

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**SEMESTER I SUPPLEMENTARY EXAMINATION PAPER: JULY 2008**

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

**COURSE CODE: EDC 274**

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

**TIME ALLOWED: THREE HOURS**

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

### **QUESTION 1            COMPULSORY**

Outline the main differences between learning English as a foreign language (EFL) and learning English as a second language (ESL). (25 marks)

### **QUESTION 2**

Discuss the cognitive and linguistic factors which account for similarities and differences in second language acquisition and learning in adults and children, according to Brown (1980). (25 marks)

### **QUESTION 3**

Brown (2000) argues that the question: “Why learners attempt to acquire the second language”, is the most “encompassing” one. Explain the reasons for this view indicating why this question is relevant for learning ESL in Swaziland. (25 marks)

### **QUESTION 4**

Discuss different ways in which reading, speaking and writing could be integrated in one unit of composition writing. (25 marks)

### **QUESTION 5**

Describe the reading process as suggested by Brumfit (1980) highlighting the skills which are essential for full understanding of the text at secondary school level. (25 marks)

### **QUESTION 6**

Discuss the theory of composition writing and its application in teaching composition writing at secondary school level. (25 marks)