



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
DATE: JUNE 2025	MODE: FM, PM, DI
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER

EXAMINER(S):	Ms T. Kanime Mr C. Gwasira Ms Y. Lyamine Mr E. Shilemba Ms R. Ndengu	Ms M. Simon Ms M. Hashoongo Dr P. Midzi Mr V. Enkali Ms E. Limwena
MODERATOR:	Prof N. Mlambo	

INSTRUCTIONS

1. Answer all questions.
2. Write clearly and neatly.
3. Number the answers clearly.
4. Follow instructions for each question carefully.

THIS EXAMINATION QUESTION PAPER CONSISTS OF 12 PAGES (Including this front page).

QUESTION 1: ACADEMIC READING

[20 marks]

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

Perceptions of EFL Students toward Academic Reading

Oktay Akarsu

Ataturk University

Leyla Harputlu

Dokuz Eylul University

INTRODUCTION

- A** Reading is a complex information processing skill in which the readers interact with the text in order to create meaningful discourse not just from the words and sentences but also from the ideas, memories, and knowledge aroused by those words and sentences (Cziko, Greenleaf, Hurwitz, & Schoenbach, 2000).
- B** Three basic definitions of reading skill have driven literacy programs in the United States (Foertsch, 1998). According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it. The definitions of reading are more than just word recognition and mastery of phonemic decoding. Contemporary definitions include—or can be replaced by—the dynamic, reciprocal interactions among reader, text, and the context of the reader’s prior literacy schema (Ulmer, Timothy, Bercau, Gilbert, Holleman, & Hunting, 2002). Reading is the process through which the dynamic interaction of the reader’s background knowledge, the information inferred by the written language, and the reading situation context are constructing meaning (Dutcher, 1990).
- C** Successful reading comprehension is a complete grasp of meaning in a text in which dynamic and growing appreciation of interrelationships in the text is required (Yang, 2002). **Furthermore**, reading comprehension depends on factors such as the levels of readers’ proficiency, types of texts and task demands (Anderson, 1991). With regard to the successful reading comprehension, Learning and Information Service (2013, p. 1, 2),

at the University of Wolverhampton, states that “By reading effectively you will learn to question and survey the text you are reading to gain a better understanding of your subject. By improving your reading skills you can reduce unnecessary reading time and this will enable you to read in a more focused manner.”

(Methods and results sections of the article are omitted.)

SUMMARY OF MAJOR FINDINGS AND DISCUSSION

- D** The purpose of this study was to investigate and determine Turkish graduate-level EFL learners’ perceptions towards effective reading strategies. This study also aimed to explore other factors **such as** gender, age, and academic discipline that might affect learners’ reading strategies. The data were collected through a questionnaire completed by 144 Turkish graduate-level EFL learners of the School of Foreign Languages of Atatürk University. The results of the study suggest that Turkish graduate-level EFL learners are experienced readers.
- E** Reading is a crucial phenomenon for the graduate learners of EFL. An effective grasp of academic texts requires an essential effort by the reader. A considerable amount of research has been performed to investigate the processes that contribute to reading comprehension. Researchers have focused on nearly all aspects of reading such as reading comprehension, reading anxiety, reading problems, reading strategies, and so on throughout the world. Alsamadani (2009) conducted a research called “The relationship between Saudi EFL college-level students’ use of reading strategies and their EFL reading comprehension.” Alsamadani (2009) found out that EFL learners in Saudi Arabia used more planning strategies than attending strategies and evaluating strategies. Alsamadani also pointed out that the environment affected the learners’ reading comprehension, but there was no significant relationship between the learners’ comprehension level and their use of reading strategies. Reading in academic education is regarded as the most needed skill for EFL learners as their inability to read L2 texts may impede academic and professional development of those whose academic programs require information from the target language (Alderson, 1984). It is, **therefore**, important for graduate EFL programs in Turkey to design reading courses for their students to improve their reading ability.

PEDAGOGICAL IMPLICATIONS

- F** This study has pedagogical implications for teaching reading to Turkish graduate level EFL learners in Turkey. Firstly, these findings can be helpful for teachers to guide learners to

the reading strategies that suit them individually. This study shows that graduate EFL learners have different approaches to reading. In other words, reading strategies change from person to person. **Although** they know almost all the reading strategies, they just use the ones **they** think essential. This is why learners should be considered with regard to **their** individual approaches to reading. Teachers should take the learners' individual experiences and approaches into account while teaching reading.

- G** Secondly, the implications of this study are useful for students who seek to increase their perception of reading strategies. Instruction in this regard can help all learners become more active readers. Additionally, the findings revealed differences among reading strategy selections according to gender, age, and academic discipline. **In other words**, gender may affect learners' perceptions toward effective reading strategies and, accordingly, gender should be taken into consideration when teaching reading and other language skills.
- I** Age was also shown to be a factor in the selection of reading habits. As such, reading instructors should also pay attention to the age factor. Learners may be classified according to their ages during classes and also during the implementation of related research.
- J** Academic discipline is also an important factor that affects learners' selection of reading strategies. In this study, the variable regarding area of study is significant, as the participants are all graduate students and thus must read for academic purposes. The results regarding the differences in reading strategies among disciplines have implications for education. For example, scheduling for English preparatory classes should be prepared according to discipline. Students of the Social Sciences, for example, can deal with social issues, whereas the other students can be taught according to their own disciplines.
- K** In conclusion, it would be beneficial for EFL learners, whether proficient in reading the target language or not, to be aware of the strategies that proficient readers have. Accordingly, three concrete recommendations can be made here:
1. Turkish graduate-level learners should practice other reading strategies to improve their reading strategies.
 2. Teachers should know how to instruct reading.
 3. Teachers should also take certain variables (age, gender, academic discipline, etc.) into account when teaching reading.

READING COMPREHENSION QUESTIONS

- 1.1 Who authored this article? (2)
- 1.2 Identify the paragraph which contains each of the following information. (3)
- a) research on processes that contribute to reading comprehension
 - b) different definitions of a reading skill
 - c) age as a factor in reading strategy selection
- 1.3 What do readers rely on to create meaningful discourse while interacting with reading texts? (2)
- 1.4 What are the benefits of improving one's reading skills according to the Learning and Information Service at the University of Wolverhampton? (2)
- 1.5 What do the results of the study suggest about Turkish graduate level EFL learners' reading ability? (2)
- 1.6 Why should gender be taken into consideration when teaching reading and other language skills? (2)
- 1.7 Briefly (one word answer only) state the function of the following cohesive devices. (4)
- a) Furthermore **Paragraph C**
 - b) such as **Paragraph D**
 - c) Although **Paragraph F**
 - d) in other words **Paragraph G**
- 1.8 To what do the following pronouns refer? (2)
- a) they **Paragraph F**
 - b) their **Paragraph F**
- 1.9 Which word in **paragraph k** has the same meaning as suggestions or proposals as to the best course of action, especially one put forward by an authoritative body? (1)

QUESTION 2: LANGUAGE USAGE

[15 marks]

Read the abstract below and answer the questions that follow. The sentences are numbered for your convenience.

Abstract

¹In this study, data were collected using a modified version of Mokhtari and Sheorey's (2002) Survey of Reading Strategies (SORS). ² Results suggest that Turkish EFL (English as a Foreign Language) students at the graduate level, while engaged in academic reading, are aware of almost all effective reading strategies, though each one is not used individually. ³ Rather, students engage effective reading strategies according to individual preference. ⁴ The influences of gender, age, and academic discipline on effective reading strategies were investigated and significant differences were evaluated. ⁵ Suggestions are offered following the summary of results.

- 2.1. What part of speech (word class) is the word *modified* as used in sentence 1? (2)
- 2.2 Which word in sentence 1 is inflected to mark ownership? (1)
- 2.3 Analyse the word *individually* in sentence 2 according to its morpheme structure. (1)
- 2.4 Classify each of the following words in sentence 3 according to their morpheme structure. (2)
- a) preference
- b) age
- 2.5 Which prefix can you add to each word below to change its meaning to the opposite (negative). (3)
- a) *effective* **Sentence 3**
- b) *significant* **Sentence 4**
- c) *aware* **Sentence 2**
- 3.6 Identify words that exemplify the following in the abstract. (2)
- a) an acronym
- b) an initialism
- 2.7 Rewrite the words below and for each, underline the affix and state (next to the word) whether the affix is derivational or inflectional. (4)

- a) engaged **Sentence 2**
b) influences **Sentence 4**

QUESTION 3: RESEARCH WRITING

[15 marks]

Read the two paragraphs taken from the methods section of the article you read for question 1 and answer the questions that follow.

The purpose of this quantitative research is to collect data about the strategies of university-level students during the reading of academic materials in English, in order to measure the types and frequencies of the various reading strategies as well as to determine any differences observed in regard to gender, age, and academic discipline. The data of the study were collected from the students of the School of Foreign Languages at Atatürk University in the 2008-2009 academic year. These learners were Graduate Education students enrolled in each of the skills courses, including writing, speaking, reading, and listening.

The Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002) was modified and applied as the instrument for data collection. Before data collection, written permission for application of the research was requested from the administration of the School of Foreign Languages. In addition, the participants were given a consent form explaining the purpose of the research and assuring them of the confidentiality of their responses, the use of these responses for solely scientific objectives, and the autonomous nature of participation in the study.

Questions

- 3.1 Identify the research method adopted in this study. (1)
3.2 List two other methods that one can use to conduct research. (2)
3.3 When and where was the study conducted? (2)
3.4 Which research design was adopted in this study? (2)
3.5 Identify the instrument used for data collection purposes in this study. (2)
3.6 Briefly discuss any three ethical principles that were adhered to in this study. (6)

QUESTION 4: ACADEMIC WRITING

[20 marks]

- 4.1 Match each sentence in column A with the type of error it exemplifies in column B. Write the number of the sentence and the letter representing the error only. (8)

Column A: Sentences exemplifying errors	Column B: Type of error each represents
1) This study present the general types of reading strategies that EFL graduate learners have when confronting academic texts.	a) comma misplacement
2) The major strength of this study lies in the setting the participants were all from the School of Foreign Languages at Atatürk University in Erzurum, Turkey.	b) lack of subject-verb agreement
3) Reading is not a generic skill, it improves when one practices it.	c) sentence fragment
4) Since comprehending the texts is crucial for academic success.	d) run-on sentence

4.2 Read the following statements about the stages in the writing process and indicate which ones are true and which ones are false. Write the letter of the statement and the correct answer next to it. (4)

- a) The third stage in the writing process is revising and editing.
- b) During the preparation stage you need to generate ideas about the topic of the assignment.
- c) Once you have created the outline for your assignment, you should write the the first draft in one sitting.
- d) Proofreading involves rewriting your paper and making it better by improving on the initial rough draft.

4.3 Name the characteristic of academic writing not adhered to in each sentence below. (6)

- a) The population of the study is made up of Turkish graduate-level EFL learners.

- b) In this study we give a picture of the graduate learners' strategies.
- c) In the future, graduate-level EFL learners' perceptions toward effective reading strategies must be investigated through different research designs and data collection procedures and instruments, and with the inclusion of more participants.

4.4 Read paragraph C of the article in question 1 and identify two methods of incorporating other scholars' ideas used by the authors. (2)

QUESTION 5: TEXT STRUCTURE

[15 marks]

5.1 Read the paragraph below and answer the questions that follow after it.

There are numerous reasons why students may develop poor reading comprehension ability. Firstly, poor comprehension ability may be as a result of lack of motivation. Secondly, poor comprehension ability may occur due to low prior knowledge. Students may also develop poor comprehension ability on account of poor English vocabulary. To avert the negative consequences associated with poor comprehension ability among students, it is important to address the factors the lead to poor reading ability among students.

- a) Identify the pattern of organisation used in this paragraph. (1)
- b) List two text structure specific cohesive devices that signal the pattern of organisation. (2)
- c) Name four elements of a body paragraph exemplified in the paragraph. (2)

5.2 Use the information in the table below to construct a (one) paragraph of not more than ten (10) sentences using an appropriate pattern of organisation. (10)

Your paragraph should

- ✓ begin with a topic sentence
- ✓ have three main supporting sentences
- ✓ have at least two minor supporting sentences
- ✓ have at least three text structure specific cohesive devices
- ✓ closing sentence

Proficient Readers (Good Readers)	Ineffective Readers (Poor Readers)
Before Reading	
<ul style="list-style-type: none"> • Build up their background knowledge on the subject before they begin to read. • Know their purpose for reading. • Focus their complete attention on reading 	<ul style="list-style-type: none"> • Start reading without thinking about the subject • Do not know why they are reading.
During Reading	
<ul style="list-style-type: none"> • Give their complete attention to the reading task. • Keep a constant check on their own understanding. • Monitor their reading comprehension and do it so often it becomes automatic. • Stop only to use a fix-up strategy when they do not understand. 	<ul style="list-style-type: none"> • Do not know whether they understand or do not understand. • Do not monitor their own comprehension. • Seldom use any of the fix-up strategies.
After Reading	
<ul style="list-style-type: none"> • Decide if they have achieved their goal for reading. • Evaluate comprehension of what was read. • Summarize the major ideas. • Seek additional information from outside sources. 	<ul style="list-style-type: none"> • Do not know what they have read. • Do not follow reading with comprehension self-check.

QUESTION 6: REFERENCING

[15 marks]

Study the list of sources below and answer the questions based on it.

[1]	Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a language problem. In J. C. Alderson & A. H. Urquhart (Eds.), Reading in a foreign language (pp. 1–27). Longman.
[2]	Andriani, E., & Mbato, C. L. (2021). Male and female Indonesian EFL undergraduate program students' metacognitive strategies in academic reading: planning, monitoring and evaluation strategies. <i>Journal on English as a Foreign Language</i> , 11(2), 275–296. https://doi.org/10.23971/jefl.v11i2.3006
[3]	Baum, J., Frömer, R., & Rahman, R. A. (n.d.). Emotions and cognitive effort – but not source credibility – determine news-based social judgments. Preprint, 1–25.
[4]	Conrady, K. (2015). Modeling Metacognition: Making Thinking Visible in a Content Course for Teachers. <i>Journal of Research in Mathematics Education</i> , 4(2), 132. https://doi.org/10.17583/redimat.2015.1422
[5]	Mayring, P. (2014). Qualitative content analysis: theoretical foundation, basic procedures and software solution. Klagenfurt. Retrieved from https://www.ssoar.info/

6.1 Use the list of references to insert in-text citations as appropriate to complete each of the sentences below. Use page 20 if you need to use a page number. (8)

- i) _____ [Source 3] frankly acknowledge that the successful identification of specific reading strengths and weaknesses will fully strengthen EFL learners' metacognitive reading learning strategies they are going to implement in their reading learning processes.
- ii) "University EFL learners have to be able to thoroughly evaluate the academic reading processes to progressively elevate their higher order thinking, problem-solving, decision-making, planning, and monitoring skills" _____ [Source 4].
- iii) _____ [Source 2] strongly prompt Indonesian EFL teachers to provide clearer metacognitive strategies guidance for learners to fully reap more fruitful reading learning outcomes in future events.
- iv) An issue that has received a fair amount of attention in EFL reading is if there is a threshold of L2 proficiency (or linguistic knowledge; that is, a language factor) that needs to be passed for the transfer of L1 reading (that is, a reading matter) to occur _____ [Source 1].

6.2 What is represented by the following information?

(3)

- i) the abbreviation **Eds.** (in bold) in source 1
 - a) editions
 - b) editorials
 - c) editors
- ii) the number **2** (in bold) in source 2
 - a) volume number
 - b) issue number
 - c) edition
- iii) the abbreviation **n.d.** (in bold) in source 3
 - a) variant of *and or end*
 - b) no damage
 - c) no date

6.3 Use the list of sources below and decide what type of source is represented

by each of the following entries in the reference list. Write only the question number and the letter of the correct answer. (2)

List of sources:

a) journal article b) book chapter c) newspaper article d) book

i) Source 1

ii) Source 5

6.4 Indicate whether the following tips for writing a reference list are true or false. (2)

i) Arrange the reference list in alphabetical order according to the first name of the first named author.

ii) Number or 'bullet' the reference entries.

THE END