

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: DECEMBER 2013

TITLE OF PAPER: CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 274

**STUDENTS : B.Ed YR II (F/T); B.Ed YR II (IDE); P.G.C.E (F/T);
PGCE (IDE)**

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: 1 ANSWER ANY FOUR (4) QUESTIONS.

**2. ALL ANSWERS MUST BE WRITTEN IN
CONTINUOUS ESSAY FORM.**

3. QUESTIONS CARRY MARKS AS INDICATED.

QUESTION 1

Describe the macro and micro-English Language contexts in Swaziland and explain their importance for understanding English language teaching in the country's secondary schools. (25 marks)

QUESTION 2

Discuss the key issues raised by where and why secondary school learners learn English as a second language (ESL). (25 marks)

QUESTION 3

Identify and use the relevant features of the physical and affective domains in human development as espoused by Brown (1980) to explain why age and the critical period are essential in ESL teaching in Swaziland primary and secondary schools. (25 marks)

QUESTION 4

Discuss the relevance and connections of varieties of English according to subject matter and varieties of English according to medium in the design of the English language syllabus at secondary school level in ESL countries.

(25 marks)

QUESTION 5

Describe and exemplify the following levels of misunderstanding reading texts as suggested by Brumfit (1980).

- (i) Misunderstanding at the specific level; (15)
 - (ii) Misunderstanding at rhetorical or discourse level; (5)
 - (iii) Misunderstanding at the pragmatic level. (5)
- (25 marks)

QUESTION 6

- (i) State the ultimate aim of aural comprehension lessons as suggested by Ellis and Tomlinson (1994). (5 marks)
- (ii) List the five important reasons highlighted by Wessels (2007) which highlight listening comprehension as a life skill and explain why people need to be good listeners. (5×2) = 10 marks
- (iii) Describe how speaking and writing could be integrated in a listening comprehension lesson. (10 marks)