

UNIVERSITY OF ESWATINI
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING



RESIT EXAMINATION PAPER:
SEPTEMBER 2021

TITLE : CURRICULUM STUDIES IN ENGLISH I

COURSE CODE : CTE319; CTE519

STUDENTS : B. ED III; B.ED III (I.D.E.); PGCE; P.G.C.E. (I.D.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 would use this approach in teaching English language? What are the challenges associated with this approach?

(25 Marks)

QUESTION 5

Diaz- Rico (2014) highlights the need to consider issues of diversity in the language classroom. Discuss four ways in which you would deal with imperatives of cultural diversity in the English language classroom.

(25 Marks)

END OF PAPER