

**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: 2013

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 perform well in English listening but poorly in speaking.

A child may understand spoken English because they are accustomed to hearing it in class but lack confidence to produce it themselves due to fear of making mistakes.

They might have a limited vocabulary, which allows them to understand basic ideas but prevents them from expressing complex thoughts in speech.

Some children are naturally better at receptive skills like listening, but speaking requires active recall and production, which can be more challenging.

They may rarely get the chance to practice speaking in English, so their oral skills do not develop as quickly as their listening skills.

2. Identify four ways a teacher's reliance on rote learning can limit English language development.

Rote learning encourages memorization without understanding, so children may struggle to use language flexibly in real-life situations.

It reduces opportunities for creative thinking and problem-solving in English, as focus remains on repetition of fixed phrases.

Overemphasis on memorization can make lessons monotonous, lowering motivation to learn.

Children may forget what they memorized if they cannot connect it to practical usage or meaningful contexts.

3. Suggest four situations where children might use English incorrectly despite understanding the rules.

They may be nervous during a conversation, leading to slips in grammar or pronunciation.

Fast-paced discussions can cause them to rush, which increases the likelihood of errors.

Influence from their first language may cause them to form sentences incorrectly even though they know the English rules.

When trying to use new vocabulary, they might apply it in the wrong context due to lack of practice.

4. Describe four challenges of teaching English vocabulary through storytelling.

Stories may contain complex vocabulary that is beyond the child's current level, making it harder to understand.

If the story is too long, children may lose focus before reaching the parts with target vocabulary.

Cultural references in the story might confuse children who are unfamiliar with them.

Some children may focus more on the plot than the language, missing opportunities to notice and remember new words.

5. Give four reasons why children may avoid participating in English reading aloud activities.

They might fear mispronouncing words and being laughed at by peers.

Reading aloud in front of others can cause nervousness, especially for shy learners.

Lack of familiarity with the text may make them unsure about pronunciation and meaning.

If they have reading difficulties, they may prefer to avoid public reading altogether.

6. Explain four benefits of using drama activities to teach English to young learners.

Drama creates real-life communication scenarios, helping children practice using English in context.

It encourages creativity and imagination, making lessons more engaging.

Role-play in drama allows children to experiment with different sentence structures and vocabulary.

Acting boosts confidence by giving learners opportunities to speak in a supportive, playful environment.

7. Suggest four ways to encourage children to use English in informal conversations.

Creating an English-only zone in part of the classroom encourages them to speak the language casually.

Organizing short peer chats on fun topics helps them practice English without pressure.

Assigning conversation partners for the week promotes regular speaking practice.

Using conversation games with rewards motivates children to talk more in English.

8. Identify four potential effects of teaching English without considering cultural context.

Children may misinterpret expressions that rely on cultural background knowledge.

They could struggle to connect language to real-life situations, reducing retention.

Some materials might unintentionally offend learners if cultural sensitivities are not considered.

It may limit their ability to use English appropriately in multicultural settings.

9. Describe four reasons why children may struggle to write coherent English paragraphs.

They might not understand how to organize ideas logically with a clear beginning, middle, and end.

Limited vocabulary can prevent them from expressing ideas fully, leading to incomplete paragraphs.

Weak grammar skills may result in sentences that are difficult to follow.

They may lack practice in linking sentences with connectors, making their writing disjointed.

10. Suggest four factors that affect a child's motivation to learn English in a classroom setting.

A positive relationship with the teacher can make children more eager to learn.

Fun and interactive lessons maintain interest and engagement.

Visible progress, such as being able to use new words, boosts confidence and motivation.

Supportive classmates and a friendly environment encourage participation without fear.

SECTION B (30 Marks)

11. Discuss five strategies for teaching English to children in rural areas with limited resources.

Using locally available materials such as stones, sticks, or household items as teaching aids helps children learn vocabulary in a familiar context without depending on costly resources.

Incorporating community activities into lessons, such as describing market items or farming tools in English, connects learning to real-life experiences.

Organizing peer learning groups allows children to practice English with each other, ensuring continuous exposure even without formal materials.

Encouraging oral storytelling in English makes use of an accessible and low-cost teaching method while developing speaking and listening skills.

Maximizing the use of chalkboard activities provides a visual learning tool that does not require electricity or advanced technology.

12. Evaluate five benefits and five drawbacks of using flashcards to teach English vocabulary.

One benefit is that flashcards provide a clear visual representation of words, which supports memory retention.

They are portable and easy to use in different classroom settings, making them a flexible teaching tool.

Flashcards allow for interactive games, which make vocabulary learning enjoyable.

They can be used for quick revision sessions to reinforce previously taught words.

Flashcards help cater to visual learners by linking images with language.

One drawback is that flashcards can limit learning to memorization without deeper understanding if not used in context.

Overuse of flashcards may make lessons repetitive and reduce engagement.

Children may become dependent on visual cues, struggling to recall words without the image.

Creating or purchasing high-quality flashcards may require time and resources not available in some schools.

Flashcards are less effective for teaching abstract concepts that cannot be easily represented visually.

13. Analyse five techniques for improving children's English pronunciation without direct correction.

Modeling correct pronunciation naturally during conversation allows children to hear and imitate the right sounds without feeling criticized.

Using songs and chants exposes learners to repeated patterns of sound in an enjoyable way.

Incorporating tongue twisters as a fun challenge helps children practice difficult sounds indirectly.

Storytelling with clear and expressive pronunciation allows children to absorb correct speech patterns.

Pair work activities, such as reading dialogues together, give children a chance to practice pronunciation in a supportive peer environment.

SECTION C (30 Marks)

14. Propose five reasons why teaching English through music might be more effective than reading activities.

Music naturally includes rhythm and repetition, which help reinforce vocabulary and grammar structures.

Songs are memorable, making it easier for children to recall language learned through them.

Music engages emotions, which strengthens learning connections in the brain.

Singing together promotes social interaction and builds confidence in speaking English.

Music can expose children to authentic pronunciation and intonation patterns in a fun context.

15. Examine five creative ways to teach English grammar through interactive games.

Board games with grammar challenges encourage players to form correct sentences to advance.

Card-matching games, where children match sentence halves, reinforce sentence structure.

Role-play games that require specific tenses or grammar forms provide contextual practice.

Treasure hunts with grammar clues combine movement with problem-solving in English.

Quiz-style competitions test grammar knowledge in an energetic and engaging way.

16. Suggest five benefits of teaching English through collaborative storytelling.

Collaborative storytelling encourages teamwork and communication between students.

It allows learners to practice both speaking and listening skills in a shared activity.

Children can develop creativity while using newly learned vocabulary in meaningful contexts.

The activity promotes confidence as all group members contribute to the final story.

It provides opportunities for peer correction and support, which strengthens overall language accuracy.