

**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: 2012

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)

1. Explain four reasons why a child might excel in English writing but struggle with listening comprehension.

A child may have practiced writing extensively in class but had fewer opportunities to develop active listening skills, leading to an imbalance.

They might be able to process language at their own pace in writing, but listening requires instant understanding without extra time.

Limited exposure to spoken English outside the classroom can make it harder for them to follow conversations, especially with different accents.

Background noise or distractions during listening activities can make it more difficult for them to focus and process spoken information.

2. Identify four ways a teacher's overuse of worksheets can hinder English learning.

Too much reliance on worksheets can reduce opportunities for oral communication and listening practice, which are essential for fluency.

Repetitive worksheet exercises may lead to boredom and lower motivation for learning.

Some worksheets focus mainly on grammar drills without encouraging real-life language use, which limits practical application.

Overuse of worksheets can disadvantage children who learn better through hands-on or interactive activities.

3. Suggest four situations where children might avoid using English idioms despite understanding them.

They may feel uncertain about the correct context for using the idiom and prefer safer, simpler expressions.

Idioms can sound unnatural if not pronounced or used exactly right, so children might avoid them to prevent embarrassment.

In formal situations, they might think idioms are too casual or inappropriate.

They may fear that peers or listeners unfamiliar with the idiom will not understand, leading to confusion.

4. Describe four challenges of teaching English prepositions to young learners.

Prepositions often do not translate directly into the child's first language, making them harder to understand.

The same preposition can have multiple meanings, which can confuse learners.

Prepositions are often used in fixed expressions, so children must learn them as part of a phrase rather than a single word.

Small differences in usage, such as "on the bus" versus "in the car," require detailed explanation and repeated practice.

5. Give four reasons why children may struggle to follow English conversations in group settings.

Multiple speakers can make it harder to focus on one voice, especially for beginners.

Fast exchanges between speakers can leave little time for processing each sentence.

Background chatter or noise can make hearing and understanding more difficult.

Different accents or speaking styles may confuse learners who are used to one standard model.

6. Explain four benefits of using board games to teach English vocabulary to young learners.

Board games make learning fun, which keeps children motivated and engaged.

They provide repeated exposure to target vocabulary in a playful setting.

Games encourage peer interaction, which strengthens communication skills.

Board games can be adapted for different topics, making them versatile teaching tools.

7. Suggest four ways to incorporate English learning into daily classroom routines.

Using English for greetings and farewells each day builds conversational skills.

Giving classroom instructions in English reinforces functional vocabulary.

Having a “word of the day” routine encourages daily vocabulary expansion.

Including short English songs or chants in transitions between activities keeps language practice consistent.

8. Identify four potential effects of teaching English without incorporating peer interaction.

Children may miss opportunities to practice real conversation, slowing fluency development.

They could become overly reliant on the teacher for language input and feedback.

Without peer practice, children may lack the confidence to speak in front of others.

Language learning might feel less enjoyable without the social aspect of interaction.

9. Describe four reasons why children may find it difficult to use English in creative writing tasks.

They may struggle to generate ideas due to limited vocabulary.

Weak grammar skills can make it challenging to express complex thoughts.

Fear of making mistakes might cause them to stick to very simple sentences.

They might lack experience with imaginative writing, making it harder to think creatively in English.

10. Suggest four factors that influence a child’s ability to retain English grammar rules.

Regular practice helps keep grammar structures fresh in memory.

Clear explanations with examples make rules easier to understand and remember.

Connecting grammar to real-life use increases retention because children see its value.

Overloading learners with too many rules at once can lead to confusion and forgetting.

SECTION B (30 Marks)

11. Discuss five strategies for teaching English to children who are visually impaired.

One strategy is to use tactile learning materials, such as raised-letter cards, textured objects, and Braille labels, so that children can connect English words to physical experiences.

Incorporating audio resources like recorded stories, songs, and dialogues helps learners hear correct pronunciation, rhythm, and intonation while building listening comprehension.

Pairing visually impaired children with sighted peers for collaborative activities allows for social interaction and oral language practice in a supportive environment.

Providing clear and descriptive verbal instructions replaces the missing visual cues, ensuring that children understand activities and lesson objectives.

Using repetition and oral drills reinforces learning, as repeated exposure through listening and speaking compensates for the lack of visual reinforcement.

12. Evaluate five advantages and five disadvantages of using storytelling as the primary method for teaching English.

One advantage is that storytelling captures attention and maintains interest, making it easier for children to stay focused on learning.

Stories provide a natural context for introducing vocabulary and grammar, helping children understand how language works in real communication.

They encourage imagination and creativity, which makes the learning experience more enjoyable.

Storytelling can improve listening comprehension and concentration, as children must follow the sequence of events.

It can also promote cultural awareness if stories include elements from different traditions and communities.

One disadvantage is that if the story contains too many unfamiliar words, children may lose track of the plot and stop understanding.

Long stories may cause children with shorter attention spans to become distracted before the lesson ends.

If a teacher relies only on storytelling without other activities, children may lack practice in speaking and writing skills.

Some children may focus on the entertainment value of the story and ignore the language aspects.

Without interactive follow-up activities, vocabulary from stories may be quickly forgotten.

13. Analyse five techniques for helping children overcome fear of speaking English in front of others.

Starting with small group activities allows children to speak in a less intimidating setting before moving to whole-class presentations.

Using games and role-plays reduces the pressure of formal speaking and makes the experience enjoyable.

Offering plenty of preparation time before speaking activities helps children organize their thoughts and build confidence.

Providing positive feedback and avoiding harsh correction encourages children to keep trying without fear of embarrassment.

Gradually increasing the difficulty and audience size for speaking activities builds comfort and resilience over time.

SECTION C (30 Marks)

14. Propose five reasons why teaching English through hands-on crafts might be more effective than textbook-based lessons.

Hands-on crafts give children a physical, visual, and interactive experience that helps them remember vocabulary linked to the activity.

They allow for practical use of English instructions, such as “cut,” “fold,” or “glue,” in a meaningful context.

Craft projects encourage creativity, which can increase motivation and engagement with the language.

They promote communication as children ask for materials, give suggestions, and describe their work in English.

The final product provides a sense of accomplishment, reinforcing positive feelings about learning English.

15. Examine five innovative ways to teach English listening skills using everyday sounds.

Playing recorded environmental sounds, such as rain or traffic, and asking children to identify them in English builds listening discrimination skills.

Conducting a “sound scavenger hunt” where children listen for specific noises in their environment encourages active listening.

Incorporating guessing games, where children hear a sound and predict what activity or object it belongs to, develops comprehension and critical thinking.

Telling stories that include sound effects helps children connect words to real-life auditory experiences.

Using musical instruments or classroom objects to create sounds and having students name them in English adds a playful learning element.

16. Suggest five benefits of using peer feedback to improve children’s English writing skills.

Peer feedback allows children to see different perspectives on their work, which can highlight areas for improvement they might have missed.

It encourages collaborative learning, as students share strategies and suggestions for better writing.

Giving feedback helps children develop critical thinking skills as they analyze others' work.

Receiving constructive comments from peers can sometimes feel less intimidating than teacher feedback.

It fosters a sense of responsibility and ownership over the learning process, as students actively help each other improve.