

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: MAY 2012

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH II

COURSE CODE : EDC 635

STUDENTS : MASTER OF EDUCATION (YEAR II – PART-TIME)

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS.**
 - 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
 - 3. QUESTIONS CARRY MARKS AS INDICATED.**

Question 1 (Compulsory)

Michael Halliday (1973) is generally recognised as having provided the best explanation of language functions which, among others, include the following:

- (i) the regulatory function;
- (ii) the representational function;
- (iii) the interactional function;
- (iv) the personal function;
- (v) the imaginative function.

Discuss the five functions listed above, indicating their purposive qualities and their relevance to designing the ESL syllabus at secondary school level.

(40 marks)

Question 2

Discuss Krashen's (1985) Monitor hypothesis, highlighting the roles played by formal grammar rules and individual monitor use in second language performance.

(30 marks)

Question 3

The methods era of the 20th century saw second language pedagogy characterised by a search for the "right" method that could successfully be used to teach students a foreign language in the classroom (Brown, 2000). However, this search led to the "pendulum metaphor, that is to say, a method is proposed as a reform or rejection of a previously acceptable method, it is applied in the language classroom, and eventually, it is criticized". Afcon 2004: 173).

The audio-lingual method and the cognitive theory are classic examples of this pendulum metaphor. Discuss the principles and basic tenets of each critically in order to show the validity of the above-cited metaphor.

(30 marks)

Question 4

One of the main features of the course of study in the Swaziland General Certificate of Secondary Education (SGCSE) English Language Syllabus is that,

"... this syllabus will be taught communicatively, with the emphasis being on achieving communicative rather than purely linguistic competence. This is because learners need to be able to communicate in English in the real world, rather than to analyse it for its own sake" (SGCSE English Language Syllabus 6873, p. 5).

Discuss the relevance of the Communicative Language Teaching Approach to meeting the above-quoted goal of the English Language syllabus for senior secondary school level in Swaziland.

(30 marks)

Question 5

Literature in English is offered as an optional subject in the Swaziland senior secondary school curriculum.

Given the consideration that literature should play an important part in the education of middle and senior form secondary pupils in ESL countries, review at least five major sources in order to critically evaluate the current situation in Swaziland. (30 marks)