

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY EXAMINATION PAPER: JULY 2014

TITLE OF PAPER: CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 274

**STUDENTS : B.Ed YR II (F/T); B.Ed YR II (IDE); P.G.C.E (F/T);
PGCE (IDE)**

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

- 1. ANSWER ANY FOUR (4) QUESTIONS**
- 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
- 3. QUESTIONS CARRY MARKS AS INDICATED IN EACH QUESTION.**

QUESTION 1

- (i) Discuss the differences between the traditional definitions of English as a foreign language (EFL) and English as a second language (ESL). (15 marks)
- (ii) Use the above-discussed definitions to identify and justify the position of English in Swaziland and in the country's education system. (10 marks)

QUESTION 2

The following are some of the central questions posited by Brown (2000) for the understanding of issues in second language (L₂) reading and learning:

- (i) Who are the learners and the teachers?
- (ii) Where is the second language being learnt?
- (iii) When are the learners learning the L₂?

Discuss the key issues raised in these questions and explain their relevance to teaching English as a second language at secondary school level in Swaziland.

Total = 25 marks

QUESTION 3

- (i) Explain why learners and teachers of ESL may never achieve native speaker competence in English as observed by Ellis & Tomlison (1994). (15 marks)
- (ii) Discuss some of the major challenges encountered by secondary school teachers in relation to the explanations given in (i) above. (10 marks)

QUESTION 4

Define the following general principles in teaching listening comprehension and discuss their relevance to making listening comprehension critical teaching content in its own right at secondary school level in ESL situations:

- (i) Statement of definite goals; (5)
- (ii) Careful step-by-step planning; (5)
- (iii) Active overt student participation; (5)
- (iv) Communicative urgency for remembering; (5)
- (v) Conscious memory work (5)

Total = 25 marks

QUESTION 5

Discuss the importance and connection of intellectual skills and non-skills study in the process of reading as suggested by Brumfit (1980).

(25 marks)

QUESTION 6

Compare and contrast the basic tenets of the audio-lingual theory and the cognitive theory and indicate their application in teaching ESL at secondary school level.

(25 marks)