

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

691

ENGLISH LANGUAGE LEARNING ACTIVITIES

Time: 3 Hours.

ANSWER

Year: 2000

Instructions

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

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1. Define the following terms: (a) Language learning (b) Language acquisition (c) Foreign language (d) Language development

(a) Language learning is the process of consciously studying and practicing a language in a structured environment, such as in classrooms or through formal lessons. It often involves grammar rules, vocabulary lists, and exercises, with learners being aware that they are learning.

(b) Language acquisition is the natural and unconscious process of gaining the ability to understand and use a language. It happens mainly through interaction, listening, and observation, such as how children acquire their mother tongue without formal instruction.

(c) A foreign language is a language that is not the native or official language of a particular country and is learned by its people for communication, education, or other purposes. For example, in Tanzania, English is considered a foreign language for many people.

(d) Language development is the gradual process through which individuals improve their ability to understand, speak, read, and write in a language. It starts from infancy and continues through life, influenced by exposure, practice, and educational opportunities.

2. Briefly explain four challenges that pre-primary teachers face when teaching English language in Tanzania.

One challenge is the lack of adequate teaching materials such as charts, storybooks, and audio resources. Without these aids, teachers struggle to present concepts in ways that engage and help children understand English.

Another challenge is that many children enter pre-primary school without prior exposure to English at home. This makes it harder for them to grasp new vocabulary and sounds, and teachers must start from the very basics.

A further challenge is large class sizes, which limit the teacher's ability to give individual attention to each child. This reduces the chance for children to practice speaking and listening actively.

Finally, some teachers have insufficient training in modern English teaching methods for young learners. This can lead to lessons that are less interactive and fail to fully develop children's interest and skills in the language.

3. Outline four factors to be considered when selecting appropriate teaching aids for an English language lesson.

One factor is relevance, meaning the teaching aid should match the topic or skill being taught so that it directly supports learning. Irrelevant aids can distract children instead of helping them understand.

Another factor is the age-appropriateness of the aid. Materials must suit the developmental stage of pre-primary children, being simple, colorful, and engaging without being too complex.

Durability is also important, especially in schools where resources are limited. Teaching aids should be made from materials that can withstand repeated use without damage.

Finally, the availability and cost of the teaching aid should be considered. Teachers should choose aids that can be easily obtained or created using local materials to ensure sustainability.

4. Mention four early writing activities that children can be involved in.

One early writing activity is drawing simple shapes such as circles, squares, and triangles. This strengthens hand muscles and improves control needed for writing letters.

Another is tracing letters and numbers, which helps children learn correct letter formation and direction of writing.

Children can also engage in copying short, familiar words from the board or charts. This builds familiarity with letter patterns and spelling.

Finally, writing their own names is an important early activity, as it connects writing to personal identity and encourages pride in their work.

5. Identify four skills a child needs to acquire before learning to read.

A child must have listening skills to follow spoken instructions and understand the sounds of words. This forms the basis for linking sounds to written symbols.

Phonemic awareness is also needed, meaning the child can hear and distinguish the different sounds in words. This skill is essential for decoding written language.

Visual discrimination is important so the child can recognize differences between letters and words that may look similar, such as 'b' and 'd'.

Finally, vocabulary knowledge helps the child understand the meaning of words once they are read, making reading more meaningful and enjoyable.

6. Name four ways of teaching syllables to pre-school children.

One way is clapping hands for each syllable in a word, which makes syllable division more fun and memorable.

Another is using visual cards with pictures and words, where the teacher breaks the word into parts and points to each syllable as it is spoken.

Teachers can also use songs or rhymes that emphasize syllables, helping children hear the rhythm of language.

Finally, games such as matching pictures to their syllable counts can make learning interactive and competitive in a healthy way.

7. Describe four strategies that a teacher may use to help children develop listening skills.

Storytelling is an effective strategy, as it keeps children focused on the sequence and details of events, training them to listen attentively.

Playing listening games such as “Simon Says” encourages children to follow verbal instructions carefully, reinforcing concentration.

Asking open-ended questions after activities prompts children to recall and respond, which strengthens active listening.

Using songs with actions encourages children to listen for specific words or cues so they know when to perform a movement, enhancing their attention to detail.

8. Differentiate between listening and hearing.

Hearing is the passive process of perceiving sound through the ears without necessarily understanding or paying attention to it. For example, a child might hear background noise but not focus on it.

Listening is the active process of paying attention to sounds, interpreting their meaning, and responding appropriately. It requires focus, comprehension, and engagement from the listener.

9. List four indicators which show that a child may have hearing problems.

One indicator is when a child frequently asks for repetition or says “What?” often, suggesting they did not catch what was said.

Another sign is the child speaking unusually loudly or softly, which may indicate difficulty hearing their own voice clearly.

A child who often turns one ear toward the source of sound might be compensating for hearing loss in the other ear.

Finally, delayed language development or unclear speech may signal underlying hearing difficulties that need assessment.

10. Explain four factors that can affect language development in early childhood.

One factor is the home environment, where children exposed to rich conversations, storytelling, and reading tend to develop language skills faster than those in environments with limited verbal interaction.

Another factor is health and nutrition, as children who suffer from frequent illness or malnutrition may have delayed brain development, which can slow their ability to learn and use language.

Social interaction also plays a role, as children who interact regularly with peers and adults have more opportunities to practice speaking and listening.

Finally, exposure to multiple languages can influence development, sometimes causing a temporary delay in vocabulary for each language but later leading to strong multilingual skills.

11. Using five points, explain the importance of assessing a child's English language ability before joining pre-primary school.

Assessment helps identify the child's current level so that teaching can be tailored to meet their needs from the start.

It can detect any speech or hearing difficulties early, allowing for timely intervention before these issues affect learning.

Assessment ensures that the child is placed in a class or learning environment suited to their abilities, preventing frustration.

It guides teachers in selecting the right materials and methods for effective language teaching.

It also allows parents to be informed about their child's abilities and how they can support language development at home.

12. Analyse five reasons why it is important to teach reading of letters to young children.

Reading letters is the foundation for literacy because it enables children to connect written symbols with spoken sounds.

It improves children's ability to recognize words, as they can decode them by identifying their individual letters.

Learning letters enhances spelling skills, since understanding letter shapes and sounds helps in writing words correctly.

It supports cognitive development by improving memory, sequencing, and pattern recognition.

It builds confidence in children as they are able to read familiar signs, books, and labels around them.

13. Suggest five factors that can arouse a child's interest in reading.

Providing colorful and engaging books can attract children's attention and make reading enjoyable.

Allowing children to choose the books they want to read gives them a sense of ownership over the activity.

Reading aloud with expression and enthusiasm makes stories come alive, encouraging children to listen and join in.

Creating a comfortable reading space with cushions and good lighting makes the activity more appealing.

Relating reading materials to the child's interests, such as animals or sports, makes the content more engaging and relevant.

14. In five points, evaluate the importance of preparing a lesson plan.

A lesson plan provides a clear roadmap for the teacher, ensuring the lesson flows logically from one activity to another.

It helps the teacher allocate time effectively, so all important points are covered without rushing.
Planning in advance ensures that the teacher gathers all necessary materials and teaching aids before the lesson starts.
It allows the teacher to anticipate challenges and prepare solutions or alternative activities.
A lesson plan serves as a record for future reference, helping to improve lessons over time.

15. Describe five techniques a teacher may use to assess a child's pronunciation of letters and words.

Asking the child to repeat words after the teacher allows direct observation of their pronunciation accuracy.

Using picture cards and asking the child to name what they see reveals how they pronounce familiar words.

Engaging in songs or rhymes can show whether the child can pronounce sounds correctly within rhythmic patterns.

Having the child read simple words aloud provides a direct check of their ability to pronounce in context.

Recording the child's speech for later review allows for detailed analysis and helps track improvement over time.

16. Explain five strategies a teacher may use to encourage English speaking among young children.

Creating a classroom environment where English is used for common instructions encourages daily practice.

Organizing role-play activities allows children to use English in realistic situations, building confidence.

Pairing children in speaking activities ensures everyone gets a chance to talk, even the shy ones.

Praising and rewarding children when they use English motivates them to speak more often.

Introducing interactive games like "Guess the Word" encourages children to speak English in a fun, non-threatening way.