

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION (POST GRADUATE)**

**2015/2016 EXAMINATION PAPER**

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THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION  
MASTERS OF EDUCATION IN APPLIED LINGUISTICS

MID YEAR EXAMINATION, MARCH, 2016.

COURSE NAME: CURRENT ISSUES

COURSE CODE: APL 5911

MARKS: 100%

INSTRUCTIONS

TIME: THREE HOURS

- INSTRUCTIONS:
1. There are **TWO** sections in this paper, **A** and **B**
  2. Answer only **three** questions in all
  3. Question 1 in section A is **compulsory**, and you should  
Answer any **two** questions from **section B**
  4. All questions carry equal marks

**SECTION A**

**Question 1:**

Write briefly on **any five** of the following concepts and terminologies in literacy. Write not more than one and a half pages on each of the five selected concepts, but write enough to define, explain and illustrate, where necessary.

1. Native language and mother tongue
2. Bilingual first language acquisition
3. Criterion referenced language assessment
4. Language in education policy
5. Validity in language testing

6. Norm referenced language assessment
7. Universal grammar

**SECTION B:** Answer any **two** questions from this section

**Question 2**

“Literacy and numeracy skills are usually regarded as a set of basic skills developed in Schools/Communities and are seen as necessary for any form of employment and training”

- (a) Give as many examples as possible of literacy and numeracy skills that are developed in schools and communities.
- (b) Explain how functional Literacy relates with the above statement with reference to the Zambian situation

**Question 3**

- (a) Functional literacy plays a big role in promoting career path learning. As a Post-School Programme in Zambia TEVET was planned to provide solutions to school-leaver unemployment in the country. Discuss the role of functional literacy in the operations of TEVET in promoting career path learning among pupils in Zambia

**Question 4**

Wong (2011) discusses the question of what language is by considering a number of oppositions:

- a. form and function
- b. mentalist and interactionist
- c. linguistic and metalinguistic

Explain what each opposition involves and how they influence language teaching approaches and methods.

**Question 5**

What is the difference between the terms critical period and sensitive period and how can these be used to make decisions of when to introduce the second or additional languages in a bilingual education programme.

THE UNIVERSITY OF ZAMBIA  
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SCHOOL OF EDUCATION  
**EPS 5365: COUNSELLING IN SPECIAL EDUCATION**  
EXAMINATION  
**TIME: THREE HOURS**

**Instructions**

- a. This examination contributes 50% to the course grade
  - b. There are five questions
  - c. Question one is compulsory
  - d. Answer question one and any other two questions
- 

1. Counsellors who use Gestalt counselling theory have a specific view point of human beings. Explain the specific view point and how it influences choice of counselling techniques. **(20 marks)**
2. Having been on practicum, explain the importance of using the attending skills with the acronym SOLER **(15 marks)**.
3. Sigmund Freud believed that human behaviour resulted from interaction of the Id, Ego and Superego. Using examples, explain the truth of this statement. **(15 marks)**
4. Discuss the strength and weakness<sup>es</sup> of the Rogerian theory of counselling. **(20 marks)**
5. One of the skills of attending in counselling is reading character of a client. Describe seven patterns of character and why they should be read in a client **(15 marks)**.

**End of examination**

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DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION  
MASTERS OF EDUCATION IN LITERACY AND LEARNING EDUCATION

MID YEAR EXAMINATION, MARCH, 2016  
LITERACY FOUNDATION, THEORIES AND PRINCIPLES

COURSE CODE: LTC 5511

MARKS: 100%

INSTRUCTIONS

TIME: THREE HOURS

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  2. Answer only **three** questions in all
  3. Question 1 in section A is **compulsory**, and you should  
Answer any **two** questions from **section B**
  4. All questions carry equal marks

**SECTION A**

**Question 1:**

Write briefly on **any five** of the following concepts and terminologies in literacy. Write not more than one and a half pages on each of the five selected concepts, but write enough to define, explain, differentiate and illustrate, where necessary and applicable

- a. Functional Literacy and Initial literacy
- b. Monolingual and bilingual literacy models
- c. Emergent literacy and reading readiness

- d. Primary reading programme (PRP) and the Primary Literacy Programme (PLP)
- e. The link between emergent literacy and the language of instruction in use
- f. Learning to Read and reading to learn
- g. Reading culture

**SECTION B:** Answer any **two** questions from this section

**Question 2**

Literacy can liberate society, but can also be used as a tool for oppression (Elspeth Stuckey). Discuss this accession with examples drawn from a number of African countries including Zambia

**Question 3**

The teaching of phonemic and phonological awareness to children before they are expected to break through to initial literacy is in line with Vygotsky theory of scaffolding. Discuss

**Question 4**

Discuss with examples how the UNESCO's definition of what literacy is seems to differ with how literacy rates of individual countries are arrived at by various organisations and people as given in its various documents on literacy levels in the world.

**Question 5**

Discuss Obanya's three phases of literacy (**Basic literacy, Post-literacy, Further literacy**) in line with the UNESCO's definition of literacy which says that Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts

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MASTERS OF EDUCATION IN LITERACY AND LEARNING/APPLIED  
LINGUISTICS EXAMINATIONS, MARCH, 2016.  
INITIAL LITERACY IN THE FIRST LANGUAGE

COURSE CODE: LTC 5521

MARKS: 100%

INSTRUCTIONS

TIME: THREE HOURS

- INSTRUCTIONS:
1. There are **TWO** sections in this paper, **A** and **B**
  2. Answer only **three** questions in all
  3. Question 1 in section A is **compulsory**, and you should  
Answer any **two** questions from **section B**
  4. All questions carry equal marks

**SECTION A**

**Question 1:**

Write briefly on **any five** of the following concepts and terminologies in literacy. Write not more than one and a half pages on each of the five selected concepts, but write enough to define explain and illustrate, where necessary.

- a. Mother tongue and child's language of play language
- b. Links between Initial literacy and Teacher preparedness
- c. zonal language and mother tongue
- d. Phonemic awareness in Zambian languages
- e. Syllabic methods and phonological and phonemic awareness
- f. Second language and first language teaching and learning
- g. Language learning and language acquisition

**SECTION B:** Answer any **two** questions from this section

**Question 2**

Oral language teaching using a variety of activities is cardinal for the development of skills needed for initial literacy teaching. Explain with examples drawn from any Zambian language

**Question 3**

There are obvious links between **emergent literacy**, **oral language activities** when the child is in school, **phonological** and **phonemic awareness** and the achievement of **initial literacy** in any given language. Explain this accession with examples from languages of your choice

**Question 4**

Discuss the challenges facing the successful implementation of the new language policy of using Zonal languages as languages of instruction from grades 1 to 4.

**Question 5**

Parents have a big role in the enhancement of the emergent literacy in their children long before they start formal school. Discuss

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**MID YEAR POSTGRADUATE EXAMINATIONS**  
**(FEBRUARY/MARCH)**  
**LTC 5541: LITERACY IN MULTILINGUAL CONTEXTS**

**TIME: 3 HOURS**

**INSTRUCTIONS**

**This paper consists of two sections. You must attempt all the questions in Section A and any other two questions from Section B.**

**SECTION A: ANSWER ALL THE QUESTIONS IN THIS SECTION (20 marks)**

1. With the aid of examples, explain the differences between each of the following pairs of concepts.
  - a. Open and closed syllabic structures
  - b. Shallow and deep orthography
  - c. Language in education policy and language policy
  - d. Corpus and status language planning

**SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION (30 marks)**

2. Discuss the relevance of each of the following sociolinguistic phenomena to the formulation and implementation of literacy programmes.
  - a. Language Contact
  - b. Language Attitudes
  - c. Language Policy
  - d. Language Shift
  - e. Language Maintenance.
3. Discuss Ruiz's three orientations to language planning and then explain which of the three can be said to fit the orientation(s) of language planners in Zambia since independence.

4. With reference to Jim Cummins' theory of the interdependence of cognitive academic language skills acquired in the first and second languages, discuss the strengths and weaknesses of the bilingual education policies in precolonial and independent Zambia.
5. What is the relationship between oral language skills and the development of literacy skills in the first language?
6. Discuss the five component skills of literacy and assess which of these skills do not receive much attention in the Zambian education system.