

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**

COURSE CODE : **EDC 634**

STUDENTS : **M.ED YEAR TWO**

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

INSTRUCTIONS :

- 1. ANSWER QUESTION ONE (1) AND ANY TWO OTHER QUESTIONS.**
- 2. QUESTIONS CARRY MARKS AS INDICATED IN EACH QUESTION.**
- 3. ALL QUESTIONS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
- 4. MARKS WILL BE DEDUCTED FOR UNCLEAR EXPRESSION AND SLOPPY PRESENTATION.**

QUESTION 1 (COMPULSORY)

The Swaziland General Certificate of Secondary Education (SGCSE) English Language syllabus states that, inter alia, learners at senior secondary school level “need to be able to communicate in English in the real world rather than to analyse (English Language) for its own sake”. (p.5).

Discuss the varieties of English as espoused by Quirk et al (1979) indicating their relevance to enabling learners at this level to communicate accurately and appropriately in a variety of contexts in the English language. [40 marks]

QUESTION 2

Write a critical analysis of the following terms highlighting the importance of their understanding in our talk about language teaching, ambiguities and differences in their interpretations as suggested in the literature and by Stern (1984), in particular:

- (i) Foreign language vs second language; (10)
- (ii) First language acquisition vs second language acquisition; (10)
- (iii) International language vs intranational language. (10)

Use illustrations in your answers, where possible.

QUESTION 3

“Language teaching should be interpreted to include all activities intended to bring about language learning” (Stern 1983; p.21).

Discuss the concepts/definitions of language teaching and language learning; the contexts thereof which lend support to the above-cited advice and explain their relevance to language learning in ESL situations. [30 marks]

QUESTION 4

Review Stern's (1983) meaning of the theory of second language teaching and discuss the social consequences of good theory development in second language teaching.

[30 marks]

QUESTION 5

Write a critical evaluation of the contributions made by the following scholars in the area of error analysis and learner language when teaching and learning ESL:

- (i) Selinker (1978); (10)
- (ii) Ellis and Tomlinson (1994); (10)
- (iii) Brown (2000). (10)