

TEACHERS COLLEGES OF JAMAICA

BACHELOR OF EDUCATION

MAY 2017 – EXAMINATIONS

COMMON PAPER

LANGUAGE ARTS

INTRODUCTION TO LITERACY DEVELOPMENT FOR SECONDARY TEACHERS
[LA 211GEB]

YEARS 2
SECONDARY

TIME: 2 HOURS

INSTRUCTIONS: Candidates are required to answer any TWO questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

Answer any TWO questions.

Each question is worth 25 marks

1. Emergent literacy provides the foundation for children's literacy learning.
- a. Explain the term "emergent literacy". **(3 marks)**
 - b. State FOUR emergent literacy behaviours. **(2 marks)**
 - c. Discuss THREE activities that teachers or parents can use to promote children's emergent literacy development. **(18 marks)**

Language and organization (2 marks)

2. Developing students' meaning vocabulary should be at the centre of every literacy programme.
- a. Discuss the importance of developing meaning vocabulary. **(8 marks)**
 - b. Describe THREE strategies/activities that you would employ in a grade of your choice to teach meaning vocabulary. **(15 marks)**

Language and organization (2 marks)

3. It is recommended that teachers connect reading and writing because they are mutually supportive processes (Tompkins, 2007).
- a. In relation to the above statement, discuss THREE reasons for connecting reading and writing. **(9 marks)**
 - b. Describe in detail, TWO activities that can be used to enhance the reading and writing connection in a selected grade. **(14 marks)**

Language and organization (2 marks)

4. Oral language development is an integral component of any literacy programme.
- a. Explain THREE reasons why oral language development is important to a literacy programme. **(9 marks)**
 - b. Explain THREE activities that you would use to promote oral language development in a class of your choice. **(14 marks)**

Language and organization (2 marks)

5. a. Briefly describe TWO strategies that can be used for the teaching of comprehension, ONE for narrative text and ONE for expository text. **(8 marks)**
- 嬌滄環Select ONE of the strategies and describe in detail how you would use it to help children to understand the following passage. **(15 marks)**

Language and organization (2 marks)

A Test at School

When John's older sister came home from St. Croix she brought him a pocket-sized Japanese radio. Although it was small, it was powerful. With its loudspeaker working the whole family could listen to it, but it had a tiny earphone for private listening. If John plugged this into a socket at the side, the loudspeaker did not work. Only the person with the earphone could hear through a thin wire leading from the earphone to the set. John was delighted with it.

Although he was only a fair player himself, John liked to watch cricket. He also liked to listen to cricket commentaries. At the time he got his present, there was a test match at Sabina Park, so he took his set to school, unknown to his parents. He concealed the set in his pocket, attached the ear-phone, and leaned his head on his hand, which cupped around it. He fixed a smile on his face and tried to look intelligent, so that the teacher would think that he was following the lesson.

"What is the matter, John?" asked the teacher, after ten minutes. "Are you ill?"

'No, teacher-I mean, yes, I've got a headache!' replied John.

'But, you are smiling!' Everyone was now looking at him. "Sit up boy!"

John did so, but in his confusion he sat up quickly, pulled the wires out of the set and automatically switched on the loudspeaker.

Adapted from *Exploring English in Jamaica Book 1* by Ian Gordon

END OF EXAMINATION