

## UNIVERSITY OF SWAZILAND

## FACULTY OF EDUCATION

## FINAL EXAMINATION QUESTION PAPER, MAY 2005

- TITLE OF PAPER : CURRICULUM STUDIES: ENGLISH LANGUAGE
- COURSE CODE : PEC 373
- TIME ALLOWED : THREE (3) HOURS
- INSTRUCTIONS :
1. THIS QUESTION PAPER HAS TWO SECTIONS.
  2. SECTION 1 IS COMPULSORY. ANSWER QUESTION 1.
  3. SECTION 2: ANSWER ANY THREE QUESTIONS.
  4. 5 MARKS OF EACH ANSWER ARE AWARDED FOR GOOD LANGUAGE USAGE AND GENERAL ORGANIZATION OF YOUR ANSWERS.
  5. N.B. A TOTAL OF FOUR QUESTIONS MUST BE ANSWERED.

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

## PEC 373 - CURRICULUM STUDIES: ENGLISH LANGUAGE

## SECTION 1 - COMPULSORY

## Question 1

- A. Five (5) hypotheses of L2 acquisition theory are listed as 1 -5. The tenets of each hypothesis are also listed as (a) - (e). Match the hypotheses with their tenets. Only write the number showing the hypothesis, and the letter showing the tenet of the hypothesis. e.g 1(e)

The hypotheses:

1. Natural order
2. The Monitor
3. The Input
4. The Affective filter
5. The Acquisition - learning distinction

The tenets:

- (a) Humans acquire language in only one way - by understanding messages or by receiving comprehensible input.
  - (b) Affective variables can affect performance when acquiring the ability to understand and speak a L2.
  - (c) This hypothesis suggests that acquisition and learning are used in very specific ways - acquisition 'initiates' what we say in a L2, while learning acts as an 'editor'.
  - (d) Grammar is acquired in a predictable manner in both L1 and L2.
  - (e) We have two different and independent ways of developing ability in L2's. (5)
2. List three(3) characteristics of acquisition and three (3) of learning. (6)
  3. What makes input comprehensible? (6)
  4. ESL and foreign language textbooks are no longer written in a grammatical sequence. They are sequenced by topic or theme, and have no grammatical order. Explain why this is the case. (2)

5. What are the goals of the following approaches:-
- the communicative approach
  - the audio-lingual method
  - the direct method

(6)

[25]

## **SECTION 2**

Answer **three (3)** questions. Each carries **25** marks.

### **Question 2**

Compare and contrast the Grammar-Translation Method and the Direct method on:-

- goals
- teacher's role
- students' role
- role of students' native language.

[20 + 5]

### **Question 3**

How can a teacher ensure that input is comprehensible? Identify and critically discuss three factors that a teacher can manipulate to make input comprehensible.

[20 + 5]

### **Question 4**

Three types of motivation in L2 learning have been identified. Give one example to illustrate each type and critically comment on its effectiveness on L2 learning/acquisition.

[20 + 5]

### **Question 5**

Children usually acquire a L2 much better than adults. Identify and critically discuss any three factors that put children at an advantage over the adults, when learning a L2.

[20 + 5]

### **Question 6**

Two Grade 7 Language Arts teachers were teaching the same composition writing topic,

"A horrific road accident"

Teacher 1

The teacher brought newspapers which had the report of an accident and gave them to the class. He had also cut out pictures of road accidents from other sources. He made pupils work in groups of three and make up their own reports of the accident shown by these pictures. Their discussion was to include how they thought the accident could have been avoided. There was going to be a report back to the class.

Teacher 2

The teacher had prepared a dialogue to be memorized. The class practised the following drills:-

- a backward build-up drill
- a repetition drill
- a multiple-slot substitution drill

They also played a grammar game.

Which class do you think will write more interesting compositions than the other? Why? Give three reasons to support your response.

[20 + 5]