

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FIRST SEMESTER EXAMINATION PAPER: DECEMBER 2014**

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

**COURSE CODE : EDC 634**

**STUDENTS : MASTER OF EDUCATION**

**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.**
  - 4. MARKS WILL BE DEDUCTED FOR UNCLEAR EXPRESSION AND SLOPPY PRESENTATION.**

## **QUESTION 1 (COMPULSORY)**

Read the following extract from the English Language 2013-2014 Syllabus and answer the question below:

### **Broad Guidelines**

*The Ministry of Education is committed, in accordance with the National Policy Statement on Education to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will*

- *be equipped to meet the changing needs of the Nation, and*
- *have attained internationally acceptable standards.*

### **Swaziland's National Education Policy Directives**

*SGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop essential skills and provide a broad learning experience which*

- *inculcates values and attitudes as well as knowledge and understanding.*
- *encourages respect for human rights and freedom of speech,*
- *respects the values and beliefs of others, relating to issues of gender, culture and religion,*
- *develops desirable attitudes and behaviour towards the environment,*
- *provides insight and understanding of global issues which affect quality of life in Swaziland and elsewhere, e.g., the AIDS pandemic,; global warming; maldistribution of wealth; and technological advances.*

Write a critical review of the below-listed varieties of English and discuss their relevance to the attainment of the above-stated educational goals of secondary school education in Swaziland:

- (i) Varieties of English according to subject matter;
- (ii) Varieties of English according to medium (spoken and written);
- (iii) Varieties of English according to attitude.

(40 marks)

## **QUESTION 2**

Stern (1984) suggests that the following terms which are common in professional talk about language teaching could be categorised into those which indicate a subjective relationship between a language and an individual or group and those which describe language objectively:

*first language;*  
*second language;*  
*national language;*  
*official language;*  
*foreign language;*

*international language.*

- (i) Categorize and explain the meaning of each one of them as suggested by Stern. (12 marks)
- (ii) Discuss the reasons for your categorisation of the terms in the context of the status of the English Language and its uses in Swaziland. (18 marks)

Total = 30 marks

### **QUESTION 3**

Use the following questions as recommended by Brown (2000) to critically describe and analyse the context of English Language learning and teaching in Swaziland secondary schools:

- (i) Who are the learners and teachers? (12)
- (ii) Where is the learning and teaching taking place? (9)
- (iii) Why are the learners learning English? (9)

Total = 30 marks

### **QUESTION 4**

English as a Second Language (ESL) learners are taught English at school and they also unconsciously 'pick it up' from various sources out of school Stern (1984); Ellis and Tomlinson (1994). This situation may lead to a number of challenges for both the ESL learners and their teachers in the classroom.

Highlight and use varieties of English according to education and social standing and varieties of English according to first language interference as suggested by Quirk et al (1979) to discuss the challenges ESL learners and teachers could encounter in the above-described classroom situations.

(30 marks)

### **QUESTION 5**

Discuss the following conceptual models of language teaching theory and explain how each one of them indicates relation between the language sciences and language teaching:

- (i) Campbell's models of the relationship between theory and practice; (10 marks)
- (ii) Spolsky's education linguistics model; (10 marks)
- (iii) Ingram's model for the development of language teaching practice. (10 marks)

Total = 30 marks