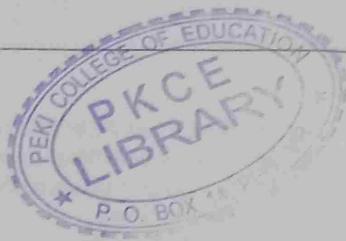


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UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGES OF EDUCATION

END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 200, 2022/2023

B.ED. PROGRAMME

COURSE CODE: TESJ 216

COURSE TITLE: Teaching English

**Instruction:** Answer all questions in Section A and any three questions in Section B.

**Time: 2 hours**

**SECTION A**

**[25 Marks]**

Answer all the questions in this section.

1. A child's ability to listen and read equips him or her with ..... skills.
  - A. Primary
  - B. Productive
  - C. Receptive
  - D. Secondary
  
2. The method of teaching composition in which the teacher engages the learners and allows them the freedom to create under minimal supervision and guidance could be termed as .....
  - A. Control writing
  - B. Controlled writing
  - C. Free composition
  - D. Guided composition

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3. Which of the following terms best describes the method of composition writing that focuses on assisting learners to develop their essays through the various stages of writing to encourage collaboration and creativity?
  - A. Free writing
  - B. Guided writing
  - C. Process writing
  - D. Product writing
4. The following factors are necessary to consider when preparing a teaching and learning resource for a language lesson **except** the .....
  - A. Appropriateness of the resource
  - B. Durability of the resource
  - C. Relevance of the resource
  - D. Size of the resource
5. Select the unconventional source of a story that may **NOT** be suitable for a literature class.
  - A. Created drama from stories.
  - B. Created plays by the learners.
  - C. Historical textbooks
  - D. Self-created drama
6. The following are good reasons for teaching vocabulary **except** .....
  - A. Acquiring extensive reading skills
  - B. Fulfilling a core component of language proficiency
  - C. Helping learners attain an essential requirement in learning a second language.
  - D. Helping learners to overcome speaking problems.
7. In selecting a story for your JHS learners, which of the following factors would **NOT** be considered?
  - A. Age-appropriate content
  - B. Cultural relevance
  - C. Length of the story
  - D. Popularity among adults
8. Mr. Johnson taught his class a list of vocabulary. In his presentation, he used images and real objects to facilitate the understanding of the learners. What procedure did he use in teaching the vocabulary?
  - A. Concrete technique
  - B. Contextual technique
  - C. Explanation method
  - D. Word relations

9. The type of reading that aids a learner to identify implied ideas, interpret figurative language and understand an author's purpose and point of view in a given passage is called.....
- A. Analytical reading
  - B. Close reading
  - C. Literal reading
  - D. Skimming
10. What will be the most appropriate order in presenting a poem to JHS learners?
- A. Language use, structure, subject matter, themes and personal response
  - B. Subject matter, language use, personal response, structure, themes
  - C. Subject matter, themes, structure, language use, and personal response
  - D. Themes, language use, and personal response, subject matter, structure
11. When Md. Marah uses examples, definitions or synonyms to teach her list of vocabulary in her B7 classroom, what technique of teaching vocabulary is she using?
- A. Concrete technique
  - B. Contextual technique
  - C. Explanation method
  - D. Word relations
12. The Junior High School curriculum for English language clearly outlines the skills a listening and speaking lesson should acquire and demonstrate. Which of the following is not one of such skills identified?
- A. Learners should be able to demonstrate understanding of use of aesthetic language to enrich communication.
  - B. Learners should be able to articulate English speech sounds confidently in connected speech.
  - C. Learners should be able to listen to extended reading and identify key information.
  - D. Learners should be able to use appropriate language in specific situations.
13. What cognitive ability or skill does Lennox exhibit whenever he is able to recognize a word that his teacher mentions?
- A. Productive phonological awareness
  - B. Productive vocabulary knowledge
  - C. Receptive phonological awareness
  - D. Receptive vocabulary knowledge
14. When a teacher expects and tolerates errors in his or her language learning classroom, what approach is he or she likely to be using?
- A. Audiolingual approach
  - B. Communicative approach
  - C. Direct approach
  - D. Situational approach

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15. The approach to language teaching that gives more prominence to word, phrase and sentence patterns is called ..... approach/method.
- A. Audiolingual
  - B. Communicative
  - C. Direct
  - D. Structural
16. An approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study is described as ..... approach/method.
- A. Communicative
  - B. Direct
  - C. Grammar translation
  - D. Structural
17. Which of the following approach emphasizes correct pronunciation and grammar?
- A. Audiolingual approach
  - B. Communicative approach
  - C. Direct approach
  - D. Structural approach
18. Repetition, restatement, and replacement are key activities employed in a/an ..... of teaching language.
- A. Audiolingual approach
  - B. Communicative approach
  - C. Direct approach
  - D. Structural approach
19. Which of the approaches uses roleplay, dialogues, and field trips?
- A. Audiolingual approach
  - B. Communicative approach
  - C. Direct approach
  - D. Structural approach
20. A learner's ability to use the identified patterns in examples given to formulate a rule for the topic of the day is described to be benefitting from a/an ..... method of teaching.
- A. Deductive
  - B. Deductive-inductive
  - C. Eclectic
  - D. Inductive
21. What skills are primarily developed in the use of the Grammar-Translation Method?
- A. Listening and reading
  - B. Listening and speaking
  - C. Reading and writing
  - D. Speaking and writing

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22. The use of illustration and demonstration in teaching meaning of words belong to the .....  
A. Explanation technique  
B. Concrete technique  
C. Contextual technique  
D. Structural technique
23. Summarising is a sub-strand of reading in the ..... programme curriculum for Junior High School.  
A. JHS Specialism  
B. Common Core  
C. Early Grade  
D. Upper Primary
24. The oral language strand of the CCP curriculum for JHS includes ..... and English sounds.  
A. Grammar  
B. Listening comprehension  
C. Composition  
D. Phonemic drills
25. The ..... of teaching grammar is learner centred.  
A. Deductive method  
B. Inductive method  
C. Lecture method  
D. Eclectic method

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SECTION B

[75 Marks]

Answer any **three** questions in this section.

1. With practical illustrations, analyze any four (4) pedagogical strategies that can be employed to develop the oral language skills, encompassing both speaking and listening abilities, within the context of a Junior High School classroom. [ 25 marks]
  
2. Examine any four (4) significant implications of implementing effective literature pedagogy at the Junior High School. [ 25 marks]
  
3. Evaluate the usefulness of employing process writing as an instructional approach for teaching composition writing. [ 25 marks]
  
4. Examine and draw distinctions between the Grammar Translation Approach and the Direct Method in the instruction of English. [ 25 marks]
  
5. Discuss how you would teach a comprehension lesson to basic 8 learners. [ 25 marks]