

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: MAY 2012

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

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

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER ANY FOUR QUESTIONS.**
 - 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
 - 3. QUESTIONS CARRY MARKS AS INDICATED.**

Question 1

Swaziland's National Education Policy Directives state that SGCSE syllabuses "will enable learners to develop essential skills and provide a broad learning experience which, (among other things)

- inculcates values and attitudes as well as knowledge and understanding;
- encourages respect for human rights and freedom of speech;
- respects the values and beliefs of others;
- develops desirable attitudes...."

Use the aims of teaching Literature to discuss the extent to which Literature in English is one single subject that is relevant to the attainment of the above-stated goals of the syllabus at secondary school level. (25 marks)

Question 2

Besides providing 'valuable authentic' language material for ESL learners, Literature in English has three other attributes, according to Collie and Stater (1987).

Discuss these attributes and explain their importance in the study of Literature in English at secondary school level in ESL situations. (25 marks)

Question 3

Brumfit (1980) suggested encouragement of attitudes and affective states; provision of information, among others, as the main aims of teaching literature at secondary school level.

Discuss these two aims and explain their relevance to the teaching of Literature in English in Swaziland's secondary schools. (25 marks)

Question 4

Describe the sort of books that should be included in a literature programme as suggested by Ellis and Tomlinson (1994) and explain their relevance to some of the aims of teaching Literature in English at secondary school level in ESL situations. (25 marks)

Question 5

Describe the learning activities that could be used in order to promote understanding of the surface content of the story and appreciation of the plot, as suggested by Ellis and Tomlinson (1994).

(25 marks)

Question 6

Why should drama and poetry be included in the Literature in English syllabus at all levels of secondary schooling in ESL situations?

(25 marks)