

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2007

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)**.

maktaba.tetea.org



SECTION A (40 Marks)

Answer all questions in this section

1. Briefly explain the importance of developing both receptive and productive skills in the learning of English language.

Receptive skills include listening and reading. They are important because they help learners to receive, process, and understand language input, which is the foundation of communication. Without strong receptive skills, learners cannot effectively comprehend what others are saying or what is written, making communication incomplete.

Productive skills include speaking and writing. These are essential because they allow learners to produce language for communication and expression. Speaking develops confidence and fluency in interaction, while writing helps in organizing ideas and presenting them accurately.

Developing both sets of skills together ensures balance in language competence. If learners only focus on one aspect, they become limited. For example, if they can read but cannot speak, they cannot communicate in real-time contexts. Thus, combining receptive and productive skills creates well-rounded English language proficiency.

2. Construct two sentences to demonstrate the difference between literal and figurative meanings of words.

Literal meaning is the exact, surface meaning of a word. For example: "The sun is hot today." This sentence refers directly to the physical temperature.

Figurative meaning uses words in a creative or symbolic way. For example: "She is the sunshine of my life." In this sentence, sunshine refers not to heat, but to the warmth, joy, and happiness she brings.

This distinction helps learners to avoid confusion when interpreting idioms, proverbs, or literary texts.

3. Join the following sentences using appropriate relative pronouns. (a) The girl is my classmate. I met her at the library. (b) The teacher gave us homework. He also explained the lesson very well.

(a) The girl whom I met at the library is my classmate.

(b) The teacher who explained the lesson very well also gave us homework.

Relative pronouns help combine ideas smoothly and reduce sentence repetition.

4. Construct two sentences each using the prepositions: during, between, and without.

During: "During the rainy season, most roads become muddy." "He kept silent during the meeting."

Between: "The ball is between the two chairs." "The discussion between the teacher and parents was successful."

Without: "He left without saying goodbye." "No one can succeed without hard work."

5. Write two sentences in passive voice and two in active voice.

Active: "The students cleaned the classroom." "The dog chased the cat."

Passive: "The classroom was cleaned by the students." "The cat was chased by the dog."

Active voice shows the doer of the action, while passive voice emphasizes the receiver of the action.

6. Construct two sentences that express obligation and two that express permission.

Obligation: "You must complete your assignment on time." "Students have to attend classes regularly."

Permission: "You may borrow my book for a week." "Children are allowed to play in the garden."

7. Explain three reasons why teachers need to use visual aids in teaching English language in primary schools.

Visual aids capture learners' attention and increase interest in learning. Young learners are attracted to pictures, charts, and drawings, making the lesson more lively.

They also help learners understand abstract concepts by giving concrete examples. For instance, a picture of an elephant helps children grasp the meaning better than a verbal description.

Additionally, visual aids improve memory retention. Learners often remember what they see more than what they hear, so using visuals supports long-term learning.

8. Suggest four strategies that teachers can use to encourage pupils to speak English outside the classroom.

Teachers can organize English clubs where pupils practice conversations through debates, storytelling, and role-plays.

They can introduce competitions like spelling bees or public speaking contests, which motivate learners to use English.

Teachers can encourage peer interaction by grouping learners to complete tasks in English.

They can also reward learners who use English regularly, creating a positive environment for practice.

9. Differentiate between formative and summative assessment.

Formative assessment is ongoing evaluation conducted during the learning process to monitor learners' progress and provide feedback. For example, short quizzes, classroom discussions, and assignments. Its purpose is to improve learning and adjust teaching methods.

Summative assessment, on the other hand, occurs at the end of a learning period, such as final exams or standardized tests. Its purpose is to measure overall achievement and assign grades.

10. Briefly explain three advantages of record-keeping in teaching.

Records help teachers track pupils' progress and identify strengths and weaknesses. This allows for personalized support to struggling learners.

They provide evidence for parents and school administration regarding a child's performance and attendance.

Records also assist teachers in planning future lessons, as they can reflect on what has been covered and which areas need reinforcement.

Section B (40 Marks)

Answer any two questions from this section

11. Discuss five challenges teachers face when teaching English vocabulary to young learners in multilingual classrooms.

One challenge is interference from the mother tongue. Pupils often mix English words with their native language, which causes confusion in meaning and slows vocabulary acquisition.

Another challenge is limited exposure to English outside the classroom. Many learners only hear or use English during lessons, so they lack opportunities to practice and reinforce new words.

A third challenge is poor pronunciation habits that develop when pupils try to adapt English words to their mother tongue phonetics. This often leads to misunderstandings and incorrect usage.

The fourth challenge is lack of suitable teaching materials. Some schools do not have adequate storybooks, charts, or audio resources, making it difficult for learners to visualize and understand new vocabulary.

Finally, the different levels of language background among pupils make it difficult for teachers to address everyone equally. Some pupils may already know basic words while others struggle, causing uneven progress.

12. With relevant examples, explain how a teacher can use storytelling to teach grammar and sentence structure in primary schools.

Storytelling can be used to illustrate grammar patterns in a natural context. For instance, when telling a story in past tense, the teacher emphasizes verbs like "went," "saw," or "played." Pupils then identify these verbs and practice using them in their own sentences.

It also helps in teaching sentence structure by showing how sentences connect to form meaningful narratives. For example, a teacher can narrate: "The boy woke up. He washed his face. He went to school." Pupils can then be guided to join these using conjunctions to form: "The boy woke up, washed his face, and went to school."

Furthermore, storytelling enriches vocabulary in context. Instead of teaching words in isolation, the teacher integrates them into a story, making it easier for pupils to remember and apply them correctly.

Storytelling also encourages speaking and writing. After listening, pupils can retell the story or write it down, practicing sentence construction. This method helps pupils learn grammar in a natural and enjoyable way.

13. Analyze four reasons why pupils in rural areas may perform poorly in English compared to those in urban areas.

One reason is limited exposure to English outside school. Pupils in rural areas rarely hear English spoken in their environment, while those in urban settings are more exposed through media, peers, and public spaces.

Another reason is shortage of qualified English teachers. Many rural schools have teachers who may not specialize in English, leading to weaker instruction.

A third reason is lack of learning resources. Rural schools often lack libraries, textbooks, and visual aids, which are available in urban schools to support learning.

Finally, the learning environment plays a role. Rural pupils may not have electricity, radios, or televisions that expose them to English, while urban learners benefit from technology and greater access to English programs.

14. Discuss the role of classroom interaction in promoting communicative competence in English.

Classroom interaction provides opportunities for learners to practice speaking, listening, reading, and writing in real communication. When learners interact through group discussions, pair work, or role-plays, they practice using English meaningfully.

It also encourages confidence. Pupils learn that mistakes are part of the learning process, and through peer support, they become more willing to express themselves in English.

Classroom interaction develops fluency and accuracy simultaneously. Fluency improves because learners practice speaking more often, while accuracy is strengthened as teachers correct errors during discussions.

Additionally, interaction helps learners apply language structures in real situations. Instead of memorizing rules, they practice using them in dialogues, which is the essence of communicative competence.

15. Explain five advantages of integrating digital technology in teaching English to primary school pupils.

Digital technology offers interactive learning through videos, games, and apps that make lessons more engaging and motivating for pupils.

It provides access to authentic English content, such as children's songs, cartoons, and stories, which enrich learners' vocabulary and listening skills.

Technology allows for personalized learning. Pupils can learn at their own pace using apps that adjust difficulty based on individual progress.

It also improves visual and auditory memory. Multimedia resources combine pictures, sounds, and text, making it easier for pupils to understand and retain new words.

Finally, digital technology encourages independent learning. Pupils can access English materials outside school, increasing their practice and confidence.

16. Evaluate four limitations of using translation as a teaching method in English classrooms.

Translation limits learners' ability to think in English. Pupils may always depend on their mother tongue before responding, slowing down fluency.

It also causes word-for-word errors, since not all words or phrases have direct equivalents in English. For example, idioms often lose their meaning when translated.

Another limitation is reduced motivation to use English actively. Learners may rely on translation instead of practicing how to express themselves directly in English.

Finally, translation discourages contextual learning. Instead of understanding words in natural usage, learners treat English as a code to be converted, which weakens communicative competence.

17. Suggest five ways in which teachers can assess listening skills effectively in English lessons.

Teachers can read short stories aloud and ask pupils comprehension questions to check their understanding.

They can play audio recordings or songs and ask learners to identify specific words, phrases, or main ideas.

Teachers may also give instructions orally and observe if pupils can follow them correctly, such as "Stand up, clap your hands, and sit down."

Another way is dictation exercises, where pupils write down sentences read by the teacher to test careful listening.

Lastly, role-play activities can be used. Learners listen to instructions or dialogue cues and respond appropriately, showing comprehension in real-life contexts.

18. Discuss the importance of continuous professional development for English language teachers.

Continuous professional development keeps teachers updated with new teaching methods, approaches, and technologies that improve classroom practice.

It allows teachers to share experiences and challenges with colleagues, learning from each other's strategies to improve effectiveness.

Professional development also increases motivation and confidence. Teachers who improve their knowledge and skills feel more competent in handling classroom challenges.

Furthermore, it helps in addressing changing learner needs. Language teaching evolves, and professional training ensures teachers can adapt to learners' levels and new curriculum demands.

Lastly, it improves learners' outcomes. When teachers are better equipped with modern skills and resources, pupils benefit from richer, more effective lessons.