

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING



MAIN EXAMINATION

MAY, 2016

TITLE : CURRICULUM STUDIES IN ENGLISH II

COURSE CODE : CTE 520

STUDENTS : P.G.C.E. (FULL TIME)

TIME ALLOCATION : THREE (3) HOURS

INSTRUCTIONS:

1. THIS PAPER HAS FIVE (5) QUESTIONS.
2. CHOOSE AND ANSWER ANY FOUR (4) QUESTIONS.
3. ALL QUESTIONS CARRY EQUAL MARKS.
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 importance of developing students' level of moral reasoning and characters' institutional or cultural roles when teaching a short story.

(25 Marks)

QUESTION 5

Using Swaziland as a context, critical evaluate the relevance of the following outline by Beach and James (1991) regarding teaching of poetry.

- Never teach a poem you don't like.
- Teach poems you are not certain you understand.
- Teach poems new to you.
- Give students the freedom to dislike poetry.

(25 Marks)