

**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: 2008**

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**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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## SECTION A (40 Marks)

Answer all questions.

1. Explain four reasons why a child might perform well in oral English but poorly in written English.

One reason is that oral English relies heavily on listening and speaking skills, which may be easier for the child to practice daily, while written English requires mastery of spelling and punctuation, which might be less familiar.

Another reason is that oral communication allows the use of tone, gestures, and facial expressions to aid understanding, while written English depends entirely on correct words and structures to convey meaning.

A third reason is that some children may have limited practice with writing tools and handwriting, making written tasks slower and more challenging even if they can speak fluently.

Finally, oral English allows for quick self-correction during conversation, but in writing, mistakes remain visible and may lower the child's overall score if not corrected.

2. Identify four ways that overcorrection by a teacher can harm a child's confidence in using English.

Overcorrection can make a child fearful of speaking or writing in English, as they may worry about constant mistakes being pointed out.

It can create anxiety during lessons, causing the child to avoid participating in activities that involve English.

Repeated corrections may make the child feel incapable or less intelligent, damaging their self-esteem.

It can also shift the child's focus from expressing ideas to avoiding mistakes, which reduces fluency and creativity.

3. Suggest four situations where children might deliberately avoid speaking English even if they can.

A child may avoid speaking English to fit in with peers who prefer using their mother tongue, especially if English is seen as showing off.

They may stay silent in English if they fear teasing or criticism from classmates for their accent or grammar.

A child might avoid using English in informal settings if they feel it is unnecessary outside school.

They may choose not to speak English when they are tired, distracted, or lacking confidence in their current mood.

4. Describe four challenges of teaching English idioms to pre-primary learners.

Idioms often have meanings that cannot be understood by looking at the individual words, making them difficult for young children to grasp.

The cultural references in some idioms may be unfamiliar, leading to confusion.

Pre-primary learners are still building basic vocabulary, so teaching figurative expressions can be overwhelming.

Children may try to translate idioms literally into their mother tongue, which can result in misunderstandings.

5. Give four reasons why children may mix their mother tongue with English during speaking.

They might lack certain English vocabulary and use words from their mother tongue to fill the gap.

Children may be more comfortable switching languages when talking with classmates who understand both languages.

Mixing languages can be a habit developed from hearing adults or peers speak that way.

They may switch to their mother tongue when they want to express emotions or ideas more quickly.

6. Explain four benefits of allowing children to draw pictures as part of an English lesson.

Drawing can help children express ideas when they do not yet have the English vocabulary to describe them.

It encourages creativity, making lessons more engaging and enjoyable.

Pictures provide a visual reference that supports memory and understanding of new words.

It can make the lesson more inclusive, allowing children of different language levels to participate meaningfully.

7. Suggest four ways of making a child listen more carefully without telling them directly to “listen.”

Giving them a task that requires listening for specific information encourages active attention.

Turning listening into a game, such as “Simon Says,” makes the process fun and focused.

Using storytelling with unexpected events keeps children alert for what will happen next.

Changing tone of voice or using pauses during speech naturally draws their attention.

8. Identify four possible effects of teaching the same English story repeatedly over a long time.

Children may memorize the story word for word without understanding its meaning.

They could lose interest and become less engaged during lessons.

Repetition might limit their exposure to new vocabulary and structures.

It can prevent them from developing comprehension skills for unfamiliar texts.

9. Describe four reasons why children may forget newly learned vocabulary within a week.

They may not use the words frequently enough after learning them, leading to forgetting.

The vocabulary might have been taught without meaningful context, making it harder to remember.

If too many words were introduced at once, children might struggle to retain them all.

Lack of review or reinforcement activities can cause the words to fade from memory.

10. Suggest four factors that can cause different children in the same class to progress at very different speeds in learning English.

Differences in exposure to English outside school can give some children more practice than others.

Individual learning styles mean some children absorb information more quickly through certain methods.

Confidence levels can affect participation, with more confident children progressing faster.

Support from home, such as help from parents, can give some children an advantage over others.

### SECTION B (30 Marks)

Answer any two questions.

11. Discuss five strategies for helping children understand English words that have multiple meanings.

The teacher can present each meaning in a clear sentence so children see how the same word changes meaning depending on context.

Using pictures for each meaning helps children visualize the differences.

Role-playing different scenarios allows children to experience the meanings in action.

Comparing the meanings side-by-side encourages them to notice distinctions.

Using games like matching words to definitions keeps the learning process active and memorable.

12. Evaluate five benefits and five drawbacks of using group competitions in English learning.

Competitions can increase motivation as children strive to win, but they may also create stress for those who dislike competition.

They encourage teamwork, yet sometimes stronger students dominate while weaker ones stay quiet.

Competitions make lessons lively and fun, but they can distract from the actual learning objective if not planned well.

They provide a chance for repeated practice of language, though overemphasis on winning may reduce focus on accuracy.

Competitions can help assess learning in an engaging way, but losing may discourage some children from participating in the future.

13. Analyse five techniques for improving children's English listening skills through environmental sounds.

Using everyday sounds such as doors closing or birds chirping and asking children to identify them improves listening awareness.

Playing sound-based games like "Guess the Sound" trains children to focus carefully.

Incorporating environmental sounds into stories makes listening more engaging and realistic.

Taking children outside for "sound walks" encourages them to listen actively to their surroundings.

Recording classroom sounds and discussing them in English develops both listening and vocabulary skills.

SECTION C (30 Marks)

Answer any two questions.

14. Propose five reasons why storytelling without pictures might sometimes be better than storytelling with pictures.

It allows children to imagine the scenes themselves, developing creativity.

They focus more on the words and language rather than relying on visual cues.

It improves listening concentration since they cannot depend on pictures to understand.

Children may engage more actively by asking questions to clarify meaning.

It encourages them to visualize characters and settings, which supports memory retention.

15. Examine five creative ways to test children's English without them knowing they are being tested.

Incorporating assessment into games lets teachers observe skills in a relaxed way.

Using storytelling activities where children add sentences shows their vocabulary and grammar knowledge naturally.

Group discussions on a topic can reveal speaking and listening abilities.

Role-plays allow teachers to see how children use language in real situations.

Art or craft activities with English instructions can test listening and comprehension indirectly.

16. Suggest five benefits of involving parents in the assessment of their child's English language progress.

Parents can provide insight into the child's English use at home, giving a fuller picture of ability.

They can reinforce the teacher's feedback and help address weaknesses.

Parent involvement encourages the child to take learning seriously.

It builds a partnership between home and school for better language support.

Parents may contribute resources or ideas to support further progress.