

EDE 214



ALUPE UNIVERSITY
COLLEGE

Bastion of Knowledge...

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OFFICE OF THE DEPUTY PRINCIPAL
ACADEMICS, RESEARCH, AND STUDENT AFFAIRS

UNIVERSITY EXAMINATIONS

2021/2022 ACADEMIC YEAR

SECOND YEAR SECOND SEMESTER REGULAR MAIN EXAMINATION

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

COURSE CODE: EDE 214

COURSE TITLE: ENGLISH LANGUAGE EDUCATION I

DATE: 07TH JUNE, 2022

TIME: 2 – 5PM

INSTRUCTION TO CANDIDATES

- SEE INSIDE

THIS PAPER CONSISTS OF TWO PRINTED PAGES

PLEASE TURN OVER

REGULAR – MAIN EXAM

EDE 214: ENGLISH LANGUAGE EDUCATION I

STREAM: BED (Arts)

DURATION: 3 Hours

INSTRUCTIONS TO CANDIDATES

- i. Answer *Question ONE* and any other *TWO* questions.
- ii. Do not write on the question paper.

Question One

In order for one to be a successful teacher of English, an understanding of their sources of knowledge is vital. Based on this:

- a) Provide a detailed conceptualization of “Language Education” (4 marks)
- b) Define the term “Teacher Cognition” (2 marks)
- c) Using specific examples, explain **five** ways how teacher cognition would influence the quality and character of the teacher and the class that is being taught. (15 marks)
- d) Critically evaluate the sources of English language teachers’ knowledge of English based on:
 - i. Content knowledge
 - ii. Pedagogical knowledge
 - iii. Practical knowledge (9 marks)

Question Two

In education, research generates knowledge and provides insights for improved teaching and learning

- a) Define action research (2 marks)
- b) Using relevant classroom experiences, illustrate **six** ways how you would as a teacher of English use reflective practice to ensure relevance of action research results. (18 marks)

Question Three

Language Acquisition and learning theories provide basic knowledge in explaining how human beings know and use language

- a) Using examples, discriminate the terms “first language” and “second language” (6 marks)
- b) Describe the **FIVE** hypotheses in the second language learning theory by S. Krashen (14 marks)

Question Four

In ancient times the 'Grammar Translation Method' was used in classical language learning, such as Latin and Greek. Today it used to assist students in reading and understanding a foreign language literature. Based on this statement:

- a) State TWO differences between "inductive" and "deductive" language teaching methods (8 marks)
- b) Demonstrate SIX ways through which the grammar-translation method would be utilized in language teaching (12 marks)

Question Five

When planning for instruction, a language teacher breaks the general syllabus objectives into achievable specific objectives.

- a) State FOUR essential documents the teacher must prepare for effective instruction planning. (4 marks)
- b) Evaluate FIVE advantages of planning for instruction as a pre-requisite to effective teaching. (10 marks)
- c) Distinguish between "general syllabus objectives" and "lesson specific objectives".(6 marks)