

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION PAPER: MAY 2013

TITLE OF PAPER: CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

**STUDENTS : B.ED YEAR 3, F/T; PGCE, F/T; B.Ed YEAR 3
(IDE, P/T); PGCE (IDE, P/T).**

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

- (i) Explain the difference between extensive reading and intensive reading as suggested by Ellis and Tomlinson (1994). (5 marks)
- (ii) State the four main aims of extensive reading in detail and explain how ESL teachers could ensure that ESL learners attain these aims at secondary school level. (20 marks)

QUESTION 2

Discuss the main reasons given by Ellis and Tomlinson (1994) to prove that Literature “can be of inestimable value in the development of the educated person” (p179) at Secondary school level and explain the critical importance of this value in Swaziland. (25 marks)

QUESTION 3

Besides pleasure and enjoyment, Moody (1986) emphasized three fundamental capacities and skills which could be developed through the study of Literature in English.

Discuss these capacities and skills and explain their value in the education of secondary school pupils in ESL countries. (25 marks)

QUESTION 4

Describe how group discussion and debates could be used for promoting appreciation of the characters and awareness of themes in the enjoyment and study of the novel at secondary school level. (25 marks)

QUESTION 5

Discuss the value of poetry in ESL situations and describe some of the activities which could promote enjoyment and understanding of poems at secondary school level. (25 marks)