

**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: 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 (40 Marks)

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

A child may be able to understand written or spoken English because they can recognize vocabulary and grammar patterns, but they may not have practiced producing their own sentences enough to express ideas clearly.

They might have a passive vocabulary that is larger than their active vocabulary, meaning they understand many words but cannot recall them quickly in conversation or writing.

Some children may be shy or lack confidence, which prevents them from using the language they understand.

They may focus heavily on reading and listening activities but have fewer opportunities to practice speaking or writing, which limits their expressive development.

2. Identify four ways a teacher's focus on academic English can limit conversational fluency.

Academic English often uses complex vocabulary and formal structures that are not common in everyday conversation, so children may struggle to speak casually.

Overemphasis on academic tasks can reduce opportunities for role-play or informal dialogues, which are key to developing fluency.

Students may become hesitant to speak if they feel pressured to use perfect grammar all the time.

It can lead to an unbalanced skill set where reading and writing improve but listening and speaking skills remain weak.

3. Suggest four situations where children might avoid correcting their peers' English mistakes.

They might fear offending their classmates or damaging friendships by pointing out errors.

Some children may lack the confidence to be sure that their correction is accurate, so they remain silent.

In group settings, they might prefer to let the teacher handle corrections to avoid conflict.

They may feel that correcting others will slow down the activity or distract from the main lesson goal.

4. Describe four challenges of teaching English sentence structure in a multilingual classroom.

Different first languages may follow different word orders, making it harder for learners to adapt to English structure.

Some languages may not use articles or auxiliary verbs, so learners need extra time to understand these features in English.

Code-switching between languages during group work can cause students to mix sentence patterns incorrectly.

The teacher must balance explanations and examples to suit learners from multiple linguistic backgrounds, which can be time-consuming.

5. Give four reasons why children may struggle to apply English vocabulary in real-life contexts.

They may learn words in isolation without practicing them in full sentences, so they do not know how to use them in conversation.

Classroom topics may not match the situations they encounter in daily life, limiting relevance.

Anxiety or shyness in real-life situations may make them forget or avoid using the words they know.

They may confuse words with similar meanings and choose the wrong one for a specific context.

6. Explain four benefits of using visual aids to teach English to young learners.

Visual aids provide a clear and immediate reference, helping children connect words to meanings quickly.

They engage multiple senses, which makes learning more memorable and enjoyable.

Visuals can simplify complex concepts, making them easier to understand for beginners.

They help maintain attention and interest, especially for young learners with shorter concentration spans.

7. Suggest four ways to make English spelling lessons more engaging for young learners.

Turning spelling into a competitive but friendly game, such as a spelling bee, adds excitement.

Using word puzzles like crosswords or word searches makes practice more interactive.

Incorporating technology, such as spelling apps, can make learning more appealing to tech-savvy children.

Linking spelling to art projects, where children illustrate the words, combines creativity with language learning.

8. Identify four potential effects of overemphasizing English grammar over vocabulary development.

Children may form grammatically correct sentences but lack the necessary words to express a range of ideas.

They might lose interest if lessons feel too technical and rules-based.

Overemphasis on grammar can cause anxiety about making mistakes, which reduces fluency.

They may struggle to understand everyday conversation if they have not built enough vocabulary.

9. Describe four reasons why children may find English group discussions challenging.

They might feel nervous about speaking in front of peers, especially if they are less confident in their skills.

Fast-paced discussions can be hard to follow, making it difficult to contribute meaningfully.

Dominant group members may take over the conversation, limiting others' speaking time.

Some children may not have enough background knowledge on the topic to participate fully.

10. Suggest four factors that influence a child's confidence in using English during presentations.

Adequate preparation and practice help build confidence before speaking in front of others.

Positive feedback from the teacher and classmates can encourage children to speak more openly.

Familiarity with the topic makes it easier to talk without hesitation.

Previous success in similar speaking tasks can boost self-belief and reduce nervousness.

SECTION B (30 Marks)

11. Discuss five strategies for teaching English to children with speech difficulties.

Using visual aids such as pictures, flashcards, and diagrams helps children communicate meaning even if their speech is unclear, supporting understanding while they work on articulation.

Incorporating speech therapy exercises into classroom activities, such as tongue twisters or sound repetition games, can strengthen oral muscles and improve pronunciation gradually.

Allowing extra time for responses reduces pressure, giving children the chance to think and produce words without feeling rushed or anxious.

Pairing them with supportive peers in speaking activities creates a safe space for practice and encourages social interaction in English.

Encouraging the use of alternative communication methods, like gestures or written words, ensures they can still participate fully while building their verbal skills over time.

12. Evaluate five benefits and five drawbacks of using role-play to teach English to young learners.

One benefit is that role-play provides a realistic context for language use, helping children practice functional English for everyday situations.

It builds confidence by allowing children to speak in a playful, non-judgmental setting.

Role-play encourages creativity and imagination, which keeps lessons lively and engaging.

It helps reinforce vocabulary and grammar through practical application.

It promotes teamwork and social skills as children work together to act out scenarios.

One drawback is that shy children may feel uncomfortable performing in front of others, reducing participation.

Role-play can become unfocused if children drift away from the learning objective during the activity.

It may require additional time for preparation and organization, which can limit other lesson activities.

Some scenarios may be culturally unfamiliar or irrelevant, reducing their effectiveness.

If not guided carefully, role-play can reinforce incorrect language use if children repeat mistakes without correction.

13. Analyse five techniques for improving children's English reading fluency through interactive activities.

Choral reading, where the whole class reads together, helps children build confidence and improve pacing without feeling singled out.

Paired reading, where a stronger reader is matched with a weaker one, provides modeling and support.

Reader's theater allows children to read scripts aloud with expression, improving both fluency and comprehension.

Timed repeated reading challenges encourage children to improve speed and accuracy over multiple attempts.

Integrating reading games, such as word races or sentence building challenges, makes practice engaging while reinforcing fluency skills.

SECTION C (30 Marks) – Answer any two questions.

14. Propose five reasons why teaching English through cultural activities might be more effective than standard lessons.

Cultural activities introduce vocabulary in a rich and meaningful context, making it easier to remember.

They expose learners to real-life communication situations, enhancing practical language use.

Incorporating cultural elements keeps lessons fresh and interesting, boosting motivation.

It promotes cross-cultural understanding and appreciation, which encourages open-mindedness in communication.

Hands-on participation in cultural activities helps students learn by doing, which reinforces long-term retention.

15. Examine five creative ways to teach English vocabulary using technology-free methods.

Using storytelling with repeated target words allows children to hear and practice vocabulary naturally.

Labeling classroom objects in English provides constant visual reminders.

Playing vocabulary-based games such as charades or “Simon Says” reinforces words through action.

Organizing scavenger hunts where children find and name objects builds vocabulary through movement and interaction.

Using songs and chants without electronic devices combines rhythm and repetition for better recall.

16. Suggest five benefits of integrating English learning with science experiments.

Science experiments provide a hands-on context for using English to describe actions and observations.

They naturally introduce subject-specific vocabulary related to materials, tools, and processes.

Explaining steps in English develops sequencing skills and clarity of expression.

Collaborative experiments encourage peer communication and cooperative problem-solving in English.

Linking language learning with scientific curiosity keeps students motivated and engaged in both subjects.