

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
GRADE A TEACHER CERTIFICATE EXAMINATION
ENGLISH LANGUAGE LEARNING ACTIVITIES

691

Time: 3 Hours

ANSWERS

Year: 2022

Instructions

1. This paper consists of section A and B.
2. Answer all questions.

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1. What are the advantages of teaching writing skills to pre-school children? Briefly elaborate four advantages.

Teaching writing skills to pre-school children enhances fine motor development. Writing activities such as holding a pencil, drawing shapes, or tracing letters help in building hand-eye coordination and finger control which are essential in their physical development.

It supports early literacy development. Writing enables children to link sounds with letters and understand the structure of words and sentences, which strengthens their reading and spelling abilities at an early stage.

It promotes communication skills. Writing offers children a means to express their thoughts, emotions, and ideas, fostering their ability to communicate effectively with others both in writing and speech.

It encourages creativity and imagination. Through writing stories, drawing captions, or journaling their experiences, children can express their inner thoughts freely, thereby boosting their creativity and cognitive development.

2. The exposure of children to different environments stimulates speaking. Briefly analyse four types of environments that can stimulate speaking to children.

A home environment provides the first foundation for language exposure. When children are spoken to regularly at home, especially during activities like storytelling or daily conversations, they are encouraged to imitate words and phrases, stimulating their speaking ability.

A classroom environment is rich in language stimuli. Activities such as group discussions, role plays, and question-answer sessions offer children opportunities to practice speaking in a structured and interactive setting.

A social environment with peers encourages spontaneous speaking. When children interact freely with their age mates in playgrounds or group games, they practice informal conversations, enhancing their vocabulary and fluency.

A multimedia environment such as educational videos or interactive learning apps provides audio-visual stimulation. Children exposed to these tools tend to mimic words and phrases, thereby developing better pronunciation and listening-speaking coordination.

3. How can you differentiate language learning from language acquisition? Give four points.

Language acquisition is a natural and subconscious process. It occurs when children absorb language from their surroundings without formal instruction, mostly through interactions and exposure.

Language learning is a conscious and formal process. It involves structured teaching where children learn grammar rules, vocabulary, and sentence construction under a teacher's guidance.

Language acquisition usually happens in early childhood. Children acquire their mother tongue naturally as they grow without being taught formally, while language learning can happen at any age through planned instruction.

Language acquisition focuses more on communication fluency. The child may speak correctly without knowing the grammatical rules, whereas language learning emphasizes accuracy, where learners are more aware of rules and structure.

4. Briefly describe four strategies that a teacher can use to identify a child's English language speaking ability.

Observation is one key strategy. A teacher can observe how a child interacts with peers, responds during classroom discussions, or uses language during play to gauge their speaking competence.

Storytelling sessions help assess vocabulary and sentence formation. When children narrate or retell stories, their fluency, pronunciation, and grammar can be evaluated informally.

Use of picture description tasks is another strategy. Asking a child to describe a scene or object helps the teacher to evaluate their word choice, grammar, and expressive ability.

Conducting structured oral interviews provides a direct way to assess. A teacher can ask specific questions and record the responses, noting the child's confidence, coherence, and use of language.

5. What are the advantages of using stories in teaching reading? Briefly describe four.

Stories make reading more enjoyable and engaging. Children find stories fun and interesting, which increases their motivation to read and learn new words.

Stories build vocabulary and language structure. As children are exposed to different characters and plots, they encounter diverse vocabulary, sentence forms, and idioms.

Stories improve comprehension skills. Through storytelling, children learn to understand context, sequence of events, and cause-effect relationships which are vital for reading comprehension.

Stories promote imagination and critical thinking. Children learn to visualize scenes, predict outcomes, and analyze characters, all of which enhance higher-order thinking.

6. Briefly describe four ways that a teacher could use to help a child with listening problems.

Use of visual aids supports understanding. Pictures, charts, and gestures can help children understand what is being said even if their listening is weak.

Repetition and simplification of instructions help children grasp spoken language better. The teacher should repeat key words and use short, clear sentences.

Interactive listening games can improve attention. Activities like "Simon Says" or sound identification games train the child's focus and auditory memory.

Pairing the child with a peer buddy provides support. A peer can help clarify instructions and act as a model, giving the child a better chance to follow along.

7. Write the following transcribed words into normal English spelling.

(a) /fi:t/ – feet

(b) /lɜ:n/ – learn

(c) /kæt/ – cat

(d) /bətən/ – button

8. Which ways a teacher could use to assess each child's ability to listen? Outline four of them.

Asking oral questions after storytelling helps assess comprehension. The teacher can observe whether the child was attentive and retained key information.

Using listening-based instructions tests understanding. The teacher can give step-by-step directions and see how well the child follows them.

Observation during group discussions helps identify listening behavior. Children who respond appropriately to others show effective listening skills.

Using recorded audio clips and asking questions afterward measures the child's ability to concentrate and interpret spoken messages.

9. What are the advantages of correcting reading errors? Briefly explain four advantages.

It improves accuracy in reading. When errors are corrected promptly, children learn the correct pronunciation and spelling of words.

It builds reading confidence. Children become more assured when they realize they can identify and fix their mistakes.

It enhances vocabulary development. Error correction exposes children to the correct form and meaning of new words.

It develops better comprehension. Correcting misread words ensures the child understands the actual meaning of the text.

10. For the teaching and learning to be more effective and efficient, a teacher has to use the teaching aids in the classroom. Identify four teaching aids that can be used to teach children the names of objects, animals and people.

Picture charts with labeled images help children identify and name objects and animals easily through visual association.

Real objects (realia) like toys, fruits, or classroom items provide hands-on learning and reinforce word-object recognition.

Flashcards with words and images assist in memorization and pronunciation of new vocabulary, especially nouns.

Audio-visual aids like videos or animations combine images with sound, helping children connect spoken words with visuals effectively.

11. In five points, elaborate the language abilities that can occur during incidental reading to a child.

Incidental reading contributes to vocabulary development. When a child listens to or engages in reading without intentional instruction, they come across new words in natural contexts. This exposure helps them understand the meaning of words based on usage rather than memorization. As a result, the child gradually expands their word bank without formal vocabulary lessons.

It enhances phonological awareness. As children hear how words are pronounced during reading, they become aware of the sounds that make up words. This skill includes recognizing rhymes, syllables, and sound patterns, which are critical for early reading and speaking development.

Incidental reading supports grammatical structure acquisition. Children are exposed to different sentence forms and grammatical patterns simply by hearing or reading them repeatedly. They begin to understand subject-verb agreement, use of articles, prepositions, and word order without being explicitly taught grammar rules.

It improves listening comprehension. During reading, children learn how to follow ideas, understand story plots, and grasp the meaning of texts. This enhances their ability to comprehend spoken language, follow instructions, and respond appropriately in conversations.

It fosters expressive language ability. Children often imitate the phrases and expressions they hear during reading sessions. This imitation helps them improve their ability to construct coherent sentences when speaking and also promotes better storytelling and verbal communication.

12. Effective listening makes learners to be active participants in the lesson. In five points, describe the indicators which show that a child is listening.

Maintaining eye contact is a clear sign that a child is listening. When a child looks at the teacher or speaker attentively, it shows that they are mentally engaged and focused on the message being delivered rather than distracted by external stimuli.

Following verbal instructions accurately is another indicator. If a teacher gives directions and the child carries them out correctly, it implies the child was attentive and processed the auditory information properly. Failure to follow instructions may indicate poor listening skills.

Relevant responses to questions or discussions confirm listening. When a child answers appropriately or contributes meaningfully during class discussions, it demonstrates that they have understood and retained the information shared by the teacher.

Physical cues such as nodding, facial expressions, or hand gestures that align with what is being discussed are behavioral signs of listening. These responses show that the child is processing the spoken information emotionally and intellectually.

Asking related questions or summarizing what has been said shows critical listening. A child who listens well often seeks clarification, adds opinions, or restates ideas in their own words, proving active engagement and understanding of the subject.

13. Preparation of teaching aids needs a consideration of certain aspects. Examine five aspects a teacher should consider when preparing teaching aids for pre-school children.

Age appropriateness must be considered. Teaching aids should be designed to suit the mental, physical, and emotional level of the children. For example, colorful pictures, large fonts, and simple illustrations are ideal for preschoolers because they are visually stimulating and easy to interpret.

Simplicity and clarity are essential. Materials should be straightforward, avoiding complex language or crowded visuals. Children at this stage learn better through clear and uncluttered resources that allow them to focus on the main idea being presented.

Durability of materials is an important aspect. Since preschool children handle teaching aids frequently and sometimes roughly, materials should be made from strong, washable, or laminated materials to ensure they last longer and remain usable.

Safety of the aids cannot be ignored. Teaching aids must be free from sharp edges, toxic materials, or small detachable parts that children could swallow. Safety ensures that children can explore and interact with the materials without risk.

Relevance to learning objectives must guide the preparation. Teaching aids should directly support the topic or concept being taught. For instance, if teaching about animals, pictures or models of animals should be used to reinforce the lesson effectively.

14. Evaluation in education can be done for different purposes. In four points, explain the types of evaluation used in the educational settings.

Diagnostic evaluation is used before the teaching process begins. Its purpose is to assess the learners' previous knowledge, abilities, or difficulties. This helps the teacher understand each child's learning needs and design appropriate instructional strategies.

Formative evaluation occurs continuously during the teaching process. It involves observing, questioning, or giving small tasks to monitor the child's progress. This type of evaluation helps the teacher identify areas where learners are struggling and make immediate adjustments in instruction.

Summative evaluation is conducted at the end of a teaching period, such as a term or unit. It measures the learners' overall performance and achievement of learning objectives. This could include tests, projects, or assessments that determine what the child has learned cumulatively.

Placement evaluation is done to determine the appropriate level or class a learner should be in. It is usually conducted before admission or promotion. It helps the teacher place learners in groups or levels where they can learn comfortably according to their existing skills.