

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**



**FINAL EXAMINATION PAPER: DECEMBER 2012**

**TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH I**

**COURSE CODE : EDC 634**

**STUDENTS : MASTER OF EDUCATION, YEAR II**

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

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

**Question 1 (compulsory)**

Discuss the main characteristics of the general model for second language theory as suggested by Stern (1984) and highlight their usefulness in English as a second language (ESL) contexts.

(40 marks)

**Question 2**

Write a critical evaluation of the varieties of English as suggested by Quirk and Greenbaum (1979) and discuss their relevance to the design of English Language syllabuses for secondary schools in ESL situations.

(30 marks)

**Question 3**

“Language learning is a dynamic process which takes place inside and outside of the formal classroom context.”

Use observation from (Stern, 1984; Ellis and Tomlinson, 1994) to discuss the above quotation and highlight the critical effects of learning the target language outside the classroom in ESL situations and the challenges encountered by the ESL classroom teachers.

(30 marks)

**Question 4**

Many terms which are currently used in language learning and teaching discourse could, according to Stern (1984), be divided into the following two broad categories:

- 4.1 those which indicate a subjective relationship between language and the individual or group;
- 4.2 those which describe language objectively.

Select any three such terms under each one of the above-listed categories and discuss their uses and relevance in Swaziland.

(30 marks)

### **Question 5**

Other than the comprehensible input and the filter level, Krashen (1985) suggested the following causative variables in his second language acquisition theory:

- 5.1 exposure;
- 5.2 age;
- 5.3 acculturation.

Write a critical appraisal of each variable to explain the extent of their relevance and validity in ESL situations where the target language is dominant and in those where the ESL learners' native language is dominant.

(30 marks)