



KENYATTA UNIVERSITY
EXAMINATION FOR THE DEGREE OF BACHELOR OF EDUCATION
UCU 110: COMMUNICATION AND COLLABORATION SKILLS

1ST SEMESTER 2025/2026

TIME: 2 HOURS

INSTRUCTIONS:

ANSWER ALL FOUR QUESTIONS

QUESTION ONE: COMPREHENSION (25 MARKS)

Read the passage and answer the following questions.

QUESTION ONE

- a) Which of the following is the most suitable title for this passage/ (2 marks)
- (i) Reading workshops in Kakamega.
 - (ii) Lack of strong reading culture in secondary schools.
 - (iii) For CBE to succeed there should be extensive reading in secondary schools.
 - (iv) Most students in secondary schools read only the prescribed text books.
- b) In one sentence explain the effects of reading only the prescribed text books. (2 marks)
- c) List four benefits of wide reading. (4 marks)
- d) What do you understand by the observation that. "many schools lack **functional** libraries." (3 marks)
- e) Explain what the writer means by saying that the culture pillar ensures that reading is celebrated. (3 marks)
- f) Reading is not a luxury but a lifeline. In two sentences explain why **you** think the writer of the passage has this observation. (3 marks)
- g) List three ways that reveal how parents, teacher and schools can be involved in supporting extensive reading in secondary schools. (3 marks)
- h) Re-write the last sentence in this passage beginning with **Books introduce students**. (2 marks)
- i) Explain what the writer refers to as a moral dimension that defines a society without a reading culture. (3 marks)

IA few months ago, I organised a series of workshops in Kakamega County to confront a crisis that has long gone unattended: the lack of a strong culture of reading in our schools. I brought together language teachers from across the sub-counties to reflect on how to establish an extensive reading programme.

2 My motivation was simple but sobering. Most students complete secondary school having only read the prescribed set books, rarely venturing beyond examination texts. Their vocabulary, imagination and critical thinking remain stunted. If the Competency Based Education (CBE) is to succeed, this culture must change.

3 Kenya's education system has for decades been obsessed with examinations. Students are trained to recall information rather than to explore ideas. Teachers, under pressure to deliver grades, rely on "cramming" at the expense of curiosity. Reading beyond set books is treated as unnecessary luxury. The result is visible in classrooms where learners struggle with comprehension and in workplaces where communication skills remain weak.

4 Yet research is clear: reading widely and consistently builds fluency, creativity, empathy and confidence. It shapes independent thinkers who can process complex ideas, articulate themselves, and engage critically with the world. Nations that prioritise reading, from Finland to South Korea, show how literacy cultures underpin economic and social progress. Kenya cannot afford to ignore this truth.

5 In Kakamega, teachers shared heart-breaking stories. Many schools lack functional libraries. Where books exist, they are locked away to "preserve" them. Students rarely see libraries as welcoming spaces. Teachers admitted they themselves seldom model reading habits, leaving learners without role models. Even when storybooks are available, they often gather dust because they are not linked to classroom instruction.

6 We agreed that extensive reading must be anchored on three pillars: access, guidance and culture. Access means ensuring children can lay their hands on interesting books – in libraries, classrooms and homes. Guidance requires teachers to encourage reading for pleasure and to integrate it into learning. Culture means building an environment where reading is celebrated – through book clubs, debates, storytelling and public recognition of readers.

7 This transformation demands leadership at every level. The Ministry of Education should adopt a national policy on extensive reading and support counties to invest in libraries. Schools should allocate time for daily reading,

even 20 minutes a day, regardless of subject. Teachers must be trained to nurture reading habits, not only to prepare students for exams. Parents should be encouraged to bring books into the home, however modest their means.

8 The private sector also has a role. Publishers can create affordable local storybooks reflecting Kenyan realities. Telecom companies can invest in digital libraries as part of corporate social responsibility. Churches and mosques can open reading corners for children. The task is collective, because reading is not a luxury; it is a lifeline.

9 We should also rethink how we measure success. Instead of simply recording grades, schools should document how many books learners read in a year, the genres explored, and the skills gained. Recognition ceremonies, reading festivals and inter-school competitions can make reading visible and attractive. Just as athletics galvanise young talent, reading can create champions of the mind.

10 The workshops revealed another truth: teachers themselves need support. Many feel overwhelmed by the demands of CBE, large classes and limited resources. They fear that introducing extensive reading will add to their burden. But extensive reading, when well implemented, makes teaching easier. Students who read widely comprehend instructions faster, write better, and participate more confidently. This re-

duces the constant struggle to push them through syllabi.

11 There is also a moral dimension. A society that does not read risks raising citizens vulnerable to manipulation, unable to distinguish truth from falsehood. At a time when misinformation spreads rapidly on social media, reading equips young people with critical filters. Books expose them to multiple perspectives, helping them resist dogma and prejudice.

QUESTION TWO: WRITING SKILLS (15 MARKS)

- a) In not more than two sentences explain how reading of the **references** helped your group in writing the **plan** of your end of term academic essay. (3 marks)
- b) Your group's end of semester academic paper was entitled **The advantages of wide reading among university students**. List four main advantages that your group must have included in your paper's plan. (4 marks)
- c) i) In point form write five main characteristics of academic writing. (5 marks)
ii) In a paragraph of not more than 50 words explain the importance of the **introduction** of an academic essay. (3 marks)

QUESTION 3: INFORMATION LITERACY AND ETHICS (10 MARKS)

- a) In ONE paragraph, describe one incident in your personal life where poor information literacy led to negative consequences. (3 marks)
- b) Arrange the following reference in the American Psychological Association style 7th edition:
Sage Publications. Communication, teamwork, and collaboration in professional settings. 2021. Reynolds, J. & Rice, M. (5 marks)
- c) i) We use B..... operators to broaden or narrow our search for resources to use academic essays. (1 mark)
ii) Give an example of one operator. (1 mark)

QUESTION 4: STUDY AND COLLABORATION SKILLS – (10 MARKS)

- a) State and explain any four factors that a student should consider when choosing a place of study. (4 marks)
- b) i) Explain why collaboration is important at the university and beyond. (2 marks)
ii) State who one should collaborate with in the above mentioned areas. (4 marks)