



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF COMMUNICATION AND LANGUAGES**

<b>COURSE CODE:</b> EAP511S	<b>COURSE NAME:</b> ENGLISH FOR ACADEMIC PURPOSES
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<b>DURATION:</b> 3 HOURS	<b>MARKS:</b> 100

<b>SECOND OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINERS</b>	Mr C. Gwasira Ms Y. Lyamine Dr S. Ithindi
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<b>INSTRUCTIONS</b>
1. Answer ALL the questions. 2. Read all the questions carefully before answering. 3. Number the answers clearly

**THIS QUESTION PAPER CONSISTS OF 11 PAGES** (Including this front page)

## SECTION A: ACADEMIC READING AND COMPREHENSION

[40 marks]

Read the following research article and answer the questions below. The original article has been adapted for assessment purposes.

### Challenges to E-learning Success: The Student Perspective

Omar Hujran and Hanin Hennawi; Sumaya University for Technology, Jordan

Journal of Learning Development in Higher Education March 28 2022; Vol 17(1)

#### Paragraph 1

##### Introduction

**1.1** E-learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. In another broader view, e-learning can be characterised as the delivery of **information** for purposes of education or knowledge management via electronic media, such as the Internet, satellite broadcast, video tapes and interactive TVs. The topic of e-learning is gaining much attention, especially because an increasing number of **educational** institutions including world-class universities have **realized** the importance of delivering education and training via the Internet and world-wide-web to improve the efficiency, cost and quality of learning. There are various e-learning management systems available in the market today, such as WebCT, Blackboard, Moodle, (Mabed and Koehler, 2012).

**1.2** Although many e-learning systems have been launched around the world, prior research has shown that developing a successful e-learning environment is challenging and little is known about students experiences and preferences in e-learning. Prior studies indicated that instructors and students are still **reluctant** and do not always accept the Information and Communication Technologies (**ICTs**), including e-learning, as expected. **In addition**, a careful review of the literature reported that the implementation of e-learning systems in developing countries is lagging due to technological, cultural, political, and economic concerns. **Moreover**, although e-learning experience in developing countries is relatively not new, there is limited number of studies investigating issues related to e-learning. Successful understanding of e-learning requires an in-depth investigation of the issues as perceived by learners and providing recommendations to encourage more active engagement from learners with these systems.

#### Paragraph 2

##### Methodology

**2.1** This research adopted a qualitative approach using mainly a focus group as its data **collection** tool. The focus group interviews approach was chosen over any other qualitative research method as it allows the opportunity to generate a "synergistic group effect" in which stimulation of ideas are greatly aided by participants' feeling of spontaneity and security generated by their communication and interaction with other group members. The resulting synergy allows each participant to **brainstorm** collectively from other members of the focus group, thus allowing different perspectives and understandings from all participants and, at the same time, drawing a wide range of responses and exploration of the research question.

**2.2** The members of the focus group chosen were from the population of interest who are undergraduate students in their penultimate or final year of their university degree from Sumaya University for



Technology, Jordan. Students were chosen from these two specific study years with the criterion of achieving the best possible group composition. The near-graduate students are expected to have enough experience and exposure to e-learning tools from **their** time at the university to richly interact, convey, and collectively rejoin during the focus group session. A personal invitation was made to 15 distinguished students. Nine students accepted the invitation; 8 female students and one male student. The focus group discussion lasted for about 65 minutes. The session was audio recorded but only after all participants approved the recording. Note taking was also used to capture non-verbal signals. The discussion was **continuously** moderated around the research question to ensure coverage of only key areas that is closely related or relevant to the study.

### Paragraph 3

#### 3.1 Discussion of the findings

This section covers the extracted themes that were derived from the analyses of data; each theme converses an issue related to e-learning and reflects the perspectives of students regarding e-learning and their experience using e-learning tools.

#### 3.2 Lack of awareness about the usefulness of e-learning

The awareness of student about the availability of e-learning tools is considered a significant success factor for such tools. Understanding the level of student awareness is essential since the expected benefits of introducing e-learning in students institute, such as enhancing the quality of teaching and gains in efficiency, **effectiveness**, and cost savings cannot be fully realized if students do not understand or lack the needed understanding about the benefits of e-learning tools in their institution. Therefore, creating technology awareness is highly needed as a requirement for building and promoting effective e-learning **systems** in education sector.

#### 3.3 Unclear understanding of what e-learning is

There is also the issue of defining what constitute e-learning and what technology can be exploited as an e-learning tool to the benefit of student. Student1 stated "I do not have a clear understanding of what e-learning is."

#### 3.4 Resistance to use e-learning from lecturers

Prior research on e-learning indicated that culture is one of the critical success factors for implementing e-learning systems. The deployment of an e-learning system leads to drastic changes in education practice. As a result, resistance to change from the old traditional ways of delivering content to the new e-learning paradigm of content delivery always emerges as one of the most noticeable barriers facing the **successful** utilization of e-learning tools. In this research, one of the points that have emerged from our analysis is lecturers' resistance to change their traditional ways of teaching and to start using e-learning.

#### 3.5 Resistance to change traditional learning methods by students

Similar to lecturers, students are also resistant to changing their traditional way of acquiring information. Consistent with several previous studies, such as a study by Fujuan (2014), several participants in this study expressed their current negative attitudes toward e-learning. For example Student 7 stated: "Honestly, I like the traditional old way of studying. I like to hold the subject papers within my hands. I can

add my own explanations on the paper and easily annotate important parts; something I cannot do with my digital notes obtained through e-learning.”

### 3.6 Non-continuous availability of the e-learning website

Consistently, in this study, participants also revealed that one of the issues with e-learning at their University is the non-continuous availability of the website through which material is acquired. A successful e-learning system requires a commitment and an action from the administration of the educational institution to ensure that the e-learning website is trouble-free, can be accessed at any time.

## Paragraph 4

### Conclusion

Despite the obvious benefits of e-learning, its use by learners is not growing as expected. The success of e-learning in educational institutes is substantially dependent on adeptly addressing key challenges. In-depth qualitative findings that were presented in this paper based upon the evaluation and perspectives of undergraduate students to e-learning paradigm and tools reported several of these challenges.

END

## PART 1: COMPREHENSION QUESTIONS

[20 marks]

1. According to this article, what is the advantage of e-learning? (2)
2. What is the main purpose of the research presented in this article? (2)
3. Where did this research study take place? (2)
4. State two main issues that make it difficult for e-learning to be practised in schools. (4)
5. Explain the meaning of the word ‘reluctant’ (in bold) as used in paragraph 1.2 (2)
6. Identify one cohesive device in paragraph 3.2 (2)
7. Identify one cohesive device in paragraph 3.4 (2)
8. What does the pronoun ‘their’ (in bold) in paragraph 2.2 refer to? (2)
9. What does the pronoun ‘my’ (in bold) in paragraph 3.5 refer to? (2)

## PART 2: LANGUAGE USAGE

[10 marks]

1. What part of speech are the words below as used in paragraph 1.1 (3)
  - 1.1 information
  - 1.2 educational
  - 1.3 realised
2. Analyse (breakdown) the following words according to their morpheme structure
  - 2.1 collection (paragraph 2.1)
  - 2.2 continuously (paragraph 2.2) (2)
3. State whether the following words are derivational or inflectional (3)



- 3.1 effectiveness (paragraph 3.2)
- 3.2 systems (paragraph 3.2)
- 3.3 Successful (paragraph 3.4)
- 4. What type of word formation applies to ICTs (paragraph 1.2) (2)

### **PART 3: RESEARCH ANALYSIS**

**[10 marks]**

- 1. Identify two methods of data collection used in this research. (2)
- 2. Briefly explain what the review of literature section is. (2)
- 3. In your opinion, what is the significance of this study? (2)
- 4. According to paragraph 2.2, how were the participants for this study recruited? (2)
- 5. How was data collected for the research? (2)

### **SECTION B: ACADEMIC WRITING**

**[60 Marks]**

#### **PART 1: REPORT ANALYSIS**

**[15 marks]**

Read the following adapted incomplete report written by one of the EAP students for assessment purposes and answer the questions that follow.

**Navigating the impact of artificial intelligence on academic writing: Challenges and opportunities for students**

#### **1.0. Introduction**

<sup>1</sup>Artificial intelligence (AI) has taken the academic and professional world by storm. <sup>2</sup>It is one of the most controversial subjects in research, creative writing, and other industries. <sup>3</sup>AI generally refers to the capability of a machine to imitate intelligent human behaviour, enabling it to perform tasks that typically require human intelligence, such as understanding natural language, recognising patterns, and solving problems (Russell & Norvig, 2020). <sup>4</sup>Therefore, the purpose of this report is to examine the capabilities of this intelligent tool and identify the potential drawbacks of its application in academic writing. <sup>5</sup>The information section of this report outlines the challenges associated with AI, while the conclusion and detailed recommendations follow at the end.

#### **2.0 Discussion (Omitted)**

#### **3.0 Conclusion**

The report aimed to shed light on the challenges presented by the increasingly popular demand for AI, especially where academics are concerned. When using this content, one can easily make mistakes and become unaware of them. Decreased student communication, a lack of critical thinking, and outdated information are just a few of the many mistakes one can make. There is a need for students to be aware of the common pitfalls involved in using AI platforms recklessly.

4.0 .....

Users of AI tools should ensure that their AI-generated content adheres to certain guidelines before using it. The following guidelines may mitigate the dangers of AI and help deliver optimum results.

4.1 Students should be proficient in cross-referencing AI information and critically analyzing contexts to effectively apply their thinking in academic writing.

4.2 Regular updates to training data are necessary to ensure AI aligns with available data and social norms.

4.3 Educators must discourage AI use in students' work, promoting group work and discussions to reduce excessive AI usage and enhance communication skills.

Helena Imade

19/02/24

- 1. Correct the title of this report. (2)
- 2. What elements of the introduction are exemplified by the following sentences:
  - (a) Sentence 3 (2)
  - (b) Sentence 4 (2)
  - (c) Sentence 5 (2)
- 3. Write down the missing heading at 4.0. (1)
- 4. It is important that readers are given an idea of who the author of the report is, and when it was written. Identify two errors that the student made in an attempt to satisfy these two requirements. (4)
- 5. Where should you place the list of sources cited? (2)

## PART 2: EDITING ACADEMIC WRITING

[20 marks]

2.1 Which of the following is not true about the drafting and writing stage of the research writing process? Write the letter of the correct answer only. (1)

- a) Use the outline/skeleton of your paper to write the first draft of your assignment.
- b) devote a day to write each section of your paper to ensure each section is perfect.
- c) If you forget something while writing, such as an example you want to include, simply leave some space and continue writing.
- d) Disregard grammar, punctuation and spelling errors at this stage and focus on content only.

2.2 Identify the stage in the writing process during which each of the following actions is likely to happen. (6)

- a) rewriting a paragraph; removing a sentence; inserting references; redrafting a whole section
- b) employing techniques such as brainstorming, outlining, including clustering or mind mapping which create a visual diagram of interconnected ideas
- c) analysing the assignment topic by focusing on key information such as instruction words and nouns, including special conditions imposed on the topic

2.3 Read the paragraph below and answer the questions that follow.

<sup>1</sup>Reading is a cognitive process that allows individuals to comprehend and make meaning from written language, enabling one to explore new ideas, expand their perspectives, and engage with the world of information and ideas. <sup>2</sup>Reading serve as an enduring skill essential for academic learning and achievement among students. <sup>3</sup>Research indicates that students must employ diverse strategies to effectively acquire, retain, and recall information from written texts. <sup>4</sup>Leading to a profound understanding of the content. <sup>5</sup>Nonetheless, post-secondary students are facing challenges in reading comprehension, as evidenced by their academic performance, and these difficulties arise from a variety of factors.

Source: Jelani et al. (2023)

2.3.1 Read the paragraph and identify the following errors in sentence structures. Write the number of the sentence only. (3)

- a) Sentence fragment
- b) Pronoun referent disagreement



c) Lack of subject-verb agreement

2.3.2 Edit each sentence identified in 2.3.1 and underline the edited parts of the rewritten

sentences. You may use ellipses dots to shorten the sentences. (3)

2.4 Name the method of incorporating other scholars' ideas exemplified in each sentence below. (3)

a) According to Khairiani (2012), the utilisation of reading strategies has been recognised as a crucial element in enhancing students' reading comprehension.

b) The development of metacognition in readers is influenced by both their reading proficiency and overall proficiency in the L2 (Sheorey & Mokhtari, 2001; Anderson, 2002; Mokhtari and Reichard, 2004).

c) "The skills needed to read academic texts are different from reading non-academic texts" (Jelani et al., 2023, p. 1332).

2.5 Identify the academic writing characteristic exemplified in each sentence below. (2)

a) Research has shown that many university students have a limited understanding of effective reading strategies and struggle to monitor their comprehension while reading.

b) Students may not be aware of the importance of pre-reading activities such as previewing the text or setting a purpose for reading.

2.6 Rewrite the sentence below to ensure clarity is achieved by eliminating redundancies and wordy constructions. (2)

Cognitive reading strategies refer to the strategies that students employ to complete reading tasks while reading.

### **PART 3: TEXT STRUCTURE**

**[10 marks]**

Read the paragraph below to answer the questions.

The turtle then covers the nest by throwing sand over the nest with its flippers. Finally, the turtle makes its way back to the sea, and it does not return to attend to the nest. First, the turtle crawls out of the sea to the beach in search of the right place to build a nest for its eggs. Next, the turtle lays around 120 eggs the size of ping-pong balls. During the months from May to September, the Loggerhead turtle comes ashore to nest at night. The turtle does this to protect the eggs from predators. Once the location is identified, the turtle digs a hole with its flippers that measures 8" wide and 18" deep.



1. The sentences in the paragraph above are scrambled. Rearrange the sentences to present the information correctly. (6)
2. Identify the text structure used after the corrected paragraph. (2)
3. Why is text organisation important in academic writing? (2)

**PART 4: CITATIONS AND REFERENCES (APA 7<sup>TH</sup> edition)**

**[15 marks]**

Student A used the three academic resources referenced below to write an assignment on translanguageing. Help them cite the sentences in questions 4.1 and 4.2. In each case select one answer from the options provided to complete the sentence with the appropriate citation. Write only the question number and the letter of the correct answer (e.g. 4.1. F).

**References**

- [1] Csillik, E., & Golubeva, I. (2019). *Translanguageing practice in early childhood classrooms from an intercultural perspective*. University of Maryland.
- [2] Neokleus, G. (2020). *Cultivating literacy in diverse and multilingua classroom*. [www.igi.global.com](http://www.igi.global.com)
- [3] Bhatti, A., Shamsudin, S., & Said S. B. M. (2018). Code- Switching: A useful Foreign Language Teaching Tool in EFL classrooms. *English Language Teaching*, 11(6), 93-101.  
Dio:10.5539/elt.v//n6p93

4.1. Translanguageing can be defined as an approach that allows and incorporates the written and oral use of different languages in the classroom or an act of using different languages interchangeably to overcome language constraints.....[source 1 and source 2]. (2)

- a) Csillik, E., & Golubeva (2019) and Neokleus, G. (2020)
- b) Csillik & Golubeva (2019) & Neokleus (2020)
- c) (Csillik & Golubeva, 2019; & Neokleus, 2020)
- d) (Csillik & Golubeva, 2019; Neokleus, 2020)

4.2. ....discussed that “another cause of translanguageing during teaching and learning is believed to be the ignorance of the English language, because both teachers and learners belong to one language community and they both speak Oshiwambo dialects” (p.6). [source 3] (2)

- a) Bhatti Shamsudin & Said (2018)
- b) Bhatti et al. (2018)
- c) (Bhatti et al., 2018)
- d) Bhatti, Shamsudin and Said (2018)

4.3. What type of academic source is presented by source 3? (2)

- a) printed book
- b) printed journal article
- c) electronic journal article
- d) electronic newspaper article

4.4. How can one reference an item without author / s? (2)

- a) enter the whole item in italics
- b) enter the year of publication
- c) enter n.d.
- d) do not reference it

4.5. In the statement below, there is an indirect citation/ secondary source. Indicate the source that will be in the reference list. (1)

The basic goal is to protect human subjects by assessing the potential for harm against the potential for benefit, to ensure that research participation is completely voluntary and that potential participants get all of the information they require to make an informed decision about whether or not to participate in the study (Blessing & Nierbuhr, 2008 as cited in Connelly, 2014).

4.6. The in-text citation below is an example of ..... (1)

According to Blessing and Nierbuhr (as cited in Connelly, 2014, p.32):

The basic goal is to protect human subjects by assessing the potential for harm against the potential for benefit, to ensure that research participation is completely voluntary and that potential participants get all of the information they require to make an informed decision about whether or not to participate in the study.

4.7. The type of source for the reference list entry below is..... (2)

Beres, A.M. (2015). *Translanguaging as a strategy to boost human learning: An event –*

*related potential (ERP) investigation* (Unpublished doctoral dissertation). Bangor University, Bangor.

4.8. What is indicated by each of the following information of the reference below? (3)

Bhatti, A., Shamsudin, S., & Said S. B. M. (2018). Code-switching: A useful foreign language teaching tool in EFL classrooms. *English Language Teaching*, 11(6), 93-101.  
Dio:10.5539/elt.v//n6p93

- a) Dio:10.5539/elt.v//n6p93
- b) 93-101
- c) (6)

**THE END**