

CHUKA UNIVERSITY EXAMINATION (May 2025)

CAMPUS:ALL

STREAM; BED ECDE

TIME: 2 HOURS

Lecturer:..... No. of Students:

ECDE 232: LANGUAGE ACTIVITIES FOR ECDE (SPECIAL/RESIT Exam)

INSTRUCTIONS: Answer ALL Questions (100%). Do Not Write on the Question Paper.

1 a) Explain **five** language sub-systems as referred to in language studies (10 marks)

b) describe five unique characteristics of human language that make it different from that of other animals (6 marks)

c) Describe **four** main language skills that enhance the acquisition of literacy skills in early childhood education (12 marks)

d) Using examples explain **six** modes of language acquisition as referred to in child growth and development (12 marks)

2 a) Examine **five** activities that enhance the acquisition of writing skill among children in a school setting (10 marks)

b) Highlight **five** activities that can be used to promote the acquisition of listening skills for children (10 marks)

3. a) Explain **five** significance of language at pre-primary school level of learning (10 marks)

b) Explain **five** factors that may cause language acquisition difficulties among children (10 marks)

4 Explain key features of the following theories of language development for children:

i) Theory of Universal Grammar (7 marks)

ii) Holophrase hypothesis theory (Lenneberg 1975) (7 marks)

ii) Interactionist Theory by Lev Vygotsky (6 marks)

END

CHUKA UNIVERSITY

COURSE OUTLINE

ECDE 232 LANGUAGE STUDIES FOR ECDE (L/P 45/0, CF 3.0)

Course Purpose

The main purpose of this course is to equip learner with skills and knowledge to identify relationships between language and thought/culture, explain stages of language development in children describe theories of language development, identify children with special language needs and explain the language policy in Kenya

Expected Learning Outcomes

By the end of the course, the learner should be able to;

Demonstrate knowledge of language development

Explain stages of language policy in Kenya

Identify children with special language needs

Explain stages of language development.

Course Content

Definition of concepts in language. Objectives of teaching language to young children. Components of language. Characteristics of human language. Forms of communication. Language skills. Activities for teaching language skills. Introduction to phonology (sound system). Relationship between language, thought and culture. The functions of human language in child development. Stages of language development in children. Theories of language acquisition and their application to early childhood: Piagets, Vygotsky's, Chomsky's, Jerome Brunner, Eric Lenneberg etc. First language acquisition and second language learning. First language and its impact on language competence. Learning Language activities. Modes of language acquisition. Children with special language needs and their intervention: Dyslexia, Dysgraphia, autism, ADHD. De-learning bad linguistic habits, Language policy in Kenya. Evaluating language skills in ECDE programmes. Children literature and its role in language development. Strands and substrands covered in ECDE Language activities.

Week	Topic	Hours	Remarks
01	Definition of concepts in language Objectives of teaching language to young children		
02	Components of language Characteristics of human language		
03	Forms of communication		
04/05	Language skills Activities for teaching language skills		

06	CAT 1		
07	Relationship between language, thought and culture Introduction to phonology		
08	The functions of human language in child development		
09/10	Stages of language development in children		
11	Theories of language acquisition and their application to early childhood		
12	CAT 2		
13	First language acquisition and second language learning Modes of language acquisition		
14	. Children with special language needs and their intervention: Language policy in Kenya. Evaluating language skills in ECDE programmes		
15	Final exam		

Teaching/ Learning Methodologies

Lectures, Class discussion, Class presentations, Demonstrations, Drawing

Course Assessment: (CATs) 30%, End of semester Examinations 70%, Total 100%

References

Karanja M. and Githinji w (2009) Philosophical sociological and historical foundation of ECDE
Nairobi: Longhorn

Kabiru M. and Njenga A., (2007) Child Development Nairobi. Focus Publishers

Kratz. M., (1994) Child Development; California Mayfield pub. Company