

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
AND
THE INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

MAIN EXAMINATION

16TH MAY, 2006.

TENT 2

**COURSE TITLE : ADVANCED COMPOSITION: READING AND
TEXTUALITY**

COURSE CODE : ENG 401

TIME ALLOWED : 2HRS

INSTRUCTIONS

**ANSWER ANY THREE QUESTIONS IN ALL, QUESTION 1 PLUS TWO
OTHER QUESTIONS.
EACH QUESTION IS WORTH 20 MARKS**

**THIS PAPER SHOULD NOT BE OPENED UNTIL THE PERMISSION HAS
BEEN GRANTED.**

QUESTION 1 COMPULSORY

Read the following passage carefully and answer the questions on it.

In all school systems of the world, some schools are considered “better” than others. In fact, based on such a judgement, parents often go to great lengths to have their children enrolled in one school rather than another. One yardstick for making this judgement is student achievement especially general performance in public examination.

Furthermore, among some experts in education, opinions about schools are further narrowed down to subject areas. For example, one often hears that School A is better than School B in Mathematics and Science while the latter is better than the former in English Language and the Liberal Arts. Whatever the focus of these comparative statements, there remains the fact that schools do vary in terms of average student achievements.

Why is it then that some schools have high average student achievement while others have low average student achievement? The reasons are not far fetched.

The first reason is that some schools are located in privileged areas in the sense that students come from homes where parents care about their children’s education, ensure that the children are well fed, show interest in their school, and provide easy access to books in the home. On the other hand, there are schools which serve less privileged communities, and whose students come from homes where parents are unable to provide the necessary support services for good academic work. Students in the first type of school would generally have a higher rate of achievement than those in the second type.

Another reason for the difference in academic achievement between schools is how well the schools are equipped. Schools that have good laboratories and libraries, ample space, places to sit and write for every student and optimum-sized classrooms usually record a higher standard of student achievement than those where the basic equipment is lacking or where the students are crammed into inadequate spaces.

The quality of the teachers also has to do with the differences in student achievements in schools. A teacher that does not have a good grasp of his subject matter nor is committed to his job cannot produce an outstanding student. On the other hand, students will generally attain a high standard where the teacher is an expert in his field, knows how to structure the material to be learned, demands a lot from his students and motivates them. Also school management has been found to have a relationship with student achievement. Students perform better in schools where the leadership is enthusiastic and creative than in schools where the principals and teachers adopt a casual attitude to their job.

Finally, discipline cannot be divorced from the learning process, and this is often seen from the perspective of general student behaviour. Where students show a disregard for

the rules and regulations that guide good learning by disobeying their teachers, neglecting their homework or playing truant, they cannot make any reasonable academic progress. On the other hand, students who comport themselves well have laid a good foundation for academic success.

Questions

- (a) In one sentence, summarize the yardsticks used to make a distinction between one school and another.
- (b) In five sentences, one for each, summarize the factors responsible for the different levels of achievement in schools.

QUESTION 2

What is genre analysis? Identify at least three genres and the features of their specific texts.

QUESTION 3

“If a text is cohesive it does not mean that it necessarily makes sense: it may not be coherent. With some examples show the difference between cohesion and coherence.

QUESTION 4

Mention and comment on at least four interpretative strategies which all language bring to bear for making sense of language use.

THE UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
AND
THE INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
FINAL EXAMINATION
12TH MAY, 2006
AUDITORIUM

COURSE : PRINCIPLES OF SOCIOLINGUISTICS
COURSE CODE: ENG 403
TIME ALLOWED: 2 HOURS
INSTRUCTION: ANSWER ANY TWO QUESTIONS

THIS PAPER IS NOT TO BE OPENED UNTIL THE INVIGILATOR HAS GRANTED PERMISSION TO DO SO.

QUESTION 1

Other linguists believe that Sociolinguistics is **NOT** an amalgam of linguistics and sociology. It is a field that embraces every aspect of the structure and use of language that relates to its social and cultural functions. What is your understanding of this field of sociolinguistics? How is it different from linguistics and sociology? [30]

QUESTION 2

The aim behind the standardization of any language is to ascertain and/ or standardize that language and stop it from changing by prescribing and proscribing usage. To what extent have language boards and academics been successful in this endeavor? With the aid of examples, discuss the loopholes behind the standardization of the English Language. [30]

QUESTION 3

Wardhaugh (1986:354) cites four ideological goals of language planning in a speech community.

With close reference to the language policy of Swaziland, discuss these four ideological goals and ascertain whether or not they have been attained in the language policy of this country. [30]

QUESTION 4

Codes switching and borrowing are two different phenomena. With the aid of examples, distinguish between the two. What instances prompt individuals to switch between codes and even borrow from other languages?

[30]