



# MACHAKOS UNIVERSITY COLLEGE

(A Constituent College of Kenyatta University)

University Examinations 2015/2016

SCHOOL OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

## FIRST SEMESTER EXAMINATION FOR DEGREE IN BACHELOR OF EARLY CHILDHOOD

**ECE 301: METHODS OF TEACHING LANGUAGE IN EARLY CHILDHOOD**

**Date: 2/8/2016**

**Time: 2:00 – 4:00 PM**

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### INSTRUCTIONS

**Answer ALL questions in Section A and any TWO in Section B.**

#### **Section A: Answer ALL the questions in this Section**

1.
  - a) Briefly explain how you can identify a child with hearing difficulties in a pre-school classroom. (6 marks)
  - b) Briefly explain how preschool teachers should promote early speaking in early childhood class. (6 marks)
  - c) Briefly explain three characteristics of oral skills (6 marks)
  - d) Describe three activities that you can use to help a 5-year old develop “Eye – hand coordination”. (6 marks)
  - e) Briefly describe how you can identify a child with each of the following reading difficulties.
    - i) Decoding difficulties (2 marks)
    - ii) Comprehension difficulties (2 marks)
    - iii) Fluency (2 marks)

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*Examination Irregularity is punishable by expulsion*

**SECTION B: ANSWER ANY TWO QUESTIONS IN THIS SECTION.**

2. Evaluate the issues surrounding the language policy in lower primary and pre-primary school in Kenya today. (20 marks)
3. One of the objectives of language activities in pre-school is “to encourage children to express themselves freely and confidently”.
  - a) Explain the importance of this objective with reference to 4-5 year olds. (8 marks)
  - b) Explain in detail four strategies that a teacher can use in order to achieve this objective with 4-5 year olds. (12 marks)
4. You have been identified as an Early Childhood Specialist to assess a group of pre-school teacher trainees in a “language activities” lesson. Explain the criteria you would use for this assessment. (20 marks)
5. Compare and contrast differences in practice that are likely to emerge between Teacher Mary and Teacher Lucy who adopt the “Reading Readiness Perspective” and the “Emergent Literacy Perspectives” respectively of teaching and learning. (20 marks)