

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



**MAIN EXAMINATION**  
**DECEMBER, 2016**

**TITLE : ADVANCED CURRICULUM STUDIES: ENGLISH I**

**COURSE CODE : CTE 607**

**STUDENTS : MASTER OF EDUCATION**

**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 physiology of a human body supports the production of speech sounds. That is, certain human organs do not just serve a survival function but also a speech function. Using phonetic examples, explain the speech function for each of the following organs.

- Vocal cords
- Teeth
- Lips
- Nose

(25 Marks)

### QUESTION 2

Classifying languages using the contrastive analysis (CA) hypothesis has been dogged by controversy in second language acquisition. Subsequently, that has led to the emergence of new language classification methods. Using examples, discuss the *genetic* and *areal classification* methods.

(25 Marks)

### QUESTION 3

Both the audio-lingual and direct methods are descendants of behaviorist psychology. However, they differ in the way they are used in classroom practice. Using each of the methods, discuss how you would organise your lessons. Highlight critical areas you would emphasise for each method.

(25 Marks)

### QUESTION 4

Curran as cited by Larsen–Freeman (2000) suggests six elements for non-defensive learning. Discuss any four of the elements; use examples to illustrate your points.

(25 Marks)

### QUESTION 5

Using examples, discuss **two** roles of a teacher and **two** roles of a student in community language learning environment (CLL).

(25 Marks)

END OF PAPER