



FACULTY	EDUCATION AND HUMAN SCIENCE		
SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION		
SUBJECT	ENGLISH LANGUAGE EDUCATION 2A (Speaking and Listening)		
SUBJECT CODE	LEU 3611		
DATE	JULY 2026		
DURATION	3 HOURS	MARKS	100

SECOND OPPORTUNITY EXAMINATION

EXAMINER: Ms N.J Mungenga

Moderator: Dr J Indongo

INSTRUCTIONS:

- **You must answer all questions.**
- **Clearly indicate the questions on your answer sheet.**
- **Avoid using correction fluids.**
- **Write neatly and legibly.**

Question 1:

[6]

Define and explain the following concepts:

- a) Attentive listening
- b) Phonemic awareness
- c) Discriminative listening

Question 2:

[12]

Differentiate between:

- a) Listening and hearing
- b) Extensive and intensive listening
- c) Productive language and receptive language

Question 3:

[6]

Identify strategies for attentive and effective listening, and provide advice on how learners can apply them.

Question 4:

[8]

Listening could also be integrated with the receptive skill of reading. Name and discuss any four story-telling strategies that can be used to enhance the learners' listening skills.

Question 5:

[20]

5.1 List at least four examples of aural input we can use in our classes. (4)

5.2 Provide three reasons why we must use different materials and voices/speakers in our listening and speaking activities. (6)

5.3 Games can be used effectively to improve listening and speaking skills. List at least five different language games and explain how they improve listening and speaking skills. (10)

Question 6: [18]

6.1 Explain how you would use different teaching aids to guide learners to have different types of conversations. (6)

6.2 The discussion is most probably the most important of all speech activities. What is a discussion? (2)

6.3 Discussion is a popular and quite useful strategy in the oral class. Elaborate on the advantages and disadvantages of doing discussions with your learners. (10)

Question 7: [10]

Drama is any activity where learners are asked to portray the roles of imaginary people in an imaginary situation. Discuss the benefits of using different forms of drama in the language classroom.

Question 8: [20]

The issue of error correction can be a controversial topic in the English second language (ESL) context. A number of research studies suggest that correction – either through prompts that point out the error to learners and require an immediate attempt at a repair or through “recast”, when teachers rephrase correctly what the learner said – can be a useful tool to assist language acquisition.

Other research, however, suggests the opposite. What is your opinion on this matter? Do you think error correction is necessary in teaching ESL?

TOTAL: 100