

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**FINAL EXAMINATION -2008**

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

**PAPER CODE-PEC 373**

**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) Distinguish between:

- i) Competence and performance
- ii) surface grammar and deeper grammar
- iii) nature and nurture
- iv) method and technique

(4marks)

b) match the statements below with the competence they represent.

- i) knowledge of rules governing the social acceptance of utterances-
- ii) knowledge of verbal and non-verbal techniques employed to compensate for imperfect knowledge of rules of language use-
- iii) ability to connect sentences to produce a meaningful whole from individual utterances-
- iv) knowledge of the phonological, morphological, syntactic and semantic rules of language use.

(4marks)

c) State five (5) reasons why language teaching is no longer conceived in terms of a particular teaching method.

(5marks)

d) Identify four (4) reasons that have been advanced for discarding explicit teaching of grammar in communicative approaches.

(4marks)

e) Name the language teaching approach or method described below.

- i) needed native teachers and small classes for its success which made it popular with private schools-
- ii) had no basis on theory and offered no justification for its principles-
- iii) advocated the use of action in conveying meaning –
- iv) encouraged the teacher to get out of the way and let children learn-
- v) gave much prominence to pronunciation with native-like accuracy-

(5marks)

f) Choose three (3) language teaching approaches/methods and state the relative prominence each gave to the four language modes of listening, speaking, reading and writing.

(3marks)

*Total - 25marks*

**SECTION B**

**Q.2 Critically evaluate THREE aspects of the Skinner /Chomsky debate on language acquisition and their implications to classroom practice in Swaziland Primary schools.**

**(25 marks)**

**Q.3 In the light of your experience as a primary school teacher in Swaziland Primary schools, what do you consider to be the major contributions of Krashen's Monitor model to classroom practice?**

**(25 marks)**

**Q.4 Drawing on the theories, approaches and methods studied, as well as your teaching experience, discuss the view that learner errors are an essential part of learning a second language.**

**(25 marks)**

**Q.5 Explain how you would use one of the approaches/methods studied to teach a particular concept or skill in English to a grade level of your choice.**

**(25 marks)**

**END OF QUESTION PAPER**