

UNIVERSITY OF SWAZILAND



**INSTITUTE OF POST GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHING
MAY, 2013**

FINAL EXAMINATION PAPER

COURSE CODE	:	EDC 635
TITLE OF PAPER	:	CURRICULUM STUDIES IN ENGLISH II
TIME ALLOWED	:	THREE HOURS
INSTRUCTIONS	:	1. ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS 2. MARKS ARE ALLOCATED AS INDICATED FOR EACH QUESTION. 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.
TOTAL MARKS	:	100

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION TO DO SO HAS BEEN GRANTED BY THE INVIGILATOR.

Question 1(Compulsory)

“The decade of the 1970s was a chaotic but exceedingly fruitful era during which second language research not only came into its own but also began to inspire innovative methods for language teaching.” (Brown, 2000; p.103).

Evidence of the above-quoted observations is found in the following “Designer” methods of the 1970s:

- (i) Community Language Learning;
- (ii) Suggestopedia;
- (iii) The Silent Way;
- (vi) Total Physical Response

Discuss the basic tenets of each one of the above-listed methods, their procedures for second language teaching; their apparent strengths and limitations in ESL teaching.

(40 marks)

Question 2

Richards and Rodgers (2001) proposed three major elements which, together with their sub-elements, constitute a method in language teaching. Discuss these major elements and their sub-elements in order to determine their critical importance for method development in teaching ESL.

(30 marks)

Question 3

Write an overview of the main contributions by the following authors with regard to error analysis and second language teaching:

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

[30 marks]

Question 4

Use at least five different major sources (including recent ones) to discuss the linguistic, socio-cultural and aesthetic contexts as major constructs in Literature texts and indicate their relevance to the study of Literature in English at secondary school level in ESL situations.