

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY EXAMINATION QUESTION PAPER: JULY 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 QUESTION ONE AND ANY OTHER THREE QUESTIONS.
2. QUESTIONS CARRY MARKS AS INDICATED.
3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.

Question 1

Use Brumfit's (1980) aims of teaching Literature to explain why Literature in English should be included as a subject in the secondary school curriculum in ESL countries like Swaziland. (25 marks)

Question 2

Ellis and Tomlinson (1994) suggested six content areas for the treatment of the novel at secondary school level.

Describe these content areas in detail and discuss their importance or the enjoyment and study of the novel in Literature in English classes at secondary school level.

(25 marks)

Question 3

Use the different genres of Literature in English to explain how the aesthetic, linguistic and socio-cultural aspects are linked and promoted at secondary school level.

(25 marks)

Question 4

Describe in detail how extensive and intensive reading could be used to promote understanding and retention of the story and appreciation of plot, respectively, when teaching the novel at secondary school level.

(25 marks)

Question 5

Brumfit (1980) suggested a number of skills which could be promoted through the study of Literature. Describe these skills and explain how they could be promoted through extensive and intensive reading in the study of the novel at secondary school level.

(25 marks)

Question 6

Discuss the major arguments (and their validity) for the inclusion and teaching of Shakespearean drama in the Literature in English course at secondary school level.

(25 marks)