

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
FINAL EXAMINATION PAPER, MAY 2006**

**TITLE OF PAPER: CURRICULUM STUDIES: ENGLISH LANGUAGE
COURSE CODE: PEC 373
TIME ALLOWED: 3 HOURS
INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE AND
ANY OTHER THREE FROM SECTION TWO**

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THE INVIGILATOR**

This question paper contains 3 pages including this one

Section I: Compulsory

Question 1

- (a) Name the L2 acquisition hypothesis that accounts for the tendency of learners to check their speech frequently and correct as necessary (2)

- (b) Name the L2 acquisition hypothesis that accounts for the progress language acquirers make from one level of competence to a higher one (2)

- (c) Name the L2 acquisition hypothesis that accounts for the fact that certain language rules are mastered early and others late (2)

- (d) Identify **two** strengths of the **Communicative Approach** to L2 teaching
(i) _____
(ii) _____ (6)
- (e) State **one** role the teacher performs during the **Audio-lingual** method (2)

Question 2: Below, are eleven qualities of a good second language learner adapted from Ellis (1985). A key word has been written in the box outside the list. Find it. Each word may be used only **once**. (11 marks):

Qualities of a good classroom L2 learner

- (a) Avoids negative _____ and inhibitions
- (b) Attends to _____ rather than form
- (c) _____ direct contact with L2 users with private study techniques
- (d) Possesses sufficient _____ skills to perceive, categorise, and store L2 features
- (e) Is prepared to _____ by taking risks
- (f) Possesses a strong _____ for learning L2
- (g) Seeks out all _____ to use L2
- (h) Responds positively to the learning _____ provided
- (i) _____ listening and speaking opportunities in L2
- (j) Attends to _____ during private study
- (k) _____ to different learning conditions

form; reason; opportunities; anxiety; analytical; meaning; tasks; adapts; experiment; supplements; maximises

Section II: Answer any three questions (25 marks each)

Question 3

Identify and critically discuss any **five** characteristic differences between classroom second language learning (L2) and the way we acquire the mother tongue (L1) in the home. What implications do these differences have for ESL instruction?

Question 4

Explain personality as a factor in second language (L2) acquisition. Highlight how this factor is exhibited in primary school classrooms in Swaziland and how teachers deal with it.

Question 5

Discuss the second language (L2) teaching methods that you find suitable for use in the primary schools in Swaziland.

Question 6

(i) Explain any **one** of the hypotheses listed (a) to (c) which form a theory of second language acquisition. (ii) What implications does the hypothesis you have explained have for ESL teaching in primary schools in Swaziland?

(a) the acquisition-learning hypothesis

(b) the input hypothesis

(c) the affective filter hypothesis