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

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

**3RD YEAR 1ST SEMESTER 2016/2017 ACADEMIC YEAR**

**(REGULAR-MAIN)**

**COURSE CODE: CTM 3144**

**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)**

1. What is a realia in the context of English language instruction? Provide a relevant example **(3 marks)**
2. The study of English language is significant in Kenyan curriculum. Support your answer with any **four** reasons **(4 marks)**
3. Give **one** objective **each** for studying the following aspects of English language

**(5 marks)**

1. Listening
2. Speaking
3. Grammar
4. Reading
5. Writing
6. Define integration in the context of English language teaching and learning. Provide a relevant example **(4 marks)**
7. Differentiate between schemes of work and a lesson plan **(4 marks)**
8. Mention any **four** predictable interruptions that should be considered during the preparation of schemes of work **(4 marks)**
9. Identify and explain any **three** types of assignments a teacher would give learners after classroom instruction **(6 marks)**

**QUESTION TWO**

1. 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)**

1. 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**

1. 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)**
2. 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**

1. 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)**
2. 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 EnglishTeaching 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:**

1. Apply theories of second language acquisition in the teaching of English as a second language;
2. Recognize and identify various purposes for which English is used;
3. Explain aims and objectives of teaching English;
4. Demonstrate knowledge of Secondary school syllabus in English*(Listening and Speaking, Grammar, Reading and Writing);*
5. Discuss teaching and learning strategies in English language;
6. Prepare schemes of work, lesson plans and records of work covered;
7. Produce, select and use resource materials*(Utilize Print media, audio visual media, and language laboratory)* in the teaching of English language;
8. Evaluate: Listening and Speaking, Grammar, Reading and Writing;
9. Discuss current issues and problems in the teaching of English language in Kenya.

**COURSE CONTENT**

1. **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

1. **Various purposes for which English is used:**

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

1. **Aims and objectives of teaching English**
2. **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