UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

FINAL EXAMINATION PAPER, MAY 2007

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

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This question paper contains 3 pages including this one

Section I: Compulsory
Question 1: Answer the following in the spaces provided

(a)   Identify **one strength** and **one weakness** of the **grammar translation method** of second language teaching

    (i) Strength: _____

_____ (4 marks)

    (ii) Weakness: _____

_____ (4 marks)

(b)   In the lesson observation described below (i) identify the teaching method and (ii) state its weakness: *"Speaking L1 is discouraged. All the teacher-talk and exercises are in the target language. The teacher is skilfully using a number of different questions that are generating dialogue. The teacher also corrects pronunciation. The learners are making effort to get the meaning of what the teacher is saying and seem to enjoy what they are doing."*

    (i) method: _____ (2 marks)

    (ii) weakness: _____

_____ (2marks)

(c)   Identify two strengths of the **Communicative Approach** to second language teaching

    (i)   _____

_____ (4 marks)

    (ii)   _____

_____ (4 marks)

(d)   Explain the term *input* as used in second language acquisition research:

_____

_____ (2 marks)

USE KRASHEN'S HYPOTHESES TO ANSWER QUESTIONS (e) TO (i) BELOW

(e)   Which hypothesis implies that second language *acquisition* occurs during science lessons but not necessarily, and not exclusively, during English lessons alone?

    Hypothesis: _____ (2 marks)

    This hypothesis states that: _____

_____

_____

_____ (6 marks)

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(g)   Explain the meaning of the symbol *i + 1* _____

_____

_____ (4 marks)

(h)   Identify the hypothesis that tries to explain that we acquire language in a predictable

way: _____ (2 marks)

(i)   Monitor overusers tend to: _____

_____ (2 marks)

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Section II

Answer any three questions (20 marks each)

Question 2

Explain the **affective filter hypothesis** and highlight what implications it has for ESL teaching in primary schools in Swaziland.

Question 3

Explain how age influences L2 learning. What implications does this influence have for ESL teaching in Swaziland?

Question 4

Identify and critically discuss two reasons in support of the use of the Audio-lingual Method to teach English in lower primary classes in Swaziland.

Question 5

Explain the natural order hypothesis. How is this knowledge being applied to the primary school English curriculum in Swaziland?