

**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: 2014

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 understand English stories but struggle to retell them.

A child may understand the events and main ideas in the story but lack the necessary vocabulary to express them in their own words, making retelling difficult.

They might have weak sentence-structuring skills, so even though they know the content, they cannot organize it into clear, logical sentences.

Some children have short-term memory limitations, which means they quickly forget details and sequence after hearing the story.

They may lack confidence in speaking English and avoid retelling because they fear making mistakes in front of others.

2. Identify four ways a teacher's impatience can discourage children from learning English.

If a teacher interrupts or rushes a child while they are speaking, the child may feel their ideas are not valued, reducing motivation to participate.

Impatience can create an atmosphere of fear and anxiety, which makes children less likely to take risks in using English.

Children may develop a negative association with English lessons if they feel pressured to respond quickly before they are ready.

The teacher may skip over explanations, leaving gaps in the child's understanding that make future lessons harder to follow.

3. Suggest four situations where children might prefer writing in English over speaking it.

They might feel more comfortable writing because it allows them time to think and choose their words carefully.

Children may be shy or anxious about their pronunciation and choose writing as a safer way to communicate.

Some children enjoy creative writing activities more than verbal activities because they can focus on style and detail.

Writing can be done privately without the pressure of speaking in front of an audience, which suits introverted learners.

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

Some punctuation marks have no direct equivalent in the child's first language, making them unfamiliar and harder to learn.

Young learners may focus more on words and sentence construction, paying little attention to punctuation.

Abstract punctuation rules, such as when to use commas, can be difficult for children to grasp without repeated practice.

Over-reliance on oral communication may mean punctuation is rarely emphasized in lessons, leading to slow mastery.

5. Give four reasons why children may hesitate to ask questions in English during lessons.

They may fear their pronunciation or grammar will be incorrect, leading to embarrassment.

Shy children might feel nervous speaking in front of the whole class, especially in a second language.

They could lack the vocabulary to phrase their question clearly in English.

A classroom culture that does not actively encourage questions can make them feel it is not acceptable to interrupt or seek clarification.

6. Explain four benefits of using puppets in English lessons for young learners.

Puppets create a fun and engaging environment that captures children's attention.

They can act as a “safe” speaking partner, encouraging shy children to participate.

Puppets can model correct English usage in conversations, helping children learn naturally.

They make abstract concepts more concrete by demonstrating them in playful interactions.

7. Suggest four ways to make English reading activities more engaging without using books.

Using environmental print, such as posters, labels, and signs, turns everyday surroundings into reading material.

Incorporating reading into games, like treasure hunts with clues, makes the activity more interactive.

Using scripts for short role-plays allows children to read while acting, adding energy to the task.

Displaying large flashcards with sentences for group reading creates a shared and lively experience.

8. Identify four potential effects of neglecting oral English practice in favor of written exercises.

Children may develop strong reading and writing skills but have difficulty speaking fluently.

They might struggle with pronunciation and intonation because they lack practice saying words aloud.

Listening comprehension could weaken without frequent spoken interactions.

It can cause a lack of confidence in real-life communication, limiting language use outside the classroom.

9. Describe four reasons why children may struggle with English listening comprehension in noisy environments.

Background noise competes with the speaker’s voice, making it harder to hear clearly.

Children may lose focus when there are multiple sounds demanding attention.

Those with weaker listening skills might find it almost impossible to separate important words from surrounding noise.

Instructions or explanations may be missed entirely if key words are drowned out by other sounds.

10. Suggest four factors that influence a child's ability to learn English through group work.

The level of cooperation within the group affects how well children share ideas and help each other.

Mixed ability levels can be helpful if stronger learners support weaker ones, but can also cause imbalance if participation is uneven.

The group's language policy, whether they stick to English or switch to the mother tongue, impacts how much practice they get.

The clarity of the task given by the teacher determines whether the group focuses on language use or gets distracted.

SECTION B (30 Marks)

11. Discuss five strategies for teaching English to children with limited attention spans.

Using short, varied activities keeps children engaged by preventing boredom and mental fatigue. Each activity should last only a few minutes before switching to another.

Incorporating movement into lessons, such as action songs or physical games, helps children release energy while learning, making it easier for them to focus afterward.

Using highly visual materials like flashcards, puppets, or colorful charts captures attention and reinforces understanding through imagery.

Breaking instructions into small, simple steps prevents children from feeling overwhelmed and ensures they stay focused on one task at a time.

Integrating interactive elements like question-and-answer games, role-play, or storytelling encourages active participation, which helps sustain attention.

12. Evaluate five benefits and five drawbacks of using technology in English lessons for young learners.

One benefit is that technology offers interactive content such as language games, videos, and songs that can make lessons more engaging.

It can provide instant feedback through apps or online quizzes, helping children track their progress.

Technology allows access to authentic English audio and video materials, improving listening and pronunciation.

It supports individual learning, as children can work at their own pace using digital tools.

It can introduce a wide range of cultural contexts through multimedia resources, broadening children's understanding.

One drawback is that technical issues, such as device failure or poor internet connection, can disrupt lessons.

Overreliance on screens may reduce time spent on face-to-face communication and real-life interaction.

Not all children have access to similar technology at home, creating inequality in learning opportunities.

Some digital content may not be age-appropriate or may include distracting elements that take focus away from learning.

Prolonged screen use can lead to eye strain or fatigue, affecting children's concentration.

13. Analyse five techniques for improving children's English writing skills through collaborative activities.

Group story writing allows children to share ideas, develop a plot together, and learn new vocabulary from peers.

Peer editing encourages students to review each other's work, which develops their ability to identify and correct mistakes.

Collaborative journals, where each child adds an entry, promote ongoing writing practice and creativity.

Project-based activities, such as creating posters or newsletters in English, give children a clear purpose for their writing.

Sentence-building games in groups help children experiment with grammar structures while working together to form correct sentences.

SECTION C (30 Marks)

14. Propose five reasons why teaching English through games might be more effective than traditional methods.

Games create a fun and relaxed atmosphere, reducing anxiety and encouraging participation.

They provide repeated exposure to vocabulary and grammar in a natural, engaging way.

Games promote active learning, requiring children to listen, think, and respond quickly in English.

They encourage teamwork and communication among learners, which strengthens speaking and listening skills.

Children often do not realize they are being tested or practicing, so they stay motivated and engaged longer.

15. Examine five creative ways to teach English vocabulary using outdoor activities.

Nature walks can introduce words for plants, animals, and natural features through real-life observation.

Treasure hunts with English clues give children a purpose for reading and following instructions in English.

Outdoor role-play activities, such as setting up a pretend market, teach practical vocabulary for buying and selling.

Sports games can incorporate English instructions and vocabulary related to movement and teamwork.

Observation tasks, such as describing objects or actions seen outside, reinforce descriptive vocabulary.

16. Suggest five benefits of integrating English learning with art projects.

Art projects allow children to learn and use English vocabulary related to colors, shapes, and materials.

They encourage creativity, making language learning more enjoyable and memorable.

Describing their artwork in English provides speaking practice in a meaningful context.

Group art projects promote collaboration and English communication between students.

Art activities often result in tangible products that can be displayed, reinforcing pride in their language achievements.