

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

724

COMMUNICATION SKILLS

Time: 3 Hour.

ANSWERS

Year: 2005 p.m

Instructions

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A, two questions in section B and two questions from section C.
3. Cellular phones and other unauthorized materials are **not** allowed in the examination room.
4. Write your **Examination Number** on every page of your answer booklet(s).



1. State four ways in which effective classroom communication can improve learner performance.

One way effective classroom communication can improve learner performance is by making instructions clear, which helps students understand exactly what is expected of them in assignments and activities.

Another way is by encouraging student participation. When teachers communicate well, learners feel comfortable to ask questions and share ideas, which deepens their understanding.

A third way is by giving timely feedback. Effective communication ensures students know their strengths and weaknesses, allowing them to make improvements.

A fourth way is by creating a positive learning environment where students feel respected and motivated to work hard.

2. Give four examples of non-verbal communication used by teachers during lessons and explain their role.

One example of non-verbal communication is eye contact, which shows attentiveness and builds a connection with students during lessons.

A second example is gestures, such as pointing to objects or using hand movements to emphasise a point, which helps clarify the spoken message.

A third example is facial expressions, which can express enthusiasm, approval, or concern, helping convey emotions beyond words.

A fourth example is movement around the classroom, which can keep students alert and engaged by reducing monotony.

3. Mention four differences between verbal and written communication.

One difference between verbal and written communication is that verbal communication is spoken and immediate, while written communication is recorded and can be read later.

Another difference is that verbal communication allows instant feedback through conversation, whereas written communication often has a delay in receiving a response.

A third difference is that verbal communication relies on tone and non-verbal cues, while written communication depends on grammar, punctuation, and vocabulary for meaning.

A fourth difference is that written communication creates a permanent record, whereas verbal communication is usually temporary unless recorded.

4. Identify four reasons why listening is considered an essential skill for students.

One reason listening is essential for students is that it helps them understand lesson content accurately without relying solely on written notes.

Another reason is that it enables them to follow instructions correctly, avoiding mistakes in assignments and examinations.

A third reason is that listening allows them to engage in discussions meaningfully by responding appropriately to what others have said.

A fourth reason is that it develops concentration skills, which are useful not only in academics but also in daily life.

5. Suggest four solutions to overcome language barriers in a multicultural classroom.

One solution to overcome language barriers is using simple and clear language so all learners can follow the lesson.

Another solution is incorporating visual aids such as charts, diagrams, and pictures to help explain concepts without relying solely on words.

A third solution is encouraging peer support, where students help each other understand difficult terms or concepts.

A fourth solution is learning a few key phrases in the students' native languages to help explain important points when necessary.

6. State four uses of the indefinite articles “a” and “an” with examples.

One use of the indefinite article “a” is before singular countable nouns starting with a consonant sound, such as “a book” when referring to any book.

The article “an” is used before singular countable nouns starting with a vowel sound, such as “an apple” when referring to any apple.

Another use of “a” is when mentioning something for the first time, for example, “I saw a car outside.”

Similarly, “an” can be used when introducing something new, such as “She bought an umbrella yesterday.”

7. Give four reasons why teachers should prepare lesson notes before teaching.

One reason teachers should prepare lesson notes is to organise content logically so the lesson flows smoothly.

Another reason is to ensure all key points are covered, reducing the risk of forgetting important information.

A third reason is to help with time management during lessons by knowing how much time to spend on each section.

A fourth reason is to provide a reference for future lessons or revisions.

8. Mention four ways in which reading newspapers can improve students' communication skills.

One way reading newspapers improves communication skills is by expanding vocabulary through exposure to varied language.

Another way is by improving comprehension skills as students interpret and understand different types of articles.

A third way is by enhancing writing skills through imitation of professional sentence structures and styles.

A fourth way is by increasing awareness of current events, which helps in discussions and debates.

9. Explain four advantages of using visual aids in classroom teaching.

One advantage of using visual aids is that they make lessons more engaging by adding variety to the teaching method.

Another advantage is that they help simplify complex ideas, making them easier for students to understand.

A third advantage is that they cater to visual learners who grasp information better through images and diagrams.

A fourth advantage is that they improve retention, as students are more likely to remember information seen and heard together.

10. State four types of punctuation marks and explain the function of each.

A full stop is used to end a declarative sentence, for example, "The lesson is over."

A comma is used to separate items in a list, such as "We bought books, pens, and paper."

A question mark is used at the end of a direct question, for example, "Are you coming to class?"

An exclamation mark is used to show strong emotion, such as "What a beautiful day!"

11. With examples, explain the following word formation processes: (a) Reduplication (b) Borrowing (c) Acronyms (d) Prefixation.

Reduplication is the process of forming a new word by repeating a whole word or part of it. For example, “bye-bye” from “bye” and “tick-tock” from the sound of a clock. This process is often used to add emphasis or create a rhythmic effect.

Borrowing is taking words from another language and incorporating them into one’s own language. For example, the word “bungalow” in English is borrowed from Hindi, and “piano” is borrowed from Italian. Borrowing enriches a language’s vocabulary and introduces new concepts.

Acronyms are words formed from the initial letters of a group of words and pronounced as one word. For example, “UNESCO” from “United Nations Educational, Scientific and Cultural Organization,” and “NASA” from “National Aeronautics and Space Administration.” Acronyms are commonly used for organisations and programmes.

Prefixation is the formation of new words by adding a prefix at the beginning of an existing word to alter its meaning. For example, “un-” added to “known” becomes “unknown,” and “pre-” added to “view” becomes “preview.” This process helps create opposites or show relationships in time or order.

12. Describe five ways a teacher can help students develop confidence in public speaking.

One way is by providing opportunities for students to speak in front of small groups before addressing larger audiences, which helps build confidence gradually.

Another way is by giving constructive feedback after each presentation, focusing on both strengths and areas for improvement so students can grow.

A third way is by teaching techniques such as deep breathing and voice projection to help students manage nervousness.

A fourth way is by encouraging students to prepare and practise thoroughly before their presentations, which increases familiarity with the material and reduces fear.

A fifth way is by creating a supportive environment where mistakes are treated as learning opportunities, encouraging students to take risks without fear of embarrassment.

13. Explain five benefits of group discussions as a method of learning.

One benefit is that they promote active participation, allowing all members to share ideas and contribute to problem-solving.

Another benefit is that they improve communication skills, as participants learn to express themselves clearly and listen to others respectfully.

A third benefit is that they encourage critical thinking, since learners must analyse and evaluate different viewpoints before reaching conclusions.

A fourth benefit is that they enhance teamwork skills, which are valuable in both academic and professional settings.

A fifth benefit is that they help learners retain information better by engaging with the material through discussion and debate.

14. Identify five effects of poor writing skills on academic performance.

One effect is reduced clarity in expressing ideas, making it difficult for teachers to understand the student's intended message.

Another effect is lower grades, as poor grammar, spelling, and organisation can negatively impact the quality of assignments and exams.

A third effect is misinterpretation of information, where unclear writing causes confusion for the reader.

A fourth effect is loss of confidence, as students may feel discouraged when their written work is repeatedly criticised.

A fifth effect is missed opportunities in academic competitions or publications, since strong writing is often a requirement for selection.

15. Imagine you are an English language instructor. Explain five techniques you would use to help slow learners improve their reading speed and comprehension.

The first technique is guided reading sessions, where the teacher reads along with students and pauses to explain difficult words or ideas.

The second technique is using simplified texts before introducing more complex materials, helping learners build skills step by step.

The third technique is encouraging daily reading practice, even for short periods, to increase familiarity with words and sentence structures.

The fourth technique is teaching skimming and scanning strategies to help students locate main ideas and specific information quickly.

The fifth technique is incorporating discussion after reading, which allows learners to process and clarify what they have read.

16. Rearrange the jumbled words below into a correct sentence and answer the questions that follow:
(with / met / library / yesterday / I / the / teacher / at / my / new)

(i) The correct sentence is “I met my new teacher at the library yesterday.”

(ii) The subject in the sentence is “I,” and the predicate is “met my new teacher at the library yesterday.”

(iii) In the past perfect tense, the sentence becomes “I had met my new teacher at the library yesterday.”

(iv) A word with similar meaning to “met” is “encountered.”

17. Explain five ways technology can be used to enhance classroom communication.

One way is through interactive whiteboards, which allow teachers to present information visually and engage students in interactive lessons.

Another way is by using educational videos that simplify complex topics through animations and real-life demonstrations.

A third way is by incorporating online discussion platforms where students can share ideas and ask questions outside class time.

A fourth way is using language learning apps that give instant feedback, helping students improve their communication skills.

A fifth way is through virtual conferencing tools, which allow guest speakers or remote learners to participate in class discussions.

18. Identify five listening barriers caused by the physical environment and suggest how each can be addressed.

One barrier is excessive noise from outside the classroom, which can be addressed by closing windows or moving to a quieter location.

Another barrier is poor lighting that affects visibility of the speaker’s facial expressions, which can be solved by improving classroom lighting.

A third barrier is uncomfortable seating, which distracts learners; this can be improved by arranging comfortable and appropriate seating.

A fourth barrier is inadequate ventilation, which makes the environment stuffy and reduces concentration; the solution is to improve air circulation.

A fifth barrier is overcrowding, which limits movement and visibility; this can be addressed by reducing class size or rearranging furniture for better space.