

**MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATIONS**

**ACADEMIC YEAR : 2018/2019**

**YEAR 3 SEMESTER 1**

**SCHOOL OF EDUCATION**

**BACHELOR OF EDUCATION**

**COURSE CODE: ECI 3115**

**COURSE TITLE: SUBJECT METHODS IN**

**LITERATURE**

**DATE: 10TH DECEMBER, 2018 TIME: 0830 - 1030 HRS**

***INSTRUCTIONS***

*Answer* ***Question One*** *and any other* ***Two*** *questions.*

**QUESTION ONE (COMPULSORY)**

a) Prepare a *scheme of work* for one week that can be used for teaching Poetry, Oral Literature, A Novel and A Play in secondary schools in Kenya.

**(20 Marks)**

b) Develop a*lesson plan* to be used in teaching *rhyme* in a poetry lesson. **(10 Marks)**

**QUESTION TWO**

Make notes on the following:

1. The role of KICD in the development of teaching materials and selection of set books for literature. **(11 Marks)**
2. Models of Literature Education. **(9 Marks)**

**QUESTION THREE**

With reference to ‘*The River and the Source’* by Margaret Ogola, discuss how The Integrated Approach can be used in teaching the **four** language skills. **(20** **Marks)**

**QUESTION FOUR**

a). There are no **methods** that can be used in teaching extensive reading in secondary schools. Do you agree? **(12 Marks)**

b). Using illustrations from literary texts, describe how different forms of ICT can be used as teaching *and learning resources* for teaching intensive and extensive reading in secondary schools in Kenya.**(10 Marks)**

**QUESTION FIVE**

1. If you were invited to talk to teachers of English in a workshop about *Assessment and Evaluation* methods that can be used by teachers of literature in secondary schools, using illustrations, **explain** any **four** methods that you could discuss with them. **(8 Marks)**
2. Discuss any **six** methods of teaching literature in secondary schools.

**(12 Marks)**

**//END**