



UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

ECT 223: SPECIAL SUBJECT METHODS AND MICRO TEACHING: ENGLISH

DATE: 8TH APRIL 2026

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 Case Study below carefully and answer the questions that follow

Listening is an inferential process of extracting meaning from the oral stimuli. Hearing on the other hand is the perception of auditory stimuli by the human ear, which may not be necessarily with understanding. Listening is both a receptive and an active skill that may or may not require a response. It is intentional with the aim of comprehending what is uttered, hearing is not intentional. Speaking on the other hand is the production of speech sounds or making verbal utterances by human beings in the process of communication. It is the act or instance of uttering words for communication or expression of thoughts in spoken words. The process of speaking is incomplete without listening. The fact that speaking is a productive skill calls for a careful understanding of the dynamics of communication.

Teaching of speaking skills is aimed at attaining oral fluency and accuracy. Listening and speaking are language skills that should be taught together in the actual classroom situation. People understand us from the way we pronounce words. Wrong pronunciation can cause communication breakdown. The importance of proper pronunciation cannot be overstressed. Pronunciation encompasses the production and the proper/correct reception of English sounds and words. It entails your knowledge, as you of English, of how and where the English sounds are articulated. It goes beyond the production and reception of English sounds as it also examines the way some words are stressed and others are not.

In other words pronunciation covers articulation, stress/unstressed syllables, and intonation. To be able to communicate intelligibly and for academic purposes, students should be taught standard English pronunciation; the language that is found in academic books. You must be a good model of the standard variety of English you teach (in Kenya we use British Standard English). It is important that you display proper pronunciation for your students to emulate you. Linguistics has provided teachers of language with improved descriptions of the language to be taught. Students are able to acquire a specified body of content and increase their linguistic competence in producing grammatically accurate sentences in the target language. However,

instead of only acquiring linguistic competence, the student must also acquire communicative competence. Instead of teaching the student only the rules of formation, we should also teach him the pragmatic use of language that mainly involves making decisions about what language to use, where and how. That is, use of informal and formal language.

English language has 44 basic sounds and these are too many to be represented by the 26 letters of the alphabet. For this reason, English uses phonetic script, as well as digraphs (doubled consonants) and diphthongs (doubled vowels) to represent its 44 basic sounds. You as an English language teacher, must possess phonemic awareness. By being aware of how the different English sounds are formed and articulated, (manner of articulation), you can assist your students to articulate the sounds and use correctly the right intonation to get the meanings. You can also help your students to overcome certain pronunciation difficulties of L1 interference, if you have both phonetic and phonemic awareness. This means, you as the English language teacher has to put extra effort to ensure you get rid of pronunciation errors before you go to teach. Your pronunciation weakness can influence the students negatively.

Remember they depend on you as the model and the expert, and in most cases they will emulate you. Mother tongue influence in most cases predisposes your students not to hear and identify the differences in sounds that are important when learning a second or foreign language. You should identify the problematic sounds that are none existent in the mother tongue. Students in this case have to be exposed to such sounds and learn to identify them.

Required:

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|---|------------|
| a) Define language | (2 marks) |
| b) Listening is not hearing explain | (3 marks) |
| c) Evaluate the merits of English language | (10 marks) |
| d) Asses the general objectives of teaching English | (10 marks) |

QUESTION TWO

- a) Illustrate your understanding on phoneme **(5 marks)**
- b) Asses the objectives for teaching listening and speaking **(10 marks)**

QUESTION THREE

- a) Stress is a linguistic feature, discuss **(10 marks)**
- b) Discus intonation in teaching English **(5 marks)**

QUESTION FOUR

- a) Describe English Language as a system. **(12 marks)**
- b) Differentiate between prescriptive and descriptive linguistics **(3 marks)**

QUESTION FIVE

- a) Assess the factors to be considered while selecting method for teaching grammar **(10 marks)**
- b) Discuss English sentences used to teach grammar **(5 marks)**

QUESTION SIX

- a) Analyze the factors to be considered before making a scheme of work **(10 marks)**
- b) Prepare a lesson plan for form one English **(5 marks)**