

The  
Management  
University  
of Africa



Sponsored by the Kenya Institute of Management

**UNDERGRADUATE UNIVERSITY EXAMINATIONS**

**SCHOOL OF MANAGEMENT AND LEADERSHIP**

**DEGREE OF BACHELOR OF EDUCATION ARTS**

**ECT 224: SPECIAL SUBJECT METHODS AND MICRO TEACHING:  
LITERATURE**

**DATE: 30<sup>TH</sup> MARCH 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:**

A student who wishes to study literature should be guided into acquiring the necessary skills for pursuing literary study. In the elementary and intermediate courses, he should be exposed to small amounts of literature such as poems or short stories and should be made aware of the skills he will need to continue studying this aspect of language. The professional teaching of literature involves various strategies, approaches, and resources to effectively engage students with literary texts. These include understanding different literary approaches, utilizing diverse reading methods, and incorporating technology and media to enhance the learning experience. Such strategies include employing various reading methods, such as close reading, analytical reading, and interpretive reading, can help students develop a deeper understanding of the text and its meaning, facilitating discussions about the text, its themes, and its author's craft, can encourage students to analyze and interpret the text in their own ways. Utilizing technology and media, such as online resources, videos, and audio recordings, can enhance engagement and provide new perspectives on literary works while Exploring connections between literature and students' own lives, experiences, and perspectives can make the learning process more relevant and meaningful.

On the part of the teacher, using Bloom's Taxonomy can help them analyze literary texts at different levels of cognitive complexity while Encouraging students to keep response journals can help them process their thoughts, feelings, and interpretations of the texts they read. Most importantly, facilitating small-group discussions and collaborative projects can promote peer interaction and encourage students to learn from each other. What type of student then should study literature, either at the secondary or at the college level? First of all, literature is for the student who has the necessary linguistic skills to pursue the study of works at the level indicated. Secondly, literature is for the student who sees some value in it and some need for it.

Literature appeals to the person who basically understands and appreciates language-language in the form of words, sounds, images and, yes, thoughts. It is cruel to force a student who is not proficient in language into a study of literature at a level he is incapable of handling. That is not to say that certain literary works, simple in linguistic structure, cannot be studied at the elementary level; indeed, they can and should be. It is to say, rather, that teachers who love literature and who love to teach literature should not force their choices on students who are ill prepared to handle them.

Nevertheless, there are other approaches to these insights for those who do not wish to travel the literary road. I therefore offer this rationale for the study of literature in high school: it should be taught at this level because it offers the greatest insights into the character of a people; it should be taught to those who have acquired an appropriate level of linguistic competency to succeed in studying it. I would continue by saying that it should be taught by those whose competence, interest and skills are such as to allow them to teach it successfully, and I would hasten to say that there are many such highly skilled individuals doing a splendid job of teaching literature in various high schools.

**Required:**

- a) Describe ways in which a learner can acquire skills in literature at the elementary and intermediate levels. **(2 marks)**
- b) Analyze four strategies that can be used by facilitators to enable maximum engagement of learners with literary texts. **(8 marks)**
- c) Describe how teachers can help learners in the mastery of literature. **(4 marks)**
- d) Using four examples, evaluate the kind of students that should embrace the studying of literature. **(8 marks)**
- e) Using three examples examine the kind of teachers needed for the teaching of literature. **(3 marks)**

**QUESTION TWO**

- a) Jane is on her teaching practice at Bright Minds Academy. Using five examples, advise her on why it is important for her to be proficient in research of literary materials. **(10 Marks)**
- b) Advise her on five sources of oral literature teaching materials. **(5 Marks)**

### QUESTION THREE

- a) You are the principal of Uzalendo High school. In your speech to members of staff illustrate the role of assessment for the successful teaching of literature in the school. **(10 Marks)**
- b) Using five examples, describe the importance of providing feedback to students of literature after carrying out an assessment. **(5 Marks)**

### QUESTION FOUR

- a) George has been teaching literature for ten years. Over the years, he has noticed that his students have problems in the critical analysis of novels. Assess five possible causes of this problem. **(10 Marks)**
- b) As a literature expert, enumerate five strategic measures that George can adopt to help his students overcome such a challenge. **(5 Marks)**

### QUESTION FIVE

- a) Analyze five challenges that teachers of literature face in their implementation of the Nation school literature syllabus within the Kenyan secondary school sector. **(10 Marks)**
- b) Describe two testing methods that a teacher of literature can use to test the proficiency levels of his learners in poetry analysis. **(5 Marks)**

### QUESTION SIX

- a) In relation to the teaching of English language, illustrate your understanding of the following terms
- i.** Schemes of work **(2 Marks)**
  - ii.** Lesson plan **(2 Marks)**
  - iii.** Records of work **(2 Marks)**
- b) Using three examples examine the place of records of work as a tool for the advancement of professional teaching of literature in schools. **(9 Marks)**