

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

FINAL EXAMINATION-MAY 2010

TITLE OF PAPER-CURRICULUM STUDIES: ENGLISH

PAPER CODE-PEC 373

TIME ALLOCATION-THREE [3] HOURS

INSTRUCTIONS

This question paper is divided into two sections.

Answer question 1 in SECTION A and any THREE questions from SECTION B.

All questions carry equal marks.

DO NOT OPEN THE QUESTION PAPER UNTIL THE INVIGILATOR TELLS YOU TO.

SECTION A

Q.1

- a. Identify **four** influences of Krashen's Monitor model in any two language teaching approaches /methods studied. [8]
- b. List **six** indicators of a communicative classroom. [6]
- c. State **four** reasons why language teaching is no longer conceived of in terms of a particular teaching method. [4]
- d. What **three** reasons have been advanced against the implicit teaching of grammar? [3]
- e. Identify the **four** advantages of an eclectic approach to language learning. [4]

SECTION B

- Q.2 Discuss the role of learners vis-a vis that of teachers in **any three** language teaching methods/approaches studied. In which method/approach do you find the roles most beneficial to language learning/teaching? [25]
- Q.3 Using relevant examples, discuss the role of nature and nurture in the acquisition of a language. [25]
- Q.4 Compare and contrast **any two** language teaching approaches/methods. Which of the two do you find more beneficial to second language learning in Swaziland primary schools? [25]
- Q.5 Discuss two attitudes to learner errors on the basis of theories, approaches and methods studied. Which of the two is more beneficial for language learning at primary school? [25]
- Q.6 Compare and contrast first and second language acquisition/learning .How can a teacher create conditions similar to first language learning in the teaching of a second language at primary school? [25]

END OF QUESTION PAPER