

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING**

FINAL EXAMINATION PAPER, MAY 2007

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 274

STUDENTS : B.ED YEAR II, PGCE

TIME : THREE (3) HOURS

INSTRUCTIONS :

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

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

Question 1 (Compulsory)

About ninety-five percent (95%) of the population of Swaziland use SiSwati as the national language in Swaziland; the vast majority of secondary school pupils speak SiSwati in and out of school on a daily basis in the country.

Given this national language scenario, discuss and explain the emphasis given to the teaching of listening, speaking, reading and writing of English in the country's secondary schools. (25 marks)

Question 2

Explain the notions of varieties of English according to attitude and medium as suggested by Quirk et al (1975) and discuss their influence on the ESL secondary school syllabus. (25 marks)

Question 3

Compare and contrast the audio-lingual approach and the cognitive theory, showing their strengths and weaknesses in the teaching of English as a second language. (25 marks)

Question 4

Discuss the intellectual skills involved in the process of reading and explain how they could be linked in the teaching of summary in English at secondary school level. (25 marks)

Question 5

Discuss ways in which composition writing could be a stimulating collaborative endeavour for both the learners and the teacher at secondary school level. (25 marks)

Question 6

Describe the processes of selecting and grading in teaching vocabulary at secondary school level and explain why they are important. (25 marks)