

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER:
DECEMBER, 2015

TITLE : CURRICULUM STUDIES IN ENGLISH 1

COURSE CODE : CTE 519

STUDENTS : POST-GRADUATE CERTIFICATE IN EDUCATION (P.G.C.E.)

TIME ALLOCATION : THREE (3) HOURS

INSTRUCTIONS:

1. THIS PAPER HAS FIVE (5) QUESTIONS.
2. CHOOSE AND ANSWER ANY FOUR (4) QUESTIONS.
3. ALL QUESTIONS CARRY EQUAL MARKS.
4. YOUR ANSWERS MUST BE IN CONTINUOUS WRITING.

Do not open this paper until you are told to do so.

QUESTION 1

Using examples, discuss the controversies and realities surrounding the Contrastive Analysis Hypothesis (CAH) as espoused by Lightbown and Spada (2008). Explain the implications of this hypothesis in teaching English language.

(25 Marks)

QUESTION 2

Chomsky (2000) asserts that there is a distinction between language competence and language performance. Explain the distinction, and how it relates to the notion of error and mistake.

(25 Marks)

QUESTION 3

Discuss four benefits of using computer-assisted language learning (CALL) in teaching English language in an internet enabled classroom appropriate for the 21st century.

(25 Marks)

QUESTION 4

Using examples, discuss content-based instruction (CBI). Illustrate how you could use this approach in teaching English language? What are the challenges associated with this approach?

(25 Marks)

QUESTION 5

Brown (2007) outlines several strategies an English language teacher could use to teach reading comprehension. Discuss four of these strategies, and explain how you would enforce them when teaching reading comprehension.

(25 Marks)

END OF PAPER