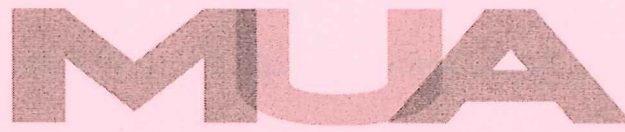


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**UNDERGRADUATE UNIVERSITY EXAMINATIONS**

**SCHOOL OF MANAGEMENT AND LEADERSHIP**

**DEGREE OF BACHELOR OF EDUCATION ARTS**

**ECT 223 : SPECIAL SUBJECT METHODS AND MICROTEACHING: ENGLISH**

**DATE: 25<sup>TH</sup> MARCH 2025**

**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:

### PRINCIPLES OF TEACHING ENGLISH

This conceptual paper focuses on the description of pedagogical strategies stemming from a theoretical framework that has evolved out of second language learning research. Research on ESL/ELL strategies is based on the findings that building on learners' background by providing comprehensible input and multiple opportunities for interaction is the key to second language proficiency. These findings lead to the development of a set of strategies built on the framework of principles of learning the second language outlined below.

Seven principles of second language learning have been identified as critical to successfully teaching ESL students. Know your student and motivation to learn the second language, Create a welcoming classroom environment, Build Background Knowledge, Provide Comprehensible Input by building vocabulary, Include frequent opportunities for Interaction and Discussion, Use Multiple Modalities during instruction, Conduct ongoing review and assessment. These principles provide a basis for developing a broader theory for second language learning.

Cummins (1980) discusses the context-embedded language and its effectiveness with ESL learners. For instance, repetition of classroom routines provides non-English speakers with meaningful language learning opportunities because the words and phrases that accompany such routines are constantly repeated within a concrete context. For instance, a word like 'lavatory' will become a part of their lexicon, if used by a teacher on a routine basis every time for a bathroom break. Using synonyms or rephrasing keywords differently reinforces meaning. Creating a low-stress environment necessary for students to feel ready to participate in a larger group setting provides a less threatening environment

for a student to take a risk. Established routines facilitate learning as students know what to expect and begin to thrive in that environment.

### **Know Your Student and Motivation to Learn the Second Language**

One of the most important things to do is to get to know your student you are sharing your classroom space and time with. Getting to know your student will go a long way in building a strong relationship and bonding with them. This knowledge will greatly help educators respond in an informed way as they work with their English language learners. It is one thing to read about English language learners and discuss theoretical models in the setting of a university classroom; it is another to work with the students directly and apply what teachers know.

However, when teachers take the time to study each student carefully, they gain a new perspective on all their English learners. Knowing your student not only makes you a better teacher but makes the student a better learner.

By knowing one learner, teachers can gain insight into commonalities among other learners that helps with effective teaching and learning. Using the Funds of Knowledge (Gonzalez, Moll, & Amanti, 2013) framework is a great place to start this process. Funds of knowledge are created by the out-of-school daily living experiences that students have in their families and communities. For instance, an ESL student may not be aware of the terminology used in mathematics in the classroom or textbook, such as 'fractions' or division but is aware of the concept in real-life. A teacher will incorporate real-life examples to incorporate such concepts in classroom instruction. Building connections with your students and their families aren't always at the top of a teacher's "to do" list, but it must be. Children with a strong home to school connections thrive at school and as preschool teachers; we can lay the foundation for a positive school experience for our students by making this a priority.

Instead of a subject-centered, a student-centered classroom is more productive. Subject-oriented teachers tend to focus on learning the subject content, passing tests, doing worksheets rather than tuning in to their students

**Required:**

- a) Describe the principles of teaching English language (10 Marks)
- b) Getting to know your student will go a long way in building a strong relationship and bonding with them asses the applicability of this statement in teaching English. (5 Marks)
- c) Evaluate effects of first language on English language (10 Marks)

**QUESTION TWO**

- (a) Micro-teaching is part of teacher preparation, discuss (5 Marks)
- (b) Examine the importance of micro-teaching to student-teacher (10 Marks)

**QUESTION THREE**

- (a) Asses the Justification for Teaching English (10 Marks)
- (b) Discuss objectives for teaching English (5 Marks)

**QUESTION FOUR**

- a) Describe various professional documents (12 Marks)
- b) Prepare a lesson plan for English lesson (3 Marks)

**QUESTION FIVE**

- a) Listening and speaking are skills required in language learning describe various methods of teaching such skills (12 Marks)
- b) Differentiate Hearing from listening (3 Marks)

**QUESTION SIX**

- a) Teaching is an activity of transferring knowledge, discuss competencies transferred from a teacher to student during teaching (10 Marks)
- b) Describe the characteristics of a competent teacher (5 Marks)