

QUESTION ONE (COMPULSORY) (30 MARKS)

- a) Explain the concept of integration in English Language Teaching. Provide a relevant example. **(4 marks)**
- b) Justify the significance of English language in the curriculum **(4 marks)**
- c) Mention **two** predictable and unpredictable interruptions that would interfere with the implementation of schemes of work. **(4 marks)**
- d) State any **three** objectives of teaching writing in secondary schools **(3 marks)**
- e) Distinguish between schemes of work and a lesson plan **(4 marks)**
- f) Providing relevant examples, explain the following concepts in the context of English language teaching? **(9 marks)**
 - i. Cloze test
 - ii. Role play
 - iii. Team teaching
- g) Give **two** functions of a scheme of work **(2 marks)**

QUESTION TWO (20 MARKS)

- 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. **(12 marks)**
- b) Explain **four** significant considerations that should be borne in mind during the preparation of a scheme of work. **(8 marks)**

QUESTION THREE

- a) A lesson plan is a teacher's detailed description of course of instruction for one class. 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)**

QUESTION FOUR (20 MARKS)

- a) Explain, providing relevant examples any **five** roles of a scheme of work in the teaching of English language? **(10 marks)**
- b) Both print and audiovisual 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. **(10 marks)**



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(JOOUST)**

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

ECT 314: SPECIAL METHODS OF TEACHING ENGLISH

THIRD YEAR SEMESTER ONE

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