

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2010

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 (36 Marks)

1. Explain four reasons why some pupils fail to master English reading skills in lower primary levels.

One reason is lack of exposure to English storybooks. Many pupils only encounter English in the classroom, and without additional reading materials at home or in libraries, their practice remains too limited to build strong reading skills.

Another reason is poor phonics teaching. If teachers do not guide pupils to connect sounds with letters, pupils struggle to decode new words, which slows their reading progress.

A third reason is the influence of the first language. Pupils whose mother tongue or Kiswahili uses different sounds may confuse English pronunciations, making reading more difficult.

Finally, some pupils lack encouragement from teachers and parents. Without praise or support, pupils develop negative attitudes toward reading in English and fail to put effort into improving.

2. Describe four challenges teachers face when correcting pupils' English writing errors.

One challenge is the high number of errors. In classes with many pupils, the teacher spends a lot of time correcting mistakes, which delays progress on other skills.

Another challenge is repeated mistakes. Some pupils continue to make the same errors even after correction, which discourages teachers.

A third challenge is negative pupil reactions. Some pupils feel embarrassed or demotivated when their errors are pointed out, reducing their willingness to write in English.

Finally, teachers sometimes lack effective strategies for error correction. Simply marking mistakes with red ink may not help pupils understand how to improve.

3. Explain four reasons why group work is useful in learning English.

Group work encourages communication, since pupils must speak in English to complete a task. This increases their confidence in using the language.

It also supports peer learning. Pupils who are stronger in English help weaker ones, creating a supportive environment where all can improve.

Group work also makes lessons more enjoyable. Pupils often feel less pressure when learning with friends, which helps them practice without fear of mistakes.

Lastly, group work promotes collaboration skills. Pupils learn to listen, negotiate, and express themselves clearly, all of which strengthen their English.

4. State four effects of over-reliance on grammar drills in English teaching.

Over-reliance on grammar drills limits communication, because pupils learn rules but do not know how to use them in real-life speaking.

It also causes boredom. Pupils find repeated exercises dull, which weakens their motivation.

Another effect is poor fluency. Pupils hesitate while speaking, worried about applying grammar rules correctly instead of focusing on meaning.

Lastly, grammar drills neglect creativity. Pupils rarely practice free writing or speaking, so they cannot express original thoughts in English.

5. Give four reasons why children may struggle to listen attentively in English lessons.

One reason is limited vocabulary. If pupils do not know many words, they fail to understand what the teacher is saying and lose focus.

Another reason is distractions. A noisy classroom or poor sitting arrangement can stop pupils from paying attention.

A third reason is lack of interest. If lessons are monotonous or not connected to real life, pupils ignore instructions.

Finally, fatigue can affect listening. Tired or hungry pupils find it difficult to concentrate during English lessons.

6. Explain four benefits of using songs and chants in teaching English.

Songs make learning enjoyable, which captures pupils' attention and helps them remember new words easily.

They also improve pronunciation, since pupils repeat sounds in rhythm, which trains their tongues and ears.

Songs strengthen memory. Rhythm and rhyme patterns help pupils recall vocabulary and sentence structures quickly.

Finally, songs build confidence. Pupils sing together without fear of mistakes, which motivates them to use English more.

7. Identify four ways code-switching between English and Kiswahili affects English learning.

Code-switching sometimes helps understanding, because pupils relate new English words to familiar Kiswahili ones.

However, it reduces English practice. Pupils rely on Kiswahili instead of pushing themselves to use English fully.

It also confuses pupils. Mixing languages may prevent them from mastering correct English sentence structures.

Lastly, frequent code-switching weakens confidence in English, as pupils feel safer expressing themselves in Kiswahili.

8. Give four challenges of using digital learning tools for teaching English in rural schools.

One challenge is lack of electricity. Many rural schools cannot use computers or projectors consistently.

Another challenge is poor internet access, which limits online learning opportunities.

A third challenge is teacher training. Many teachers lack skills in using digital tools effectively.

Lastly, equipment shortages mean few pupils can benefit, since most schools do not have enough devices for every learner.

9. State four reasons why pupils may mispronounce English words.

One reason is influence of Kiswahili spelling, where words are read exactly as written, unlike in English.

Another is unfamiliar sounds. Pupils struggle with sounds like “th” that do not exist in Kiswahili.

A third reason is lack of listening practice. Without exposure to spoken English through audio or native speakers, pupils guess pronunciations.

Finally, mispronunciation comes from poor correction. If teachers ignore wrong sounds, pupils continue using them incorrectly.

SECTION B (40 Marks)

10. Discuss five strategies a teacher can use to help pupils improve their English speaking fluency.

One strategy is creating daily speaking opportunities. Teachers can encourage pupils to greet each other, ask questions, and respond in English at the start and end of lessons. This consistent practice builds fluency over time.

Another strategy is role-play activities. By acting out real-life situations like shopping, visiting a doctor, or traveling, pupils learn how to use English naturally and gain confidence in speaking.

A third strategy is pair and group discussions. Small groups reduce the fear of speaking in front of the whole class, giving pupils a safer environment to try new words and sentences.

The teacher can also use storytelling. Pupils can retell short stories or create their own, which develops their vocabulary and speaking confidence in a creative way.

Finally, teachers should encourage tolerance of mistakes. If pupils know they will not be laughed at or punished, they will speak more freely, which is essential for developing fluency.

11. Explain five reasons why many Tanzanian pupils in rural areas perform poorly in English language examinations.

One reason is limited exposure. In rural areas, pupils rarely hear English outside of class, so their listening and speaking skills remain weak.

Another reason is shortage of qualified teachers. Some teachers lack strong English backgrounds, which affects the quality of instruction pupils receive.

A third reason is lack of resources. Many rural schools lack textbooks, storybooks, and visual aids, which prevents pupils from practicing effectively.

Poor motivation is another cause. Pupils often see Kiswahili as more practical in daily life, so they do not put enough effort into learning English.

Lastly, large class sizes make it difficult for teachers to give individual attention. As a result, many pupils fall behind unnoticed.

12. Assess five advantages and disadvantages of using Kiswahili as a medium of instruction instead of English.

One advantage is easier comprehension. Pupils understand concepts faster in Kiswahili since it is widely spoken and familiar.

Another advantage is improved participation. Pupils are more confident expressing themselves in Kiswahili, leading to active class discussions.

A third advantage is cultural preservation. Using Kiswahili strengthens national identity and supports local culture.

However, a disadvantage is reduced global opportunities. English is an international language, and pupils may struggle in higher education or jobs that demand English proficiency.

Another disadvantage is limited access to resources. Many academic materials are in English, and using Kiswahili limits exposure to global knowledge.

13. Discuss five challenges teachers face in teaching English literature in Tanzanian secondary schools.

One challenge is lack of reading culture. Many pupils do not read for pleasure, so they approach literature with little interest.

Another challenge is language barriers. Pupils with weak English struggle to understand novels, poems, and plays, making lessons difficult.

A third challenge is limited resources. Schools often lack enough copies of literature books for pupils to read and analyze together.

Examination pressure is also a problem. Teachers rush to prepare pupils for tests, leaving little room for deeper appreciation of literature.

Finally, cultural differences create challenges. Some literary texts reflect foreign cultures that pupils cannot easily relate to, which reduces their understanding.

14. Explain five ways teachers can motivate pupils to develop positive attitudes towards learning English.

One way is using rewards and praise. Recognizing pupils' efforts, even small ones, builds confidence and enthusiasm.

Another way is making lessons enjoyable. Teachers can use games, songs, and creative activities that make English fun rather than stressful.

A third way is setting achievable goals. When pupils reach small milestones, they feel successful and motivated to keep learning.

Teachers can also link English to real-life benefits. Explaining how English helps in careers, travel, and higher education inspires pupils to value the subject.

Finally, being a role model is important. Teachers who use English confidently show pupils that it is possible to succeed with effort and practice.

15. Examine five ways in which large class sizes affect the teaching and learning of English in Tanzanian schools.

Large class sizes limit teacher-pupil interaction. Teachers cannot give enough attention to each learner, so weaker pupils are left behind.

They also reduce opportunities for speaking practice. With too many pupils, it is impossible to let everyone participate in discussions.

Another effect is classroom management problems. Noise and disruptions are more common, which reduces the time available for actual learning.

Teachers also struggle with marking assignments. Large numbers of pupils create heavy workloads, so teachers may give less detailed feedback.

Finally, limited resources worsen the problem. In overcrowded classes, there are often not enough books or teaching aids, which weakens learning.

SECTION C (24 Marks)

16. Discuss six challenges pupils face when transitioning from Kiswahili-medium primary education to English-medium secondary education.

One challenge is vocabulary gap. Pupils are suddenly expected to learn new terms in English across subjects like science and history, which overwhelms them.

Another challenge is fear of speaking. Pupils feel embarrassed making mistakes in English, so they avoid using the language, which slows progress.

A third challenge is comprehension problems. Pupils struggle to understand textbooks, instructions, and examination questions written in English.

A fourth challenge is slow writing speed. Since pupils are not used to writing in English, they take longer to construct sentences and paragraphs.

Another challenge is poor listening skills. Pupils often fail to follow lessons delivered fully in English, especially when teachers speak fast.

Finally, limited teacher support worsens the transition. Some teachers do not adapt their teaching methods, leaving pupils confused and frustrated.

17. Analyze six benefits Tanzania can gain from improving English teaching at all levels of education.

One benefit is increased global competitiveness. Strong English skills enable Tanzanians to participate in international business and careers.

Another benefit is access to global knowledge. Many books, research, and online resources are in English, so improved teaching broadens opportunities.

A third benefit is improved higher education. Universities often use English, and students with strong language skills perform better.

Better English teaching also supports tourism. Tanzania attracts many foreign visitors, and good communication in English boosts this sector.

Another benefit is national development. Skilled professionals with English proficiency contribute to economic growth and innovation.

Finally, it strengthens diplomacy. English helps Tanzania engage effectively in international forums and partnerships.

18. Propose six effective solutions for improving English performance in Tanzanian secondary schools.

One solution is continuous teacher training. Teachers must be updated with modern teaching methods to handle English challenges effectively.

Another solution is improving resources. Schools should be equipped with libraries, storybooks, and audio-visual materials to support English learning.

A third solution is introducing English clubs. Pupils can practice speaking and debating in a friendly environment outside normal lessons.

Government support is also vital. Policies should prioritize English teaching with adequate funding and inspection.

Parental involvement is another solution. Parents can encourage English use at home by buying books or watching English programs with their children.

Finally, technology can help. Schools can use radios, mobile apps, and projectors to expose pupils to correct English pronunciation and usage.