

**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 674  
STUDENTS : M.ED YEAR TWO – PART-TIME  
TIME : THREE (3) HOURS  
INSTRUCTIONS : 1. ANSWER QUESTION ONE (1) AND ANY  
TWO OTHER QUESTIONS.  
2. ALL ANSWERS MUST BE WRITTEN IN  
CONTINUOUS ESSAY FORM

**QUESTION 1** (compulsory)

Write a critical analysis of Littlewood's (1986) perspectives on Literature and Language teaching to show why the former should be considered as an integral part of a language course in ESL situations. [40 marks]

**QUESTION 2**

Write a critical evaluation of Carl Roger's humanistic psychology and its applications in teaching and learning English as a second language. [30 marks]

**QUESTION 3**

How far have the following models succeeded in sustaining a viable theory in second language acquisition:

- (i) Krashen's Input Hypothesis
- (ii) McLaughlin's Attention – Processing Model
- (iii) Long's Interaction Hypothesis

[30 marks]

**QUESTION 4**

It has been often argued that Michael Halliday (1973) provided one of the best "expositions" of language functions in addressing purposes of communication.

Discuss Halliday's functions of language in order to demonstrate their critical importance in designing a language syllabus in ESL situations. [30 marks]

[30 marks]

**QUESTION 5**

"In recent years researchers and teachers have come to understand that second language learning is a process of the creative construction of a system in which learners are consciously testing hypotheses about the target language from a number of possible sources of knowledge..." (Brown, 2000; p. 215) Discuss these "possible sources of knowledge" in order to evaluate learner language and error analysis as significant constructs in understanding second language learning. [30 marks]

[30 marks]