

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION, MAY 2008**

**TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH**

**COURSE CODE : EDC 274**

**STUDENTS : B.ED.. YEAR II; PGCE**

**TIME ALLOWED : THREE (3) HOURS**

**INSTRUCTIONS :**

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

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### **QUESTION 1 (COMPULSORY)**

Ellis and Tomlinson (1994) hold the view that the learning of ESL is much more difficult than the learning of English as the first language (p.3).

- (i) Discuss and exemplify the factors that support this view. (15 marks)
- (ii) Relate the tasks which secondary school teachers need to undertake in order to overcome the difficulties encountered when teaching ESL, as suggested by Ellis and Tomlinson (1994). (10 marks)

### **QUESTION 2**

Discuss the effects of the physical and affective domains in second language learning and development in both adults and children as espoused in Brown (1980). (25 marks)

### **QUESTION 3**

Of what critical importance is understanding of the variety of English according to first language interference in teaching and learning ESL at secondary school level? (25 marks)

### **QUESTION 4**

Discuss the different interactive activities which could engage pupils in effective reading comprehension at secondary school level. (25 marks)

### **QUESTION 5**

Listening comprehension lessons must vary the ways in which secondary school pupils demonstrate their understanding; they should also include real life listening comprehension contexts. Discuss ways in which listening comprehension lessons and contents could be designed to cater for the above-suggested considerations at secondary school level. (25 marks)

### **QUESTION 6**

Explain why extensive and intensive listening activities could be used for effective teaching of listening in ESL classroom at secondary school level. (25 marks)