KENYA TECHNICAL TEACHERS COLLEGE

ENGLISH DEPARTMENT
ORAL COMMUNICATION

Instruction to Candidates

1. This is a Take away assignment
2. You are required **to carry out research and show evidence by providing a list of references at the end of the paper.**
3. It is important to note that **one is not allowed to copy texts but may paraphrases and where not possible use quotation marks.**
4. The paper should be typed using double space and handed. (No late submission or hand – written paper will be accepted).
5. Answer ONE question only.
6. This work should be handed in on 3th August 2015 and NOT later.

Q1. a) Define the term Communication. (2 marks)

b) Using an illustration, describe the process of communication. (8 marks)

c) i) Explain five barriers to effective communication

ii) How can the said barriers be overcome. (20 marks)

Q2. a) Define the term persuasion. (2 marks)

b) Explain the persuasion techniques that can be used in different situations in an educational Institution. (20 marks)

c) Describe the goals of persuasion. (8 marks)

Q3. a) What do you understand by the term Public Speaking? (2 marks)

b) Distinguish between Public Speaking and ordinary speaking. (8 marks)

c) Discuss the features of the three parts of a speech and show how a speaker can captivate the audience. (20 marks)

Q4. a) Define the term interview. (2 marks)

b) Describe the different types of interviews. (8 marks)

c) Explain ways in which an interviewer and an interviewee can ensure th effectiveness of an interview. (20 marks)

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EDUCATION DEPARTMENT
ORAL COMMUNICATION PRACTICE EXERCISES AUG 2018

Q1. What is the importance of learning human speech organs to an oral communication student?

Q2. Describe the role played by the following organs in speech production?

a) Tongue

b) Lungs

c) Alveolar ridge

Q3. Explain the action of the outgoing airstream on the vocal cords in the following states:

a. When the vocal cords are in vibration.

b. When the vocal cords are apart.

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Q4. Describe the articulation process of the following:

a) Nasal sounds

b) Oral sounds.

Q5.Briefly explain how a consonant sound is formed.

Q6. Provide words containing the following diphthongs

a. /uə/

b. /ai/

c. /ei/

d. / eə/

Q7. Write a word with the following vowel sounds. Underline the sound indicated in the word you write.

a) / ʌ/

b) / ə /

c) / ɜ: /

d) / u: /

Q8. Transcribe the following words into phonetics.

a) fate

b) English

c) wish

Q9. Write a minimal pair for each of the following sounds e.g. /i/ sit /i: / seat

a. /k/

b. /g/

c. /e/

d. / æ/

Q10. Write the

a) /geit)

b) /dist

Q11. Give t

a. th

b.

c.

d.

e.

Q1

a

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Q10. Write the following words in their normal spelling.

a) /geit)
b) /distrɔi/
c) tʃ: t/
d) /ta:glt/

Q11. Give the phonetic symbol for the underlined sound.

a. thursday
b. project
c. cater
d. sure
e. damp
f. finger
g. mother
h. reign
i. casual
j. architect

Q12. Write the English words for the words in phonetics.

a. /bɜ:n/
b. /jʌg/
c. /mætʃ/
d. /kærl/
e. /latə/
f. /kæt/
g. /ni:s/
h. /fʊ/
i. /flæʃ/

Q14. Identify and explain the odd sound out of the following group of sounds.

a. /ə/ /ɔ:/ /i:/ / ə/

b. /m/ /d ʒ/ /p/ /t ʃ /

c. /s/ /g/ /t/ /d/

d. / æ/ /v/ / ʌ/ / e:/

e. /t/ /f/ /z/ /k/

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Q15. Give the sound that fits the following descriptions.

a. Voiced palatal semi-vowel.

b. Voiceless velar stop.

c. Voiced palatal alveolar affricate.

d. Tense, back, close vowel.

e. Lax, half open front vowel.

Q16. Identify the final sound from the following words.

a. beneath _____

b. damage _____

c. marked _____

d. reply _____

e. low _____

f. cavity _____

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KENYA TECHNICAL TEACHERS COLLEGE

EDUCATION DEPARTMENT
GENERAL METHODS EXAMINATION
SCHOOL BASED – AUGUST 2013

G.M

INSTRUCTIONS

1. Time allowed is 2 hours
2. Answer all the five (5) questions in the answer sheets provided
3. Write your Name, Class and College No. on the first page of the answer sheet

Q1 a) Explain the view that "teaching is an art and a science" (4mks)

b) Distinguish teaching and learning (4mks)

c) Explain SIX characteristics of learning (12mks)

Q2. a) Explain FIVE considerations a teacher should make before selecting a method to use for instruction (10mks)

b) Explain the characteristics of the following broad classifications of teaching methods

i) Teacher centred methods (6mks)
ii) Learner centred methods (4mks)

Q3. Explain FIVE situations which may demand the use of each of the following methods during instruction

a) Lecture method (10mks)
b) Demonstration method – Safety/No enough resources (10mks)

Q4. Discuss FIVE factors to consider before scheming in any given subject (20mks)
- previous experience
- classability
- Time
- course syllabus
- Materials available
- Text book

Q5. a) Explain FIVE elements contained in each step of the body of a theory lesson plan (10mks)
- Activities/Practises
- Remarks
- Introduction
- Review
- Introduction
- Text
- Lesson development
- Summary

b) Explain FIVE reasons for developing and using a lesson plan for instruction (10mks)

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KENYA TECHNICAL TEACHERS COLLEGE

EDUCATION DEPARTMENT
EDUCATION DEPARTMENT
GENERAL METHODS
FINAL EXAMINATION (APRIL 2012)

TIME: 2 HRS

— Issuance on new lesson will to
— Anticipate learning difficulties
— To organise tools materials
— Continuance while teaching
— Help provide motivation
— Stay on schedule.

INSTRUCTIONS

1. Answer FIVE (5) Questions. Question four (4) IS COMPULSORY.
2. Do not leave the Examination Room when the Examination is in progress
3. Switch of your Mobile phones.

QUESTIONS

Q1. a) Define the following terms:

(i) Scheme of work — document which interpret syllabus indicating experience teacher is likely to present within a given period.
(ii) Lesson plan — single activity designed by the teacher so as to achieve one or more instr objectives
(iii) Syllabus topic
(iv) Curriculum
(v) Syllabus. — is a broad sketch or guideline of what is to be covered within a given level of learning (10 marks)

Arrangement materials topics learning given der the guidance syllabus to be aced at each vel of arning

b) Explain Five (5) factors to consider before scheming (10 Marks)
— ensure you have the syllabus;
— ensure you have the content

Q2. a) Describe the five (5) conditions which must prevail in order for teaching to take place. (10 marks)

b) Explain five (5) reasons why it is important for a teacher to have a lesson plan. (10 marks) — To be able to teach in a orderly manner — To be able to teach according to syllabus

Q3. a) Explain each of the six (6) levels of the cognitive domain. (12 marks)

b) Explain four (4) functions of educational objectives in learning and teaching. (8 marks)

Knowledge
Predicted
Application
analyse
Evaluate

Q4. a) Explain five (5) reasons why it is important for a teacher to have a lesson plan. (10 marks)

b) Using the lesson plan format provided, prepare a lesson plan in your area of specialization. Assume you have a forty minute lesson and a class of 45 students. (10 marks)

Q5. a) Explain two (2) appropriate situations for using each of the following methods of teaching

i) Questioning
ii) Discussion
iii) Lecture
iv) Group work
v) Individual assignment. (10 marks)

b) Explain five ways through which a teacher can make the lecture method effective — Creating humour (10 marks)

Q6. a) Explain the two main types of motivation. (4 marks)
Extrinsic
Intrinsic

b) Explain five (5) ways of warming students in a class room when teaching. (10 marks)

c) Explain five ways you would effectively manage your class during teaching. (10 marks)

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GENERAL METHODS EXAMINATION
JULY, 2011
TIME: 2 HRS

KENYA TECHNICAL TEACHERS COLLEGE
EDUCATION DEPARTMENT
DIPLOMA IN TECHNICAL EDUCATION

INSTRUCTIONS:

1. Write your name, Adm. No, and Class in the spaces provided
2. Answer FIVE (5) QUESTIONS INCLUDING QUESTION FOUR (4) WHICH IS COMPULSORY
3. No student will be allowed to leave the room before the examination time is over.
4. Mobile phones are not allowed in the Examination Room

Q1. a) Define the following term
   i) Curriculum
   ii) Syllabus
   iii) Scheme of work
   iv) Lesson plan
   v) Teaching. (10 marks)

b) State FIVE (5) Functions of a syllabus. (5 marks)

c) Outline five (5) qualities of an effective teacher. (5 marks)

Q2. a) Differentiate between the cognitive and the psychomotor domains of learning. (4 marks)

b) Explain each of the SIX (6) levels of the cognitive domain. (12 marks)

c) List any FOUR functions of educational objectives. (4 marks)

Q3. a) Giving TWO points in each case explain the significance of each of the following components of a scheme of work.
   i) Key points (4 marks)
   ii) Application / activities. (4 marks)
   iii) Specific objectives. (4 marks)
   iv) Remarks (4 marks)

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b) Outline FOUR factors to consider when preparing a scheme of work. (4 marks)

Q4. a) Discuss FIVE (5) qualities of a good lesson Introduction. (5 marks)

b) Using the template provided prepare a lesson plan in your area of specialization for 40 minutes. Assume you have 20 students in the class. (15 marks)

Q5. a) Explain TWO advantages of each of the following methods of teaching.

i) Lecture
ii) Questioning
iii) Group work
iv) Discussion.
v) Project. (10 marks)

b) Explain FIVE ways through which a teacher can make Question and answer method more effective. (10 marks)

Q6. a) Define motivation. (2 marks)

b) Explain the TWO main types of motivation. (4 marks)

c) Briefly explain FIVE (5) ways of sustaining Interest in a classroom when teaching. (10 marks)

d) State FOUR (4) guidelines to effective classroom Management. (4 marks)

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Q1. (a) Define the following terms:

i. Teaching
ii. Curriculum
iii. Syllabus
iv. Lesson plan
v. Scheme of work

(10mks)

(b) State Five (5) functions of the syllabus. (5mks)

(c) Discuss Five (5) Qualities of an effective teacher. (10mks)

Q2. (a) Explain the domains of learning according to Benjamin Bloom's Taxonomy and identify 2 levels of learning in each domain. (9mks)

(b) Discuss Six (6) advantages of planning for instruction. (12mks)

(c) Explain the following terms as used when planning for instruction.

i. Key points (2mks)

ii. Application activities (2mks)

Q3. (a) Explain Five (5) factors to consider when preparing a scheme of work. (10mks)

(b) Using the template provided prepare a lesson plan for a theory lesson in your area of specialization for 1 hour (1hr). Assume you have 25 students. (15mks)

Q4. (a) Give Five (5) characteristics of a good lesson introduction. (5mks)

(c) Outline Five (5) advantages of each of the following methods of teaching.

i. Lecture (5mks)
ii. Questioning (5mks)
iii. Group work (5mks)
iv. Individual assignment (5mks)

Google

Q5. (a) (i) Define Motivation. (1mk)
(ii) Outline the Two (2) main types of motivation. (2mks)

(b) Discuss Six (6) ways of sustaining interest in class. (12mks)

(c) Highlight Five (5) major purposes of examinations in the school system. (5mks)

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KENYA TECHNICAL TEACHERS COLLEGE

EDUCATION DEPARTMENT
GENERAL METHODS EXAMINATION
SCHOOL BASED - AUGUST 2013

INSTRUCTIONS

1. Time allowed is 2 hours
2. Answer all the five (5) questions in the answer sheets provided
3. Write your Name, Class and College No. on the first page of the answer sheet

Q1 a) Explain the view that "teaching is an art and a science" (4mks)

b) Distinguish teaching and learning (4mks)

c) Explain SIX characteristics of learning (12mks)

Q2. a) Explain FIVE considerations a teacher should make before selecting a method to use for instruction (10mks)

b) Explain the characteristics of the following broad classifications of teaching methods

I) Teacher centred methods (6mks)
II) Learner centred methods (4mks)

Q3. Explain FIVE situations which may demand the use of each of the following methods during instruction

a) Lecture method (10mks)
b) Demonstration method (10mks)

Q4. Discuss FIVE factors to consider before scheming in any given subject (20mks)

Q5. a) Explain FIVE elements contained in each step of the body of a theory lesson plan (10mks)

b) Explain FIVE reasons for developing and using a lesson plan for instruction (10mks)

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KENYA TECHNICAL TEACHERS COLLEGE

EDUCATION DEPARTMENT
GENERAL METHODS EXAMINATION
SCHOOL BASED - AUGUST 2013

INSTRUCTIONS

1. Time allowed is 2 hours
2. Answer all the five (5) questions in the answer sheets provided
3. Write your Name, Class and College No. on the first page of the answer sheet

Q1 a) Explain the view that "teaching is an art and a science" (4mks)

b) Distinguish teaching and learning (4mks)

c) Explain SIX characteristics of learning (12mks)

Q2. a) Explain FIVE considerations a teacher should make before selecting a method to use for instruction (10mks)

b) Explain the characteristics of the following broad classifications of teaching methods

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ii) Learner centred methods (4mks)

Q3. Explain FIVE situations which may demand the use of each of the following methods during instruction

a) Lecture method
b) Demonstration method (10mks)

Q4. Discuss FIVE factors to consider before scheming in any given subject (10mks)

Q5. a) Explain FIVE elements contained in each step of the body of a theory lesson plan (20mks)

b) Explain FIVE reasons for developing and using a lesson plan for instruction (10mks)

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KENYA TECHNICAL TRAINERS COLLEGE EDUCATION DEPARTMENT

ADVANCED DIPLOMA IN EDUCATION

GENERAL METHODS EXAM.

TIME 2 HRS

MARCH 2016

INSTRUCTIONS

- ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET.
- DO NOT LEAVE THE ROOM WHILE EXAM IS IN PROGRESS.

Q1

a) Using examples differentiate between a general objective and a specific objective. 6 mks

b) Explain Seven (7) merits of writing specific lesson objectives. 14 mks

c) Outline five (5) desirable qualities of an effective teacher. 5 mks

Q2

a) Explain five (5) reasons why lesson planning is important. 10 mks

b) Using the template provided, prepare a lesson plan for a theory lesson in your area of specialization. Assume you have 25 students in the class. 15 mks

Q3

a) Distinguish between Extrinsic and Intrinsic motivation 4 mks

b) Highlight Seven (7) factors to be considered by the teacher for effective classroom management. 7 mks

c) Discuss the correct procedure for administering exams to a class. 14 mks

Q4

a) State five (5) factors that determine the choice of a method of teaching. 5 mks

b) Explain five (5) advantages of the following methods of instruction.

I. Lecture Method. 10 mks

II. Discussion Method 10 mks

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EDUCATION DEPARTMENT

DIPLOMA IN TECHNICAL EDUCATION

GENERAL METHODS

END OF TERM EXAMINATION

MARCH 2016

MARKING SCHEME

Program.

Q1. (a) Explaining the following terms:

i. Teaching

A curriculum is all the experiences and programmes of learning that are given under the guidance of a school. It includes all forms of activities, lessons, subjects and skills given under the responsibility of the school to contribute to the mental, social and physical development of the learners. Curriculum

Layout

iii. Syllabus

A syllabus is a broad sketch or outline of what is envisaged to be covered within a given level of learning for a certain period of time. It is usually developed for a particular level and is a blue print that indicates the theme, sequence and depth of the content or materials to be covered and for how long.

iv. Lesson plan:

This is a guide of how the content of the lesson notes will be delivered to the learners.

Gives how

v. Scheme of work

A scheme is a summarized forecast of work, which the teacher considers adequate for his class to cover within a given period from the topics set in the syllabus. It is prepared for every class within a level. (10mks)

(b) State Five (5) functions of the syllabus.

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-It provides a means through which the government controls the education provided in its schools and ensures common learning content in all public schools.

-It guides the teacher in preparation of good schemes, which will lead to effective lesson preparation.

-It enables school inspectors and head teachers to check whether the desired standards are being reached.

-It helps in limiting the scope of the examination as examiners base their questions on the content of each syllabus.

-It suggests teaching/learning strategies. (5mks)

(c) Discuss TEN (10) Qualities of an effective teacher.

-Have command on theoretical knowledge about learning and human behavior.

-Display attitudes that foster learning and genuine human relationships i.e. should have a positive attitude towards himself, colleagues, the administration, his learners, their parents, the subordinate staff and the teaching profession as a whole.

-Have a command of knowledge of the subject matter that he teaches. This includes having a good mastery of the techniques of teaching and ability to communicate effectively.

-be eager to gain more knowledge in the subject area so as to keep abreast with current developments.

-Have a command of technical skills of teaching that facilitate learning.

-Explain difficulties patiently.

-be responsible and aware of what is entrusted to him and work in the interest of his learners.

-Be physically and morally fit in order to be a role model.

-Be just and truthful – impartial.

-be a good decision maker.

-Have good counseling qualities in learners' problems and needs be it social or educational/academic.

-Be imaginative, good planner and listener.

-Be alert, enthusiastic and blessed with a sense of humor.

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-Be a strong personality in what he says but should also be adaptable and flexible.

-Be Presentable i.e. clean and tidy. (10mks)

Q2. (a) Explain FIVE (5) factors to consider before scheming

-The syllabus: this has been structured and prepared in line with the national goals and principles in mind and spells out the general objectives to be achieved after careful completion of the syllabus.

-The fraction of the syllabus the scheme of work will cover: is the scheme of work prepared for a week, a term or a year?

-The order of the different topics/subtopics from the syllabus into the scheme of work.

-The term calendar and school interruptions e.g. public holidays, examination dates, games, etc.

-Resource materials available which includes reference materials and teaching aids.

-The nature of examinations for the level being schemed.

-Experience from previous years: the existing schemes of work within the institution.

-Syllabus content of related subjects.

-Learners' abilities, interests and entry behavior. (10mks)

lesson plan.

(b) Discuss FIVE (5) advantages of planning for instruction.

•Helps the teacher clarify his/ her thinking about the contribution the Subject makes to the educational goals.

•Ensures that relevant instructional materials and procedures are considered.

•Serves to make the teacher more resourceful in identifying the learners' needs and interests so as to provide the necessary motivation.

•Reduces trial and error in teaching through a better organization of curriculum materials.

•Ensures use of more appropriate methods and greater economy of time.

•Enables the teacher to win respect of learners.

•Presents opportunities for continuous professional growth.

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•Aids the teacher recapture his enthusiasm.(10mks)

(c) Explain the components of well written instructional objectives.

- The performance that is required of the learner
- The conditions under which the behavior will be performed
- The extent or level of performance (5mks)

Administration
1 Pen
1 Book

Q3. (a) Explain Five (5) factors to consider before lesson planning.

- The type/ nature of lesson
- The number of students
- The scheme of work
- The resources available
- The teaching/ learning environment (10mks)

(b) Using the template provided prepare a lesson plan for a theory lesson in your area of specialization for 1 hour (1hr). Assume you have 32 students. (15mks)

Q4. (a) Give Five (5) characteristics of a good lesson introduction.

- Brevity
- Captivating
- Relevant to the lesson title
- Focused
- Should state the objectives of the lesson
- Should indicate where and when the students can use what they will learn in the lesson.
- Should create a link between the content of the previous lesson and the current lesson (5mks)

(b) Outline Five (5) advantages and five (5) disadvantages of each of the following methods of teaching:

~~LECTURE~~ GROUP

Advantages of the group work method

1. The strategy is conducive to developing learner's leadership and discussion skills.
2. It allows learners to use inquiry skills that many educators believe will better prepare learners for the future by removing traditional teaching learning strategies.
3. It provides opportunities for more intensive investigation of a study or problem.

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4. It allows learners to become more actively involved in their own learning and to participate more freely in discussions.

5. It provides opportunities to develop respect for other learners whose work helps the group progress in reaching its goals.

6. It enables the teacher to give more individual attention to each learner's learning needs.

7. It can be used in schools employing a variety of class arrangements, groupings and schedules.

8. It encourages social interaction among learners.

9. It helps a teacher to plan how to assist pupils with special learning problems.

10. It enhances learner– teacher relationship.

11. It makes it easy to assess the progress of the individual learner in learning skills. (5mks)

Disadvantages of group work method

1. It often involves only the able learners because these learners are capable of directing their own learning.

2. It sometimes requires different seating arrangements, different kinds of materials and different kinds of teaching styles.

3. The classroom settings does not always provide the best physical environment for small group study, the close proximity of groups to each other or to learners studying independently can make for much interference.

4. The success of the method depends on the ability of learners to lead groups or to work independently.

5. It requires careful planning, abundant learning material, and plenty of room.

6. Sometimes a teacher may be unable to attend to all groups' needs adequately. If this happens, the group becomes idle and unruly.

7. If the teacher does not organize and motivate learners they may develop a negative attitude towards learning certain skills. (5mks)

Advantages of demonstration method

•Demonstration can open a learners' eye to a new world of understanding and help him acquire knowledge first hand.

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•It shortens the time of learning and lengthens the memory of facts and principles.

•It is quite effective in making clear to participants and observers the relationship between skill and their purpose.

•It aids in bringing about a relationship between the theory and practice.

•It fosters good thinking in groups and individuals.

* Shorten time.
* Understand more
* Make clear
* Relationship.

Disadvantages of demonstration method

1. It consumes time.
2. Lack of materials to use for demonstration may impede its application.
3. Mistakes made at the time of demonstration are easily learned.
4. It may cause stampede when children are asked to come to the front to see a teacher demonstrate a process.
5. Learners may become noisy and class. Control may be lost.
6. If precautions are not taken (heeded to), it may be injurious to learners. (10mks)

Q5. (a) (i) Define evaluation

Evaluation involves all process by which the value of something is ascertained. In Education, it refers to the process by which we find out how the set objectives are being achieved or realized by the end of a programme. (1mk)

B/a

1

(ii) Outline the Two (2) main methods of evaluation.

- Formative evaluation
- Summative evaluation,

(2mks)

(b) i) Preparations carried out by a teacher beforethe examinations.

-Inform the learners about the examination, when it will be done and what topics it will be covering.

-Inform learners in advance about materials or equipment they will need for the examination especially if they are to provide them themselves.

-incase the examination will take more than the class time; inform the affected teachers in advance.

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-Prepare the examination, the marking scheme, the table of specification, the scheme of work and lesson plan for the test.

-Ensure that you have all the necessary materials i.e. writing materials, calculators etc.

-Ensure that the room is free of any materials that could induce cheating i.e. charts, books etc.

-Ensure that the room is clean, well lit and properly ventilated.

-Rearrange the seats so that there is enough space between students.

-Incase you'll need assistance i.e. distribution and supervision inform those concerned in advance.(6mks)

ii) Activities carried out by a teacher after the examinations

-Collect answer sheets from all students following the order given.

-No one should leave the examination room until the lesson is concluded.

-Ask students about the examination so that you get a general feel of how it was – ask a fast and a slow learner.

-Tell students about when the next lesson will be then dismiss them.

-Mark the scripts following the marking scheme but consider other answer not in your scheme but which are satisfactory.

-Do not mark the examination while you are bored.

-Do not indicate correct answers on the script.

-Return scripts to learners and do necessary revision.(5mks)

(c) Highlight Five (5) major purposes of examinations in the school system.

•The role of evaluation in the classroom is twofold. First as a feedback to teachers, parents and learners. This assists them to discover weaknesses, inadequate coverage and so on. This is obtained through formative evaluation which is normally carried out in form of quizzes, reports, tests and assignments. However summative evaluation which is realized through final examinations is equally useful as it describes a learner's level of achievement and is often used as:

quizzes.
Formative – assignment
Summative – Final exam.

•Stimulant/motivator for both the teacher and the learners.

•A criterion for school or college selection.

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- A criterion in job placement.
- A basis for promotion to the next grade or level.

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EDUCATION DEPARTMENT

GENERAL METHODS EXAMINATION

FINAL EXAMINATION

MARCH 2016

INSTRUCTIONS

1. Time allowed is 2 hours
2. Answer any four (4) questions in the answer sheets provided
3. Write your Name, Class and College No. on the first page of the answer sheet

Q1 a) Define education (1mks)

b) Distinguish teaching and learning (4mks)

c) Explain FIVE Conditions, which facilitate learning (10mks)

d) ExplainFIVE conditionsthat must prevail in order for teaching to take place (10 MKS)

Q2. a) Explain FIVE considerations a teacher should make before selecting a Method to use for instruction (5mks)

- level of learners
- availability of materials
-

b) EXPLAIN THE ADVANTAGES OF LECTURE METHOD (10 MKS

C) EXPLAIN THE DISADVANTAGES OF LECTURE METHOD (10 MKS

Q3. Explain FIVE situations which may demand the use of each of the following methods during instruction

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a) Lecture method (10mks)

b) Demonstration method (10mks)

Q4. Discuss FIVE factors to consider before scheming in any given subject (20mks)

Q5. a) Explain FIVE elements contained in each step of the body of a theory lesson plan (10mks)

b) Explain FIVE reasons for developing and using a lesson plan for instruction (10mks)

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EDUCATION DEPARTMENT

GENERAL METHODS EXAMINATION

FINAL EXAMINATION

MARCH 2016

MARKING SCHEME

Q1. a) Define the term Education (2 mark)

Education is both a process and a product. As a process Education transmits values from one generation to the next. These values include knowledge, skills and attitudes deemed important to the survival of the society.

As a product Education is the sub-total of acquisition of the values, which is usually evident in certification. Thus education has a dual purpose as it not only helps the individual but the society as well.

b) Distinguish teaching and learning (4mks)

Teaching process can be defined as a cyclic chain of activities where the teacher's confrontation with learners in the classroom is only a point in the cycle

OR

Teaching can also be defined as a process in which the teacher initiates a set of activities in which his/her learners take part so that the result is acquisition of knowledge, skills and/or attitudes that would bring about relative desirable changes in the learners.

On the other hand,

Learning is a change or a modification of behavior or response as a result of some form of experience.

It refers to numerous different processes, which result in a relatively permanent change in behavior as a function of experience, training and practice.

c)Conditions, which facilitate learning: (10mks)

I. The degree of the individual learner's readiness for what we want him to learn.
II. Interest in what he is expected to learn.
III. Motivation or having a strong desire to learn
IV. General intellectual ability etc.

d) Conditions for teaching (10 mks)

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i. A teacher must be available and willing to teach.

ii. The intention/ objective for teaching.

iii. Content or subject matter

iv. Learner/audience willing to learn or be taught.

v. Environment such as classroom where teaching will take place.

Q2. a). Explain FIVE considerations a teacher should make before selecting a methodof teaching (5mks)

nature lesson
level learners
Availability
knowledge
Time

I. The type or nature of the lesson
II. The level of the learners
III. The resources available
IV. The expertise of the teacher
V. The time available

b) .ADVANTAGES OF LECTURE METHOD (10MKS)

- It is economical with classroom time because it brings the teacher's ideas into the immediate focus.
- The method permits the teacher to cope with large numbers of students and when necessary to cover a large amount of material.
- It helps the students develop ability to listen attentively, critically, and with appreciation.
- It provides exposure to knowledge not readily found in assigned readings or the common experience of students.
- Useful in introducing new topics as it provides the student with basis or background for further learning or study.
- Requires less rigid class or space.
- The teacher spends little on teaching aids and other equipment hence it's less expensive.
- It encourages the art of note taking which students will find very useful when they start independent studies and research at the higher levels of learning.
- It earns further status for the teacher allowing him to reveal his knowledge of the subjects to the students.

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Be physically and morally fit in order to be a role model.

Be just and truthful – impartial.

be a good decision maker.

Have good counseling qualities in learners' problems and needs be it social or educational/academic.

Be imaginative, good planner and listener.

Be alert, enthusiastic and blessed with a sense of humor.

Be a strong personality in what he says but should also be adaptable and flexible.

Be Presentable i.e. clean and tidy.

b) Agoodteacher playsa number of interrelated roles;

1. The teacher is a planner- what he does must be carefully planned.

2. The teacher is a craftsman.

- Illustrating, demonstrating and explaining

3. The teacher is a decision maker- he constantly asks the questions what next? and how? as he studies his society, the school system, and the subject matter.

4.The teacher is a disciplinarian

5 The teacher is involved in student assessment.

Q4.a.Discuss FIVE factors to consider before scheming (10mks)

Factors to consider when scheming;

-The syllabus: this has been structured and prepared in line with the national goals and principles in mind and spells out the general objectives to be achieved after careful completion of the syllabus.

-The fraction of the syllabus the scheme of work will cover: is the scheme of work prepared for a week, a term or a year?

-The order of the different topics/subtopics from the syllabus into the scheme of work.

-The term calendar and school interruptions e.g. public holidays, examination dates, games, etc.

-Resource materials available which includes reference materials and teaching aids.

-The nature of examinations for the level being schemed.

-Experience from previous years: the existing schemes of work within the institution.

-Syllabus content of related subjects.

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KENYA TECHNICAL TRAINERS COLLEGEE
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGY
FINAL EXAMINATION
JULY 2018
TIME: 2 HOURS

INSTRUCTIONS

1. Write your Admission No. only in the space provided
2. Answer ANY four questions.
3. No candidate will be allowed to leave examination room when the examination is in progress.

Q1 a) Explain FIVE ways in which Educational Psychology is useful to a teacher. (10 marks)
(b) Define the term **defense mechanism.** (1 marks)
(c) Giving examples, describe the following defense mechanisms. (6 marks)
i) Sublimation
ii) Rationalization
(iii) Reaction formation
(d) Explain FOUR (4) ways in which students may be helped to avoid overusing defense mechanisms. (8 marks)

Q2. a) Discuss **FIVE** factors that may influence the physical and motor development of an individual **(10marks)**

b) With relevant illustrations , describe the **FIVE** Freud's psychosexual stage of personality development **(10marks)**

c) Outline the **FIVE** levels of Maslow Hierarchy of needs.(5 marks).

Q3. a). Define play (1 mark)

b). You have listened to a conversation between two parents who have children in nursery school. They are unhappy because the bulk of the time that their children spend in school is spent on play. Put forth a six point strong explanation to convince them that their children are not wasting time (12 marks)

c) Explain **SIX** ways in which a person can manage an exceptional child. **(12marks)**

Q4. a) Two of your teacher colleagues are having problems of student indiscipline in their classrooms. Suggest some six techniques to them that they could use to manage the indiscipline. (12 marks)

b) Identify **three** characteristics of gifted learners. (3 marks)

c) Explain **five** ways in which a teacher may organize learning for gifted learners (10 marks)

Q5. a) Describe **three** ways in which a teacher would cater for a) introvert b) extrovert learners during teaching and learning process. (12 marks)

b) Explain four factors that influence learning. (8 marks)

c) Outline four ways in which a teacher may restore discipline in the classroom. (5 marks)

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1. Explain briefly why a teacher should learn phonetics (2mks)

The teacher should learn phonetics in order to have a clear pronunciation of different words and be able to distinguish the pronunciation to be able to pass out the information during her teaching to prevent misinterpretation of words.

2. Write the phonetic symbols for the underlined and bolded sound in each of the following words. E.g. men - /m/ (10mks)

a) Mo**n**key /ŋ/

b) English ~~/g/~~ /ŋ/ /g/

c) Stoma**ch** /tʃ/ /k/

d) Mou**th** /θ/

e) **Y**esterday /j/

f) Gor**ge** /dʒ/

g) **H**onest /h/ /ɔ/

h) **S**ugar /ʃ/

i) liked /d/ /t/

J) **Ph**onetics /f/

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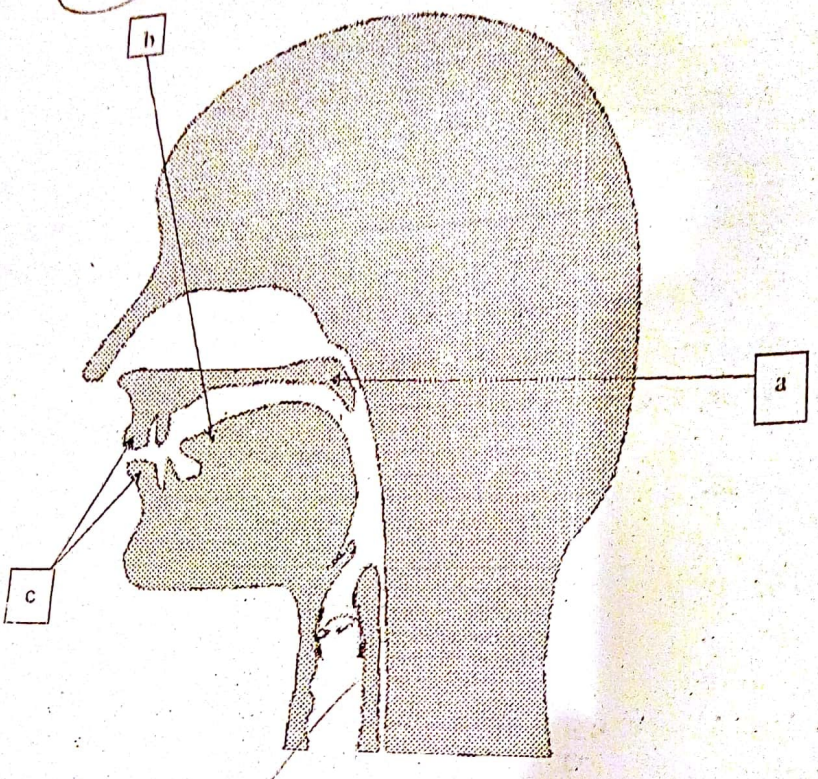
2. Identify the following speech organs and briefly explain their work in speech production, (9mks)



(a) Velum (soft palate)

When the velum moves upwards the airstream passes out freely and ~~voiceless~~ oral sound is produced eg /b/, /g/ /f/ /t/ and when it moves down airstream is obstructed and passes through the nasal cavity hence nasal sound eg /m/ /n/ /ŋ/

Also it moves upwards air passes out freely and voiceless sound produced and moves downwards air is ~~released~~ obstructed and suddenly released to produce voiced sound eg /g/

b) Tongue

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b) Tongue

The most flexible and useful organ in production of speech, it moves and circulate and is twisted for speech production both consonants and vowels. Works with the teeth and it obstructs outgoing airstream for production of speech. e.g /d/ /t/ /l/

Examples /d/ dull

/t/ top

/l/ Look.

c) Bilabial (2 lips)

They aid in production of speech when they come together e.g /p/ /b/ and also work with the teeth for production of ~~other~~ words or consonants e.g /m/

They release air suddenly to produce voiced sounds /b/.

Examples /p/ pan, pin, pot

/b/ boat, bin, bat

/m/ man.

4. Describe the following sounds phonetically. For example, /b/- voiced bilabial oral stop. (10mks)

a) /m/- Voiced bilabial nasal

b) /t/- ~~Voiceless, bilabial nasal~~ Voiceless, alveolar, oral, stop (plossive)

c) /dʒ/- Voiced palato-alveolar oral affricates

d) /θ/- Voiceless, oral dental fricative.

e) /z/- Voiced, oral alveolar fricative

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is friction hence voiced sound is produced eg /g/ /d/

Voiceless sound is produced when the velum (soft palate) moves upward and there is free passage of air stream due to open glottis hence voiceless sounds eg /f/ /t/

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1. a) Define a diphthong. — Combination

This is a combination or use of two vowels in a word. (1 mark)

example: /ɔɪ/, /eɪ/, /aɪ/, /ɔɪ/, /ʊə/ eg beer /ɪə/, goat /əʊ/

b) For each minimal pair below, provide the pair of contrasting vowels. E.g sit and seat / ɪ/ and /i:/ (3marks)

(i) met and mat /e/ and /æ/

(ii) bad and bed /ə/ and /e/

(iii) pot and port /ɔ/ and /ɔ:/

c) Provide the symbol for the underlined sound. (3 marks)

(i) foot /u:/ & /ʊ/

(ii) price /ə:/ & /aɪ/

(iii) square /ə/ & /ʊə/

(iv) business /i:/ & /ɪ/

(v) refer /ə/ & /a:/

(vi) destroy /ɪ/ & /ɔɪ/

d) Describe the following vowels according to height and part of the tongue. E.g /i:/ - high front vowel (3marks)

(i) /a: / Low, laxed, unrounded, back vowel

(ii) /ʌ/ Low, centre, vowel, laxed

(iii) /u:/ High, back, vowel

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2. Transcribe the following words phonetically: **(5 marks)**

04

a. mud mʌd ✓

b. rat ræt ✓

c. wish wɪʃ ✓

d. frankly frəŋkɪ ✓ / frǽŋkɪ

e. talk tɔːk ✓

4

3. Write the English spelling for the following: **(5 marks)**

a. /n iːs/ Kneec ✓

b. /tʃuː/ Chew ✓

c. /j ʌ ŋ/ young ✓

d. /hæpɪ/ happy ✓

e. /leɪdɪ/ Lady ✓

5

15

(a) Define Communication. **(1 mark)**

Communication is transmitting of a message from the sender to the receiver through spoken, written or non verbal means. ✓

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(b) Identify **FOUR** barriers to effective communication that can be caused by:

(8 marks)

a) the teacher

i) Language - eg. use of complex words

ii) poor timing - If the message is not passed on at the right time as intended.

iii) Lack of awareness of learners needs

iv) Wrong medium or channel - If the medium chosen is not appropriate

b) the learners.

i) poor listening skills - If they lack concentration will hinder communica

ii) prejudice - When they have a negative attitude toward the sender (teacher)

iii) Noise - If they make unnecessary sounds, gestures

iv) Lack of consistency - Working in and out of class

(c) Explain **THREE** principles of effective communication that can help to ensure communication is effective in a classroom situation

(6 marks)

i) Accuracy - The information or message to be passed on should be accurate, ~~that~~ up-to-date, valid to the receiver intend

ii) principle of clarity - The message should be clear and simple to prevent misunderstanding by the receiver

ii) Principle of clear objectives - When communicating the objectives for communicating should be clear. Know why you are communicating, to communicate, how to communicate (channel) and who to com to.

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Moses

KENYA TECHNICAL TEACHERS COLLEGE
EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGY EXAM
APRIL 2010
TIME: 2 HOURS

INSTRUCTIONS:

1. No mobile phones allowed in the exam room.
2. Answer any FOUR questions in the paper provided.
3. DO NOT leave the exam room when the exam is in progress.

1. (a) Define the following terms: (10 marks)

   (i) Growth
   (ii) Development
   (iii) Maturation
   (iv) Heredity
   (v) Genotype

   (b) By use of an example, distinguish between ***intrinsic*** and ***extrinsic motivation***. (5 marks)

   (c) Identify FIVE levels in Maslow's hierarchy of human needs and explain how a teacher may help students to satisfy the needs at each level. (10 marks)

2. (a) Define the term ***personality***. (2 marks)

   (b) Distinguish between ***an introvert*** and ***an extravert*** and suggest TWO ways a teacher may cope with each personality type. (12 marks)

   (c) (i) Define the term ***defence mechanism*** (1 mark)

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(ii) Describe the following defence mechanisms and state how each may be used in a school set up.
(10 marks)

i) Rationalization ii) Compensation iii) Identification iv) Repression v) Displacement

3. (a) Define the term ***learning*** and state any THREE of its principles.
(5 marks)

(b) Discuss FIVE factors that may lead to forgetting what has been learnt.
(10 marks)

(c) Explain FIVE ways in which a teacher may enhance learning among students.
(10 marks)

4. (a) State FIVE factors that may influence emotional development.
(5 marks)

(b) Discuss FIVE ways in which the emotional development of an individual may affect learning.
(10 marks)

(c) Define the term ***intelligence*** and discuss THREE reasons why it is important to have knowledge of your students' intelligence level.
(10 marks)

5. (a) Discuss FIVE ways in which a teacher may enhance creativity among students.
(10 marks)

(b) Define the term ***play*** and explain the role of play in learning.
(5 marks)

(c) Discuss FIVE principles for effective discipline and classroom management.
(10 marks)

GOOD LUCK

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Moses

KENYA TECHNICAL TEACHERS COLLEGE
EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGY EXAM
APRIL 2010
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   (b) Distinguish between ***an introvert*** and ***an extravert*** and suggest TWO ways a teacher may cope with each personality type. (12 marks)

   (c) (i) Define the term ***defence mechanism***. (1 mark)

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KENYA TECHNICAL TRAINERS COLLEGE

ENGLISH DEPARTMENT

ORAL COMMUNICATION

Time : 1 hr. **CAT 1**

Instructions:

Answer ALL the questions in the booklets .

1. Briefly describe the function of Velar in speech production. (4 marks)

2. Explain the role of the Lungs in speech. (4 marks)

3. State the three divisions of the tongue. (3 marks)

4. Give the other name of the following organs: (3 marks)
   i) voice box
   ii) teeth ridge
   iii) wind pipe

5. State whether the following are voiced or voiceless. (3 marks)
   i) /i:/
   ii) /k/
   iii) /t/
   iv) /ʒ/
   v) /tʃ/
   vi) /d/

6. State FOUR ways of describing a consonant.sound. (4 marks)

7. Transcribe the following words phonetically. (6 marks)
   i) flour
   ii) hospital
   iii) cough
   iv) online
   v) Pink
   vi) resell

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8. i) What is a minimal pair? (2 marks)

ii) Provide minimal pairs for the following sounds. (4 marks)

a) /f t/ ..... / θ/.....

b) /z / ..... /s /.....

c) /e i/ ..... /oi/.....

d) /ɔ/ ..... /ɔ:/.....

9. Indicate the stressed syllable in the underlined words in the following sentences. (2 marks)

a) i) John <u>exports</u> flowers to Germany

ii) The government should heavily tax <u>exports</u> to encourage innovation.

b) i) The child <u>refused</u> to sit down.

ii) There is so much <u>refuse</u> from estates.

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KENYA TECHNICAL TEACHERS COLLEGE

ENGLISH DEPARTMENT

ORAL COMMUNICATION TAKE AWAY ASSIGNMENT

SCHOOL BASED CLASS

APRIL 2016

Instruction to Candidates

1. ANSWER ONE QUESTION ONLY
2. This is a Take away assignment
3. You are required to carry out research and show evidence by providing a list of references at the end of the paper.
4. No one is allowed to copy texts but one may paraphrase, copy and paste work will be penalized.
5. Marks will be awarded for well-argued ideas
6. The paper should be typed using double space and handed in by 8th August 2016

QUESTION 1: MEETINGS

(a) Explain five terms commonly used in meetings. (10 marks)

(b) Discuss at least five roles played by the Chairperson and Secretary. (10 marks)

(c) Describe instances and activities that may lead to a meeting being ineffective. (10 marks)

QUESTION 2: INTERVIEWS

a) Define the term interview. (2 marks)

b) Describe the different types of interviews you are likely to have in your profession. (8 marks)

c) Explain ways in which an interviewer and ...

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