

# UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING



SUPP/RESIT EXAMINATION

JULY, 2019

TITLE : CURRICULUM STUDIES IN ENGLISH II

COURSE CODE : CTE 520/CTE 320/EDC 374

STUDENTS : (P.G.C.E) (F/T) (IDE); B.ED (F/T) (IDE)

TIME ALLOCATION : THREE (3) HOURS

## INSTRUCTIONS:

1. THIS PAPER HAS FIVE (5) QUESTIONS.
2. CHOOSE AND ANSWER ANY FOUR (4) QUESTIONS.
3. EACH QUESTION IS WORTH 25 MARKS INCLUDING 5 MARKS FOR EXPRESSION
4. YOUR ANSWERS MUST BE IN CONTINUOUS WRITING.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD.

### QUESTION 1

Beach and James (1999) underscore the assumption that some interpretations in literature are better than others, and that teachers should lead students to better interpretations. Discuss, in detail, these assumptions and their implication for teaching.

(25 Marks)

### QUESTION 2

There are many available strategies students could use in a literature class as response strategies to a literary text. With reference to Beach and James (1999), using appropriate examples, discuss any **FOUR** of the responses, and their implication for teaching.

(25 Marks)

### QUESTION 3

Classroom talk in literature can be viewed as most useful if teachers have a way of conducting it. Using examples, discuss the following strategies a teacher could use in facilitating classroom talk.

- (i) Asymmetrical Turn-taking.
- (ii) Consistent use of Pseudo Questions.
- (iii) Consistent Patterns of Question/Answer/Evaluation.
- (iv) Teacher Extensive use of Control Talk.

(25 Marks)

### QUESTION 4

Discuss the learning activities you would enforce when teaching students drama, focusing on textual perspective.

(25 Marks)

### QUESTION 5

Using clear examples, discuss the following criteria for instructional scaffolding in teaching literature:

- (i) Intentionality;
- (ii) Appropriateness;
- (iii) Structure;
- (iv) Collaboration.

(25 Marks)

END OF PAPER

