NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF EDUCATION AND LANGUAGES

QUALIFICATION: VARIOUS COURSES	
QUALIFICATION CODE: VARIOUS	LEVEL: 5
COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
SESSION: JUNE 2019	PAPER: THEORY AND PRACTICE
DURATION: 3 HOURS	MARKS: 100
MODE: PM, DI	

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINERS	Mr A. Ndlovu Ms E. /Ucham Ms J. Brandt Mr C. Gwasira Ms L.A. Hamukwaya Ms. J. Hunter Mr B. Kamwi Ms K. Kanime Mr J. Lasso Rey Ms Y. Lyamine Ms. T. Nepolo
MODERATOR:	Dr N. Mlambo

INSTRUCTIONS
1. Answer ALL the questions.
2. Write clearly and neatly.
3. Number the answers clearly.

THIS QUESTION PAPER CONSISTS OF 15 PAGES (Including this front page)

B   However, Internet addiction often goes undiagnosed clinically, is difficult to diagnose, and is frequently denied by addicts due to the fact that utilisation of the Internet is often encouraged at work and school (Young, 1999). While time spent online has been found to have a strong, positive correlation with Internet addiction, it should not be the only indicator of problematic use of the Internet. Based on the Internet Addiction Test (IAT) developed by Young (1998), Widyanto et al. (2011) identified three underlying factors that collectively define Internet addiction, psychological/emotional conflict, time management, and mood modification. Psychological/emotional conflict factor refers to one's preference to being online over other social activities such as spending time with friends and family. This is consistent with the findings of the study of 371 British students by Niemz et al. (2005), which found that Internet addiction was linked to low self-esteem and a lack of social inhibition. Time management factor shows that individuals with Internet addiction choose to spend time online at the cost of neglecting other responsibilities and decreased productivity. The third factor, mood modification, is especially troubling as it suggests that individuals with Internet addiction tend to develop other emotional problems such as depression, moodiness, and anxiety in the absence of the Internet. Yet another study that examined the psychological profiles of Internet addicts confirms this finding and suggests that Internet addicts are more likely to try to escape from the reality than nonaddicts do and turn to the Internet when they are stressed or depressed (Whang et al., 2003). This evidence confirms that the impact of Internet addiction goes beyond reduced productivity and has profound implications to the psychological well-being of individuals and stability of social units.

C   The Internet use among young people is considerably higher than other age groups. Among college students, **Internet addiction** is shown to be positively associated with their propensity to engage in in-class **digital distraction**, i.e., using digital devices in class to perform activities that are unrelated to the class or the course (Fried, 2008; Martin, 2011; Muyingi et al., 2012; Wood et al., 2012). Several studies have shown that the use of digital technologies (e.g., computers, mobile phones, Internet) in the classroom has a negative association with course performance (Fried, 2008; Junco & Cotton, 2011; Kraushaar & Novak, 2010; Martin, 2011; Wurst et al., 2008). Martin (2011) reports that holding business statistics classes in a computer equipped classroom had a **detrimental effect** on student performance. In fact, Wood et al.

composition of the three underlying psychometric constructs. In addition to these twenty items, the questionnaire also asked respondents to provide information about their gender, age, year in school, daily time spent online, and multitasking ability.

2.2 Data Collection

F Data for this study was collected during the Fall semester of 2012. In Namibia, data were gathered from students at the Polytechnic of Namibia and the University of Namibia. In Uganda, the participants were students at Makerere University. There were a total of 311 complete and usable responses from Namibia (210 at the Polytechnic of Namibia and 103 from the University of Namibia) and 150 from Uganda. This provided us usable data from a total of 461 university students in both Namibia and Uganda.

3.0 RESULTS

3.1 Student Profile

G Table 2 shows the profiles of responding students. The male/female breakdown in the sample was: Namibia: 54% males and 46% females; Uganda: 58% males and 42% females. In the Namibia sample, nearly twenty-eight (28%) percent of the students are under the age of twenty while for Uganda, this percent is only 8%. In both samples, the overwhelming percent of the respondents were undergraduate students (98% in Namibia and 99% in Uganda). With respect to daily time spent online, the two groups of students appear to be substantially different. In Namibia, 65.3% of the students report spending, on average, less than an hour online per day. However, this percentage is only 41.4% for Uganda students. The percentages of students who spend more than two hours online per day are 17.9% and 23.4% for Namibia and Uganda, respectively. Thus, students in Uganda spend considerably more time online than their counterparts in Namibia. Further, in both groups, nearly 90% of the students reported being "effective" to "extremely effective" in multitasking (being able to perform multiple tasks simultaneously).

Widyanto et al. (2011) based on the Internet Addiction Test (IAT). (4)

7. List 2 signal words that indicate a contrast pattern of text organisation in **paragraph C**. (2)

8. Use the following phrases from **paragraph C (in bold)** in a sentence to demonstrate their meaning. (4)

   a) Internet addiction

   b) Digital distraction

   c) Detrimental effect

   d) Habitual multitasking

Part B: Language Questions [10]

All questions in this section are based on **paragraph D** of the text.

1. Identify the inflectional morphemes in the words below **and** state their grammatical function: (4)

   students

   adopted

2. Indicate if the following words are **simple, compound** or **complex**. (3)

   underlying

   examine

   addiction

3. Identify the free morphemes in the following words: (3)

   globally

   properties

   identified

young people's access to resources and transform their consciousness through their beliefs, values and attitudes. **(complete this introduction)**

2. Types of youth empowerment

2.1 Community empowerment

The first type of empowerment that can be used is community empowerment. It focuses on enhancing the community where youth come from. This is achieved through leadership development, improved communication between the government and the community and through the creation of a network of support to mobilize the community to address the concerns of youths (Kazan, 2018). Building community halls and having open door policies are examples of the way community empowerment can be implemented.

2.2 Economic empowerment

This type of empowerment teaches young people the entrepreneurial skills that they need for them to be empowered economically. In this type of empowerment, young people are taught to take ownership of their assets, and they are educated on how they can have their own income security. According to Hamster (2009) in this form of empowerment, young people are empowered to become job creators as opposed to being job seekers.

3. Conclusion

(write the conclusion)

4. Recommendations

(write your recommendations)

Question 2: Text organization (10)

Using the **alternating approach** to text organisation, write a paragraph in which you compare and contrast a desktop computer to a smartphone by using the pointers in the Venn diagram below. Use appropriate cohesive devices.

jobs. The Walvis Bay port also need to be developed into a dip-sea harbor to attract more sheeps that will feed the neighboring countries.

Adapted from Namibia's National Development Plan (NDP4, 2012)

Question 3: Referencing (15)

In-text citations (7)

Edit the following in-text citations. Write the number and the corrected in-text citation ONLY, in accordance with APA conventions. Do not rewrite the sentences.

1. The ability to write effectively is becoming more and more important and writing instruction is assuming an increasing role in L2 language education **Weigle, S.C., 2002.**

2. According to **Wixson, Peters, Weber, & Roeber 1987**, reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

3. **(Chastain 1988)** believes that writing is a fundamental communication skill and a distinct asset in the process of language learning.

4. With a few simple steps in a graphical user interface, teachers can easily use the blog to create a collaborative learning environment in which students can peer edit others' postings **(Dieu 2004/Mitchell 2003).**

5. As **McNamara, Ozuru, Best and O'Reilly** point out, "summary writing helps readers organize text contents at the macro level and discern which information is important and which is not" **(2007, p. 490).**

61(6), 46-51.

c)   Rasinski, T. (2004). Creating fluent readers. <u>Educational Leadership</u>,

          61(6), 46-51.

3. The correct reference entry for a source with two authors is …   (1)

    a) Rasinski, T et al. (2016). *The fluency factor: Authentic instruction and assessment for reading success in the common core classroom.* New York, NY: Teachers College Press.

    b) Rasinski, T., and Nageldinger, J. K. (2016). *The fluency factor: Authentic instruction and assessment for reading success in the common core classroom*. New York, NY: Teachers College Press.

    c) Rasinski, T., & Nageldinger, J. K. (2016). *The fluency factor: Authentic instruction and assessment for reading success in the common core classroom*. New York, NY: Teachers College Press

4. The number in bold in the reference entry below is the …   (1)

    Rasinski, T. (2004). Creating fluent readers. *Educational Leadership, 61***(6)**, 46-51.

    a)   edition number

    b)   issue number

    c)   volume number

5. If, in 2008, the National Early Literacy Panel of Washington, DC publishes a report titled "Developing early literacy: Report of the National Early Literacy Panel," using the National Institute for Literacy as their publisher, the correct APA reference entry is …   (1)

    a)   National Early Literacy Panel. (2008). *Developing early literacy: Report of*

8. Identify the correct reference entry for a source with eight or more authors. (1)

a) Yasuhara, T., Agari, T., Kameda, M., Kondo, A., Kuramoto, S., Jing, M., Sasaki, T., Toyoshima, A., Sasada, S., Sato, K., Shinko, A., Wakamori, T., Okuma, Y., Miyoshi, Y., Tajiri, N., Borlongan, C. V., & Date, I. (2013). Regenerative medicine for epilepsy: From basic research to clinical application. *International Journal of Molecular Sciences, 14*(12). 23390-23401. doi: 10.3390/ijms141223390

b) Yasuhara, T., Agari, T., Kameda, M., Kondo, A., Kuramoto, S., Jing, M., … Date, I. (2013). Regenerative medicine for epilepsy: From basic research to clinical application. *International Journal of Molecular Sciences, 14*(12). 23390-23401. doi: 10.3390/ijms141223390

c) Yasuhara, T., Agari, T., Kameda, M., Kondo, A., Kuramoto, S., Jing, M., … & Date, I. (2013). Regenerative medicine for epilepsy: From basic research to clinical application. *International Journal of Molecular Sciences, 14*(12). 23390-23401. doi: 10.3390/ijms141223390

END OF QUESTION PAPER

namibia university
OF SCIENCE AND TECHNOLOGY

FACULTY OF MANAGEMENT SCIENCES

CENTRE FOR ENTERPRISE DEVELOPMENT

QUALIFICATION:COMMERCIAL ADVANCEMENT TRAINING SCHEME	
QUALIFICATION CODE:21CABM	LEVEL:6

COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
DATE: JUNE 2019	MODE: PM
DURATION: 3 Hours	MARKS: 100

1ST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINERS:	Ms J. Brandt
MODERATOR:	Mr T. Chunga

INSTRUCTIONS
1. Answer ALL the questions.
2. Write clearly and neatly.
3. Number the answers correctly.

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script