

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

FINAL EXAMINATION PAPER, MAY, 2014

COURSE NUMBER: PEC 373

COURSE NAME: CURRICULUM STUDIES: ENGLISH LANGUAGE

DURATION: 3 HOURS

INSTRUCTION:

- 1. This paper has two (2) sections.**
- 2. Question one (1) is compulsory.**
- 3. Answer question one (1) in section A, and any other three (3) questions in section B**
- 4. Each question carries 25 marks.**

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION IS GIVEN BY THE INVIGILATOR.

SECTION A : Compulsory Section.

Answer all questions in this section.

Question 1

- a). Name the language teaching method described below:
- i. The method relies upon the first language as it is premised on the belief that language structures are best acquired when they are compared and contrasted with the first language. (1 mark)
 - ii. The method exclusively uses the target language. Learners are even encouraged to think in the target language. (1 mark)
 - iii. Speaking and listening takes priority over reading and writing. (1 mark)
 - iv. Learners respond to verbal input through physical movements. (1 mark)
 - v. Comprehension precedes production. Production skills of the language are deferred until learners are ready for them. (1 mark)
- b). The Audio- lingual method is similar to the Direct method in many ways. Give four of these ways. (4 marks)
- c). Compare and contrast Pacheco and Farrell's action research procedures. (4 marks)
- d). Give one (1) advantage and one (1) disadvantage of teaching journals and student diaries. (4 marks)
- e). Give one (1) reason why it would be difficult to use Suggestopedia in schools in Swaziland. (2 marks)
- f). Define the following types of errors:
- i. Covert errors (2 marks)
 - ii. Overt errors (2 marks)
- g). Why is the Audio- lingual method said to be inclined towards behaviorism? (2 marks)

SECTION B

Answer any three (3) questions from this section.

2. Discuss five (5) points to show the value of learner's errors in language learning and teaching. (25 marks)
3. Compare and contrast the Nativist and Behaviorist theories of language acquisition. Discuss the shortcomings of each. (25 marks)
4. Discuss Krashen's Input hypotheses. Identify an activity that is done in English Language classrooms which is in line with this hypothesis and justify your choice. (25 marks)
5.
 - a) Define the concept Interlanguage. (3 marks)
 - b) Discuss three (3) things that characterize Interlanguage. (12 marks)
 - c) Discuss the implications of Interlanguage to teachers of English. (10 marks)