

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

MAIN EXAMINATION-2010

TITLE OF PAPER: CURRICULUM STUDIES-ENGLISH

PAPER CODE: PEC 273

TIME ALLOCATION: THREE[3] HOURS

INSTRUCTIONS

1. Answer question **ONE** in Section A and any other **three** questions in Section B.
2. Each question carries 25 marks.
3. Marks in brackets indicate the amount of detail required to answer the particular part of the question.
4. Do not open the question paper until you are told to do so by the invigilator.

SECTION A

Q. 1.

- a. Explain how any pair of the language arts is related. [4]
- b. List five beliefs or assumptions of **either** the separate language arts instruction **or** the integrated language arts instruction. [5]
- c. Identify **six** ways by which you can ensure that pupils' writing reaches a wider audience. [6]
- d. What **three** attitudes or misconceptions have led to the neglect of deliberate teaching of listening skills? [3]
- e. List **six** points you would consider when developing pupils' speaking skills. [6]

SECTION B

Q.2a. A grade seven class of forty pupils was divided into groups of eight and tasked to come up with a class newspaper within a week. Analyse the appropriateness of the task in terms of its code complexity, cognitive complexity and communicative stress. [15]

b. What intervention or compensatory measures can you take to make the task more appropriate? [10]

Q.3a. Explain using relevant examples the observational and structured approach to the assessment of speaking skills. [15]

b. Identify the merits and limitations of each approach in the light of your teaching experience in Swaziland primary schools. [10]

Q.4a. Compare and contrast any two of the approaches below:

- Task based language learning
- Content based language learning
- Whole language learning
- Communicative language learning [16]

b. Which of the two do you find more beneficial and applicable in the development of the second language to pupils in Swaziland primary schools? [9]

- Q.5a. Justify the inclusion of either games or songs in the primary school curriculum. [15]
- b. Explain how you would use either the song or the game to teach a particular skill to learners at a particular level of the primary school. [10]

- Q.6a. What are the limitations of textbooks in second language teaching and learning? [15]
- b. How can you adapt the textbook in your teaching to compensate for some of its limitations? [10]

- Q.7a. Contrast traditional and modern forms of language assessment. [15]
- b. What roles should the teacher take in the assessment of learners' work? [10]

END OF EXAMINATION PAPER