



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF EDUCATION AND LANGUAGES

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

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers clearly.

THIS QUESTION PAPER CONSISTS OF 16 PAGES (Including this front page)

living conditions. Hurst, Baranik, and Daniel (2013) indicated that the factors that cause college students the most stress were relationships, lack of resources, expectations, and academics. In the relationship category, stressors mainly pertained to family, including leaving home, being away from parents and pressure from family members to succeed (Hurst et al., 2013). Anye, Gallien, Bian, and Moulton (2013), discussed the “relationship between spiritual well-being and health-related quality of life” (p. 415). A relationship with a higher power can lead a person to feel comforted, and spiritual people tend not to engage in as many risky behaviours (Anye et al., 2013).

2.2 Internet Use and Stress

Baghurst and Kelley (2013) stated, “Some college students are able to adjust to the overwhelming challenges that arise from this new life experience [transition into college life], whereas others struggle with the escalating stress” (p. 438). Students cope differently with stress. Deatherage, Servaty-Seib, and Aksoz (2014) found “Roughly 80% of college students perceive the Internet to be ‘close to’ or ‘as vital’ as air, water, food, and shelter” (p. 40). Internet usage can cause stress, but can also be used as a coping mechanism to relieve stress. Female college students reported greater levels of stress than males (Deatherage et al., 2014).

In a study of addiction to Internet usage by college students, Yan, Li, and Sui (2013) found that possible reasons college students became addicted to the Internet included wanting to “manage moods, compensate for social interaction, and escape from reality” (p. 8). Yan et al. (2013) explored stressful life events and Internet addiction because each individual responds to stress differently. College students responded differently to stress but there was a high correlation between stressful life events and the Internet addiction.

2.3 Emotional Eating and Stress

Wilson, Darling, Fahrenkamp, D’Auria, and Sato (2015) stated that on average 3 out of every 10 college students are classified as overweight or obese. “Increased stress has been associated with a greater preference for energy-dense, high-fat and high-sweet foods” (Wilson et al., p. 164). These findings revealed that coping with stress by eating influenced weight. However, ineffective coping mechanisms, such as emotional eating is not beneficial to maintaining a healthy weight.

Table 2 (*provided but not shown in this text*) contains statements on college students' perception of stress-effects. The statement that participants frequently agreed with was, "Creating better health in one area of my life spills into other areas of my life" (M=3.3, SD=0.69). The participants also tended to agree with the statement "The nature of the relationships I engage in affects my emotional health" (M=3.2, SD=0.87). Some participants (M=2.0, SD=1.00) indicated that they suffered from panic attacks as a result of increased stress.

Table 3. College students' stress coping behaviours

Variable	M	SD
When I am stressed, I choose to believe that everything is going to be "Okay"	3.1	0.98
When I am stressed, I depend more on my faith	2.9	0.88
When I am stressed, I sleep less	2.8	0.77
When I am stressed, I use the Internet more	2.8	0.73
When I am stressed, I procrastinate more	2.6	0.78
When I am stressed, I exercise more	2.6	0.71
When I am stressed, I eat more	2.5	0.56
When I am stressed, I cry more	2.4	0.80
When I am stressed, I seek help	2.3	0.85
When I am stressed, I watch more television	2.2	0.78
When I am stressed, I eat at fast food restaurants more	1.8	0.67

Note. (N=120). Items were rated on a 4-point Likert-type scale using frequency: 1 (Never), 2 (Rarely), 3 (Often), and 4 (Always).

5. Discussion

The demographic data indicated that transitioning into college life was new [freshmen or sophomores] to most of the students in this study. Many of the students were new to the stressors that college students face and this may have skewed the results of the study in relation to managing stress. Based on the literature review, "Some college students are able to adjust to the overwhelming challenges that arise from this new life experience [transition into college life], **whereas** others struggle with the escalating stress" (Baghurst & Kelley, 2013, p. 438).

they tend to procrastinate. It was unclear whether the students were using the Internet as a form of procrastination due to stress or if they were using it as a form of relieving stress.

Positive ways in which the college students managed stress included depending more on their faith and telling themselves that they will be “okay.” Exercise appeared to be a positive coping mechanism when dealing with stress. On the other hand, negative ways in which the college students managed their stress included eating more, sleeping less, procrastinating more, and using the Internet more often. Only 38.3% of students reported seeking help when they were stressed, indicating that either they did not know where to go for help, or they had knowledge of resources, but did not use them.

The data indicated that most college students recognized the effects that stress has on their relationships holistically (mentally, physically, and spiritually). They also recognized that using time management skills helps in reducing stress. However, when students did not manage their time well, they were more stressed. Most of the participants recognized that stress negatively affected them by making their focus decline during lectures. Some participants also indicated that they experience panic attacks during stressful situations. Panic attacks can be a serious condition and individuals who experience them should be medically evaluated and treated.

6. Implications

The outcomes of this study may be useful in assessing how students cope with regards to stress and stress management. How individuals cope with stress either negatively or positively impacted their lives. Baghurst and Kelley (2013) stated that “some of the negative physiological consequences of ongoing stress include hypertension, high levels of muscle tension, and lowering of the immune system” (p. 439). Education on stress is seen as a need among college students, as stress is inevitable. The majority of participants (81%) agreed that stress has a negative impact on their health because it has an impact on their bodies. Sixty-eight percent of participants agreed that when they are stressed, they have difficulties with time management. The responsibility of being a college student includes successfully managing time, handling different types of assignments, and adjusting to expectations of college-level work. Students who do not manage their time well are likely to receive poor grades; possibly, even failing a

- d. Therefore
7. The following words in section 6 (*Implications*) are underlined. Use each of them in a **sentence** which **clearly demonstrates** their meaning. (4)
- Impacted (to have a strong effect on)
 - Inevitable (unavoidable, certain to happen)

Part B: Language Questions [10]

- What part of speech is the word **physiological** in section 6 (*Implications*)? (1)
- Indicate whether the following morphemes (section 5 *Discussion, paragraph 4*) are inflectional or derivational **and** motivate your answer. (3)
 - indicated
 - signs
 - depression
- Break down the word “**reminding**” (section 5 *Discussion, paragraph 4*) into morphemes and identify the single free morpheme in the word. (2)
- Add prefixes or suffixes to convert the words below into the part of speech indicated: (2)
 - religion - adjective
 - identify - noun
- Identify whether the following words are simple, complex or compound words (section 5 *Discussion, paragraph 5*). (2)
 - restaurant
 - intake

Part C: Research Questions [20]

- Rewrite the title of the research paper so that it captures the action being done. (2)
- What are the two research questions that were addressed? (2)
- Which section of this paper constitutes the “Literature Review”? (2)

Question 1: Report writing**(15)**

Imagine you work as a Public Health Specialist, and your supervisor has tasked you to write a recommendation report to the local newspaper. In the report, you are required to write about the factors that may increase the risk of contracting Hepatitis E as well as provide recommendations on what should be done to ensure that such risks are minimized. Part of the report has been done for you; however, it is still incomplete. Therefore, complete the report by doing the following.

- a) Complete the introduction by providing the missing elements.
(Do not rewrite part of the paragraph that is already given).
- b) Write the conclusion of this report.
- c) Write two recommendations on what can be done to minimize the risks of contracting Hepatitis E.
- d) Sign and date the report.

A report on factors that can increase the risk of contracting Hepatitis E**1. Introduction**

Hepatitis E is a virus that causes the inflammation of the liver (Jan, 2019). Statistics from the Ministry of Health show that as of 27 January 2019, a total 4432 hepatitis E cases has been reported in Namibia (Shangula, 2019). In addition, so far, 40 deaths have been reported and the toll is disproportionately high among pregnant women and those who have just given birth. In addition, the majority of the cases are of people who live in the informal settlements.

2. Factors that can increase the risk of Hepatitis E**2.1 Drinking fecal water**

The main factor that can increase one's risk of contracting Hepatitis E is through drinking water that is infected with faecal matter. The risk of contracting the virus by

by poor housing as well as high levels of crime.

4. Poverty can have a negative effect on people's lives.
5. Their income or ambitions will be affected.

Question 3: Editing

(10)

The text below contains 10 language errors. Identify the errors and correct them. In your answer, write the incorrect word/phrase and next to it, the correct one.

With the invention of the personal computer and the internet, a new age in communications begins. Now people could communicate fastest and more easily than ever before. Writing, editing, and storing information became quick and easy. It was no longest necessary to write draft after draft when changes could be made so easily using a word Processor program. Messages could now be sent in no time to anywhere in the world, without addressing envelopes or licking stamps.

Centuries most early, around the year 1450 a similar revolution in communications had occurred in Germany. This happened when Johannes Gutenberg invented the printing press. Gutenberg was not the first person to use printing to copy a peace of writing. Printing was already being invented in China, where they used clay to print oriental characters. Small items, such as posters and fliers, were already being printed in Europe too, using the woodblock method of printing. Books and other largest works, however, were still being copied by hand. At this time, books were usually produced only in latin, and only the most educated people read them. Gutenbergs' printing press was about to change all of this.

[F] Masouleh, F.A., Arjmandi, M. & Vahdany, F. (2014). The effect of explicit metapragmatic instruction on request speech act awareness of intermediate EFL students at institute level. *Universal Journal of Educational Research*, 2(7): 504-511, doi:10.13189/ujer.2014.020702

1. In revising Austin's theory, Searle distinguished between direct and indirect speech acts [A], followed by the reclassification of the illocutionary forces into representatives, directives, commissives, expressives and declaratives [C][F].
2. According to [E], request strategies are categorized according to three levels of directness: the direct, explicit level, the conventionally indirect level and the non-conventionally indirect level.
3. Requests involve some degree of imposition [D]; therefore, they require *face-work* depending on the interlocutors' relationship.
4. "British people have adopted the strategy of not using names at all in certain circumstances to avoid the difficulty of finding the appropriate form of address" [B].
5. According to [D], the marker *please* is "an optional element added to a request to bid for co-operative behaviour."
6. There re two reasons why Searle felt the need to adapt and further develop Austin's Speech Act Theory [A].

Referencing

(5)

For each of the reference list entries below, indicate the type of source (book, journal article, online article or newspaper article).

1. Najafabadi, S. A., & Paramasivam, S. (2012). Iranian EFL learners' interlanguage request modifications: Use of external and internal supportive moves. *Theory and Practice in Language Studies*, 2(7): 1387-1396, doi:10.4304/tpls.2.7.1387-1396
2. Oishi, E. (2006). *Austin's Speech Act theory and the speech situation*. Retrieved from <http://www.univ.trieste.it/~eserfilo/art106/oishi106.pdf>