



FACULTY	Education and Humanities		
DEPARTMENT	Department of Intermediate and Vocational Education		
SUBJECT	English Language Education 3B		
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DURATION	3 Hours	Marks	100

FIRST OPPORTUNITY EXAMINATION

UNIVERSITY OF NAMIBIA EXAMINATIONS

Examiner: Ms. EK Kambonde (University of Namibia)

Moderator: Dr. J Indongo (Namibia University of Science and Technology)

INSTRUCTIONS TO CANDIDATES

1. This question paper consists of five [5] pages excluding this cover page.
2. Answer **ALL** the questions as indicated.
3. Number and space 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.

E3722IE NOVEMBER NORMAL EXAMINATION

ANSWER ALL THE QUESTIONS.

Question 1

Match the following items.

COLUMN A	COLUMN B
1.1 pre-writing	A. children start to write words with beginning and ending sounds
1.2 Editing	B. where in speech acts meaning is context bound, implied, inferred
1.3 handwriting	C. organizing ideas, reasoning, composing texts
1.4 register	D. writing that informs, explains a situation or event
1.5 writing implements	E. proof-reading, ordering
1.6 handwriting deficiencies	F. includes kinesthetic feedback needed for handwriting
1.7 cursive	G. interventionist approach to writing
1.8 phonetic spelling stage	H. progressivist approach to writing
1.9 pragmatics	I. subject- verb agreement in a discourse
1.10 genre theory	J. level of formality in a piece of writing that makes it appropriate for the context
1.11 factual essay	K. a complex perceptual-motor skill used for doing classroom work
1.12 visual- motor coordination	L. calligraphy set, felt tip pens, clutch pencil
1.13 orthographic mapping	M. too rigid and slanted handwriting, letter reversals, improper letter formation
1.14 handwriting automaticity	N. brainstorming, planning generating ideas
1.15 phatic writing	O. the joining of letters in a flowing manner, writing a word without lifting the pen
1.16 concord	P. perceiving and identifying phonemes, then associating phonemes to graphemes to spell
1.17 process writing	Q. specific and focused instruction on a discreet point offered to a small group of learners
1.18 cognitive aspects of writing	R. ability to compose text effectively for various purposes and audiences.
1.19 writing	S. Learners can get jumbled up sentences then they have to be organized sequentially
1.20 guided writing	T. socio-pragmatic writing
	U. ability to write letters and words without conscious effort
	V. vignettes, sonnets, acrostics, limericks

/20/

QUESTION 2

Are the following statements true or false? Only write **TRUE** or **FALSE** in the answer sheet.

- | | |
|---|------------|
| 2.1. Global editing of a text focuses on the overall meaning and purpose of writing. | 1 |
| 2.2. Directionality in writing refers to knowing east, west, south and north. | 1 |
| 2.3. Persistent spelling errors can be eradicated through scolding the learners. | 1 |
| 2.4. Cursive writing builds up visual and kinesthetic memory of words. | 1 |
| 2.5. Teaching writing skills explicitly limits the expressive writing of learners. | 1 |
| 2.6. The Skills Approach focuses on the learning expertise such as spelling, vocabulary, etc. | 1 |
| | /6/ |

QUESTION 3

Differentiate between the following concepts.

- | | |
|--|-------------|
| 3.1 free writing and scribbling | 2 |
| 3.2 product writing and controlled writing | 2 |
| 3.3. transactional writing and transcriptional writing | 2 |
| 3.4. compositional writing and reproductive writing | 2 |
| 3.5. productive- reproductive writing and LEA | 2 |
| 3.6 cognitive process theory of writing and ecological theory of writing | 2 |
| 3.7 persuasive essay and discursive essay | 2 |
| 3.8 syntax and semantics | 2 |
| | /16/ |

QUESTION 4

Describe the steps of process writing. **/10/**

QUESTION 5

Read the passage below and answer the questions that follow.

How handwriting helps children think, learn, express themselves By Adesina Wahab

In an age dominated by screens, keyboards and AI, the humble act of handwriting often feels like a relic of the past. Yet, beneath its seemingly simple strokes lies a profound truth: handwriting remains one of the most powerful tools for shaping young minds. As educators, parents, and policymakers grapple with the future of education, the conversation must return to this foundational skill.

Handwriting demands what digital entry often shortcuts: physical intention, sequencing, visual motor integration, and memory encoding. When a child forms a letter, the brain isn't just recording shape; it's processing symbols and sounds. That multi sensory brain activation helps cement learning pathways critical to literacy.

Handwriting, far from obsolete, remains a critical cornerstone of early childhood development. It is more than just the act of putting pen to paper; it is the foundation of how children think, learn, and express themselves. While digital literacy is essential, experts argue that the disappearance of handwriting from classrooms could have unintended consequences on cognitive, emotional, and academic growth. Handwriting is not simply about neat letters, it is about how the brain forms connections, how memory is built, and how self-expression begins to take shape.

The Cognitive Edge of Handwriting

The unique cognitive benefits of handwriting have been known for over a decade, with early findings such as Dr. Karin James' research at Indiana University whose groundbreaking 2012 fMRI study showing that handwriting uniquely activates the brain's "reading circuit" in pre-literate children. Her research compared the brain activity of five-year-olds who practised letter formation through handwriting, tracing, and typing. Only those who hand-wrote letters demonstrated activation in regions like the left fusiform gyrus and inferior frontal gyrus, areas linked to reading and language processing.

A 2025 EEG-based study published in *Frontiers in Psychology* supports this concern, showing that handwriting, unlike typing, activates widespread brain connectivity, particularly in regions tied to memory, learning, and sensory-motor integration. This enhanced neural activity boosts comprehension, retention, and critical thinking. When children write by hand, they engage a dynamic blend of cognitive processes that typing fails to replicate. The physical formation of letters reinforces phonetic awareness and accelerates their understanding of language structure. This tactile, hands-on learning strengthens neural pathways and enables deeper information processing. It's no coincidence that some of the brightest academic performers are also those who grew up in classrooms where handwriting was emphasized.

These benefits are not abstract. Teachers often observe that children who write regularly by hand tend to perform better in comprehension tasks and retain what they learn more effectively. At a time when attention spans are shrinking and information is coming at children faster than ever, the humble act of handwriting offers something rare and essential: focus.

Handwriting and the Child's Inner World

The benefits of handwriting are not just cognitive; they're deeply emotional. The tangible, deliberate act of writing by hand helps children develop patience, focus, and confidence. There's a quiet satisfaction in watching thoughts take shape on paper, fostering a sense of ownership that's often lost when everything can be typed and erased in a click. Handwriting also offers a therapeutic outlet, giving children a medium for self-expression during their formative years. The steady discipline of journaling or writing out ideas helps them regulate emotions and cultivate mindfulness. With practice, they witness their own progress line by line, a process linked by neuroscientists to a surge of dopamine, the brain's reward for effort well spent.

According to occupational therapy research, when children improve their handwriting, they also build self-esteem, emotional regulation, and academic engagement. One 2024 review warns that handwriting difficulties can undermine confidence and learning, while systematic studies show that structured handwriting programs significantly boost motor skill and academic self-concept. Additionally, qualitative studies with educators and parents emphasize that handwriting offers children a tangible way to regulate emotions, express identity, and gain psychological resilience. When a child sees their progress take shape line by line, it becomes more than practice; it becomes proof of growth, helping them develop a stronger voice and presence in the classroom and beyond.

Digital Dominance and the Decline of Penmanship

As classrooms increasingly embrace digital transformation, handwriting is quietly disappearing from daily learning. The Norwegian research we examined earlier reveals what we're losing in this shift. Using high-density EEG technology to monitor brain activity in 36 university students, the researchers found that handwriting activated "far more elaborate" brain connectivity patterns than typing, with widespread neural networks firing across parietal and central brain regions. These theta and alpha frequency patterns, crucial for memory formation and learning, suggest that the physical act of forming letters by hand creates optimal conditions for cognitive development that digital tools cannot replicate. While keyboards promise speed and efficiency, they bypass the intricate sensorimotor processes that wire young brains for deeper learning.

Striking a balance is essential. Handwriting nurtures focus, sequential thinking, and self-connection; qualities far harder to foster through screens alone. BIC's mission embraces this balance, positioning handwriting as a partner to digital fluency. Through initiatives such as Writing the Future Together, BIC reinforces the idea that while technology drives efficiency, handwriting builds the foundational cognitive and emotional skills every child needs to thrive.

5.1. What is the thesis statement of the passage above? 2

5.2. Identify the type of sentences below:

5.2.1 *In an age dominated by screens, keyboards and AI, the humble act of handwriting often feels like a relic of the past.* 2

5.2.2 *The physical formation of letters reinforces phonetic awareness and accelerates their understanding of language structure.* 2

5.2.3. *Striking a balance is essential.* 2

5.3. According to the passage above, is digital dominance a good or a bad thing? Substantiate your answer by quoting from the text. 2

5.4. You were tasked by the principal to address the parents of the Grade 4 learners at your school on the importance of handwriting.

Use the information in the article above and your prior knowledge, to write a persuasive speech to inform the parents about the benefits of handwriting and to persuade the parents to send the children for Learning Support in handwriting. Use the correct tone and register. 10

5.5. Discuss the types of handwriting deficiencies that children could display and describe at least five different strategies you will use to assist learners with handwriting problems. 10

5.6. The learners in your class also struggle with compositional skills. Discuss how you will teach them how to write a persuasive paragraph. Use a theme of your own. 10

/40/

QUESTION 6

The essays that learners write are marked using a marking grid or rubric for longer pieces. Interpret how such a rubric is constructed and how it should be used effectively to mark learners' work and award a mark. /8/

TOTAL: 100