

UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: MAY 2015

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH II

COURSE CODE : EDC 635

STUDENTS : MASTER OF EDUCATION (YEAR II)

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS :

- 1. ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS.**
- 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
- 3. MARKS ARE ALLOCATED AS INDICATED FOR EACH QUESTION.**

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

QUESTION 1 (COMPULSORY)

Discuss the four key concepts (language, learning, teaching and context) in Stern's (1984) general model for second language teaching and explain why they are still critical for formulating, probing, interpreting and evaluating language teaching theory. (40 marks)

QUESTION 2

Critically evaluate the main features and principles of communicative language teaching and their relevance to English Language teaching at senior secondary school level in Swaziland. (30 marks)

QUESTION 3

Discuss the key elements in the design of an ESL instructional system as suggested by Richards and Rodgers (2001). (30 marks)

QUESTION 4

- (i) Evaluate the notion that teachers of English as a second language (ESL) must (to some extent) trust their intuition and use it in their teaching, as suggested by Brown (2000). (15 marks)
- (ii) Discuss how ESL teachers can go about learning intuition and for what benefit to their learners. (15 marks)

Total = 30 marks

QUESTION 5

Arguably, Brumfit (1980) posited the most comprehensive and practicable model of aims for teaching literature to learners of ESL at secondary school level. Discuss these aims in detail and evaluate their relevance to the design of the Literature in English syllabus for senior secondary school level in Swaziland. (30 marks)