

**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: 2016

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 vocabulary acquisition but struggle with sentence formation.

A child may have memorized many individual words but lacks understanding of grammar rules, making it difficult to combine the words correctly in a sentence.

They might have learned vocabulary in isolation without practicing how to connect them into meaningful structures.

Some children may focus on memorization rather than communication skills, so they do not develop the ability to use words naturally in context.

They could also be translating word-by-word from their first language, which often leads to incorrect word order in English sentences.

2. Identify four ways a teacher's excessive focus on pronunciation can negatively impact a child's English learning.

Too much correction of pronunciation can make children afraid to speak for fear of making mistakes.

It can take away valuable lesson time that could be spent on other important language skills such as vocabulary or comprehension.

Children may prioritize sounding perfect over communicating their ideas, which reduces fluency.

Excessive focus on pronunciation can also lead to frustration and loss of interest if the child struggles to produce certain sounds.

3. Suggest four situations where children might avoid using English during group activities despite being capable.

They might prefer to use their mother tongue to feel more comfortable with peers.

Fear of being laughed at for mistakes can discourage them from speaking English.

If group members switch to another language, the child may follow to fit in.

The activity might not require English strictly, so children choose the easier option of using their first language.

4. Describe four challenges of teaching English tenses to young learners in a multilingual classroom.

Different mother tongues may have tense systems very different from English, making it harder to grasp the concept.

Limited vocabulary can make it difficult for children to form examples for each tense.

Switching between languages in class may cause confusion about when and how to use tenses.

Abstract explanations of time and verb changes can be too complex for young learners to understand without visual support.

5. Give four reasons why children may struggle to understand English instructions during lessons.

The teacher may speak too fast for their level, making it difficult to follow.

Instructions might contain unfamiliar vocabulary that the child has not learned yet.

Background noise in the classroom can distract and interfere with listening.

The child may not be paying full attention due to boredom or lack of interest.

6. Explain four benefits of using role-play activities to teach English to pre-primary learners.

Role-play gives children a safe and fun way to practice speaking without pressure.

It provides real-life contexts for using vocabulary and sentence patterns.

Children can learn social language skills such as greetings, requests, and polite expressions.

It encourages creativity and imagination while reinforcing language learning.

7. Suggest four indirect methods to encourage children to use English during break time.

Setting up English-only games in the playground makes speaking English part of play.

Introducing fun challenges, such as “Word of the Day,” that children use to earn rewards.

Assigning class monitors who give small tokens for hearing English during break.

Creating special spaces like an “English Corner” where children gather and speak in English.

8. Identify four potential drawbacks of relying solely on digital tools for English vocabulary teaching.

Overuse of screens can reduce time for face-to-face communication practice.

Technical problems may interrupt learning sessions.

Children may focus on the entertainment aspect of the tool rather than learning.

Not all children have equal access to similar tools at home, creating gaps in progress.

9. Describe four reasons why children may misinterpret English questions during assessments.

They may not fully understand the vocabulary used in the question.

The question structure could be unfamiliar or confusing.

Stress during the assessment can cause them to rush without reading carefully.

They might interpret the question based on their first language patterns rather than English.

10. Suggest four factors that contribute to inconsistent English speaking performance among children in the same class.

Differences in exposure to English outside school can affect skill levels.

Some children may have higher confidence and participate more actively.

Individual learning speeds vary based on ability and interest.

Support from home, such as parents practicing English with them, can make a big difference.

SECTION B (30 Marks)

11. Discuss five strategies for teaching English to children with diverse learning disabilities.

One strategy is to use multisensory teaching methods, combining visual, auditory, and kinesthetic activities so that children can learn in the way that suits them best.

Breaking instructions and content into smaller, manageable steps helps prevent children from feeling overwhelmed and supports gradual learning.

Using repetition and consistent routines reinforces learning and helps children with memory difficulties retain information.

Incorporating assistive tools such as audio recordings, enlarged text, or tactile materials ensures accessibility for children with specific physical or sensory challenges.

Providing extra time and offering alternative ways to respond, such as speaking instead of writing, allows children to demonstrate their understanding without unnecessary pressure.

12. Evaluate five advantages and five disadvantages of using songs to teach English to young learners.

One advantage is that songs make learning fun and help maintain children's attention throughout the lesson.

Songs naturally provide repetition, which aids in memorizing vocabulary and grammar structures.

The rhythm and melody in songs make it easier for children to recall words and phrases.

Songs often introduce language in a meaningful context, helping with comprehension.

They can also help with pronunciation and intonation by exposing children to natural speech patterns.

One disadvantage is that some songs may use vocabulary or grammar that is too advanced for young learners.

Fast-paced songs can be hard for beginners to follow, causing frustration.

Overuse of songs without follow-up activities might lead to passive listening rather than active learning.

Lyrics with cultural references may confuse children from different backgrounds.

Some children may become shy or unwilling to sing, limiting participation.

13. Analyse five techniques for encouraging reluctant children to participate in English speaking activities.

Creating a safe and supportive classroom environment where mistakes are treated as part of learning can reduce fear.

Pairing reluctant speakers with supportive peers in small group activities can make participation less intimidating.

Introducing speaking activities through games adds fun and reduces the feeling of being tested.

Allowing children to prepare their responses before speaking can help them feel more confident.

Praising every attempt to speak, no matter how small, builds self-esteem and encourages further participation.

SECTION C (30 Marks)

14. Propose five reasons why peer-to-peer English teaching might be more effective than teacher-led instruction.

Children may feel more comfortable asking questions and making mistakes with peers than with a teacher.

Peers can explain concepts in simpler terms that are easier for other children to understand.

Working with peers allows for more speaking opportunities and active participation.

Peer teaching encourages collaboration and strengthens social bonds in the classroom.

Explaining concepts to others helps the teaching peer reinforce and deepen their own understanding.

15. Examine five innovative ways to integrate English learning into physical education classes.

Introducing English commands for sports activities, such as “run,” “jump,” or “pass,” reinforces vocabulary through action.

Organizing games that require following English instructions helps combine listening skills with movement.

Labeling sports equipment in English provides constant visual reinforcement.

Having children describe their actions or strategies in English during team games builds speaking skills.

Incorporating short storytelling or role-play scenarios related to sports promotes creativity and language use.

16. Suggest five benefits of using real-world objects as teaching aids in English lessons.

Real objects make lessons more concrete and help children understand vocabulary through direct experience.

They engage multiple senses, which can improve memory retention.

Real objects provide context for vocabulary, making it easier to use in real-life situations.

They make lessons more interactive and engaging for young learners.

Using familiar objects builds a bridge between classroom learning and the child’s daily life.