NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES, AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION, AND LANGUAGES

COURSE CODE: EAP511S		COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
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DURATION:	3 HOURS	MARKS:	100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S):	Mr B. Kamwi
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MODERATOR:	Dr N. Mlambo

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

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 18 PAGES (Including this front page)

SECTION A: ACADEMIC READING **[40]**

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

Challenges experienced by students studying through open and distance learning at a higher education institution in Namibia: Implications for strategic planning

By

Amalia Ilonga, Daniel Opotamutale Ashipala & Nestor Tomas

A (Abstract omitted)

Introduction

B Online learning remains one of the most powerful enablers and accelerators for realising higher education studies, enhancing teaching by means of innovative technologies and pedagogies (Fernando, 2018). The development of education in Namibia is guided by four broad goals, namely, access, equity, quality and democracy (Government of the republic of Namibia, 2002). Studying through ODL remains one of the most convenient modes of study, promoting access to higher education in Namibia. This mode focuses on opening access to education and training provision, freeing students from the constraints of time and place and affording them an opportunity to access a form of education that is flexible for individual students. With the emergence of the fourth industrial revolution characterised by the digitalisation of fusion technology, open and distance learning has the potential to provide future generations with the appropriate skills and knowledge through technological advancement (Valdes, Comendador, Sanz & Catan, 2018).

C To address the needs of the fourth industrial revolution in education, higher learning institutions should continue to integrate innovative methods to enhance the teaching and learning process (Halili, 2019). In order to do so, universities should be able to track the demands for skills in industry and move rapidly to ensure that students complete their education ready to add real value to the business world. The 21st century requires technological learning that includes digital literacy, collaboration, complex communication and systems thinking skills, among others. Initially, in order to be in line with online learning, Higher Education Institution (HEI) are expected to offer courses and platforms that sustain the use of multidimensional abilities, skills and the use of media and technology as a supportive system in higher education (Mahlangu, 2018).

D Individuals seeking to further their education at university level have the option to either register through the "traditional" face-to-face delivery, online or mixed modes of study (Gillett-Swan, 2017). The proliferation of online learning programmes is changing the way educators see and approach learning and teaching worldwide because of the increased online education opportunities (Palvia et al., 2018). Layton (2017) states that online learning is educational tools that is based and is accessible on the internet anytime. This would allow an individual to learn from place and time of his or her comfort. E-learning is therefore an opportunity to learn without being restricted by geographical or

time constraints and it has been reported as improving the quality of learning, increasing engagement and enhancing students' motivation (Arasaratnam & Northcote, 2017).

E   Despite the fact that integrating distance and e-learning clearly has advantages in the education system, some HEIs have been experiencing challenges in its implementation (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2019). HEIs worldwide are facing a variety of challenges related to the successful implementation, maintenance and growth of online programmes (Mahlangu, 2018). Challenges in the online education arena are being experienced worldwide from Africa to the Americas, Europe and Asia (Palvia, Aeron, Gupta, Mahapatra, Parida, Rosner & Sindhi, 2018). In the United States of America (USA), challenges that may result in the failure of distance and online education are institutional factors such as a lack of understanding of online pedagogy, online learning styles, lack of administrative support for online education, and the number of students enrolled, faculty qualifications, tuition rates and the length of the programme (Kentnor, 2015).

F   Challenges affecting online learning in the Middle East include low internet penetration, low public esteem for online learning, and a lack of online educational repositories in the Arabic language (Palvia et al., 2018). To deal with these challenges and promote e-learning in Saudi Arabia, collaborations with institutions of higher learning, improving quality standards, and developing rules and regulations for governing e-learning were initiated (Palvia et al., 2018). In Africa, ICT capacity overall has not evolved significantly, although online learning seems to be heading toward a critical mass and may have a major impact (Palvia et al., 2018). In South Africa there were gaps in policy understanding by intermediaries like district and provincial officials, resulting in several problems relating to the actual implementation of a national online learning policy (Vandeyar, 2015). Distance and online learning raises significant challenges in the technological research arena. Although distance and online learning training has been ongoing at a HEI's satellite campus for 28 years now, no data exist regarding students' experiences with ODL programme. Therefore, the aim of this study was to explore and describe students' challenges associated with the online and distance learning mode at a selected satellite campus of HEI in Namibia.

G   Teaching course materials and classrooms have become sophisticated and complex in the ways in which they have been converted into new forms. Allen, Seaman, Poulin, and Straut (2015) reported that more than two-thirds of academic leaders believe that online learning was a "critical" component to the long-term practicability of institutions. As this has become a demand at many institutions, there has been steady growth in online learning programmes across HEIs. The specific HEI satellite campus offers a wide range of undergraduate and postgraduate programmes; however, despite its efforts to cater for students who are unable to attend the full-time programme by introducing a distance and online learning programme in its curriculum, a high percentage of the students who register through this learning mode discontinue their studies and others have taken several extra years to complete (Du Plessis, Alexander, Ashipala & Kamenye, 2016). Empirical evidence revealing the students' challenges experienced at the selected satellite campus has yet to be undertaken.

Accordingly, the following research questions were posed:

1. What challenges are experienced by students in pursuing their studies through ODL at satellite campus of HEI in Namibia?

2. What are the factors contributing to the challenges affecting students studying through ODL at a satellite campus of HEI in Namibia?

Research Design and Methods

H **This** study used a qualitative, phenomenological, explorative, descriptive, and contextual research strategy (Burns & Grove, 2015; Ellis, 2018; Green & Thorogood, 2018; Holloway & Galvin, 2016) to gain an in-depth understanding of the challenges experienced by students studying through ODL programme at a selected satellite campus of HEI in Namibia. A qualitative approach was considered appropriate for this study because it helps a researcher to understand the thoughts and feelings of research participants. Another advantage of this approach was that it generates data that intensifies insight into the phenomenon itself rather than merely providing representative information (Polit & Beck, 2017). The purpose of an exploratory research was to gather preliminary information that helped define problems and suggest further studies. Furthermore, the design used also explored the way participants made sense of their surroundings, experiences and understandings of a phenomenon (Maree, 2016).

Context of the Study

I The satellite campus in which this study was conducted belongs to one of the largest HEI in the country with the diverse student population from 43 countries. Although a relatively young Institution of 28 years, it has grown to support a student population of 24,759 with 12 campuses and seven regional centres countrywide. The training institution offers full-time, part-time and distance courses. The vision of HEI is to be a beacon of excellence and innovation in teaching, research and extension services. As supported by HEI Act 18 of 1992, the aim of the HEI is to provide higher education, to undertake research and to advance and disseminate knowledge. It also provides extension services and encourages the growth and nurturing of cultural expression within the context of Namibian society. Moreover, its aim is to further training and continuing education and to contribute to the socioeconomic aspects related to the Namibian people. Additionally, the HEI seeks to direct the economic development of Namibia and to foster relationships with any person or institution, both nationally and internationally. Therefore, online learning can be used in intersecting the HEI vision and mission by enhancing teaching using new innovative technologies and pedagogies.

J The ODL at this particular HEI was established with the vision to strive to become the leading ODL centre in the country and beyond by enabling people to achieve their full potential through accessible, innovative and flexible learning, blended with eLearning, using the flipped classroom and other innovative concepts and approaches. The mission is to provide accessible quality higher education and to create opportunities for professional development for adult members of the community by offering open and flexible learning through distance and continuing education programmes. ODL caters for people who, for a variety of reasons, cannot attend any full time university programmes for further studies.

Participants and Sampling

K Sampling is the process for selecting a portion of the population to represent the whole population (Harvey & Land, 2016). It is a subset chosen from the sampling frame that represents the entire population (Taherdoost, 2016). Purposive sampling was used to select the participants for this study from the population, namely, students studying via the distance mode at a selected satellite campus of HEI. Polit and Beck (2017) describe purposive sampling as a non-probability sample that is selected based on the characteristics of a population and the objectives of the study. Participants were selected

for the study until data saturation occurred. The selected satellite campus of HEI has three faculties namely: Health Science, Education and Management Sciences.

Data Collection Procedures

L   Data were collected by means of semi-structured interviews using an interview guide. The face-to-face interview allowed the researcher to observe any non-verbal communication and allowed both the interviewer and the participant to seek any clarification necessary. Research questions that were used in the interview included: 1. the reasons why students chose to study through the distance mode, and 2. the challenges experienced by students studying through ODL programme. These questions assisted the researchers to probe view point of the students who were studying through ODL. Participants were included in the interviews based on their willingness to participate in the study and a voice recorder was used with the participants' permission to record all interview sessions.

Data Analysis

M   The audio recordings of the interviews were fully transcribed and a content analysis was used to analyse the data since this is the most reliable strategy used in qualitative research, giving the researcher a chance to organise the information into themes and subthemes (Polit & Beck, 2017). Each interview was analysed for units of meaning, and then clustered together to form themes and subthemes. Each theme was discussed with relevant quotations from the participants and relevant literature was used to control the findings.

Discussion of Findings

N   The purpose of this study was to understand the challenges experienced by students studying through ODL at a selected satellite campus of HEI in Namibia. This section presents the discussion of the findings in accordance with the themes that emerged from the study, namely, the reasons why students chose to study through ODL programme, IT-related challenges, lecturer time-related challenges, institution-related challenges and mechanisms for improvement.

The Reason Why Students Chose to Study through the Distance Mode

O   The reason most of the students chose to study through the distance mode is because they were employed and unable to quit their jobs to study full-time. Therefore, ODL provided them with an opportunity to pursue their studies at their own pace, while keeping the jobs. These findings were similar with those of Mathew and Iloanya (2016) who found that ODL offers learners the opportunity to learn at anytime from anywhere at their own pace. Distance learning programmes offer students the flexibility to pursue the courses they have enrolled for while fulfilling other work, family or academic commitments (Fincham, 2017). This study also revealed that studying through the distance mode helped participants to add value to their skills and broaden their knowledge. According to Nair (n.d.), students were able to incorporate what they have learnt in the workplace and this helped them improve their skills.

The Challenges Experienced by Students Studying through ODL Programme (IT Related Challenges)

P   Participants in this study revealed that the operating system posed a number of challenges for the programme. According to the participants, the system was not reliable or convenient as modules and marks constantly go missing. Another challenge observed by the students was that the marks uploaded onto their portals were often incorrect. This may had resulted in students failing the

modules and having to re-register the following year. **Similarly**, Mathew and Iloanya (2015), in a study conducted in Botswana, revealed that distance students faced challenges related to accessing the technology as well as the presence of the digital divide. Secondly, this study found that access to technology, the internet in particular, was a challenge for students, especially for those living in remote and rural areas where there is no electricity. Challenges in accessing network could be a result of poor infrastructure. Kanwar, Carr, Ortlieb, and Mohee (2018) stated in this regard that ODL and technology had become increasingly interconnected; hence, a lack of electricity and internet access could be a barrier to internet adoption. Bearing in mind that the ODL programme relied heavily on technology (internet), many of the study participants expressed that they had encountered challenges with accessing their portals due to poor internet connectivity. Although the selected satellite campus of HEI provides internet SIM cards (TN mobile) **which** were loaded with internet data every month, the participants emphasised that connectivity was unreliable, leading to problems in uploading their assignments on the portal. Moreover, poor network connectivity meant that students often assessed their assignments late or missed online tests. Hence, students might end up failing and thus repeating the modules. In a similar study by Ndongfack (2016) it was reported that students in Cameroonian institutions dropped out school as a result of challenges linked to electricity and internet connections, which were described as 'demotivating' by the students.

Q   Internet that was provided by the HEI was said to be slow and students tended to use other means to access the internet such as buying a different type of internet bundle. Participants revealed that in this way they were able to access their portal faster and keep up to date with all the notifications from the lecturers. This study also revealed that students using this type of internet connection found it very expensive. A similar study revealed that the high cost of internet was a major challenge and many of the learners found the affordability of internet as a major concern for online learning (Musingafi, Mapuranga, Chiwanza & Zebron, 2015).

R   The findings in this study revealed that while students submit their assignments on time, problems occurred with the time taken to mark those assignments. The study revealed that lecturers often took one to two months to mark assignments and disseminate the assignment marks to students. A similar study conducted by Musingafi, et. al. (2015) revealed that 75% of their respondents thought that delayed or ineffective feedback was a challenge. Lack of prompt and clear feedback from their lecturers led to students experiencing confusion, anxiety and frustration. Students in the current study further revealed that delayed feedback could be a burden to students who fail to obtain 40% in the assignments as it means **they** may miss the re-submission date (second option for students who do not pass an assignment). This may affect students in such a way that they may not qualify to write examinations or they may have to repeat the module the following year. This may result in students having to spend more money and to prolong their studies.

S   Additionally, students revealed that the lack of face-to-face time with the lecturers affected their studies. Distance and online learning can be impersonal as a result of the lack of face-to-face contacts. This limited the relationship building, which is a requirement for enhanced teaching and learning experiences. The face-to-face, physical, interpersonal contact that inspired the sense of a learning community in a traditional classroom has been reported as being threatened in the online learning mode as technologies does not produce the preferred students' experiences gained from face-to-face interactions (Arasaratnam & Northcote, 2017; Fincham, 2017). Students also revealed that they were often unable to access lecturers with questions they may have in regard to the modules. This may be

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as a result of ineffective communication between lecturers and students in the distance mode. Some participants revealed that when they emailed lecturers on issues they did not understand, lecturers could not respond at all or responded in a rude way. This is contrary to a study by Du Plessis et al. (2016), conducted at the University of Namibia, which found that lecturers supported students and were available whenever contacted and would assist students for any encountered problems. Similarly, it was stated that academics should always maintain a vigorous presence on online discussion boards so they control discussion, provide answers and feedback so students remain in the course (Gillett-Swan, 2017). Students studying through the distance mode needed support and guidance from their lecturers to make it through the course. In their study, Islam, Beer, and Slack (2015) concluded that in order for pedagogy to be successful the teacher was required to understand how students learn and then design and deliver course materials and mentor students appropriately so that knowledge and skills are passed on.

T **Lastly**, respondents indicated that they faced discrimination compared to full-time students, stating that they did not receive adequate attention regarding the academic challenges they face. Other discriminatory practices pointed out by participants included that their academic assessments were always last to be marked, thus delaying students from seeing how they have performed. Similarly, Attri (2015) and Fincham (2017) found out that ODL students were discriminated against and felt disconnected from the learning process when it came to receiving feedback from their teachers. This study also revealed that lecturers who facilitated at the ODL at satellite campus of HEI had to teach full-time students, thus giving priority to students studying through the full-time mode. As a result, students often felt that they were not treated fairly compared to full-time students. The study found that students studying through ODL programme were more likely not to receive adequate study materials or none at all. **Furthermore**, in some cases, study materials were handed out late. This was one of the major challenges faced by students because the study materials were required to work on assignments and tests. The implications students were likely to perform poorly in assignments and tests. A similar study revealed that a lack of study materials may force students to submit assignments that were not properly written and students likely to write examinations without enough preparation, resulting in poor performance (Musingafi et al., 2015). Another similar study by Du Plessis et al. (2016) found that students on distance mode of study had encountered challenges in terms of receiving their study material on time and this had affected them in terms of submitting their assignments by the due dates. Such poor performance may not be a true reflection of students' academic abilities.

Mechanism for Improvement ODL Programmes

U Participants in this study recommended the following measures to address the challenges identified in the study. Firstly, most participants in this study acknowledged that the appointment of more lecturers at the Centre would improve the turnaround time for feedback on assignments. This would mean that assignments and tests would be marked on time and the students' results would be disseminated timeously, leading to ODL programme being effective and successful. In a similar study, Owusu-Mensah, Anyan, and Denkyi (2015) emphasised the importance of people (staff) to the creation, existence, success and progress of distance education institutions. It was also evident in this study that students registered for the programme were very dissatisfied with the way study materials were being distributed. Respondents indicated that study materials arrive very late and when they get to the centre, the year has almost gone. In a similar study by Musingafi et al. (2015) on the challenges for open and distance learning ODL experienced by students at the Zimbabwe Open University, most

of the study respondents had received study materials late or had never received them, affecting students academically, psychologically and financially whereas Gafurov, Safiullin, Akhmetshin, Gapsalamov & Vasilev (2020) highlighted that convenient access to information regarding available equipment for users bring about improved experience. This study therefore finds it necessary for the HEI to disseminate study materials in a timely manner in order to improve the outcome of the programme and satisfy the students' requirements. By providing study materials on time, students will be able to engage with their respective course from the outset, thus preventing confusion and alleviating the possibility of failure.

V   It was found in this study that the majority of students who study through ODL were adults with permanent jobs. The ODL centre where the study was carried out in the town situated in an urban area. Students are sometimes based outside this town as they are working at nearby villages. This became a challenge when they had to collect their study materials or simply make enquiries pertaining to their modules because they had to travel long distances to their centres. Participants emphasised that it is expensive to travel every time they had to enquiries or, as often happens, when wrong marks were uploaded on their portals. Participants recommended that HEI should ensure that all small towns and settlements had ODL centres where they could go for assistance when needed. Furthermore, it was found in this study that students studying on distance mode are increasing; this may also cause overcrowding at the HEI during face-to-face interaction with the lecturers and overcrowding during examination time. A similar study by Oroma, Wanga, and Ngumbuke (2015) found that to address this case, measure had to be put in place that forced institutions to open up satellite centres in remote areas.

Conclusions

W   It was evident that participants in this study were very dissatisfied with the way study materials were being distributed. Respondents indicated that study materials often arrive very late and when they get to the centre, the year has almost gone. The findings of this study call for well-articulated actions to address the challenges faced by students studying in the distance-learning mode.

Recommendations

X   Based on the findings of the study the following recommendations were made: Lecturers in ODL should ensure the availability and accessibility of prescribed books and recommended books. All prescribed and recommended books should be made available online as far as possible with links given to students. The management at the campus should foster better supervision and coordination regarding the preparation and delivery of study material for students. The HEI should find innovative ways such as Mobile Tele Communication (MTC) internet mobile devices to deal with IT-related challenges to ensure that all distance students have faster access to their portals. In addition, HEI should recruit lecturers who will be solely responsible for ODL students. Lecturers and ODL programme Administrators should undergo refresher training on distance education annually to ensure that they are aware and can address the challenges faced by their students. The HEI should promote the need for face classes in the form of vacation schools at least twice in a semester. HEI should also introduce strict measures to monitor the lecturer's attendance during the face-to-face sessions.

Part 1: Comprehension questions [20 marks]

1. How many authors does the article have? (1)
2. What does HEI stand for? (1)
3. Name the four goals of the Namibian education system. (4)
4. According to the article, how can higher education institutions address the needs of the fourth industry revolution in education? (2)
5. Provide three challenges affecting online learning in the Middle East. (3)
6. What is the function of the following cohesive devices? (3)
   a) Furthermore (Par T)
   b) Lastly (Par T)
   c) Similarly (Par P)
7. Find synonyms of the following words in the following paragraphs. (3)
   a) Limitations (Par D)
   b) Suitable (Par P)
   c) Swift (Par R)
8. To what do the following pronouns refer to (3)
   a) They (Par R)
   b) Which (Par P)
   c) This (Par H)

Part 2: Language usage questions [10 marks]

1. What word formation process was used to create the following words? (3)
   a) HEI   (par C)
   b) e-learning (par D)
   c) internet   (par D)
2. Identify the number of morphemes in the following words. (2)
   a) Implementation (par E)
   b) Practicability   (par G)
3. Break down the following word into its morpheme structure. (1)
   Phenomenological
4. From the word in 3, identify a free and bound morpheme. (2)
5. State whether the underlined affix in each word is derivational or inflectional. (2)
   a) Standard<u>s</u> (par F)

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b) <u>en</u>abling (par J)

Part 3: Research analysis questions [10 marks]

1. Provide two reasons why the qualitative approach was found suitable for the study. (2)
2. What benefit does face-to-face interview offer to researchers (2)
3. Purposive sampling technique was used to arrive at the study sample. Explain how. (2)
4. How did the researchers observe ethical standards? (2)
5. What method of analysis was utilised and why? (2)

SECTION B: ACADEMIC WRITING [60]

PART 1: Report writing questions [15 marks]

Read the article below before answering the question on Report writing. The focus of the article is on students who work and attend school at the same time.

Many researchers have focused on students who work while they do their courses in higher education. Some of the negative effects of working while in higher education are higher risk of dropping out and delayed graduation rates. Working students tend to have less time for academic studies and school activities. Non-working students average 17.0 hours of studying per week and part-time working students study 15.7 hours a week. Working students also attend class less time per week.

In a study by Darolla (2008) there was a correlation between number of credits completed and number of hours worked per week. Some students take fewer credits due to work commitments. Part-time students tend to spend less time studying. This can lead to delayed graduation dates and more debt from more years of schooling. The time-to-degree ratio is higher, which in turn costs the students less future earnings. The study points out the negative effect of working to be lack of time for school-based activities and leisure activities.

A recent article has shown that there is a psychological and physical toll that takes upon students who try to juggle both work and school. From working and attending school, stress becomes the main setback which affects their academic performances. Taking a survey of 225 participant students, it showed that stress was a main cause for these students which caused emotional and physical exhaustion.

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Sleep is one constant that college students lack. A recent article shows that 50% of students surveyed at a university is sleep deprived especially those who work and school at the same time. This lack of sleep syndrome is an important problem students face at school which affects them in academic performance. Sleep is a necessity, but the lifestyle college students acquire at universities affects them severely.

[https://sites.psu.edu/workingstudents/background-2/]

The Report question:

Many students work and attend classes at tertiary institutions at the same time. You have been instructed by The Director of student affairs at NUST to research and identify three main negative effects that result from combining both work and study. You then have to compile a Recommendation Report.

Write the following sections of the report:

1. Title of the Report (2)

2. Introduction (about 60 words) (4)

3. Discussion (6)
   List three main negative effects of working and attending school at the same time.

4. Recommendation (Abut 30 words) (3)
   Provide one recommendation that you think will help to overcome the challenges.

Part 2: Academic writing [20 marks]

Read the paragraph below and answer the questions that follow.

Additionally, students revealed that the lack of face-to-face time with the lecturers effected their studies. Distance and online learning can be impersonal as a result of the lack of face-to-face contacts. This limited the relationship building, which is a requirement for enhanced teaching and learning experiences. The face-to-face, physical, interpersonal contact that inspired the sense of a learning community in a traditional classroom has been reported as being threatened in the online learning mode as technologies does not produce the preferred students' experiences gained from face-to-face interactions (Arasaratnam & Northcote, 2017; Fincham, 2017). Students also revealed that they were

often unable to asces lecturers with questions they may have in regard to the modules. This may be as a result of ineffective communication between lecturers and students in the distance mode, some participants revealed that when they emailed lecturers on issues they did not understand, lecturers could'nt respond at all or responded in a rude way. This are contrary to a study by Du Plessis et al. (2016), conducted at the University of Namibia, which found that lecturers supported students and was available whenever contacted and would assist students for any encountered problems. Similarly, it was stated that academics should always maintains a vigorous presence on online discussion boards so they control discussion, provide answers and feedback so students remain in the course (Gillett-Swan, 2017). Students studying through the distance mode needed support and guidance from their lecturers to make it through the course in their study, Islam, Beer, and Slack (2015) concluded that in order for pedagogy to be successful the teacher was required to understand how students learn and then resign and deliver course materials and mentor students appropriately so that knowledge and skills are passed on.

1. Identify the spelling errors in the following sentences from the paragraph. Write the misspelt word and its correct format **only**.   (3)

    (a) Additionally, students revealed that the lack of face-to-face time with the lecturers effected their studies.

    (b)) Student also revealed that they were often unable to asces lecturers with questions they may have in regard to the modules.

    (c) ....in their study, Islam, Beer, and Slack (2015) concluded that in order for pedagogy to be successful the teacher was required to understand how students learn and then resign and deliver course materials and mentor students appropriately so that knowledge and skills are passed on.

2. Which academic conventions do the following sentences respect or disrespect?

                                                                                            (6)

    (a) Distance and online learning can be impersonal as a result of the lack of face-to-face contacts.

    (b) The face-to-face, physical, interpersonal contact that inspired the sense of a learning community in a traditional classroom has been reported as being threatened in the online learning mode as technologies does not produce the preferred students' experiences gained from face-to-face interactions (Arasaratnam & Northcote, 2017; Fincham, 2017).

(c) This may be as a result of ineffective communication between lecturers and students in the distance mode, some participants revealed that when they emailed lecturers on issues they did not understand, lecturers could'nt respond at all or responded in a rude way.

3. What type of sentence construction error does each of the following sentences exemplify? (6)
    (a) provide answers and feedback so students remain in the course (Gillett-Swan, 2017).
    (b) This may be as a result of ineffective communication between lecturers and students in the distance mode, some participants revealed that when they emailed lecturers on issues they did not understand, lecturers could'nt respond at all or responded in a rude way.
    (c) Students studying through the distance mode needed support and guidance from their lecturers to make it through the course in their study, Islam, Beer, and Slack (2015) concluded that in order for pedagogy to be successful the teacher was required to understand how students learn and then resign and deliver course materials and mentor students appropriately so that knowledge and skills are passed on.

4. The following sentences have wrong subject verb agreement. Correct them so that they can be grammatically correct. Underline the corrected part.   (3)
    (a) This are contrary to a study by Du Plessis et al. (2016), conducted at the University of Namibia, which found that lecturers supported students and was available whenever contacted and would assist students for any encountered problems.
    (b) Similarly, it was stated that academics should always maintains a vigorous presence on online discussion boards so they control discussion, provide answers and feedback so students remain in the course (Gillett-Swan, 2017).

5. Study the citations of the following incorporated information and mention the ways of incorporation that was used in each sentence.   (2)
    (a) The face-to-face, physical, interpersonal contact that inspired the sense of a learning community in a traditional classroom has been reported as being threatened in the online learning mode as technologies does not produce the preferred students' experiences gained from face-to-face interactions (Arasaratnam & Northcote, 2017; Fincham, 2017).
    (b) Similarly, it was stated that academics should always maintains a vigorous presence on online discussion boards so they control discussion, provide answers and feedback so students remain in the course (Gillett-Swan, 2017).

Part 3: Text structure [10 marks]

Answer the following questions about text structure organisation.

1. Which text structure would I use to tell you how to play a board game? (1)

   (a) Compare-Contrast

   (b) Sequence

   (c) Chronological

   (d) Cause-Effect

2. Which text structure would I use to tell about the history of women's rights? (1)

   (a) Compare-Contrast

   (b) Sequence

   (c) Chronological

   (d) Cause-Effect

3. Mention the text organisation structure exemplified by the following paragraphs. (8)

   (a) Hunters originally thought that wolves in Yellowstone Park were a problem to deer and the surrounding ecosystem. When the wolf population was killed off, the results were surprising. The wolves had kept the deer population in check for decades. Due to the lack of predators, the deer experienced an unexpected population explosion. The increased number of deer consumed Yellowstone's vegetation quickly, all but collapsing the entire ecosystem. Although hunters may have originally thought that killing wolves were an answer, wolves had provided a much-needed role at the Yellowstone Park.

   (b) Bacteria has always been a risk for people. For years, scientists have searched for new ways to resist bacteria. Recently, they turned to an odd source: sharks! Scientists noticed that sharks stay bug-free as they move through the ocean. Algae and parasites found in the ocean stay away from the shark's unique skin. The pattern of skin on sharks, called dentricles, repel unwanted micro-organisms. Scientists decided to copy the pattern onto a film. This film is now available and can be applied to materials to help people in everyday life. Hospitals, restaurants, and public bathrooms all benefit from sharks.

   (c) Bats and birds both have wings. Yet, bats are quite different from birds. Bats are flying mammals. Bats do not have beaks and do not lay eggs. Most bats have teeth which help them when eating. They are also active at nighttime. Birds, on the other hand, are feathered, winged animals. They have beaks, with no teeth, and they lay eggs. Birds are active during

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the day. Although bats and birds have different traits, both animals help the environment with seed dispersal and pollination.

(d) If you happen upon a Blue Tongue Skink, you may find it quite scary at first glance, but closer inspection will leave you in awe. The Blue Tongue Skink is a type of lizard found only in Australia. Much like other lizards, the Blue-Tongue has a cylindrical body and a tapering tail. When frightened, this skink shows his bright blue tongue to scare predators. If being chased, it can drop its tail, and later re-grow a portion of it. The beautiful eyes of a skink are complex and human-like. The Blue Tongue Skink, although intimidating at first, is quite an interesting specimen to behold.

Part 4: Citation and reference (APA 7TH edition) [15 marks]

Question 1 (7)

Using the source details provided in each case, complete the sentences by inserting in-text citations as appropriate. Use page 69 if there is a need. **Write only the number and the correct answer next to it.**

1.1 One perspective on reading is that it is a cognitive or psycholinguistic process. Cognitive views highlight the "individual and the mental processes which are orchestrated in the act of reading" _____.

(2)

Source details

Mokotedi, R.T. (2012). *An investigation into pedagogical knowledge and teaching practices of reading among primary school teachers in Botswana* (Doctoral dissertation, The University of Exeter, England). Retrieved from https://pdfs. semanticscholar.org /7961/ 0fd5dbfa3899bdc f20935b08c 85ce5cd76ce.pdf

1.2 Phonics instruction is one of the major reading approaches that are applied by teachers in the ESL classroom _____. (2)

Source details

Hakimi, Z., Abdorahimzadeh, S., J. & Kargar, A., A. (2014). Interactive reading in primary education: A case study in Iranian EFL context. *Global Journal of Foreign Language Teaching*, *4*(2), 123-133.

Nunan, D. (2015). *Teaching English to speakers of other languages. An introduction.* New York: Routledge.

1.3 In the bottom-up reading model, the activity of reading is directed by written text and begins from components to the whole _____.   (1)

Source details

Boothe, K., & Walter, L. B. (1999). What is a bottom-up reading model? Retrieved from www.sil.org/ lingualinks/Literacy/ Reference Materials

1.4 According to _____, the bottom-up reading model reflects that reading activity involves a sequence of steps that progresses in a set order, beginning with "building phonemic awareness, which helps discriminate sounds in English, and then moving on to learning the relationship between the sounds and letters in order to decode words"

_____.   (2)

Source details

Shin, J. K. & Crandall, J. (2019). Teaching reading and witing to young learners. In S. Garton, & F. Copland (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 188-202). Oxon: Routledge.

Question 2   (4)

The reference entries below are not aligned to the APA 7th edition style. In each case, select one of the options provided which best represents the APA 7th edition style of referencing.

2.1 Aebersold, J. A. & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms.* Cambridge: Cambridge University Press.   (1)

a) J. A. Aebersold, & M. L. Field, (1997). *From reader to reading teacher: Issues and strategies for second language classrooms.* Cambridge: Cambridge University Press.

b) Aebersold, J. A. and Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms.* Cambridge: Cambridge University Press.

c) Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms.* Cambridge University Press.

d) Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms.* Cambridge University Press. Cambridge.

2.2 Cohen, L., Manion, L., & Morrison K. (2005). *Research Methods in Education* (5th ed.). London: Routledge Falmer. (1)

a) L. Cohen, L. Manion, L. & K. Morrison, (2005). *Research Methods in Education* (5th ed.). London: Routledge Falmer.

b) Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education* (5th ed.). Routledge Falmer.

c) Cohen, L., Manion, L., and Morrison K. (2005). *Research Methods in Education* (5th ed.). London: Routledge Falmer.

d) Cohen, L., Manion, L., & Morrison K. (2005). *Research methods in education* (5th ed.). London: Routledge Falmer.

2.3 Gunderson, L. (2009). *ESL (ELL) Literacy instruction a guidebook to theory and practice* second edition. New York: Routledge. (1)

a) L. Gunderson, (2009). *ESL (ELL) Literacy instruction a guidebook to theory and practice* second edition. New York: Routledge.

b) Gunderson, L. (2009). *ESL (ELL) Literacy Instruction A Guidebook To Theory And Practice* Second Edition. New York: Routledge.

c) Gunderson, L. (2009). *ESL (ELL) Literacy instruction: A guidebook to theory and practice* (2nd ed.). Routledge.

d) Gunderson, L. (2009). *ESL (ELL) Literacy instruction: A guidebook to theory and practice* (2nd ed.). New York: Routledge.

2.4 Pritchard, A. and Woolard, J. (2010). Psychology for the classroom: Constructivism and *social learning.* Oxon: Routledge. (1)

a) Pritchard, A., & Woolard, J. (2010). *Psychology for the classroom: Constructivism and social learning.* Routledge.

b) Pritchard, A. and Woolard, J. (2010). *Psychology for the classroom: Constructivism and social learning.* Oxon: Routledge.

c) Pritchard, A. and Woolard, J. (2010). Psychology for the classroom: Constructivism and social learning. Oxon: Routledge.

d) Pritchard, A. & Woolard, J. (2010). Psychology for the classroom: Constructivism and social learning. *Oxon*: Routledge.

Question 3 (4)

Identify the types of sources exemplified below.

3.1 Brown, H.D. (2007). *Teaching by principles, an interactive approach to language pedagogy* (3rd ed.). Pearson.

3.2 Liu, F. (2010). A short analysis of the nature of reading. *English Language Teaching, 3*(3), 152-157.

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