

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: MAY 2014

TITLE OF PAPER: CURRICULUM STUDIES IN ENGLISH II

COURSE CODE : EDC 635

STUDENTS : MASTER OF EDUCATION (M.Ed)

TIME ALLOCATED: 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 FOR EACH QUESTION.**

QUESTION 1 (COMPULSORY)

Compare and contrast Littlewood's (1986) perspectives on Literature as suggested in his advocacy for literature in the "school foreign language course" and Brumfit's (1980) aims of teaching Literature in order to highlight the critical importance of Literature in English in the secondary school curriculum.

(40 marks)

QUESTION 2

Discuss the main characteristics of Stern's (1984) general model for second language teaching and explain their relevance to the development of theory in second language teaching.

(30 marks)

QUESTION 3

Discuss individual variations in monitor use as suggested by Stephen Krashen and explain their effects on second language performance and competence.

(30 marks)

QUESTION 4

Discuss and exemplify the following concepts in order to evaluate Larry Selinker's (1987) contribution to error analysis and understanding of second language learning and development in and outside the classroom in ESL environments:

- (i) Interlanguage, (5 marks)
- (ii) Fossilisation and fossilisable linguistic phenomena; (10 marks)
- (iii) Central processes in interlanguage competence (15 marks)

(30 marks)

QUESTION 5

Explain the notion of informed eclecticism in second language teaching and use your explanation to critically evaluate the preferred use of the Communicative Language Teaching approach to teach English Language at senior secondary school level in Swaziland.

(30 marks)