

**THE UNITED REPUBLIC OF TANZANIA  
NATIONAL EXAMINATION COUNCIL OF TANZANIA  
GRADE A TEACHERS' CERTIFICATE EXAMINATION**

624

**COMMUNICATION SKILLS.**

**Time: 3 Hours.**

**ANSWER**

**Year: 2010**

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**Instructions**

1. This paper consists of sections **A**, and **B** with a total of **fourteen (14)** questions.
2. Answer **all** questions in sections A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B carries **sixty (60)** marks.
4. Mobile phones and unauthorized materials are **not allowed** in the examination room.
5. Write your **Examination Number** on every page of your answer **booklet(s)**.

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1. Mention four purposes of feedback in communication and explain how each can improve classroom teaching.

The first purpose is to confirm understanding. Feedback helps the teacher know whether students have grasped the lesson, allowing them to clarify points if necessary.

The second purpose is to encourage participation. When students receive positive feedback, they feel motivated to contribute more during lessons.

The third purpose is to identify learning gaps. Feedback reveals areas where students are struggling, enabling the teacher to adjust teaching strategies.

The fourth purpose is to improve teaching methods. Student feedback can guide teachers in refining their lesson delivery for better results.

2. State four qualities of effective written communication and explain why each is important in academic work.

The first quality is clarity. Clear writing ensures the message is understood exactly as intended, preventing confusion.

The second quality is conciseness. Being brief and to the point keeps the reader's attention and avoids unnecessary information.

The third quality is accuracy. Correct grammar, spelling, and facts are essential for professionalism and credibility.

The fourth quality is coherence. Logical arrangement of ideas makes the content easier to follow and more impactful.

3. Identify four types of listening and give one example of each in a teaching context.

The first type is active listening. A teacher shows attentiveness when a student explains their answer and responds thoughtfully.

The second type is appreciative listening. A teacher enjoys and encourages a student's poetry recital during a literature class.

The third type is critical listening. A teacher listens to a student's argument in a debate and evaluates the validity of their points.

The fourth type is empathetic listening. A teacher listens to a student sharing personal struggles and offers support.

4. Mention four ways a teacher can overcome psychological noise in the classroom and explain each.

The first way is to create a positive learning environment. A supportive atmosphere reduces stress and distraction among students.

The second way is to address emotional issues. Talking privately with students who seem upset helps restore their focus.

The third way is to use engaging teaching methods. Interactive activities keep students mentally involved in the lesson.

The fourth way is to encourage participation. Involving students in discussions shifts their attention from personal distractions to the learning activity.

5. State four differences between a dictionary and a thesaurus.

The first difference is in purpose. A dictionary defines words, while a thesaurus lists synonyms and antonyms.

The second difference is in content. A dictionary includes pronunciation and word origins, whereas a thesaurus focuses on related words.

The third difference is in use. A dictionary is used for understanding meaning, while a thesaurus is used for improving vocabulary variety.

The fourth difference is in structure. A dictionary is organized alphabetically, while a thesaurus can be arranged alphabetically or by concept.

6. Mention four uses of an encyclopaedia to a student-teacher and explain each briefly.

The first use is for background information. Encyclopaedias provide summaries of topics to prepare for teaching.

The second use is for research. They offer credible and detailed information for lesson preparation.

The third use is for fact-checking. A student-teacher can verify information to ensure accuracy in class.

The fourth use is for expanding knowledge. Encyclopaedias introduce new topics beyond the basic syllabus.

7. State four types of objective test items and explain how each can be used in assessing students.

The first type is multiple-choice questions. They assess recognition of correct information quickly and objectively.

The second type is true/false questions. They test understanding of factual statements efficiently.

The third type is matching items. These are used to test knowledge of relationships between two sets of information.

The fourth type is fill-in-the-blank questions. They assess recall and understanding without providing answer choices.

8. Mention four principles of effective communication and explain their importance in a staff meeting.

The first principle is clarity. Clear communication ensures all staff members understand decisions and actions.

The second principle is conciseness. Brief communication saves time and keeps meetings focused.

The third principle is feedback. Allowing members to respond ensures issues are fully addressed.

The fourth principle is courtesy. Respectful language promotes unity and collaboration.

9. Identify four advantages of using visual aids in lesson delivery and explain how each supports learning.

The first advantage is simplifying complex concepts. Diagrams make abstract ideas more understandable.

The second advantage is improving retention. Students remember visuals longer than spoken explanations.

The third advantage is attracting attention. Visuals make lessons more engaging and hold student interest.

The fourth advantage is catering to visual learners. They provide learning opportunities for students who understand better through images.

10. Mention four internet search engines apart from Google and explain one educational advantage of each.

The first is Bing. It provides high-quality image results for lesson illustrations.

The second is Yahoo. It combines search and news for current events teaching.

The third is DuckDuckGo. It offers privacy protection, making it safe for student research.

The fourth is Baidu. It gives access to Chinese-language resources for cultural studies.

11. Discuss six ways in which oral presentation skills can be improved by a student-teacher.

The first way is regular practice to build confidence. Rehearsing presentations repeatedly before delivering them in class helps the student-teacher become more familiar with the content and reduces anxiety, making the delivery smoother and more natural.

The second way is seeking feedback from peers or mentors. Constructive criticism from colleagues or experienced teachers can highlight strengths and pinpoint weaknesses that the student-teacher might not notice, allowing targeted improvement.

The third way is using visual aids to support the message. Tools such as slides, charts, or diagrams can make explanations clearer, hold students' attention, and reinforce key points, especially when dealing with complex topics.

The fourth way is improving voice control. Learning to vary tone, volume, and pace ensures that students remain engaged and can follow the presentation easily, avoiding monotony that might cause them to lose interest.

The fifth way is organizing content logically for clarity. Structuring the presentation with a clear introduction, main body, and conclusion helps the audience follow the flow of ideas and retain important information.

The sixth way is developing effective body language to engage the audience. Maintaining eye contact, using purposeful gestures, and adopting a confident posture create a connection with students, making the presentation more interactive and memorable.

12. Describe six challenges that can occur during group discussions and suggest solutions for each.

The first challenge is domination by a few members. This limits the contributions of quieter participants. The solution is to set rules for equal speaking time or have a moderator ensure everyone gets a chance to share ideas.

The second challenge is off-topic discussions. When members stray from the main subject, the discussion becomes unproductive. The solution is to have a clear agenda and assign a timekeeper or facilitator to steer the conversation back on track.

The third challenge is lack of preparation. Participants who come unprepared slow down the progress of the discussion. The solution is to share reading materials or guiding questions beforehand to ensure everyone is ready.

The fourth challenge is poor listening skills. When members do not listen attentively, they may repeat points or misunderstand others. The solution is to encourage active listening by summarizing others' points before adding one's own.

The fifth challenge is conflict between members. Disagreements can become personal and derail the discussion. The solution is to promote respectful communication and focus on constructive debate rather than personal attacks.

The sixth challenge is poor time management. Discussions may drag on without covering all key points. The solution is to set a fixed time for each subtopic and appoint someone to monitor the schedule.

13. Fill in the blanks with the correct word or phrase:

- (i) The teacher, as well as the students, **is** attending the seminar.
- (ii) He has been teaching in this school **since** 2015.
- (iii) We were surprised **at** her sudden resignation.
- (iv) Mathematics **is** my favourite subject.
- (v) The manager refused to approve the project, **which** upset the entire team.
- (vi) Neither of the books **is** missing from the library.

14. Explain six importance of note-making for a student-teacher.

The first importance is summarizing large amounts of information. Note-making condenses lengthy materials into key points, making it easier to review important content quickly.

The second importance is aiding memory retention through active engagement. Writing down points in one's own words reinforces understanding and helps store information in long-term memory.

The third importance is organizing content logically for easy revision. Well-arranged notes with headings and subheadings allow quick access to relevant sections during lesson preparation or exams.

The fourth importance is creating a personal reference for lesson planning. A student-teacher can use accumulated notes from training or readings as a ready resource for designing teaching materials.

The fifth importance is improving focus during reading or lectures. The process of identifying key points while listening or reading ensures the student-teacher remains attentive and engaged with the material.

The sixth importance is supporting long-term professional growth. Over time, these notes become a valuable professional archive that can be updated and reused in future teaching contexts.

15. Identify six types of oral presentation and explain how each can be applied in teaching.

The first type is a lecture. This is suitable for delivering structured content to large groups, such as explaining a new concept in mathematics or science.

The second type is a demonstration. This involves showing step-by-step how something is done, useful in practical subjects like home economics, science experiments, or technical drawing.

The third type is a seminar. This can be applied by assigning students topics to research and present to their peers, encouraging independent learning and public speaking skills.

The fourth type is a workshop. This is hands-on and interactive, suitable for skill-based learning such as art projects or laboratory activities where students learn by doing.

The fifth type is a panel discussion. This involves several speakers discussing a topic from different perspectives, which can be used in subjects like social studies to explore multiple viewpoints.

The sixth type is an interview. This can be applied in language classes where students practice conversational skills by interviewing each other or a guest speaker.

#### 16. Discuss six importance of reading skills for a student-teacher.

The first importance is enhancing comprehension for better teaching. Strong reading skills allow the teacher to fully understand learning materials and explain them accurately to students.

The second importance is improving vocabulary for clear communication. Reading exposes the student-teacher to new words and expressions, enriching their language for teaching.

The third importance is saving time by locating information quickly. Skills like scanning and skimming enable teachers to find relevant facts efficiently during lesson preparation.

The fourth importance is encouraging critical thinking. Reading and analyzing different sources develops the ability to evaluate information and choose the most reliable content for lessons.

The fifth importance is supporting continuous learning. Teachers who read regularly stay informed about new teaching methods, educational policies, and subject knowledge.

The sixth importance is modeling good reading habits. Demonstrating strong reading skills in class inspires students to adopt similar habits, improving their academic performance.