

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**FINAL EXAMINATION-MAY 2009**

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

**PAPER CODE- PEC373**

**TIME ALLOCATION- THREE [3] HOURS**

**INSTRUCTIONS**

**This question paper is divided into two sections.**

**Answer question 1 in section A and any other three.**

**Each question carries 25marks.**

## SECTION A

Q.1.

- a. Explain the critical period hypothesis and its basis [2]
- b. State four steps children pass through in first language acquisition according to behaviourists [4]
- c. What three criticisms have been levelled against behaviourist theory of language acquisition? [3]
- d. What are the three characteristics of the language acquisition device? [3]
- e. Identify two weaknesses of the nativist theory. [2]
- f. List three features of comprehensible input according to Krashen [3]
- g. Explain the three kinds of monitor users. [3]
- h. State five characteristic features of a teaching method/approach of your choice. [5]

## SECTION B

Q.2 Compare and contrast behaviourist and nativist /cognitivist views on language learning/acquisition. Discuss the implications of these to classroom practice in Swaziland primary schools. [25]

Q.3 How would you apply Krashen's Monitor model in second language teaching in Swaziland primary schools? [25]

Q.4 Discuss the relative prominence given to each of the four language arts in any three language teaching methods/approaches studied. [25]

Q.5 On the basis of the language theories, approaches and methods studied, discuss the view that learner errors are a vital aspect of their learning. [25]

Q.6 'The search for the best method of teaching a second language has been a waste of time and effort'. Discuss. [25]

END OF QUESTION PAPER