

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: MAY 2015

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

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

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.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION TO DO SO HAS BEEN GRANTED BY THE INVIGILATOR.

QUESTION 1

Discuss and justify the reasons for teaching Literature in English at Secondary School level as espoused by Ellis and Tomlinson (1994) under the following contexts:

- (i) the linguistic contexts; (9)
- (ii) the socio-cultural contexts; (12)
- (iii) the aesthetic contexts. (4)
- (iv)

Total = (25 marks)

QUESTION 2

- (i) Explain how literature exposes learners of English as a second language (ESL) to authentic, undistorted English language material as suggested by Collie and Stater (1987) (10 marks)
- (ii) Discuss how Literature in English promotes language enrichment among ESL learners at secondary school level. (15 marks)

QUESTION 3

Explain and exemplify how extensive and intensive reading skills can be used to enjoy and understand literary works at secondary school level. (25 marks)

QUESTION 4

Write a brief explanation and importance of the following content areas in the teaching of the novel at secondary school level:

- (i) understanding and retention of the story; (5)
- (ii) appreciation of plot; (5)
- (iii) appreciation of the characters in the book; (5)
- (iv) awareness of the theme(s) in the book; (5)
- (v) appreciation of the relevance of the story in the pupils' own life. (5)

Total = (25 marks)

QUESTION 5

Discuss the value of studying poetry at secondary school level. (25 marks)

QUESTION 6

Discuss how enjoyment and study could be combined in the treatment of Shakespearean plays at secondary school level. (25 marks)