

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: MAY 2014

TITLE OF PAPER: CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

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

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER ANY FOUR (4) QUESTIONS.**
 - 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
 - 3. QUESTIONS CARRY MARKS AS INDICATED.**

QUESTION 1

Discuss the value and importance of literature as suggested by Moody (1986) and explain why Literature in English is critical in the development of pupils at secondary school level in Swaziland.

(25 marks)

QUESTION 2

Use suggestions from Collie and Stater (1987) and Ellis and Tomlinson (1984) to explain why and how Literature in English promotes language competence among ESL learners at secondary school level.

(25 marks)

QUESTION 3

Describe the four skills that must be promoted when teaching Literature in English at secondary school level, according to Brumfit (1980).

(25 marks)

QUESTION 4

Discuss the connection between appreciation of the characters and awareness of the theme(s) in the book and explain why this connection is critical for the enjoyment and study of the novel at secondary school level.

(25 marks)

QUESTION 5

How far would you agree with the notion that poems are most suitable for the promotion of the following skills in the treatment of literature at secondary school level:

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|-------|----------------------------------|------------|
| (i) | Literacy and oracy skills; | (6 marks) |
| (ii) | Critical and analytical ability; | (15 marks) |
| (iii) | Use of the imagination | (4marks) |

QUESTION 6

Describe how the following activities could be generally used to promote the awareness of theme(s) for the enjoyment and study of the novel as suggested by Ellis and Tomlinson (1994).

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| (i) | Guided analysis; | (14 marks) |
| (ii) | Group discussion; | (6 marks) |
| (iii) | Debates | (5 marks) |