

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION PAPER , NOVEMBER 2010

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

COURSE CODE : **EDC 634**

STUDENTS : **M.ED. YEAR II**

TIME : **THREE (3) HOURS**

INSTRUCTIONS :

1. . **ANSWER QUESTION ONE AND ANY TWO OTHER QUESTIONS.**
2. **ALL QUESTIONS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
3. **MARKS WILL BE DEDUCTED FOR UNCLEAR EXPRESSION AND SLOPPY PRESENTATION.**

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QUESTION 1 (COMPULSORY)

Discuss Stern's (1983) qualities of a good theory in language pedagogy and the social consequences of theory development in language teaching. [40 marks]

QUESTION 2

Explain Krashen's monitor hypothesis and discuss the value of individual variation in monitor use in second language acquisition. [30 marks]

QUESTION 3

Review the varieties of English as presented by Quirk et al (1970) and indicate their relevance in designing the ESL syllabus for secondary school level. [30 marks]

QUESTION 4

Write a critical analysis of Stern's (1983) observations about the following concepts in the context of talking about language teaching:

- (i) Language learning;
- (ii) Learning and acquisition;
- (iii) Language teaching. [30 marks]

QUESTION 5

In the early 1980's various models were proposed in the development of a language teaching theory. Write short critical reviews of any three of the following models:

- (i) Campbell's models of the relationship between theory and practice;
- (ii) Spolsky's educational linguistics model;
- (iii) Ingram's model for the development of language teaching practice;
- (iv) Stern's general model for second language teaching;
- (v) Steven's model of the language learning/teaching process. [30 marks]