

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**SUPPLEMENTARY EXAMINATION PAPER: JULY 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**

Extensive reading is for enjoyment. Discuss the main criteria that should be followed when selecting extensive reading texts, as suggested by Ellis and Tomlinson (1994). (25 marks)

### **QUESTION 2**

Promotion of skills is a critical attribute of literature at secondary school level. Discuss the major skills attributed to the study of Literature by Brumfit (1980) and explain their relevance to ESL learners at secondary school level. (25 marks)

### **QUESTION 3**

- (i) Discuss the assertion that awareness of themes cannot be attained without appreciation of the characters in the study and enjoyment of the novel at secondary school level. (10 marks)
- (ii) Explain how guided analysis (Ellis and Tomlinson, 1994) could be used to promote awareness of themes of book in a Literature in English Lesson. (15 marks)

### **QUESTION 4**

Discuss the notion that Literature in English provides important “authentic material” for language enrichment and should therefore be an integral content of the ESL programme at secondary school as suggested by Collie and Sarter (1987) (25 marks)

### **QUESTION 5**

Describe the procedures that could be followed for the study and enjoyment of Shakespearean plays at secondary school level. (25 marks)