

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: DECEMBER, 2014.

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 274

**STUDENTS : B.ED YEAR II; PGCE (F/T) B.ED II (IDE),
PGCE (IDE).**

TIME ALLOWED : THREE (3) HOURS.

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

Questions 1

Discuss the main reasons for the consideration of English as a second rather than a foreign language in Swaziland and in the country's education system. (25 marks)

Question 2

- a) Explain the notion of the critical period and its relevance to language acquisition and learning as suggested by Brown (1980). (10 marks)
- b) Explain how age affects second language acquisition and learning in children and adults in relation to the following concepts:
- i) equilibrium and disequilibrium; (6)
 - ii) rote-learning and meaningful learning; (6)
 - iii) peer pressure. (3)

(Total = 15 marks)

Question 3

Why is it important for English as a second language (ESL) teachers to understand the basic principles of Communicative Language Teaching (CLT) in order to teach listening skills at secondary school level. (25 marks)

Question 4

Discuss the different uses of **all** the mechanical and intellectual skills involved in the reading process as suggested by Brumfit (1980). (25 marks)

Question 5

Ellis and Tomlinson (1994) listed **six** comprehension skills which must be used in summary work at secondary school level.

Identify each one of them and discuss their importance in summary work at this level. (25 marks)

Question 6

Discuss the theory of a composition syllabus as suggested by Bright and Mc Gregor (1982). (25 marks)

END OF PAPER