Feedback Tutorial Letter

English for Academic Purposes

EAP511S

Assignment number 1
NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY
CENTRE FOR OPEN AND LIFELONG LEARNING

FEEDBACK TUTORIAL LETTER
SECOND SEMESTER 2021
ASSIGNMENT 1
ENGLISH FOR ACADEMIC PURPOSES
EAP 511S
Dear EAP Students, below follows feedback on every question you had to answer for assignment 1. We hope that it will assist you in identifying and correcting your mistakes.

Questions 1: Academic Reading

Questions

1. The purpose of the article is three-fold. Write the main purpose only. (2)
   To assess (1) the educational challenges being faced in southern Africa. (1)

2. List Covid-19’s most significant impacts on education in Africa. (4)
   1. the widening of inequalities, (1)
   2. increase in marginalization, (1)
   3. the inability of the most disadvantaged students to pursue their studies (1)
   4. and acquire knowledge and skills that support a healthy transition to adulthood (1)

3. Quote in the words of Allen, Rowan and Singh (2020) the silver lining that might emerge from the current crisis (2)
   “A reconnection with those around us and a stronger sense of shared empathy and kindness for one another, as well as a greater appreciation for our beautiful planet”. (1 mark for quote, 1 mark for quotation marks)

4. Indicate whether the statements below are True or false. (10)
   a) Rural areas are more affected by Covid-19 than urban areas. True
   b) All SADC member states have combinedly developed response plans. False
   c) In some homes, parents and children have to compete to use the computer. True
   d) Power outages negatively affect the availability of working on computers. True
   e) Some students that have access to online learning do not use it. True
   f) Students using shorthand has not undermined the curriculum standard in language subjects. False
   g) Parents are unwilling and unable to provide the necessary enabling environment. False
   h) The workload for women and men has remained the same with regard to learning and working. False
   i) Distance and virtual leaning has been a challenge because educators have had no time to prepare to adapt to the mode. True
   j) Student movements have joined hands to reject digital learning as an educational solution in Africa when digital access is limited to the elite. True

Useful tip! – Answering true/false questions requires critical reading of the text!
5. Silver linings in the article refer to?

   Educational innovations

6. To what does the pronoun ‘this’ in para G; line 12 refer?

   The number of students who have access to online learning (1) but are not willing to use it is another challenge. (1)

7. Refer to paragraph E and describe the online learning challenges faced in any two of the mentioned SADC countries

   For example, a respondent in the non-formal education sector of Zambia who has been facilitating a course faced challenges using online facilities because the educator and participants have varying degrees of online-based facilitation and learning experience. (1)

   Another educator in Zimbabwe faced a similar challenge in conducting online training in permaculture (a practice-based sustainable agriculture approach). (1, award mark if mentioned with Zambia)

   A laboratory technologist and lecturer in fisheries at a university in Namibia was challenged to conduct practical demonstrations and fieldwork to develop students’ practical competences. (1)

   A small permaculture NGO in South Africa, incurred unexpected costs which included purchasing masks and hand sanitisers as well as running more workshops than originally planned (due to the planned number of participants per workshop being higher than what was permitted under COVID-19 regulations). (1)

   An NGO in Zimbabwe, which works with schools and teacher colleges in permaculture, incurred additional costs having to train its facilitators (teachers) on COVID-19. (1)

8. Identify and name the function of the cohesive device used in paragraph A.

   Consequently – result/as a result

   OR

   However - contrast

   **Useful tip!** – When answering reading comprehension questions, remember that the question itself has key information that will help you find the answers in the passage!
Question 2: Language Usage Review

Read the paragraph and answer the questions based on it:

During the study, a South African (2.1 active) (2.2 describe) how the COVID-19 crisis has exposed elements of systemic violence towards ordinary people by the state. He shared how pensioners were queuing for their pensions when the military arrived and without any warning or explanation began beating people who were not socially distancing. He shared how a person does not receive a food parcel unless that person is a political party cardholder. When asked about (2.3 resist), he explained that people were scared: “We remember too well what happens when the military arrives”. He (2.4 linked) this to his own experiences under apartheid fleeing from the military. “There is nowhere to run to and hide now as we can’t leave our homes. This makes activism very hard but we are now seeing the full extent of the damage to our democracy through COVID-19 and we won’t forget.”

A. Write the words numbered in the paragraph in the appropriate form (use a prefix or a suffix) (1x3 marks)
B. Explain the meaning of the prefix or suffix you have used or identify the type of word it forms (1X3 marks)

2.1 A. activist
B. Meaning: Denotes a person

2.2 A. described
B. Meaning: forms the past tense

2.3 A. resistance
B. Meaning: forms a noun

2.4 Identify the free morpheme and the bound morpheme in the word below. (1)
Link (free)
ed (bound)

2.5 Rearrange the list of words below into simple, compound and complex words.(3)
Simple: ordinary
Compound: cardholder
Complex: pensioners
2.6 Rewrite the sentence by changing the underlined word into an adjective: (1)
“We won’t forget the damage to our process of democracy through COVID-19.”
“We won’t forget the damage to our democratic process through COVID-19.”

2.7 Identify and write down an adverb in the following sentence: (1)
The military arrived and without any warning or explanation began beating people who were not socially distancing.

2.8 Identify and motivate why the following word is a derivational or inflectional morpheme: (2)
Activism
Derivational (1) because a new word was created (1).

NOTES:
For A. above you had to write the correct form of the words provided in the passage and if you did not score full marks you should be worried and do something. For B. you had to explain the meaning of only the prefix/suffix not the entire word e.g. ist in activist denotes a person.

2.5 Writing only the three words without identifiers of simple, complex and compound was lazy writing. Your tutor-marker cannot guess which one is which. So be very specific when you answer questions in which you have to categorize things.

2.6 We are trying to teach you that one word can have many different forms and they are all used in different contexts. So if you understand what an adjective or adverb is, you will be able to identify them, form them and apply them correctly in your writing.

  e.g. democracy (noun), democratically (adverb), democrat (person belonging to a party), democratic (adjective)
2.8 If you can remember the (8) inflectional morphemes in the following table, it will be easy for you to distinguish them from derivational morphemes.

<table>
<thead>
<tr>
<th>Base/Root</th>
<th>Grammatical function</th>
<th>With suffix added</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s</td>
<td>-s noun plural</td>
<td>cars</td>
</tr>
<tr>
<td>-'s</td>
<td>-'s noun possessive</td>
<td>Emelda’s</td>
</tr>
<tr>
<td>-s</td>
<td>-s third person singular</td>
<td>walks</td>
</tr>
<tr>
<td>-ing</td>
<td>-ing progressive</td>
<td>She is coming</td>
</tr>
<tr>
<td>-ed</td>
<td>-ed simple past tense</td>
<td>She walked</td>
</tr>
<tr>
<td>-en</td>
<td>-en verb past perfect participle</td>
<td>She had eaten</td>
</tr>
<tr>
<td>-er</td>
<td>-comparative</td>
<td>She is taller</td>
</tr>
<tr>
<td>-est</td>
<td>-superlative</td>
<td>She is the tallest</td>
</tr>
</tbody>
</table>

**Useful tip!** – The purpose of the language usage review unit is to TEACH you to write correctly and creatively!

**Question 3: Text Organisation**

**NOTES:**
The objective of this question was to get YOU to think and write something from your perspective. But many of you are quick to run to the internet and copy chunks of other people’s thoughts. Worse is that some of you copy entire assignments from each other! This question has 4 parts that had to be answered individually because we wanted to assess whether you can identify your own topic sentence, concluding sentence or transition signal.
3.1 Choose one industry in Namibia and write your OWN paragraph on the effects of Covid-19 on your chosen industry.

Your paragraph must consist of the following:

1. Topic sentence
2. Three supporting sentences
3. Two cohesive devices (underline them)

Example:
Covid 19 (topic) has had negative effects on tertiary education in Namibia (main idea).
When the country went into lockdown last year March, tertiary institutions were forced to assess their situations and continue teaching online. Firstly, many students had to drop out as a result of not having a laptop or money to buy data. Secondly, lecturers had to hastily learn how to function in an online environment which consequently increased their stress levels. Finally, learning in an online environment also created a gap in which students could cheat in tests and create an impression of attending online classes, when they were actually not. In conclusion, despite the challenges that seemed insurmountable at first both lecturers and students have adapted to an online environment.

3.2 Write the topic sentence of your paragraph
Covid 19 (topic) has had negative effects on tertiary education in Namibia (main idea).

3.3 Write the concluding sentence of your paragraph
In conclusion, despite the challenges that seemed insurmountable at first both lecturers and students have adapted to an online environment.

3.4 Write one transition signal used in your paragraph
Finally

NOTES:
*The highlighted sentences are my supporting sentences because they address the negative effects.
GENERAL COMMENTS

*EAP is not just English! You will not succeed if you approach it with that mindset.

*Engage your marker tutors if you do not understand concepts or how to answer a question. Many of you are suffering in silence when you have help at your disposal.

*Remember at this level, we don’t expect you to be making grammatical errors so make sure your work is double checked.

*We hope this letter will be helpful to you but if you have any questions, feel free to contact your marker tutors and we will gladly assist you.

*Good luck with the test!