing meaning from written text
C. The recognition of pictures and sounds only
D. The ability to copy words from the chalkboard

2.3. Identify an approach that emphasises literacy as a natural developmental process.

A. Reading Readiness Approach
B. Emergent Literacy Approach
C. Phonics Approach
D. Grammar Translation Method

2.4. The teacher thinks about sentences before he/she writes them, uses neat handwriting and checks what he/she has written. This is an example of

A. shared writing
B. independent writing
C. modelled writing
D. guided writing

2.5. The learners plan and write while the teacher edits and suggests how they can improve their piece of writing.

A. shared writing
B. independent writing
C. modelled writing
D. guided writing

2.6. The process that involves matching a phoneme to a grapheme is

A. syllabification
B. phonemic awareness
C. phonics
D. auditory perception

2.7. When a teacher leads the oral reading and the learners read in unison.

A. tape-assisted reading
B. reader's theatre
C. paired reading
D. choral reading

2.8. Teachers should consider this for classroom management:

A. plan, lead, organise and control
B. control, organise, lead with compassion
C. lead, procrastinate, control and plan
D. organise, plan, self-control and lead

2.9. Children start to spell most words correctly although at times still phonetic.

A. phonological spelling
B. conventional spelling
C. early spelling
D. transitional spelling

2.10. The use of flashcards with individual words accompanied with a related picture is from this method.

A. Language experience
B. Whole language
C. Phonics
D. Look and Say

2.11. The learners learn to read with a focus on real communication and reading and writing for pleasure in this method.

A. Language experience
B. Whole language
C. Phonics
D. Look and Say

2.12. Teachers can use a mini lesson in a

A. writer's workshop
B. read aloud
C. independent reading
D. interactive writing

2.13. Learners that cannot read independently yet can be exposed to reading by engaging them in

A. shared reading
B. guided reading
C. read aloud
D. independent reading

2.14. Children are encouraged to use their own words and examples in

A. Language experience
B. Interactive writing
C. Phonics
D. Look and Say

2.15. EGRA stands for

A. Early Grand Reading Admission
B. Early Grade Rate Approach
C. Early Grade Retention Approach
D. Early Grade Reading Approach

Question 3 (Total marks:15)

3.1. State whether the activities below will strengthen gross or fine motor skills. Write only the question number and whether the answer is gross motor skills or fine motor skills (5)

3.1.1. Learners jumping on one leg.
3.1.2. Learners kicking a ball.
3.1.3. Learners use scissors correctly.
3.1.4. Learners catching a ball.
3.1.5. Learners playing with play-dough.

3.2. State which balanced literacy method can be used to achieve the following: (5)

3.2.1. Helps learners develop an ear for the vocabulary and structures of language in print
3.2.2. Provides learners with essential demonstrations of how reading works and what readers do to construct meaning.
3.2.3. Learners feel comfortable and experience fluency when joining in the reading of familiar texts.
3.2.4. The teacher scaffolds, their students as they read, talk and think their way through a text.
3.2.5. Allows learners to choose texts that interest them.

3.3. State whether the following activities are based on a bottom-up or top-down theoretical approach to teaching reading. Write only the question number and whether the answer is bottom-up or top-down. (5)

3.3.1. Use phonemes to sound out, or decode, words and sentences.

3.3.2. Asking learners to predict what the story might be about from the cover page.

3.3.3. The use of multisensory methods to teach particular letter combinations.

3.3.4. Use a holistic approach to reading and writing that advocates the use of children's literature and authentic reading materials.

3.3.5. Reading is a decoding process (focus on the text).

SECTION B

Question 4

(Total marks: 17)

4.1. The five pillars/areas of reading should be the foundation of reading instruction.

4.1.1. List the five pillars/areas of reading. (5)

4.1.2. Suggest an activity that you will develop to address each pillar/area. Explicitly state the pillar/area of reading that will be addressed with the suggested activity. (10)

4.2. Discuss an activity that a teacher can use to improve reading fluency. (2)

Question 5

(Total marks: 21)

5.1. Explain how one of the suggested activities from question 4.1.2. can be adapted to be used during a handwriting lesson. State the aspect of handwriting instruction that the activity will focus on. (5)

5.2. You have one learner in your classroom with illegible handwriting. Discuss two possible causes of the learner's handwriting difficulty and suggest one intervention per cause that you can use to help the learner. (6)

5.3. State the name of the pattern and draw the pattern that a Grade 1 teacher can use to help the learners practice letter "u" and suggest two other letters that can also be focused on with this pattern. (6)

5.4. Discuss how teachers can ensure that their handwriting instruction is multisensory. (4)

Question 6 (Total marks: 17)

6.1. Discuss the purpose of criterion referenced assessment. Reflect on your understanding of criterion-referenced assessment and include one specific example in your discussion. (5)

6.2. Discuss how the physical classroom environment influences classroom management. (6)

6.3. Predict the influence of poverty on emergent literacy. State your position. (6)

TOTAL:100 MARKS