

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING



FINAL EXAMINATION PAPER: DECEMBER 2012

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 274

STUDENTS : B.Ed Yr II (F/T); B.Ed Yr II (IDE); PGCE (F/T);
PGCE (IDE)

TIME ALLOWED : THREE (3) HOURS

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

Question 1 (Compulsory)

“Some learning is stimulated by teaching, but much of it may be independent of any teaching.”
(Stern, 1984: 20)

Discuss the above-quoted notion in relation to the learning and teaching of English in ESL situations and explain some of the challenges that are generally caused by learning English outside the classroom in these situations.

(25 marks)

Question 2

Discuss the importance of understanding who the learners and the teachers are, where and why the learning is taking place and explain the critical relationship of these questions in the teaching of English in ESL countries like Swaziland.

(25 marks)

Question 3

Discuss the following domains of comparison and contrast of second language acquisition between children and adults, according to Brown (1980) and explain their relevance to teaching ESL at secondary school level in Swaziland:

- (i) physical domain;
- (ii) cognitive domain;
- (iii) affective adomain;
- (iv) linguistic domain.

(25 marks)

Question 4

Explain and exemplify the following uses of English:

- (i) English as an international language;
- (ii) English as a second language;
- (iii) English as an intranational language;
- (iv) English as a foreign language.

(25 marks)

Question 5

Describe and explain how composition writing could provide opportunities for integrating speaking and writing skills during and after the process of writing at secondary school level.

(25 marks)

Question 6

Reading comprehension involves understanding the whole text and all the nuances of meaning therein.

Describe Brumfit's (1980) process of reading and explain how the skills involved in the process could promote the above-stated understanding.

(25 mark)