

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION QUESTION PAPER: NOV/DEC. 2011**

**TITLE OF PAPER** : **CURRICULUM STUDIES IN ENGLISH (M)**

**COURSE CODE** : **EDC 274**

**STUDENTS** : **PGCE, B.ED II (F/T); PGCE (IDE), B.ED II (IDE)**

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

**INSTRUCTIONS** :

- 1. ANSWER ANY FOUR (4) QUESTIONS**
- 2. QUESTIONS CARRY MARKS AS INDICATED**
- 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**

### **QUESTION 1**

Explain why Swaziland is generally classified as an ESL country and discuss the subsequent role of English in the country's secondary education system.

[25 marks]

### **QUESTION 2**

Brown (2000) posited six questions which are critical for understanding second language learning and teaching. Discuss these questions and highlight their importance in teaching ESL in Swaziland secondary schools. [25 marks]

### **QUESTION 3**

Brown (1980) used four domains to compare and contrast first and second language acquisition in adults and children. Discuss these comparisons under each domain and explain their relevance in teaching ESL at secondary school level. [25 marks]

### **QUESTION 4**

Review the basic tenets of the audio-lingual method as presented by Chastain (1976) and discuss their influence and relevance in teaching ESL at secondary school level. [25 marks]

### **QUESTION 5**

Besides the mechanical skills, Ellis and Tomlinson (1994) suggested other very essential skills of understanding/reading comprehension. Discuss these skills indicating their critical importance in reading comprehension at secondary school level. [25 marks]

### **QUESTION 6**

Paulston and Bruder (1987) suggested a general set of principles for teaching listening comprehension. Review these principles highlighting their relevance in planning listening comprehension lessons at secondary school level.

[25 marks]