

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION PAPER: MAY 2009**

**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 CONTINUIOUS ESSAY FORM**

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

Why is it important for teachers of English to understand the roles of English as a second language (ESL) as well as English as a foreign language (EFL) in order to teach English Language in Swaziland secondary schools? [25 marks]

### **QUESTION 2**

Explain the variety of English according to medium (Quirk et al, 1978) and discuss its significance in teaching the relevant aspects of the IGCSE English Language syllabus in Swaziland. [25 marks]

### **QUESTION 3**

Discuss the significance of the major domains of comparison of second language acquisition in children and second language learning in adults as suggested by Brown (1980). [25 marks]

### **QUESTION 4**

Discuss the skills involved in the reading process as suggested by Brumfit (1980) and indicate the importance of each set of skills in teaching reading at secondary school level. [25 marks]

### **QUESTION 5**

Explain, using clear illustrations,, how the speaking and writing aspects of the English Language syllabus could be used to promote communicative competence on local and global issues in language lessons at secondary school level in Swaziland. [25 marks]

### **QUESTION 6**

Ellis and Tomlinson (1994) suggested that “summary work is a combination of comprehension and composition” skills (p.219). Discuss these skills and their significance in teaching summary work in secondary school English Language classes. [25 marks]