

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
SUPPLEMENTARY EXAMINATION : JULY, 2005

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

STUDENTS : B.ED YEAR THREE; PGCE

TIME : THREE (3) HOURS

INSTRUCTIONS :

1. ANSWER QUESTION ONE (1) AND ANY THREE OTHER QUESTIONS.
2. QUESTIONS CARRY MARKS AS INDICATED.
3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.

QUESTION 1 (compulsory)

Ellis and Tomlinson (1994) suggest six content areas for the treatment of the novel at secondary school level. Discuss these content areas showing how these promote interest in study of Literature in English at this level.

[25 marks]

QUESTION 2

Explain how the following are attained through the study of Literature at secondary school level.

- (i) critical and analytical skills [5 marks]
- (ii) social skills [5 marks]
- (iii) encouragement of attitudes and affective states [10 marks]
- (iv) Provision of information [5 marks]

QUESTION 3

“Literature is of inestimable value in the development of the pupils at secondary school level” Discuss this statement in the context of teaching Literature in English at secondary. [25 marks]

QUESTION 4

Use suggestions from Moody (1986) and Collie and Stater (1987) to show why Literature in English should be part of the syllabus at secondary school level in ESL situations. [25 marks]

QUESTION 5

Discuss the following study strategies in the teaching of Literature in English in ESL situations:

- (i) prediction [5 marks]
- (ii) close procedure [5 marks]
- (iii) summary [5 marks]
- (iv) debating opposing view points [5 marks]
- (v) guided re-writing [5 marks]

[25 marks]

QUESTION 6

Discuss the different stages in the study of Shakespearean drama as suggested by Moody (1970). [25 marks]