

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM & TEACHING
FINAL EXAMINATION PAPER, MAY 2009

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH II

COURSE CODE : EDC 635

STUDENTS : MASTER OF EDUCATION (PART-TIME) YEAR II

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : 1. ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS.

2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.

Question 1 (Compulsory)

"No single teaching method or approach suffices to cater for all the needs for all ESL learners at all times."

Discuss the validity of this observation in relation to the learning and teaching of ESL at all level of schooling in Swaziland. [40 marks]

Question 2

Write a critical review of Krashen's input hypothesis indicating its principles and contribution to second language acquisition. [30 marks]

Questions 3

There is general belief among trained teachers of English in Swaziland that emphasis on communication competence is not a realistic goal, but a "soft option" for ESL learners at senior secondary school level.

Write a critical response to this attitude using informed analysis of communicative and linguistic competences. [30 marks]

Question 4

There is strong general agreement among scholars that literature in English should be part of the curriculum for English as a second language programmes at secondary school level.

Review the major arguments for the inclusion of literature in English in the ESL programme indicating guidelines for the selection of texts therein. [30 marks]

Question 5

"We can use the theory of the world in our heads to predict the future --- because it is the basis of our comprehension of the world." (Frank Smith, 1978).

Discuss the theory of "the world in our heads" and its relevance in the process of reading and promotion of English as a medium of instruction across the curriculum at secondary school level in Swaziland. [30 marks]