

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



**MAIN EXAMINATION**  
**DECEMBER, 2018**

**TITLE** : CURRICULUM STUDIES IN ENGLISH I

**COURSE CODE** : CTE 319; CTE 519; EDC 274

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

Using examples discuss the characteristics of the learner-centered teaching approach.

(25 Marks)

**QUESTION 2**

When teaching reading comprehension, learners should make a distinction between literal and implied meanings of words. Using examples describe how you would impact this knowledge to your Form 4 class.

(25 Marks)

**QUESTION 3**

Brown (2007) outlines elements a teacher should consider when teaching writing in ESL. Discuss four of the elements.

(25 Marks)

**QUESTION 4**

Brown (2007) highlights elements that make speaking a difficult task to certain learners in the language classrooms. Evaluate any four of the elements.

(25 Marks)

**QUESTION 5**

Culture and cultural diversity are societal aspects that impact learning. What is the importance of understanding student's cultural diversity in the language classroom?

(25 Marks)

**END OF PAPER**