

## UNIVERSITY OF SWAZILAND

## FACULTY OF EDUCATION

## MAIN EXAMINATION QUESTION PAPER, MAY 2005

- TITLE OF PAPER : CURRICULUM STUDIES: ENGLISH LANGUAGE
- COURSE CODE : PEC 273
- TIME ALLOWED : THREE (3) HOURS
- INSTRUCTIONS :
1. THIS QUESTION PAPER HAS TWO SECTIONS
  2. SECTION 1 IS COMPULSORY: ANSWER QUESTION 1
  3. SECTION 2: ANSWER ANY THREE QUESTION.
  4. 5 MARKS WILL BE AWARDED FOR GOOD LANGUAGE USAGE AND GENERAL ORGANIZATION OF YOUR ANSWERS
  5. N.B. A TOTAL OF FOUR QUESTIONS MUST BE ANSWERED.

## SECTION 1 - COMPULSORY

**Question 1**

- (1) List three goals of Language Arts instruction. (6)
- (2) Why do you think the language arts are divided into 'Receptive' and 'Expressive'? (2)
- (3) What is "invented spelling?" Give an example. (2)
- (4) What are the three components of the writing process? (3)
- (5) (a) Give two examples of writing conferences. (2)
- (6) List three important points that a language arts teacher should bear in mind when evaluating pupils' writing. (3)
- (7) Describe one of the following evaluation scales: briefly:- (2)
- Hostilic
  - Analytic
  - Primary traits
- (8) What is the main tenet of structural grammar? (2)

[25 marks]

## SECTION 2

Answer three questions. Each answer is worth (5) marks

### Question 2

Explain why it is important to allow pupils to go through the three stages of the writing process. Give one example each, to illustrate the impact that each stage has on the development of pupils' writing. [20 + 5]

### Question 3

Three teachers were observed teaching grammar lesson as follows:-

#### Observation 1

Teacher : B. Dladla

Lesson : The Present Continuous Tense

The teacher explained to the class that in order to form the present-continuous tense, -ing is added to the simple verb stem. The following notes had been written on the board.

1. When forming the Present Continuous Tense, -ing is added to this simple verb stem.

Examples	:	eat	>	rubbing
		hop	>	hopping
		nod	>	nodding

#### Observation 2

Teacher : N. Ntuli

Lesson : The Present Continuous Tense

The teacher had written the following sentence on the chalk-board:-

Mother is cooking food.

The teacher also had the following flash cards:-

is eating
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is selling

is buying

is tasting

The pupils were to substitute "is cooking" with any of the flash cards.

### Observation 3

Teacher : E. Shabangu

Lesson : Sentence combining

The teacher wrote the following sentences on the chalkboard:-

- (a) (i) Later she married the man.  
(ii) He had saved her (whom)

Pupils were to use 'whom' to join the sentences

- (b) (i) The two girls went home together (who)  
(ii) They had lunch  
(iii) They did homework

Pupils were to use 'who' to join the sentences.

Task:

- (i) Which approach of teaching grammar does each teacher employ (3)  
(ii) Explain the major tenet of each approach (3)  
(iii) Choose two approaches and critically evaluate their advantages and/or disadvantages in teaching grammar. (11)

[20 + 5]

### Question 4

Critical evaluate the following methods of spelling instruction

- (a) Spelling rules  
(b) Corrected-test method  
(c) Test-study-test technique

[20 + 5]

**Question 5**

- (a) Identify and briefly describe three activities for developing oral language in the early primary grades.
- (b) Critically comment on the importance of each activity identified in the oral language class. [20 + 5]

**Question 6**

Critical listening instruction should begin at the lower primary grades.

- (a) Why is it important to develop critical listening as early as the lower grades of primary school?
- (b) Identify and critically evaluate two activities of how to develop critical listening during the lower primary grades.