

SIGNATURE OF EXAM STAFF:



University of Fort Hare
Together in Excellence

UNIVERSITY OF FORT HARE

ENGLISH FIRST ADDITIONAL LANGUAGE

EFL 414E & ELF 411E

FOUNDATION PHASE AND INTERMEDIATE PHASE YEAR 4

SUPP EXAMINATION



Time: 3 HOURS

Date: JUNE/JULY 2025

Subject: EFL414E & EFL411E

Marks: 100

This paper consists of 3 pages including the
cover page

Internal Examiners

Dr. Linake M A.
Dr. N. Khewu

External Examiner

Prof E. K. Klu

INSTRUCTIONS

1. This paper consists of TWO questions, and ALL of them are compulsory.
2. It is in your best interest to write clearly and legibly.
3. 3 Marks will be subtracted for poor expression and grammatical errors.

QUESTION 1: BI/MULTILINGUAL TEACHING APPROACHES

[60].

1.1 Differentiate between Bilingual and Multilingual Teaching approaches.

2 x 2 = (4).

1.2 There are different types of skills that learners are taught to read in order to become Bi/Multilingual. Define each of the skills mentioned below:

- Bottom-up processing (Decoding) (3).
- Top-down Processing. (2).
- Successful readers do both of these simultaneously. (2)
- Metacognition. (6)

1.3 Critically discuss the following practical activities to enhance Literacy (reading and Writing Skills) and indicate when and where to administer them: Bullet them

Silent Sustained Reading (5).

Free Reading (5).

Dialogue Journal (5).

Media Journal (5).

1.4 In two paragraphs, mention and discuss the top **FIVE** skills needed for Childhood Literacy. (2 x 5 = 10).



1.5 During EFL 414E & EFL411E lectures, we discussed and engaged with different teaching strategies in English First Additional Language for Foundation Phase Intermediate Classroom. Mention at least **FIVE** teaching strategies and provide the relevant explanations. (2 x 5 =10).

1.6. Quality Multilingual Education contributes to achieving sustainable futures. Please provide at least **THREE** reasons for advocating for Multilingual Education. (1 x 3= 3).

QUESTION 2

[40].

Choose only **ONE** topic below, discuss and unpack it by highlighting its importance and influence in the classroom context. Your discussion should be presented in **THREE** full pages and include the following:

- Introduction. (5).
- Relevant content to the topic chosen: Body (divide your work into paragraphs). (10).
- Each paragraph must have the following: (A good topic sentence, good supporting sentences, a good concluding sentence, and joining words and logical relationships). (10).
- Conclusion. (5).
- The length: two to three pages. (5).
- Fewer grammatical errors. (5)

TOPICS

1. Transition

Mention and discuss the approaches to managing the transition to EFAL as LoLT (e.g. using Home Language as a resource).



2. Fluency

Critically discuss your understanding of the role of fluency in skilled reading; approaches for developing fluency, and assessing fluency in the EFAL Classroom.

3. Vocabulary

Mention and discuss the roles of vocabulary in reading, approaches for developing fluency and assessing vocabulary development.

4. Reading Comprehension in the EFAL Classroom

Mention and critically discuss the steps to be followed before, during, and post-reading comprehension and include its components.

5. Writing in the EFAL Classroom

Mention and discuss Genre-based approaches to writing, indicate the Writing Process in the EFAL classroom and share how you will assess writing in the EFAL classroom.