

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION : MAY, 2005

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 274

STUDENTS : B.ED YEAR TWO; PGCE

TIME : THREE (3) HOURS

INSTRUCTIONS :

1. ANSWER QUESTION ONE (1) AND ANY THREE OTHER QUESTIONS.
2. QUESTIONS CARRY MARKS AS INDICATED.
3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.

QUESTION 1 (compulsory)

For the syllabus to be meaningful at secondary school level it should, inter alia, deal with issues of national interest and development. Explain how issues of national concern like HIV and AIDS, gender and environmental awareness could be treated as integral parts of the English Language syllabus at secondary school level.

[25 marks]

QUESTION 2

Brown (2000) posits that “who?” is one the most significant questions which need to be considered when planning for teaching English as a second language. “Discuss the importance of this question in the context of teaching English in Swaziland secondary schools.

[25 marks]

QUESTION 3

Discuss the relationship between the varieties of English according to attitude and subject matter and their relevance in designing the English language syllabus at secondary school level.

[25 marks]

QUESTION 4

Discuss how Skinner’s Verbal Behaviour (1957) and Ausubel’s meaningful learning theory influenced English language teaching methodology over the years.

[25 marks]

QUESTION 5

Explain how problem-solving and thinking skills could be promoted through cooperation and collaboration among all those involved in teaching one unit of composition at secondary school level.

[25 marks]

QUESTION 6

Discuss the skills involved in the process of reading as suggested by Brumfit (1980) and explain how they are connected.

[25 marks]