

# **UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**FINAL EXAMINATION –MAY 2009**

**TITLE OF PAPER-CURRICULUM STUDIES: ENGLISH**

**PAPER CODE-PEC 273**

**TIME ALLOCATION –THREE (3) HOURS**

## **INSTRUCTIONS**

**This question paper is divided into two sections.**

**Answer question ONE and any other THREE.**

**All questions carry equal marks.**

**DO NOT OPEN THE PAPER UNTIL YOU ARE INSTRUCTED TO DO SO BY THE INVIGILATOR.**

## **SECTION A**

### **Q.1**

- a. In analysing tasks, to which group (code complexity, cognitive complexity, communicative stress) do the following factors belong?

Diversity of language required, time available, topic predictability, degree of control learners have, task familiarity, flexibility in task execution, , vocabulary load, topic familiarity, information density. [3]

- b. State and explain the four components of communicative competence. [4]
- c. List five roles of the teacher in a communicative language classroom. [5]
- d. Explain the *difference* and *deficiency* views to the use of materials in language learning. [2]
- e. Identify three dangers that result from a teacher's overuse of textbooks in language teaching. [3]
- f. In what four ways can teachers adapt textbooks in their second language instruction?
- g. Identify four characteristics of traditional assessment. [4]

## **SECTION B**

2. Discuss the view that the modern second language teacher can do without the textbook in the language classroom. [25]
3. Compare and contrast the traditional and current ideas about writing instruction on four aspects. Which of the two approaches do you find more suitable in developing writing at primary school level on each of the four aspects? [25]
4. To what extent is any one of the following approaches to second language learning applicable in Swaziland primary schools?
  - Content-based language learning.
  - Task-based language learning
  - Whole language approach
  - Communicative language teaching
  - Theme-based language learning[25]
5. On what basis can the use of either songs or games be justified in the learning of a second language at primary school? Use illustrations to support your arguments. [25]
6. To what extent are any three non-traditional or alternative second language assessment forms applicable in Swaziland primary schools? [25]

**END OF QUESTION PAPER**