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**THE OPEN UNIVERSITY OF SRI LANKA**  
**FACULTY OF EDUCATION**  
**BACHELOR OF EDUCATION (HONOURS) IN PRIMARY EDUCATION**  
**LEVEL - 04- 2022/2023**  
**FINAL EXAMINATION**  
**EPU4339- TEACHING ENGLISH LANGUAGE IN EARLY CHILDHOOD &**  
**PRIMARY YEARS.**  
**DURATION – TWO (02) HOURS**

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Date: 10.03.2024

Time: 1.30 p.m. – 03.30 P.m.

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**Answer All Questions in Part I and any three (03) questions from Part II.**

**PART - I**

01. Name **four (04)** classroom strategies that could be used to enhance the vocabulary of early childhood and primary students.
02. What are the early literacy skills in language learning at early childhood and primary levels?
03. What is the definition of “sentence” in relation to the pedagogy of English Language?
04. What are the **three (03)** main elements of English grammar when considering the primary level in English as a second language (ESL) teaching?
05. Write **four (04)** major importance reasons of teaching English as a Second Language (ESL) in the primary grades.
06. Write **three (03)** advantages of teaching speaking in early years.
07. What do you mean by inductive reasons and deductive reasons in grammar teaching?
08. Name **three (03)** ways that you can incorporate technology in teaching second language for early childhood and primary levels.

(5 x 8 = 40 marks)

**PART - II**

09. How do you create a language rich environment in the **two (02)** settings mentioned below to enhance the second language skills of early childhood and primary students.
  - i. a. When the child is in the home environment. (05 marks)
  - b. After the child entered the Early Childhood and Primary classes. (05 marks)
  - ii. What are the challenges that pre-school teachers face in creating a supportive second language environment in the classroom. (10 marks)

10. i. Differentiate a teacher and a facilitator. (10 marks)
- ii. Explain with examples **three (03)** language-based activities that could be planned as a facilitator in the teaching – learning process of early childhood classroom. (10 marks)
11. i. Define the term, “Total Physical Response” (TPR) in the language learning method in early childhood and primary classes. (05 marks)
- ii. Describe how you develop a simple speaking activity by integrating TPR. (08 marks)
- iii. Explain in brief the drawbacks of TPR according to your experiences. (~~12~~<sup>07</sup> marks)
12. “Systematic teaching-learning situation in the primary level is prevalent in most parts of the world. Therefore, proper use of techniques of assessment is crucial.”
- i. What is meant by assessment with regard to primary grades? (05 marks)
- ii. Analyze the above statement by giving examples. (07 marks)
- iii. Explain in brief how you develop an appropriate assessment plan for your students to measure their overall language skills. (08 marks)
13. i. Explain the advantages of teaching **four (04)** skills listening, speaking, reading and writing in an English as a second Language (ESL) (10 marks)
- ii. Describe the overall benefits of teaching English as a second language (ESL) at early childhood and primary levels. (10 marks)

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