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NAMIBIA

# **FEEDBACK TUTORIAL LETTER**

## **SEMESTER 1: (2023)**

### **ENGLISH FOR ACADEMIC PURPOSES (EAP 511S)**

#### **MAIN TEST**

## ENGLISH FOR ACADEMIC PURPOSES (EAP 511S)

### FEEDBACK LETTER

APRIL 2023

### TEST (MAIN)

Dear Students

This letter provides feedback on your performance in the first test. Many students took the time to write the test and their commitment and effort should be applauded. The test seemed to be a little challenging for students in general as reflected by the scores obtained. **This means many students did not perform well in the test and I would like to encourage everyone to work harder in the remaining assessment task(s). Remember, it is not impossible to obtain good scores.**

The test covered several units. These units/topics were:

Language usage	Unit 1
Library and information skills	Unit 2
Academic reading	Unit 3
Academic writing	Unit 4
Research writing	Unit 7

**The same units will be assessed in the supplementary test, which provides an opportunity for all students to work harder to obtain better scores** and improve their chances of qualifying for the examination. The purpose of this feedback letter, therefore, is the point out areas in which you performed well, including areas in which you did not perform optimally. A detailed memo is attached, thus only the questions that were not well answered will be highlighted so as to help you respond to questions more effectively.

### Section A: Academic reading

#### Question 1

This question assessed your knowledge and application of a) academic reading skills (survey reading and close/intensive reading) and b) reading strategies. All the questions were generally well-answered, **except for question 5**, which required the use of **context clues to guess the meaning of difficult or unfamiliar words**. Context clues are **hints found within a sentence, paragraph, or passage that a reader can use to understand**

**the meanings of new or unfamiliar words.** The same principle can be applied in this context. The expectation was for students to read the provided definitions/explanations for each word and then find a word or phrase which fits the definition/explanation from the text. The first word or phrase to identify was defined as *a metaphorical invisible barrier that prevents certain individuals from being promoted to managerial- and executive-level positions within an organization or industry*. In this case you had to closely read for details that fit this category. **In paragraph A**, there is reference to *women who are becoming increasingly motivated to break through the traditional **glass ceiling** that has **kept them from ascending to positions of leadership, while possessing the required skills and ability***. The word **glass ceiling** best fits this definition as it refers to a barrier (invisible) which prevents women from *moving up (ascending) the ladder*. Please see the attached memorandum for answer to questions 5.2 and 5.3. For more on context clues, **please read Unit 3, pp. 16-18.**

### **Question 2: Pronoun reference**

Question 2 assessed your close reading skills, but it was poorly answered, which is an indication that there is a need to review these skills. Close reading refers to thoughtful, critical analysis of a text that focuses on significant details or patterns to develop a deep, precise understanding of the text's form, craft or meanings. One way to assess close reading skills, especially the reader's understanding of how texts are put together/how flow is achieved in texts, is through **pronoun reference, which** is the practice of making pronouns refer clearly to the words they replace. Authors often avoid repeating the same words/phrases/ideas and usually opt to use pronouns instead. **In question 2a), you were expected to identify which word/phrase/idea the author avoided repeating by replacing it with a pronoun.** The sentence read *Women leaders have higher and more difficult problems than males since **they** must also contend with perceptions*. In this case, **they** is used instead of repeating **women leaders**. To review close reading skills, read pp. 7-8. Click on the link on cohesive devices (p. 8) for an article focussing on techniques that help the reader follow the writer's train of thought. **Point 3 discusses pronoun reference.**

### **Question 3: Cohesive devices**

Another way to assess the reader's understanding of how texts are put together/how flow is achieved in texts is by focussing on cohesive devices. Cohesive devices indicate the relationship between ideas, and it is important to know a wide number of cohesive devices and the functions each performs. See table below for examples of cohesive devices and their functions.

functions

Addition	Comparison	Giving Examples	Sequencing
<ul style="list-style-type: none"><li>• Moreover</li><li>• Additionally</li><li>• Furthermore</li><li>• In addition</li><li>• Also</li><li>• Too</li><li>• As well as</li></ul>	<ul style="list-style-type: none"><li>• Similarly</li><li>• Compared to</li><li>• Likewise</li><li>• Equally</li><li>• Also</li><li>• In the same way</li></ul>	<ul style="list-style-type: none"><li>• For example</li><li>• To illustrate this..</li><li>• For Instance</li><li>• Such as</li><li>• In other words</li><li>• Namely</li></ul>	<ul style="list-style-type: none"><li>• Firstly</li><li>• To begin with</li><li>• After that</li><li>• Thirdly</li><li>• Next</li><li>• Finally</li><li>• Lastly</li></ul>

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The reason why this question was poorly answered by many students is probably not restricted to a lack of knowledge of cohesive devices and their functions, but possibly also the inability of students to follow instructions to answer questions. Students were restricted to selected paragraphs but opted to focus on cohesive devices used in other paragraphs.

#### Question 4: Research writing

This question assessed your research writing skills. Some questions were well-answered while many were poorly answered. Please see the attached memorandum for answers to questions on research writing skills. To improve your performance in questions that assessed research writing, it is important to review the Research writing unit. I will highlight some costly but avoidable mistakes students made while responding to research writing questions below.

In 4.1a), students were required to add a geographical context by indicating **in which country** the research was conducted. Students wrote Indian (not a country) and not India (the country).

For 4.3, students were expected to formulate research questions from the research objectives. Some students formulated very good questions but a number of them did not **correctly punctuate** these **questions by adding a question mark at the end**. Students instead used a full stop. In addition to the importance of effective punctuation of questions, it was vital for these constructions to be **grammatically correct** and that they were actual questions and **not statements ending in a question** mark parading as questions.

#### Question 5: Language usage

There did not seem to be many challenges when responding to question 5. Once again, some students made a costly but avoidable mistake, specifically for 5.1a) which required

students to state the function of the -s- attached to standards. While students recognise the function of the -s- in this case, they incorrectly wrote that -s- indicates *prulal* or *prular* **instead of plural**. Spelling errors should be avoided when responding to questions. Please see the attached memorandum for answers to questions on language usage and review the entire unit to improve your performance in general.

## **Section B: Academic writing**

### **Question 1**

Question 1 required students to **identify academic writing conventions exemplified in the edited sentences**. This question was poorly answered possibly because 1) students did not understand the question or how to respond to it and 2) students were not familiar with academic writing conventions. Some students, however, managed to answer this question very well. **Please read Unit 4 from pp. 2-6 to review academic writing conventions.**

### **Question 2**

In question 2, students were required to **identify and correct grammatical errors** in the numbered sentences in selected paragraphs. This is usually done in the revising and editing stage in the writing process, and **it is covered on pp. 10-13 of Unit 4**. Please see the memorandum for the errors you were expected to identify as well as the corrected version/form of each of the identified words.

### **Question 3**

For question 3, students had to identify which stage of the writing process was illustrated. Unfortunately, many students were unable to identify the stage exemplified by the illustration. **To review stages in the writing process, please read pp. 6-10** of the Academic writing unit.

### **Question 4**

In question 4, you were required to apply your knowledge of **how to incorporate other scholars' ideas in your own work**. This topic is covered on pp. 13-17. Please review these pages.

## Section C

There was one question in this section, and you were required to use the source details to compile a reference entry aligned to APA 7<sup>th</sup> edition style of referencing. APA style of referencing is discussed in Unit 2. **Please review Unit 2 from pp. 14-21.**

## Conclusion

As indicated earlier, this letter served as feedback for Test 1 and highlighted questions that seemed challenging for students to answer. I hope that you will find the feedback useful and as such make effective use of it. This feedback concentrated on topics assessed in the first test and in some cases guided you to the units/pages where these topics are discussed. The purpose was for you to review these topics thoroughly in preparation for the supplementary test as well as the exam. However, I need to caution you that although the supplementary test will assess the application of the knowledge and skills assessed in the same units listed in this letter, questions might focus on other topics that were not assessed. **Therefore, review all the topics covered in the units instead of only focussing on the topics that were assessed in the main test.** Please find the memorandum attached hereto. I wish you all the best for the supplementary test and I hope you will pass this module at the end of the semester. This can only be achieved if you commit to your studies and work hard.

Regards,

Ms Lyamine Y (Tutor-Marker)

English for Academic Purposes