

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING



MAIN EXAMINATION
MAY, 2016

TITLE : CURRICULUM STUDIES IN ENGLISH II
COURSE CODE : EDC 635
STUDENTS : MASTER IN EDUCATION (M.ED)
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 TURN OVER THIS PAGE UNTIL YOU ARE TOLD.

QUESTION 1

Discuss the connectionist theory. How does it influence Interlanguage grammars in English as a second language context?

(25 Marks)

QUESTION 2

In relation to Negotiation and Recast, discuss the Interaction model by Gass and Selinker (2008).

(25 Marks)

QUESTION 3

Read the following extract from Gass and Selinker (2008) and answer the question that follow:

Dear ...

I am very glad to receive your good request about expending for language. I looked it hardly and found that late. I want to obtain publications which will help me finish my formation English or technological knowledge.

Many times I wrote over without best answer was obtained. With that discriminate area, I have disjoined several forms. So, I ask a place to follow research learning, or your useful publications. I prefer to change my present job, so, you will do must be wellcome. I am interesting in the world food program, or in a field where research campaign are usual.

Discuss, in detail, how this extract presents semantic anomaly while presenting vocabulary priority.

(25 Marks)

QUESTION 4

Using clear examples, discuss the distinction between Declarative and Procedural knowledge types and its consequences for learning.

(25 Marks)

QUESTION 5

Giving clear examples, discuss language transfer in relation to Proactive and Retroactive inhibitions and its implication for teaching.

(25 Marks)

END OF PAPER

Department of Curriculum and Teaching