

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

PRIMARY EDUCATION

MAIN EXAMINATION-2011

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 other three in section B.

Each question carries 25marks.

SECTION A

Q. 1.

- a. What **three** factors influenced the nature of language acquisition theories the theorists came up with? [3]
- b. List **five** pieces of evidence given in favour of the innate hypothesis. [5]
- c. Explain the following terms briefly
i. critical period hypothesis. ii. innate hypothesis.
iii. universal grammar iv. language acquisition device [8]
- d. Describe the **three** kinds of monitor users according to Krashen. [6]
- e. What **three** arguments can be given to justify the idea that acquisition and learning are different? [3]

SECTION B

- Q.2a. Discuss the **five** hypotheses of Krashen's monitor model. [15]
b. From each hypothesis draw out **at least two** pedagogical implications. [10]
- Q.3a. Contrast the nativist and behaviorist theory of language acquisition on **four** points. [12]
b. Which of the two theories do you find more influential to second language instruction in Swaziland Primary schools? [13]
- Q.4. Identify points of comparison and points of contrast on **any four** second language teaching methods or approaches studied on the basis of their perception of the following:
-the role of learners versus that of teachers
-the role of the first language.
-the role of errors in the learning of a language. [25]
- Q.5a. Discuss **five** reasons that led to the decline of the method paradigm. [15]
b. What are the **five** characteristic features of the post-method era in second language teaching? [10]

- Q.6a. What **four** arguments and **four** counter arguments can be given for error correction in learners' work? [16]
- b. Explain the **six** factors to consider before you can correct learner errors. [9]

END OF QUESTION PAPER