



**JARAMOGI OGINGA ODINGA UNIVERSITY  
OF SCIENCE & TECHNOLOGY**

**UNIVERSITY EXAMINATIONS 2012/2013**

**3<sup>RD</sup> YEAR 1<sup>ST</sup> SEMESTER EXAMINATION FOR THE DEGREE  
OF BACHELOR OF EDUCATION (ARTS) WITH IT**

**MAIN**

**COURSE CODE: ECT 315**

**COURSE TITLE: SPECIAL METHODS OF TEACHING LITERATURE IN  
ENGLISH**

**DATE: 2 .5.2013      TIME: 9.00-11.00AM**

**DURATION: 2 HOURS**

**INSTRUCTIONS**

- 1. This paper contains FIVE (5) questions**
- 2. Answer question 1 (Compulsory) and ANY other 2 Questions**
- 3. Write all answers in the booklet provided**

1. (a) Comment on the appropriateness of the definition of literature as “ Ordinary Language upon which organized violence has been committed”

(6 marks)

(b) Briefly explain any five skills that Literature is supposed to develop in secondary school students.

(6 marks)

(c) Define the term “poetry”

(6 marks)

(d) In the classroom situation, explain why poetry is taught

(6 marks)

(e) How is the teaching of short stories different from that of the longer texts in terms of teaching preparation.

(6 marks)

2. (a) Choose a topic from the secondary school syllabus in Kenya, and prepare a scheme of work for one week based on this topic for a specific class.

(b) From the scheme of work in (a) above, prepare a forty – minute lesson plan on a chosen sub-topic for a given class

(10 marks)

3. Explain the following models of Literature Education, using relevant examples from the teaching of this subject in secondary schools in Kenya:

(i) The Language complementary model

(ii) The appreciative model

(10 marks)

4. By use of relevant examples , discuss the following types of guiding questions in Literature teaching:

i. Name/state / identify questions

ii. Describe questions

iii. Illustrate questions

iv. Explain/ account for questions

(10 marks)

5. The teaching of English and literature in secondary schools in Kenya is expected to take an integrated approach:

i. Explain your understanding of this integrated approach

ii. Discuss the advantages and disadvantages of the integrated approach as practiced in secondary schools in Kenya

(10 marks)