

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**FINAL EXAMINATION -2008**

**TITLE OF PAPER-CURRICULUM STUDIES :ENGLISH  
LANGUAGE**

**PAPER CODE-PEC 273**

**TIME ALLOCATION –THREE (3) HOURS**

**INSTRUCTIONS**

This question paper is divided into two sections.

Answer question ONE and any other THREE.

All questions carry equal marks.

**THIS PAPER SHOULD NOT BE OPENED UNTIL YOU ARE INSTRUCTED TO DO  
SO BY THE INVIGILATOR.**

SECTION A

Q.1

a.i) Design an information-gap activity you would use to teach a particular language skill or concept to a primary school level of your choice. (5 marks)

ii) Explain how the activity designed above integrates the four language skills of listening, speaking, reading, and writing. (4 marks)

c) Rephrase the composition topic 'My school' so that it becomes more specific about purpose, audience and directions to guide the learner. (3 marks)

d) Complete the table below following the two examples given (3 marks)

Writer	Text type	Possible audience	Purpose
shopkeeper	prices	customers	to inform
conductor	ticket	passengers	to confirm
i)---	---	---	---
ii)---	---	---	---
iii)---	---	---	---

e) Distinguish between the following in relation to writing:

i) product vs. process

ii) accuracy vs. fluency

iii) discrete vs. holistic approach

iv) analytical vs. impressionistic marking (4 marks)

f) List SIX things the opening or introduction of a language lesson should seek to achieve. (6 marks)

*Total-25marks*

**SECTION B**

**Q.2 Describe and justify five (5) activities you would use to develop oral and aural skills in pupils at a particular primary school level. (25 marks)**

**Q.3 Design a game that can be used to teach a particular language skill or concept at a specific level of the primary school. Explain how the game meets at least five principles governing the choice and use of games in language teaching. (25 marks)**

**Q.4 Discuss the pedagogical implications of any one of the following language teaching approaches to the primary school teacher in Swaziland:**

**a) Content-based language teaching**

**b) Whole language approach**

**c) Language Experience approach**

**(25 marks)**

**Q.5 Distinguish between using content to teach language and contextualising Language items. Which of the two do you find most beneficial and applicable in Swaziland primary schools? (25 marks)**

**END OF QUESTION PAPER**