

**CHUKA**



**UNIVERSITY**

**UNIVERSITY EXAMINATIONS**

**THARAKA UNIVERSITY COLLEGE**

**EXAMINATION FOR THE AWARD OF DEGREE OF BACHELOR OF ECDE**

**ECDE 334: METHODS OF TEACHING ECDE LANGUAGE SKILLS**

**STREAMS: B.ED (ECDE) Y3S1 (PART TIME)**

**TIME: 2 HOURS**

**DAY/DATE: FRIDAY 06/12/2019**

**8.30 A.M. – 10.30 A.M.**

**INSTRUCTIONS:**

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

**QUESTION ONE (COMPULSORY)**

1. (a) Explain the meaning of the following concepts in language citing relevant examples. (8 marks)
- (i) Nonverbal communication
  - (ii) Phonology
  - (iii) Visual perception skills
  - (iv) Language
- (b) Briefly explain six factors affecting learning to read among preschoolers. (6 marks)
- (c) Identify six criteria/qualities of suitable learning resources you should adhere to while selecting the resources. (6 marks)
- (d) Explain five activities promoting children's listening skills. (5 marks)
- (e) Highlight five features of a good story for young children. (5 marks)

2. (i) State and explain seven speaking activities that you can involve children in to develop speaking abilities. (14 marks)
- (ii) Describe six factors affecting listening. (6 marks)
3. Writing skill is more difficult or demanding than listening, speaking and reading. Discuss the six skills that a child must acquire in order to be able to write well. (20 marks)
4. (a) Describe how you can use the following two approaches to ensure your pre-primary two learners begin reading.
- (i) Look and say (sight) approach. (4 marks)
- (ii) Phonics/sound approach. (6 marks)
- (b) Prepare a Competence Based Curriculum (CBC) lesson plan for one day for pre-primary two learners on the strand reading and sub strand letter sound recognition. (10 marks)
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