



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY  
(JOOUST)**

**UNIVERSITY EXAMINATION FOR THE DEGREE OF BACHELOR OF  
EDUCATION (ARTS)**

**3<sup>RD</sup> YEAR 1<sup>ST</sup> SEMESTER 2016/2017 ACADEMIC YEAR**

**(REGULAR-MAIN)**

**COURSE CODE: ECT 314**

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

**DATE: TIME: 2 HOURS**

**DURATION:**

**INSTRUCTIONS**

- 1. Answer question ONE (compulsory) and any other TWO questions**
- 2. Candidates are advised NOT to write on the question paper**
- 3. Candidates MUST hand in their answer booklets to the invigilator while in the examination room.**

### **QUESTION ONE (COMPULSORY) (30 MARKS)**

- a. What is a realia in the context of English language instruction? Provide a relevant example **(3 marks)**
- b. The study of English language is significant in Kenyan curriculum. Support your answer with any **four** reasons **(4 marks)**
- c. Give **one** objective **each** for studying the following aspects of English language **(5 marks)**
- i. Listening
  - ii. Speaking
  - iii. Grammar
  - iv. Reading
  - v. Writing
- d. Define integration in the context of English language teaching and learning. Provide a relevant example **(4 marks)**
- e. Differentiate between schemes of work and a lesson plan **(4 marks)**
- f. Mention any **four** predictable interruptions that should be considered during the preparation of schemes of work **(4 marks)**
- g. Identify and explain any **three** types of assignments a teacher would give learners after classroom instruction **(6 marks)**

### **QUESTION TWO**

- a) Both print and audio visual media are critical in the teaching of English Language. Distinguish them and explain how you would use any **three** audio-visual media in the teaching of English language. **(12 marks)**
- b) A scheme of work should be made for each term and should be prepared before classes begin. Explain any **four** attributes of a well prepared scheme of work. **(8 marks)**

### **QUESTION THREE**

- a) Teachers of English Language in Kenyan secondary schools face numerous challenges in the teaching of English. Identify any **four** challenges and explain how a teacher of English would mitigate these challenges. **(8 marks)**
- b) An introduction to a lesson should be appealing. Explain any **four** strategies a teacher of English language would employ to attract the attention of the learners at this stage. **(12 marks)**

### **QUESTION FOUR**

- a) A daily lesson plan is developed by a teacher to guide class instruction. Basing on any English language topic of your choice, prepare a lesson plan that you would use in classroom teaching. **(14 marks)**
- b) Strategies are activities and methods used to move the learner towards achievement of the learning outcomes. Explain giving relevant examples **three** salient issues in the selection of teaching and learning strategies. **(6 marks)**



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**DEPARTMENT OF CURRICULUM AND EDUCATIONAL FOUNDATIONS  
SCHOOL OF EDUCATION**

**ECT 314: SPECIAL METHODS OF TEACHING ENGLISH**

**THIRD YEAR FIRST SEMESTER**

**COURSE FACILITATOR: MR. OWITI TOBIAS**

**COURSE DESCRIPTION**

This course imparts to the trainees the special methods of teaching English language. In an attempt to achieve this, the following content areas will be covered: Development of language skills necessary for the teaching of English as a second language; the recognition and identification of various purposes for which English is used; aims and objectives of teaching English; secondary school syllabus in English Teaching and learning strategies; preparation of schemes of work, lesson plans and records of work covered; production, selection and use of resource materials; print media, audio visual media, and language laboratory; evaluation; Current issues and problems in the teaching of English language in Kenya.

**OBJECTIVES:**

**By the end of the course the trainee should be able to:**

- a) Apply theories of second language acquisition in the teaching of English as a second language;
- b) Recognize and identify various purposes for which English is used;
- c) Explain aims and objectives of teaching English;
- d) Demonstrate knowledge of Secondary school syllabus in English (*Listening and Speaking, Grammar, Reading and Writing*);
- e) Discuss teaching and learning strategies in English language;
- f) Prepare schemes of work, lesson plans and records of work covered;
- g) Produce, select and use resource materials (*Utilize Print media, audio visual media, and language laboratory*) in the teaching of English language;

- h) Evaluate: Listening and Speaking, Grammar, Reading and Writing;
- i) Discuss current issues and problems in the teaching of English language in Kenya.

## **COURSE CONTENT**

### **a) Language skills necessary for the teaching of English language:**

Second Language Acquisition Theories (*Application of second language acquisition theories in the Teaching of English as a second language*)

- Noam Chomsky's Language Acquisition Device
- Stephen Krashen's Comprehensible Input Hypothesis
- Jean Piaget's Cognitive Theory
- B.F. Skinner's Behaviourist Theory

### **b) Various purposes for which English is used:**

- Position of English language in Kenya
- Importance of studying English language

### **c) Aims and objectives of teaching English**

### **d) Schemes of Work:**

- Definition of schemes of work
- Characteristics of a good scheme of work
- Factors to consider in preparing a scheme of work
- Components of a scheme of work
- How to prepare a scheme of work

**(e) Lesson Plan:** (*Definition of lesson plan, Components of a lesson plan, How to prepare a lesson plan*)

**(f) Records of Work :** (*Definition of records of work; Components of a record of work; How to prepare records of work*)

### **(g) Secondary School English Language Syllabus**

- Definition of syllabus
- Components of secondary school English language syllabus (*Listening, Speaking, Grammar, Reading and Writing*)

**(h) Teaching and learning strategies suitable for the understanding of English language skills**

**(i) Resource materials for the teaching of English language** (*Print media, audio visual media, and language laboratory*)

(k) **Evaluation of English language skills** (*Listening, Speaking, Grammar, Reading and Writing*)

(e) **Current issues and problems in the teaching of English Language in Kenya.**

### **TEACHING METHODOLOGY**

The course content will be covered by lecture method, group discussion and class presentations

### **ASSESSMENT**

Continuous Assessment in form of tests and assignments out of 30% will be used to evaluate the course. A final three hour written examination, externally moderated will account for 70%.

### **REFERENCES**

Barasa, P. L. (2005) *English Language Teaching In Kenya: Policy, Training and Practice*, Moi University: Moi University Press.

Gathumbi W. & Masembe C. (2005) *Principles and Techniques in Language Teaching* Nairobi: Jomo Kenyatta Foundation

KIE (2005) *Secondary School Teachers Handbook* Nairobi: Kenya Institute of Education Curriculum Development and Research Centre

KIE (2005) *Secondary Syllabus, (Vol. 1)* .Nairobi: Kenya Institute of Education

MOE (1992) *A Guide to English Teaching in Kenya Secondary Schools* Nairobi: Ministry of Education

Tomlinson, B. & Ellis, R. (1992) *Teaching Secondary School English* Hong Kong: Longman Publishers

