

**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: 2006

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 situations in which a child's home environment can conflict with the language learning environment at school.

One situation is when the language spoken at home is entirely different from English and no family members understand English. In such a case, the child only hears and uses English at school, so they lack the reinforcement needed to strengthen their skills outside class.

Another situation is when parents or caregivers discourage English use at home, either because they believe it threatens the child's culture or because they themselves are uncomfortable with the language. This creates a gap between the school's encouragement of English and the home's resistance to it.

A third situation occurs when the home environment uses incorrect or heavily mixed forms of English. If parents or siblings speak broken English, the child may unknowingly learn incorrect structures that contradict what the teacher presents in class.

Finally, there may be no access to English learning resources at home, such as books, children's shows, or audio materials. This absence of exposure limits practice opportunities and slows progress compared to the supportive school environment.

2. Suggest four ways to help children remember irregular English words whose spelling does not match their pronunciation.

One way is to use visual imagery. Associating the word with a memorable picture or illustration helps the child remember the unusual spelling and pronunciation together.

Another way is to put the irregular words into catchy rhymes or songs. Music and rhythm help store words in long-term memory, making them easier to recall later.

A third way is to group similar irregular words together, such as "said," "paid," and "laid," so that children notice the patterns that exist even in irregular forms.

The teacher can also encourage the use of irregular words in short, meaningful sentences or personal stories. This repeated use in context strengthens memory far more than rote memorization alone.

3. Identify four risks of using technology such as tablets or audio players in teaching pre-primary English.

One risk is distraction. Children may be tempted to explore unrelated games, videos, or functions on the device instead of focusing on the learning activity.

Another risk is technical failure. Devices may run out of battery, crash, or develop sound or screen problems during the lesson, causing interruptions.

A third risk is reduced human interaction. If technology is overused, children might engage less with the teacher and peers, missing out on important social language practice.

Finally, there is a risk of inequality. If some children do not have similar technology at home, they may not get the same practice time as their classmates, widening the learning gap.

4. Give four reasons why a child might have a large English vocabulary but still struggle with comprehension.

One reason is lack of understanding of sentence structure. Knowing words individually is different from understanding how they work together to create meaning.

Another reason is limited background knowledge. Even if they know the words, children may not understand the concepts if the topic is unfamiliar.

A third reason is that they might have learned the words in isolation without ever hearing them used in real-life situations, making it hard to apply them in context.

Finally, the child may have weak listening skills, so when those words appear in natural speech at normal speed, they fail to connect them to their meanings.

5. Describe four ways to teach speaking skills without asking direct questions.

One way is to use picture description activities. The teacher can display an image and ask the child to talk about what they see, encouraging spontaneous speech.

Another way is to involve children in role-play scenarios. Acting out real-life situations like buying an item in a shop or greeting a visitor helps develop speaking without formal questions.

A third way is storytelling games where each child adds a sentence to continue the story. This builds fluency and creativity while avoiding the pressure of direct questioning.

The teacher can also use command-based games such as “Simon Says” or action instructions. These prompt verbal responses in a playful way without using questions.

6. Explain four ways children’s body language can reveal their level of understanding in an English lesson.

When children lean forward, maintain eye contact, and nod at appropriate times, it often shows they are following and understanding the lesson.

If they smile, laugh at relevant moments, or respond physically to cues in the lesson, it suggests active comprehension.

Conversely, frowning, tilting the head, or showing puzzled facial expressions can indicate confusion or difficulty in understanding.

Avoiding eye contact, turning away from the teacher, or appearing restless may suggest they are disengaged or not grasping the material.

7. Suggest four reasons why a teacher might deliberately use silence during an English lesson.

Silence can give children valuable thinking time before answering, which leads to more thoughtful and accurate responses.

It can act as a classroom management tool to get attention—pausing can make children quiet down and focus on what comes next.

Silence can create suspense or curiosity, especially before revealing a key point or the ending of a story, keeping learners engaged.

It allows children to reflect on what they have just learned, giving them a moment to process and internalize new information.

8. Describe four challenges of teaching English pronunciation to children who have never heard native speakers.

One challenge is the absence of authentic listening models. Without exposure to native pronunciation, children rely solely on the teacher's version.

Another challenge is the difficulty in teaching sounds that do not exist in the children's first language, as they have no prior ear training for them.

A third challenge is developing correct intonation and rhythm. Without hearing natural speech patterns from native sources, these aspects are harder to master.

Finally, children may create and reinforce incorrect pronunciation habits, which become more difficult to correct later.

9. Give four ways in which teaching English through games can be both helpful and harmful.

Games can make learning fun and lower anxiety, encouraging participation, but they may distract children from the actual language focus if not well managed.

They can promote teamwork and interaction, but overly competitive games may create tension or discourage weaker learners.

Games provide repetition of target vocabulary in a relaxed setting, but overuse might reduce the seriousness and structure of lessons.

They help maintain attention for longer periods, but if rules are unclear, the learning objective can be lost amid confusion.

10. Identify four factors that could cause children to forget English skills learned earlier in the school year.

One factor is long holidays or breaks without any English practice, which causes knowledge to fade over time.

Another factor is a lack of exposure outside school—if children only use English in class, they may forget it quickly.

A third factor is moving on to new topics too quickly without revisiting and reinforcing earlier content.

Finally, loss of interest or negative experiences with English learning can reduce motivation, leading to less use and eventual forgetting.

SECTION B (30 Marks)

Answer any two questions.

11. Discuss five benefits and five drawbacks of teaching English entirely in English, without using the local language.

One benefit is that children are immersed in the language throughout the lesson, which helps them become more comfortable hearing and using English naturally. Constant exposure strengthens listening comprehension and makes English a normal part of their daily classroom experience.

Another benefit is that it forces children to think in English rather than translating from their mother tongue. This habit helps them develop fluency and reduces the mental delay caused by switching between languages.

It also improves pronunciation and intonation, as children constantly hear the teacher's spoken English and try to model it. Over time, this can lead to clearer, more natural speech.

A further benefit is that it builds confidence in communication. When children realize they can understand and be understood without translation, their self-esteem and willingness to speak grow.

Lastly, it creates consistency in learning, since children are not switching between language systems. This can help with memory retention and clarity of concepts.

One drawback is that children with very low English levels may struggle to understand instructions, which can lead to frustration and disengagement.

Another drawback is that lessons may progress more slowly because the teacher needs to repeat and simplify many times for understanding.

It can also cause some children to feel excluded if they cannot follow the content, which affects their participation and motivation.

Important cultural or conceptual explanations might be lost if the teacher cannot clarify them in the local language.

Finally, there is a risk of children pretending to understand to avoid embarrassment, leading the teacher to overestimate their learning.

12. Analyse five differences between assessing a child's listening skills in a noisy environment and in a quiet environment.

In a noisy environment, background sounds such as traffic, other classes, or playground noise may interfere with the child's ability to hear words clearly. In a quiet environment, all sounds from the teacher or recording are heard without interference, making comprehension easier.

Noise increases the amount of mental effort required to process what is heard. Children must work harder to filter out distractions, while in a quiet environment, they can focus entirely on the task.

In noisy conditions, weaker listeners are often affected much more than strong listeners because they have less ability to separate important sounds from background noise. In quiet conditions, assessment reflects the child's true listening ability without interference.

Noisy environments may create stress or irritation, which can lower performance and affect willingness to participate. Quiet surroundings promote calmness and concentration, leading to a more accurate reflection of ability.

Results obtained in a noisy environment may measure how well a child copes with distractions rather than their actual listening skill. In contrast, results in a quiet environment measure genuine comprehension ability.

13. Propose five techniques for encouraging shy children to speak in English without putting them under pressure.

Pairing shy children with friendly and supportive classmates can help them practice speaking in a safe, non-judgmental setting. This reduces fear and builds confidence gradually.

Using small group activities allows them to contribute without facing the pressure of speaking in front of the whole class. Group work gives them opportunities to listen to others and join in naturally.

Incorporating games that require short, simple verbal responses helps shy children speak without feeling overwhelmed. Games reduce the seriousness of speaking and make it more enjoyable.

Allowing them time to prepare responses before speaking lets them organize their thoughts and reduces anxiety. Prepared answers often make children feel more secure about their contributions.

Using praise and positive reinforcement every time they speak in English, no matter how small the contribution, encourages them to try again and see speaking as a positive experience.

SECTION C (30 Marks)

Answer any two questions.

14. Evaluate five situations where peer teaching can improve children's English learning.

One situation is when a more advanced student explains a word or grammar point to a peer. This not only helps the weaker student but also strengthens the stronger student's understanding because teaching requires clarity.

Peer teaching is effective in group projects where children must communicate and share ideas in English. This natural use of language helps them practice vocabulary and sentence structures.

During reading activities, pairing students so that they read aloud to each other can improve fluency, listening comprehension, and pronunciation for both.

Games or exercises that involve peer correction can be beneficial, as children sometimes accept feedback from classmates more readily than from the teacher.

In mixed-ability groups, less experienced learners gain confidence by learning from peers who model correct English naturally during the task.

15. Examine five ways that cultural differences can affect the teaching of English stories and poems.

Cultural references, such as holiday traditions or historical events, may be unfamiliar to some children, which can reduce comprehension and enjoyment of the story or poem.

Some themes, such as those involving certain relationships, roles, or lifestyles, might conflict with the values of the child's culture, leading to discomfort or disinterest.

Humor based on cultural context may be misunderstood or missed entirely by children who are not familiar with the cultural background.

Gestures and body language in stories or poems may carry different meanings in different cultures, which could cause confusion.

The moral or lesson of a story might be interpreted differently based on cultural beliefs, which can affect how children respond to the material.

16. Suggest five creative ways to teach vocabulary without using any visual aids.

The teacher can use sound effects to represent the meaning of a word, such as clapping to demonstrate "applaud" or making an animal noise to represent the animal's name.

Acting out words through gestures and movements, known as Total Physical Response (TPR), helps children link the word to a physical action in their memory.

Using real-life experiences or examples during class discussions allows children to connect the new vocabulary to situations they understand.

Telling descriptive stories that repeat the target words in different contexts helps children remember them through repeated exposure.

Playing word association games, where children connect the new word to other familiar words or concepts, strengthens mental connections and improves recall.