UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION QUESTION PAPER: MAY 2011

TITLE OF PAPER: CURRICULUM STUDIES IN ENGLISH

COURSE CODE :   EDC 374

STUDENTS   :   B.ED YEAR III; PGCE (F/T); PGCE (IDE)

TIME ALLOWED :   THREE (3) HOURS

INSTRUCTIONS :

1. ANSWER ANY FOUR QUESTIONS.

2. QUESTIONS CARRY MARKS AS INDICATED.

3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.

Question 1
Use Moody's (1986) views on Literature to support the notion that Literature (in English) is of inestimable value in the lives and education of secondary school pupils, particularly in developing ESL countries. (25 marks)

Question 2
Collie and Stater (1987) hold the view that cultural enrichment and personal involvement are some of the key attributes of Literature in English for ESL students. Discuss these attributes and explain why they are essential in the education of secondary school pupils in ESL situations.
(25 marks)

Question 3
Use Brumfit's (1980) aims of teaching Literature to describe the range of skills that could be promoted through the study of Literature in English and their relevance at secondary school level. (25 marks)

Question 4
Ellis and Tomlinson (1994) suggest a range of activities which teachers could use to engage pupils in understanding and appreciation of the characters when teaching the novel at secondary school level. Describe any five of these activities and explain the rationale and effects of using each one of them to help secondary school pupils appreciate the characters in the novel.
(25 marks)

Question 5
(a) Discuss the link between characters and theme in the study of the novel. (10 marks)

(b) Describe how guided analysis could be used to promote awareness of theme in the study of the novel at secondary school level as suggested by Ellis and Tomlinson (1994).
(15marks)

Question 6
Discuss the relevance and value of poetry in the study of Literature in English by ESL pupils at secondary school level. (25 marks)