

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING**



**MAIN EXAMINATION
DECEMBER, 2016**

TITLE : CURRICULUM STUDIES IN ENGLISH I

COURSE CODE : CTE 219 CTE 519 EDC 274

STUDENTS : B. ED II (F/T): B.ED II (IDE): P.G.C.E. (F/T): P.G.C.E. (IDE)

TIME ALLOCATION : THREE (3) HOURS

INSTRUCTIONS:

- 1. THIS PAPER HAS FIVE (5) QUESTIONS.**
- 2. CHOOSE AND ANSWER ANY FOUR (4) QUESTIONS.**
- 3. YOUR ANSWERS MUST BE IN CONTINUOUS WRITING.**
- 4. EACH QUESTION IS 25 MARKS, INCLUDING 5 MARKS FOR GRAMMAR.**

DO NOT PAGE THIS PAPER UNTIL YOU ARE TOLD.

QUESTION 1

The Critical Period Hypothesis (CPH) proposed by Lenneberg (1967) is one of the contentious hypotheses in second language acquisition (SLA). Using examples, discuss this hypothesis in relation to fossilisation.

(25 Marks)

QUESTION 2

Discuss language variability in terms of the following models:

- i) Homogeneous Competence Model; (10)
- ii) Heterogeneous Competence Model. (10)

(25 Marks)

QUESTION 3

Critically discuss Content-based Instruction (CBI) and its implications for both the learner and the teacher in ESL. Use Swaziland as your context of examples.

(25 Marks)

QUESTION 4

Using examples, discuss the following tenets for Communicative Language Teaching (CLT) approach:

- i) Form and Function; (10)
- ii) Fluency and Accuracy. (10)

(25 Marks)

QUESTION 5

Using examples, discuss the following types of listening performances and their implications for teaching English language at senior secondary school.

- i) Reactive Performance; (10)
- ii) Intensive Performance. (10)

(25 Marks)

END OF PAPER