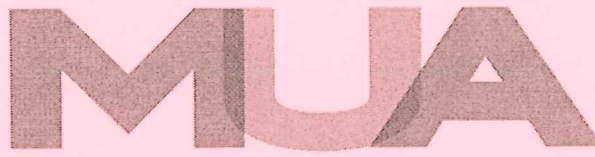


The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF ARTS IN EDUCATION

ECT 224: SPECIAL SUBJECT METHODS & MICRO TEACHING: LITERATURE

DATE: 4TH AUGUST 2023

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided.**

QUESTION ONE

Read the following case study carefully and answer the questions that follow:

Case Study

The approach to English which relies on a sharp division between Literature and English language and between the component parts of the latter cannot succeed in practical classroom teaching (Brumfit, 1985). Brumfit feels that teaching of English language and Literature, as one subject will make the teaching of language more practical than when the two areas are taught separately. Literature, according to Brumfit, is a vital component of English language teaching. This is because Literature as an appropriate vehicle for language learning and development since the focus is now authentic language and authentic situations. Brumfit further states that Literature provides learners with a convenient source of content for language teaching by making language learning practical.

According to Radhika (1991), literature is an activity involving and using language. It is an example of language in use, and is a context for language use. Thus, studying the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of the different systems of language organization. Carter (1986) insists that English language and Literature teaching should be more closely integrated and harmonized so that Literature would not be isolated, possibly rejected, on account of "literariness" of its language.

Required:

- a) Examine the advantages of using literature to teach language from the case study. *(10 marks)*
- b) Compare and contrast Brumfit's and Radhika's ideas on integration of English language and literature. *(10 marks)*
- c) Explain the meaning of the term "literariness" as used in the case study. *(5 marks)*

QUESTION TWO

- a) Examine **three** problems in the teaching of poetry in Kenyan secondary schools. (10 marks)
- b) Discuss the importance of evaluation in literature. (5 marks)

QUESTION THREE

- a) Discuss **three** components of a systems approach to the teaching of literature. (10 marks)
- b) Explain **two** ways of using the play to teach language skills. (5 marks)

QUESTION FOUR

- a) Examine the importance of literary and research skills in the teaching of oral literature. (10 marks)
- b) Explain the term literary criticism. (5 marks)

QUESTION FIVE

- a) Assess methods and resources in the teaching of prose. (10 marks)
- b) Discuss **two** ways of teaching language skills using a poem. (5 marks)

QUESTION SIX

- a) Examine **three** strategies in the teaching of literature. (10 marks)
- b) Explain the rationale for assessment in evaluation of literature. (5 marks)

