

**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: 2002

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. Mention four challenges faced by teachers when assessing children's listening ability.

Background noise in the classroom or nearby environment can interfere with a child's ability to hear clearly. This may cause them to miss important details and perform poorly, even if they have good listening skills.

Children's short attention span makes it difficult for them to stay focused for the entire assessment period. They may lose concentration quickly, resulting in inaccurate results about their listening ability.

Language barriers can cause misunderstanding during assessment. If the child does not fully understand the language being used, they may fail tasks, not because of poor listening, but because of limited vocabulary knowledge.

Shyness or reluctance to respond can affect performance. Some children may understand perfectly but choose not to speak up, making it hard for the teacher to judge their true listening level.

2. Outline four ways children can learn a new language.

Direct interaction with fluent speakers allows children to hear and practice the correct pronunciation, vocabulary, and expressions. This natural exposure helps them pick up the language more quickly.

Learning through songs, rhymes, and chants is effective because music and rhythm make words easier to remember. Repetition in songs reinforces pronunciation and vocabulary retention.

Storytelling introduces new words and sentence structures in meaningful contexts. It also improves listening comprehension and imagination while keeping children engaged.

Games and role-play activities encourage active use of the language in a fun setting. These activities reduce fear of mistakes and create a relaxed environment for learning.

3. State four functions of language to children.

Language enables children to communicate their needs, thoughts, and feelings to others. This helps them interact meaningfully with family, teachers, and peers.

It acts as a tool for learning by allowing children to ask questions, understand explanations, and share ideas during lessons. Without language, access to new knowledge would be limited.

Language supports social interaction, enabling children to make friends, cooperate, and participate in group activities. This helps build relationships and a sense of belonging.

It is also essential for developing thinking skills, as children use language to plan, solve problems, and organize their ideas logically.

4. Give four importance of teaching pronunciation of letters to pre-school children.

Correct pronunciation allows children to speak clearly, making it easier for others to understand them. This builds effective communication skills.

It improves reading ability because children can link the correct sound to each letter, enabling them to decode words accurately.

Pronouncing letters correctly boosts children's confidence, as they feel proud when they can speak without being corrected constantly.

It prevents the development of bad speech habits that might be harder to correct later in life, ensuring clearer communication in the future.

5. Mention four materials required when teaching children to write.

Pencils or crayons are needed for practicing letter formation and improving fine motor control. They should be the right size for small hands to grip easily.

Writing books or exercise books provide a structured space with lines that guide letter size and spacing, helping children maintain neat handwriting.

Alphabet charts serve as a visual reference, showing the correct shapes of letters for children to copy while practicing.

Tracing worksheets allow children to follow guided patterns, improving hand coordination and accuracy in letter writing.

6. Explain four benefits of involving pre-primary children in teaching and learning activities.

Active involvement keeps children engaged and focused, reducing boredom and distraction during lessons.

It enables children to learn by doing, which makes lessons more memorable and helps them retain knowledge for longer periods.

Participation in activities promotes creativity, as children are encouraged to think, imagine, and explore different ways of solving problems.

It boosts confidence and independence because children feel proud when they take an active role in their own learning process.

7. Identify four factors that help children to listen attentively.

A quiet environment free from noise helps children focus on the speaker without competing sounds.

Choosing interesting and relevant topics keeps children motivated to listen because the content relates to their experiences or interests.

Using visual aids such as pictures, charts, or gestures helps children follow along and understand better, supporting listening with visual reinforcement.

Teaching and reminding children to follow listening rules, such as facing the speaker and staying still, develops good listening habits.

8. Give four reasons for preparing lesson notes before teaching.

Lesson notes guide the teacher through the lesson in a logical order, ensuring that all topics are covered without confusion.

They help the teacher remember important points and planned activities, reducing the risk of leaving out essential content.

Notes assist with time management by indicating how much time to spend on each activity, ensuring the lesson finishes as planned.

They act as a record for future use, allowing the teacher to improve lessons based on past experiences and outcomes.

9. List the four main language skills.

Listening is the ability to understand spoken language, which is the first skill children develop in language learning.

Speaking is the ability to express thoughts and ideas orally, allowing communication with others.

Reading is the ability to understand written words and sentences, enabling access to books and other written materials.

Writing is the ability to communicate through written symbols, allowing ideas to be recorded and shared permanently.

10. Suggest four factors that encourage children to participate in classroom communication.

A supportive classroom environment is essential because it makes children feel comfortable speaking without fear of being laughed at or punished for mistakes. When children know their contributions will be respected, they are more likely to share ideas freely.

The use of interesting and interactive activities such as role-plays, storytelling, and games captures children's attention and makes speaking enjoyable. When activities are fun, children become more eager to take part and express themselves.

Positive reinforcement, such as praise, clapping, or small rewards when children contribute, motivates them to participate. When children see that their efforts are appreciated, they feel encouraged to speak more often.

Ensuring that every child has an equal chance to speak prevents a few confident learners from dominating discussions. By inviting quiet children to answer and giving them enough time, the teacher promotes balanced participation.

11. Suggest five factors that arouse children's interest in reading.

Providing colorful, well-illustrated, and age-appropriate books makes reading visually attractive. Bright pictures and appealing covers draw children's attention and make them curious to open the book.

Allowing children to choose their own books gives them a sense of independence and ownership over their reading. When they read material they personally select, they are more motivated and engaged.

Reading aloud with expression, changes in tone, and sound effects makes stories exciting. This lively approach helps children imagine the scenes and keeps them eager to follow along.

Creating a cozy and inviting reading area in the classroom with cushions, mats, and good lighting makes the reading experience more enjoyable. A comfortable space encourages children to spend more time with books.

Selecting reading materials that match children's interests, such as animals, sports, or favorite characters, makes them more engaged. When the content relates to something they already like, they connect with it more easily.

12. Describe five problems that make teaching and learning of English difficult in pre-primary school.

A lack of teaching resources such as books, flashcards, and audio materials limits the variety of activities a teacher can use. Without enough materials, lessons may become repetitive and less engaging for children.

Large class sizes reduce the amount of individual attention each child can receive. This means some learners may not get the chance to practice speaking or ask questions, slowing their progress.

Limited exposure to English outside the classroom prevents children from reinforcing what they learn. Without practice at home or in the community, they may forget vocabulary and structures quickly.

Some teachers have insufficient training in early childhood English teaching techniques. This can result in lessons that are too formal or not adapted to the needs of young learners, making it harder for them to grasp the language.

Children from homes where English is not spoken may find learning harder because they are starting from zero. They have no prior knowledge to build on and may take longer to catch up with peers who have had some exposure.

13. Show five writing errors made by children when learning to write.

Letter reversal is a common mistake where children write letters the wrong way round, such as 'b' instead of 'd' or 'p' instead of 'q'. This usually happens because they are still learning to recognize and remember letter orientations.

Incorrect letter formation occurs when children start writing letters from the wrong point or use irregular strokes. This can make their writing slow and untidy, and it may be harder for others to read.

Spacing problems happen when children write words too close together or leave very large gaps between them. Poor spacing makes sentences difficult to read and may confuse the meaning.

Mixing uppercase and lowercase letters incorrectly within a word is another error. For example, writing “DoG” instead of “dog” shows the child does not yet understand capitalization rules.

Spelling mistakes occur when children write words as they sound instead of using the correct spelling. This often happens because they are still learning how sounds match written letters.

14. State five pre-writing skills teachers should teach before children start writing.

Developing fine motor skills is important because it gives children the muscle control needed to hold a pencil correctly. Activities like drawing, coloring, and cutting paper strengthen the hand muscles required for writing.

Visual discrimination skills help children notice differences in shapes and letters. This skill is crucial for distinguishing between similar-looking letters such as ‘m’ and ‘n’ or ‘b’ and ‘d’.

Hand-eye coordination allows children to guide their writing tool along lines or shapes while watching what they are doing. Tracing activities and copying from the board help improve this coordination.

Proper pencil grip ensures children can write comfortably and efficiently without tiring their hands. Teachers can show them how to position their fingers correctly on the writing tool.

Awareness of writing direction teaches children that in English, writing goes from left to right and from top to bottom. Practicing with arrows and guided lines can help develop this habit early.

15. Explain five factors to consider when selecting teaching aids.

Relevance is key because the teaching aid should match the topic or skill being taught. Using unrelated materials can distract children instead of helping them learn.

Age appropriateness ensures the teaching aid is simple enough for children to understand but still stimulating. Materials should match their level of cognitive and language development.

Durability is important so that teaching aids can withstand repeated use without breaking. Strong, well-made materials are more cost-effective in the long term.

Availability of the teaching aid matters because teachers should choose resources they can easily access or make locally. This ensures that they can be replaced or updated when needed.

Cost is also a factor, as teaching aids should be affordable for the school or teacher. Low-cost options can often be made using local or recycled materials without reducing quality.

16. Describe thirteen components of an English language lesson plan for pre-primary children.

The lesson title states the main topic or skill to be taught and gives a clear idea of the lesson's focus.

The date helps keep records organized and ensures the teacher can track progress over time.

The class level identifies the group of learners for whom the lesson is prepared, ensuring the activities match their abilities.

The subject specifies that the lesson is for English language, distinguishing it from other subjects taught in the school.

The topic outlines the specific content area, such as vocabulary, reading, or writing, so the teacher knows exactly what to cover.

The objectives describe what learners should be able to do by the end of the lesson, giving a clear target to achieve.

The teaching aids section lists all materials that will be used during the lesson, such as charts, flashcards, or real objects.

The introduction explains how the teacher will begin the lesson and capture the children's attention.

The lesson development section describes the step-by-step activities that will be followed to teach the topic.

The conclusion shows how the teacher will summarize the lesson and connect it to future learning.

The evaluation section outlines how the teacher will assess whether learners have achieved the objectives.

The time allocation specifies how much time will be spent on each part of the lesson to ensure proper pacing.

The remarks section is for the teacher to note what worked well and what needs improvement for future lessons.