

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION, DECEMBER 2009

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

**COURSE CODE : EDC 274**

**STUDENTS : PGCE**

**TIME ALLOWED : THREE (3) HOURS**

**INSTRUCTIONS :**

- 1. ANSWER ANY FOUR QUESTIONS**
- 2. QUESTIONS CARRY MARKS AS INDICATED.**
- 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**

**Question 1**

Brown (1980) suggested six key questions which are important for the implementation of ESL programmes generally. Discuss these questions highlighting their relevance in teaching and learning ESL at secondary school level. [25 marks]

**Question 2**

Discuss and exemplify the notion that learning ESL could be more difficult than learning English as a first language (Ellis and Tomlinson, 1944). [25 marks]

**Question 3**

Discuss the relationship between varieties of English according to subject matter and medium (Quick et al, 1979) and highlight their significance in designing the ESL syllabus for secondary schools. [25 marks]

**Question 4**

Discuss the physical and affective development factors which are relevant for understanding second language acquisition and learning by children and adults, respectively. [25 marks]

**Question 5**

Describe how listening comprehension could be used to integrate listening, speaking and writing skills in one unit of ESL teaching at secondary school level. [25 marks]

**Question 6**

Explain the importance of the following skills when teaching reading comprehension at secondary school level as suggested by Ellis and Tomlinson (1994):

- (i) Understanding the meanings of lexical items;
- (ii) Understanding grammatical meaning;
- (iii) Reasoning skills;
- (iv) Selection skills;
- (v) Evaluation skills.

[25 marks]