

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE OF
THE CANDIDATES
DSEE, 2014**

722 ENGLISH LANGUAGE

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FOREWORD

The Examiners' Report on the Performance of Candidates in English Language subject in Diploma in Secondary Education Examination (DSEE) 2014, was prepared in order to provide a feed back to student-teachers, college tutors, parents, policy makers and the public in general.

The Diploma in Secondary Education Examination marks the end of the two years of Teacher Education. It is a summative evaluation which among other things shows the effectiveness of the education system in general and the education delivery in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the student-teachers in their two years of teacher education.

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind the performance of the candidates in English Language. The report highlights some of the factors that made the candidates perform the way they did. The feedback provided will enable the educational administrators, college managers, tutors and student-teachers to identify proper measures to be taken in order to improve the candidates' performance in future examinations, administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from tutors, student-teachers and the public in general that can be used for improving future Examiners' Reports.

Finally, the Council would like to thank the Examinations Officers, Examiners and all who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for Diploma in Secondary Education Examination in English Language, in 2014. The DSEE 2014 English Language paper was set according to the teacher education syllabus of 2009. The questions in this paper were distributed to cover all the topics in the syllabus. The examination comprised of one paper containing three sections: A, B and C. Section A consisted of ten (10) short answer questions while section B and C consisted of four essay questions each. The candidates were required to answer all questions in section A and two (2) questions from each of sections B and C.

The analysis is organised in such a way that candidates' performance in individual items for the 2014 English Language paper is presented by indicating the number of candidates who attempted the question and the percentage of candidates who scored various marks based on their responses. The extract samples of candidates' responses are also presented in order to show how the candidates responded in view of the requirements of each question.

The number of candidates who sat for DSEE 2014 was 1,110 of which 99.3 percent passed with different grades, as shown in table 1.

Table 1: Candidates' Pass Grades in DSEE 2014, English Language Examination

Grade	A	B	C	D	F
Number of candidates	0	21	666	409	7

The following sections present the analysis of the candidates' responses and extracts obtained from the candidates' examination scripts.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER QUESTION

2.1 SECTION A: Short Answer Questions from Topics of Academic and Pedagogy

This was a compulsory section with ten (10) questions each carrying 03 marks thus making a total of 30 marks for this section. The section intended to measure knowledge and comprehension skills.

2.1.1 Question 1: Sentence Types and Punctuation

In this question, the candidates were required to briefly explain the three uses of a full stop.

This question was attempted by 98.3 percent of all candidates. The performance in this question was good, as 21.9 percent of candidates scored from 0 to 1 mark while 78.1 percent of the candidates scored from 1.5 to 3 marks.

The candidates who scored high marks, managed to provide the correct responses such as: it is used at the end of the declarative sentence, is used at the end of the sentence that asks a polite question and it is used after the most standard abbreviations e.g. P.M. is used to separate date, month and year. Extract 1.1 is a sample of a response from a candidate who managed to answer the question correctly.

Extract 1.1

1.	full stop is a long pause in a sentence or text. The uses of full stop are:-
	- It used to show the end of a sentence.
	full stop can help a person or a reader of a certain information or sentence to know if that the sentence is completed.
	- It is used in abbreviation. Also full stops is used in writing abbreviation of some words or names. Example
	USA → U.S.A, NGOs → N.G.O.s

Extract 1.1 shows a sample of a response from a candidate who showed knowledge on the use of a full stop. The candidate explained the meaning and uses of full stop with examples.

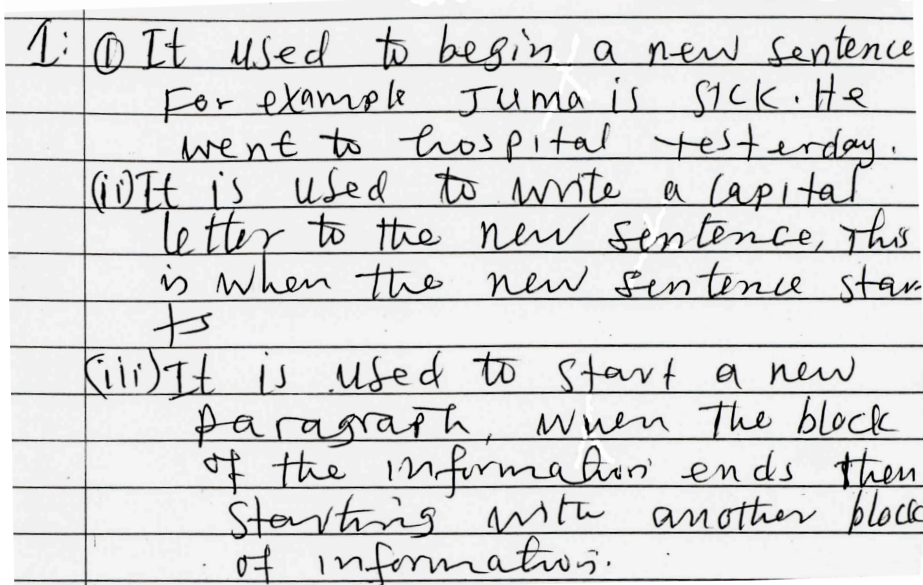
On the other hand, the candidates who scored low marks provided irrelevant responses to the demand of the question because they lacked knowledge on the use of full stop. These candidates were also unable to express themselves due to poor command of English Language. The following is a sample of a poor response.

"To put the pause"

"It use in the address"

"To start another sentence"

Extract 1.2 is another sample of a candidate's poor response.



1: ① It used to begin a new sentence
For example Juma is sick. He
went to hospital yesterday.
(ii) It is used to write a capital
letter to the new sentence, this
is when the new sentence starts
(iii) It is used to start a new
paragraph, when the block
of the information ends then
starting with another block
of information.

Extract 1.2 is a sample of a response from a candidate who lacked knowledge on the use of a full stop. The candidate's responses were irrelevant to the requirement of the question.

2.1.2 Question 2: Theories of Language Teaching and Learning

The question required the candidates to state the meaning of the concepts (a) Mother tongue (b) Second language and (c) Foreign language.

The question was attempted by 98.3 percent of all candidates. The general performance in this question was excellent, as 7.3 percent scored from 0 to 1 mark while 92.7 percent of candidates scored from 1.5 to 3 marks.

The candidates who scored all the allotted marks (36.3%) were able to state the meaning of the terms "mother tongue, second language and foreign language". Their responses were "mother tongue is the first language to be learnt, is usually the language of the community in which the person is born, Second language is the language for certain official, social, commercial or educational activities within a given country and Foreign language is from outside the country spoken by few educated people.

Extract 2.1 is a sample of a response from a candidate who answered the question correctly.

2.	a) Mother tongue
	- Is the language which is acquired by the child after birth. This also called the first language to be acquired by the child. For instance Kurya to Kurya society (people).
	b) Second language.
	- Is the language which is acquired by the child (people after the first language (mother tongue) for example Kiswahili or English.
	c) Foreign language
	- Is the language which is acquired by the people for communication purposes, Trade and also advertisement in tourism. This language is from from outside the country. An example English, Germany and French.

Extract 2.1 is a response from a candidate who stated the meanings of the terms (a) Mother tongue (b) Second language (c) Foreign language. The candidate also gave relevant examples.

However, the candidates who scored low marks were unable to state the meaning of (a) Mother tongue (b) Second language (c) Foreign language. In addition to that, the candidates used poor grammar in their responses. For example one of the candidates wrote:

"Foreign language is the foreign language which becoming after learning from other nations"

Extract 2.2 is a sample of a candidate's poor responses.

a)	Mother tongue is the first language to be learnt as a language of community in which a person is born.
b)	Second language is the language which is used as means of communication among the speaker of different native language and as language of activities such as education, commerce, politics and mass media.
c)	Foreign language is the language which is not native language in the country usually studied for community with foreigners who speak language for reading printed material in the language.

Extract 2.2 is a response from a candidate who failed to explain the meaning of (a) Mother tongue (b) Second language (c) Foreign language.

2.1.3 Question 3: The English Language Sound System

The question was from the topic of English Language sound system and candidates were required to describe the difference between primary stress and secondary stress.

The question was attempted by 93.8 percent of all candidates. The general performance in this question was poor, as 73.4 percent scored from 0 to 1 mark while 26.6 percent of the candidates scored from 1.5 to 3 marks. The candidates who scored low marks failed to show the difference between primary stress and secondary stress due to the lack of knowledge on English Language Sound System. The following is a sample of a poor response from a candidate: "Primary stress are those words which are grammatically have the problems while secondary stress are those words which are phonologically have the problems". Extract 3.1 is a sample of a candidate's poor response.

Extract 3.1

3	Primary stress, it is untimed stress it can occur in any part of the word. while
	Secondary stress, it is timed stress it can occur at the permanent place for example Swahili language have secondary stress.

Extract 3.1 is a sample from a candidate who failed to differentiate primary stress from secondary stress.

On the other hand, 8.3 percent of the candidates scored all the allotted marks. These candidates showed ability to describe the difference between primary stress and secondary stress by writing points such as; "Primary stress refers to the type of stress in which more force is given to some syllables and the mark is written above the pronounced syllable while secondary stress is the type of stress which receive minimal force or prominence when pronouncing, in secondary stress, a mark is written below the pronounced syllable.

Extract 3.2 is a response from a candidate who managed to answer the question correctly.

Extract 3.2

	(iii) Primary stress normally located at the top before the syllable and stresses on constative words like noun, verb, adjective and adverbs. But Secondary stress located at the lower part before the syllable or word. For instance, 'Ex port' (The mark (i) indicates the stressed syllable).
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Extract 3.2 is a response from a candidate who showed the differences between primary stress and secondary stress. He/she was able to indicate the position of primary and secondary stress in the syllables.

2.1.4 Question 4: Literary Analysis

In this question the candidates were required to name six things they should consider in the “form” of literary work.

The question was attempted by 97.5 percent of all candidates. The performance in this question was excellent, as 12.4 percent scored from 0 to 1 mark while 87.6 percent of candidates scored from 1.5 to 3 marks.

The candidates who scored all the allotted marks (13.3 %) , showed the ability to name the six things to consider in the “form” of literary work such as: “*Language , characters and characterisation, setting, plot, tone, viewpoints, style and the title of the literary work*”. Extract 4.1 is a response from the candidate who managed to answer the question correctly.

Extract 4.1

4	(i) plot
	(ii) settings
	(iii) style
	(iv) point of view
	(v) Characterization
	(vi) Language

Extract 4.1 is a response from a candidate who named the six things to consider in the “form” of literary work.

On the other hand, the candidates who scored low marks were unable to name the six things they will consider in the “form” of literary work. The following is a sample of a poor response: “Name of the author, Title of the literary work, Picture of the environment of which the literary work has been sorted, Participants, chapter outline and publisher”.

Other candidates provided responses from the “Word Formation” which were irrelevant to the requirement of the question and their responses were such as: *Uses of abbreviations, Uses of acronyms, Uses of compound words*. Extract 4.2 is a sample of the candidate’s poor response

Extract 4.2

4.	(i) Action
	(ii) climax
	(iii) Resolution
	(iv)
	(v)
	(vi)

Extract 4.2 shows a response from a candidate who failed to name the six things to consider in the “form” of literary work. In addition to that, the candidate left the gaps vacant due to lack of knowledge on literary works.

2.1.5 Question 5: Teaching Oral Skills

The question was from the topic of teaching oral skills and the candidates were required to mention six activities they could use to develop oral practice to their English Language learners.

The question was attempted by 97.8 percent of all candidates. The performance in this question was good, as 21 percent scored from 0 to 1 mark while 79 percent of candidates scored from 1.5 to 3 marks.

The candidates who scored all the allotted marks (21.4 %), were knowledgeable on oral skills as they managed to mention the six activities they could use to develop oral practice which are “Dialogue, Songs, Interview, Discussion, Games, Debates, presentations, group discussion, and storytelling” as seen in extract 5.1.

Extract 5.1

Q5.	Six activities you can use to teach develop
	Oral practice
I.	Role plays
II.	Simulation
III.	Dramatization
IV.	Dialogues
V.	Debate
VI.	Songs

Extract 5.1 shows the responses from the candidate who mentioned the six activities one could use to develop oral practice to the learners of English language.

However, there were candidates who scored low marks. These candidates could not mention the six activities to be used to develop oral practice to their learners. In addition to that, they had poor English Language grammar in their responses, for example one candidate wrote: *“to give them more time practice learned word”* while others wrote: *“Provide example of sentence to read by the students, students should imitate to read the sentence as teacher provide, to give them more time practice learned word”*. Extract 5.2 is a sample of a candidate’s poor response

Extract 5.2

5.	i/. Create situation
	ii/. Write activities on the blackboard
	iii/. Provide example on the board.
	iv/. Get student to repeat the example.
	v/. Ask the concept question in order to check the understood.
	vi/. Personalization.

Extract 5.2 shows a sample response from a candidate who wrote the stages of the lesson development instead of mentioning activities to develop oral practice to learners of English language

2.1.6 Question 6: Theories of Language Teaching and Learning:

The question was from the topic of Theories of Language Teaching and Learning and the candidates were required to briefly outline three features of behavioural learning theory.

This question was attempted by 95.9 percent of all candidates. The performance in this question was satisfactory, as 55.3 percent scored from 0 to 1 mark while 44.7 percent of candidates scored from 1.5 to 3 marks.

The candidates who scored low marks failed to outline any three features of behavioural learning theory and some responses had grammatical errors, for example, one candidate wrote *“it is use predictive way of learning”*. Another one wrote: *“It through observation, it is use predictive way of learning; it is based on the personalities observation”*. Extract 6.1 is a sample of a candidate’s poor response.

Extract 6.1

6	- learning is permanent changes of behavior.
	- Learning is not one night process
	- Under this a teacher is facilitator.

Extract 6.1 shows the response from a candidate who failed to provide any features of behavioural learning theories.

On the other hand, 4.8 percent of the candidates scored all the allotted three marks. These candidates were able to outline three features of behavioural learning theories such as:

“Learners in behavioural theory have nothing to contribute in learning language; learners learn language in the same way as learning other behaviour,
Relationship of stimuli, response and reinforcement should be built by learners”. See Extract 6.2.

Extract 6.2

6.	i) Believe on environment to facilitate learning of language to an individual. The behaviorism theory states that the environment is the best factor in learning of any language.
	ii) Use reinforcement, stimulus and response to stimulate the learning process of a language.
	iii) Believe that the learners are an apt empty vessels so they are to be filled with knowledge.

Extract 6.2 indicates the responses from the candidate who outlined three features of behavioural learning theory. The candidate had a good command of English language.

2.1.7 Question 7: Teaching Aural Skills

In this question the candidates were required to mention three methods they can use to teach aural skills.

The question was attempted by 97.2 percent of all candidates. The performance in this question was unsatisfactory, as 81.1 percent scored from 0 to 1 mark while 18.9 percent of candidates scored from 1.5 to 3 marks.

The candidates who scored low marks were unable to mention the three methods they can use to teach aural skills but provided the teaching methods which were irrelevant to the demand of the question. The following is a sample of a poor response.

“Grammar Translation method, Audio-lingual method and Direct Method” Others wrongly mentioned the teaching methods as seen in extract 7.1

Extract 7.1

7.	Three methods used to teach aural skills.
	- Grammar translation method
	- Total physical response.
	- Deductive method.

Extract 7.1 indicates the response from the candidate who failed to mention the three methods for teaching aural skills but mentioned the teaching methods.

On the other hand, there were candidates who scored all the allotted 3 marks. These candidates managed to mention the three methods which they can use to teach aural skills as per requirement of the question. Their responses were: *“Tongue twisters method, stop me method, chain drill, identification by number, dictation, identification by context, same or different”* as seen in extract 7.2.

Extract 7.2 is a response from the candidate who managed to answer the question correctly.

7.	i) Up me game.
	ii) Same or different.

Extract 7.2 is a response from the candidate who managed to mention the methods for teaching aural skills”

2.1.8 Question 8: Preparation for Teaching

The question was from the topic of preparation for teaching and the candidates were required to state any three factors to consider when evaluating teaching and learning materials.

The question was attempted by 98.2 percent of all candidates. The performance in this question was good as 29.4 percent scored from 0 to 1 mark, 70.6 percent of candidates scored between 1.5 and 3 marks.

The candidates who scored all the allotted marks (23.4 %), managed to state the factors to consider when evaluating the teaching and learning materials which were: adequacy of content, should be adaptable and have good organization and sequence, availability and affordability e.t.c. Extract 8.1 is a sample of responses from the candidate who was able to answer the question.

Extract 8.1

8.	Factors to consider when evaluating teaching and learning materials are;
	(i) Availability and affordability.
	- The teaching and learning materials should be available and affordable to both teachers and learners.
	(ii) Suitability and relevancy.
	- The teaching and learning materials should
8.	(i) be suitable to the learners. Also they should be relevant to the learners.
	(iii) Adequacy.
	- The teaching and learning materials should be adequate and appropriate to the students.

Extract 8.1 is a sample of script from a candidate who had the ability of stating the factors to consider when evaluating teaching and learning materials.

On the other hand, the candidates who scored low marks provided responses which were irrelevant to the demand of the question. The candidates failed to state the three factors to consider when evaluating teaching and learning materials. Some candidates provided the good qualities of teaching and learning materials such as: “*durability, and quality of materials and accuracy of materials*” while another candidate wrote: “*Presentation of the skills, Grade and sequence of the materials and relationship between text and exercises to learners and subject matter*”. Extract 8.2 is another sample of the candidate’s poor responses.

Extract 8.2

8.	i/ Identify the purpose of the evaluation hence a teacher have to identify the purpose of the evaluation before evaluating
	ii/ Identify the evaluation outcome in learning process hence the teacher have understand the evaluation outcome in learning before evaluation
	iii/ Identify the strength and weakness of the method which will be used in evaluation due to the fact that a teacher have to know the strength and weakness of the evaluation method which will be used to evaluate learner before evaluating

Extract 8.2 indicates the response from a candidate who lacked knowledge on the factors to consider when evaluating teaching and learning materials.

2.1.9 Question 9: Sentence Types and Punctuation

In this question, the candidates were required to briefly describe with one example of a sentence (a) Simple sentence (b) Compound sentence (c) Complex sentence.

The question was attempted by 98.4 percent of all candidates. The performance in this question was excellent, as only 11.8 percent got from 0 to 1 mark while 88.2 percent scored from 1.5 to 3 marks.

The candidates (33.6 percent) who scored all the 3 allotted marks, managed to provide correct responses such as the fact that (a) Simple sentence is a sentence which has only one subject and one predicate e.g. Juma drives a car (b) Compound is a sentence which consists of two or more clauses by coordinating conjunction (and, but, or) e.g. Asha graduated last May and now she works as a teacher (c) Complex sentence is a sentence which consists of one main clause and one or more subordinate clauses e.g. While we drove along the coast, fogs rolled in. Extract 9.1 is a response from a candidate who answered the question correctly.

Extract 9.1

9.	(a) Simple sentence is the the type of sentence which is made up of subject and predicate
	Example Musa is crying.
	(b) Compound sentences is the type type of sentence which consist two independent clauses.
	Example Kulwa, is playing net and Juma. is eating some food.
	(c) Complex sentence: is the type of sentence which is made up of one independent clause and one dependent clause.
	Example When juma comes, I will come in.

Extract 9.1 is a sample from a candidate who showed the ability to describe a simple sentence, compound sentence and complex sentence.

On the other hand, the candidates who scored low marks lacked knowledge on the sentence types because they showed inability to describe: simple sentence, compound sentence and complex sentence. In addition to that, they were unable to provide the examples of

sentences for each type of sentence they were supposed to describe. The following is a sample of a poor response:

“Simple sentence refers to the clear and understandable sentence,”

“Compound sentences refers to those sentence which cannot stand alone” ,“Complex sentence refers to the high technique statement which is advanced than simple language”. Extract 9.2 is a sample of a candidate’s poor response.

Extract 9.2

①Compound sentence is a sentence combining by subordinating conjunctions.
Example. Although she written a novel she proved failure.
②Complex sentence is a sentence which combining by coordination conjunction.

Extract 9.2 is a sample from a candidate who lacked knowledge on the sentence types.

2.1.10 Question 10: Theories of Language Teaching and Learning

In this question the candidates were required to explain the meaning of the terms (a) teaching and (b) learning.

The question was attempted by 98.4 percent of all candidates. The performance in this question was excellent, as only 10.6 percent got from 0 to 1 mark while 89.4 percent scored from 1.5 and 3 marks.

The candidates who scored all the allotted marks (22.6 %) managed to provide correct responses such as the fact that (a) Teaching is the process of imparting knowledge, skills, techniques and ideas to a person or student in the classroom (b) Learning is the process of acquiring knowledge, skills, techniques and ideas from a teacher or any person who knows things. Extract 10.1 is a response from a candidate who managed to answer the question correctly.

Extract 10.1

10. (a) Teaching is the process of imparting skills and knowledge to the learners. It is the practice of giving skills to the one who don't know or know a little about some thing.
- (b) Learning is the process of acquiring or receiving or gaining skills and knowledge from the teacher or person with skills.

Extract 10.1 is a sample from a script of a candidate who explained the terms "teaching and learning".

Nevertheless, the candidates who scored low marks lacked knowledge on the theories of language teaching and learning. The candidates also showed inability to express themselves due to poor English Language proficiency. One of the candidates wrote as follows: "Teaching is a process of facilitate or impact knowledge skills for the candidates and learning is the process of talking something for the teacher or someone for the teaching something". Extract 10.2 is a sample of a poor response.

Extract 10.2

- 10(a) Teaching, This is the way of facilitating learning which is aiming the change of behaviour of the learner from bad to good behaviour.
- (b) Learning, This is the process of acquiring the learn taught materials which can lead some one to the good destination for example reducing ignorance and poverty.

Extract 10.2 is a sample from candidate who lacked knowledge on the theories of language teaching and learning because he/she provided responses which were irrelevant to the demand of the question.

2.2 SECTION B: Essay Type Questions from Topics of Academic

This was an optional section with four (04) questions each carrying 15 marks. The candidates were required to answer two questions, thus making a total of 30 marks for this section. The section intended to measure Analysis, Application, Synthesis and Evaluation.

2.2.1 Question 11: Writing in Variety of Forms

In this question candidates were required to write a letter of about 200 words to the Guardian editor on the topic of “insufficient power supply at Kibaha town” in order to let the local government know the extent of the problem. The candidates were supposed to use the name of Musa Kiwelu.

The question was attempted by 23.2 percent of all candidates. The performance in this question was excellent, as only 16.3 percent got from 0 to 5.5 marks, 67.4 percent got from 6 to 10.5 marks while 16.3 percent scored from 11 to 15 marks.

The candidates, who scored high marks, indicated the ability to write the letter to the editor using the correct format, they were able to express themselves in good English Language grammar, all parts of the letter were shown (heading, salutation, main body, closure and full name) and their letters were well organised. Extract 11.1 is a response from a candidate who wrote a good letter to the editor.

THE PROBLEM OF INSUFFICIENT POWER AT KIBABA TOWN.

Dear
editor,

Due to the fact that the heading above explains the problem of the insufficient power supply at Kibaba has made me to write this letter to your excellency of your magazine of the Guardian believing that this problem which hinders the development of Kibaba district as solved by the government or any institution is concerned.

However the problem of insufficient power supply at Kibaba town is about now two weeks since it hinders the daily activities of the residents of Kibaba town and it has caused a lot of problems such as in industrial, office, homes, and different economic activities is concerned. Dear editor, people of Kibaba town are suffering due to this problem of insufficient power supply.

Also dear editor the following steps or measures can be taken by the government through local government of Kibaba town due to the extent of the problem is, I alert the government to use the NGO's and different private sector to solve the problem or to let Tanzania through water falls of Ruwama to

11. to deal with the problem also the education should be given to the people so as to avoid the stealing of the wire of the system so as to avoid the problem.

Moreover the district Commission of Kibaha town through the committee of the disaster should take the serious and major steps on the problem so as to eliminate it and not occur once again I alert the different private sector through your magazine to volunteer on the solving of the problem.

Lastly I alert the Ministry of education and vocational training through the ministry of power supply to cooperate together so as to supply power to the schools which face the problems of power as well and I thank you dear editor to allow this writing and appear to your magazine

Musa Kiwelu
P.O. BOX 100
KIBAHA TANZANIA.

Extract 11.1 is a sample of a response from a candidate who wrote the letter to the editor using the correct format.

However the candidates who scored low marks made mistakes in writing the letter. While some wrote their names on top of their addresses, others intended their salutation and others' English was poor. The ending was also wrong. Letters had two addresses instead of writing the heading, the address and date to be put at the end of the letter. Extract 11.2 is a sample of the candidate's poor response.

Extract 11.2

11. - Musa Kiwelu,
P. o. box 111,
Kibaha, -
14/05/2014.

The Guardian editor, -
P. o. box 121,
Kibaha

Dear Sir / Madam

REF: PROBLEM OF INSUFFICIENT
ENT ENT POWER SUPPLY

According to the head above am a mem-
ber at Kibaha town, have have a problem
of ~~an~~ insufficient-power supply. please tell
our local government about that problem.
I hope our problem will be solved.

Yours faithfully
Jm
Musa Kiwelu.

Extract 11.2 is a sample of a response from a candidate who made a lot of mistakes in writing the formal letter to the editor.

2.2.2 Question 12: Conversation, Discussion and Oral Presentation

In this question the candidates were required to analyse any five features of a good conversation.

The question was attempted by 58.4 percent of all candidates. The performance in this question was satisfactory, as 58.5 percent got from 0 to 5.5 marks, 37.9 got from 6 to 10.5 marks while 3.6 percent scored from 11 to 15 marks.

The candidates who scored low marks did not have knowledge on the topic of conversation as some of them related it to the topic of communication. The following is a sample of a poor response by a candidate who wrote: "It should have sender, it should have channel, it

should have receiver and it should have feedback". Extract 12.1 is a sample of the candidate's poor response.

Extract 12.1

12. Good Conversation is the process of the people to communication with more than one people by using dialogue, when someone are talk others listen and can answer after finish to talk.

Not only that but also there are many features of good conversation and that features are follows:

Help to give the answer immediately, when the two person are communicate by using conversation or dialogue people can get the answer immediately.

Help to improve good command in language, because when people can communicate

12 by using conversation or dialogue people can improve in the command of language and to be have good language or polite language.
Help to increase confidence to the peoples who can use conversation or dialogue, because many people can get confidence from the conversation and when are in the mass and can have confidence to talk.

Help people to have or to be creative, because it can create any way for the representing their information in the dialogue or conversation, may be can use or create teaching aids for the support their points.

Help people to prepare strong points when or before enter in the conversation.

Ultimate that, good conversation it is supposed to have opposer and proposer, when some body can use or prepare good conversation

Extract 12.1 is a sample of a response from a candidate who failed to analyse the features of a good conversation.

On the other hand, there were candidates who scored high marks. These candidates were knowledgeable on the features of good conversation. They also had a good command of English language. Their responses were such as: a good conversation should have good relationship between speakers, mutual understanding between the participants, non-verbal communication, no interruption or interference between participants, clear use of language". Extract 12.2 is a response from a candidate who managed to answer the question correctly.

Extract 12.2

A good conversation should include the following features:

Mutual understanding between speakers; A good conversation should ensure that there is understanding between each other rather than speaking without understanding each other.

Language level of the speaker also is another feature of a good conversation. This is due to the fact that if the language used is not appropriate to the speaker will lead into misunderstanding between each other.

Relationship between speakers. This is due to the point that, for conversation to be good there should be good relationship between speakers which will lead into trusting each other during conversation.

Respecting each other's ideas is another feature which lead into good conversation. Though respecting each other's ideas, it will lead into freedom of expression between each

12. other because no one can fear to express his or her ideas due to respect.

Taking turn when speaking. This means that in order to have good conversation, each speaker should be given a chance to speak rather than having one who dominate the conversation, so for conversation to be good each speaker should have equal chance to express his or her ideas.

Therefore, a good conversation help those speakers to be fluent and accurate in using English language as well as being confidence in expressing ideas and opinion.

Extract 12.2 is a sample of a response from a candidate who managed to analyse the features of a good conversation.

2.2.3

Question 13: Literary Analysis

In this question, the candidates were required to explain any five roles of literature in the society.

The question was attempted by 98.1 percent of all candidates. The performance in this question was excellent, as only 2.2 percent got from 0 to 5.5 marks, 66.8 percent got from 6 to 10.5 marks while 31 percent scored from 11 to 15 marks.

The candidates, who scored high marks, had a good command of English Language and mastery of literary works. They were able to write the role of literature in the society like: to educate the society, to express people's culture, to develop language, to entertain people, to liberate people and to influence people. Extract 13.1 is a response from a candidate who managed to answer the question well.

Extract 13.1

13. Literature is the work of art which use language creatively to-reflect the human realities socially, politically and economically. There are two types literature which are oral and written literature. Literature plays a great role in the society such as to educate, criticise.

To verify the roles of literature in our societies, I am going to use Three Sutors One husband, This Time To Morrow (Ngugi wa Thiong'o)

Literature educate the society, through the work of literature people get education on various issues such as their rights in education. Example "Jubeth struggle to get education. There fore many women have got the education about their rights in education."

Literature criticize the society.
 For instance the society is criticized
 the society to put women as the
 instrument of labour. Example "Antang
 ana, Mbia. Now days the people
 uses women as the instrument of
 labour and as the instrument
 of enjoyment. So it is totally criti-
 cized (since it is not right).
 Also literature liberate the society
 through the message that is given
 through literature the society is
 no escape from exploitation, oppression.

Extract 13.1 is a sample of a response from a candidate who showed to have knowledge on literary works by explaining the roles of literature in the society.

On the other hand, the candidates who scored low marks lacked knowledge on literary works, indicated poor mastery of English language because they provided responses which could not meet the requirement of the question. The following is a sample of a poor response :

“ literature used as subject, literature use language, the role of literature in presentation it must use and accompanied by communication skills, literature accompanied by tradition and customs like the work of art”

Another candidate wrote

“it help to build good relationship among the people, it help to solve different problems in the society, it help to build good cooperation in the society” as seen in Extract 13.2

Extract 13.2

13.	
	Literature is the work of art which use language in the social realities. It will be either spoken or written literature.
	The following are the role of literature in the society:
	To educate the literature it help to educate the learner. to the different activities example in Agriculture system the elder use to language to express ideas from one place to another. It help to cultivate:
	To maintain literature or other use songs to the people in order to entertain them or other read their novel or play - for entertain example poetry it help to entertain the leader in Tanzania most

Extract 13.2 is a sample from a candidate who lacked the knowledge on literary works as he/she wrote irrelevant responses to the demand of the question.

2.2.4 Question 14: Word Forms and Meanings

In this question the candidates were required (a) to show four similarities between inflection and derivation (b) to describe any three differences between inflection and derivation process.

The question was attempted by 17.1 percent of all candidates. The performance in this question was good, as only 29.1 percent got from 0 to 5.5 marks, 66.2 percent got from 6 to 10.5 marks while 4.7 percent scored from 11 to 15 marks.

The candidates who scored high marks, managed to show the differences and similarities between derivational and inflectional processes. The responses they provided were as follows:

The similarities:

“Both are processes of word formation, all of them are used to form new words from the existing one, all of them are grammatical morphemes”

The differences:

“Derivation change word class while inflection does not change the word class, derivation uses both suffixes and prefixes while inflection uses suffixes”

Extract 14.1 is a sample from a candidate who managed to provide correct responses.

Extract 14.1

14(a)	Inflection process is the process of forming new words whereby some suffixes are attached in the word. And Derivation process of forming new words whereby affixes are attached in the word or morphemes. Therefore the following are similarities between inflection and derivation process..
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Both are ways or process of forming new words. and also they are both way of word formation. Therefore Inflection process and derivation process are ways of forming new words whereby Inflection process is whereby suffixes are attached to a word to form a new word Example Cat + s = Cats, play + ed = Played So it forms a new word by adding suffix and also derivation also affixes are attached Example un + kind + ness = Unkindness so by doing so help in forming a new words So their Similar because they are both ways of forming new words.

Both are types of Bound morphemes whereby bound morphemes are morphemes that can not stand alone example ex. l. u. n. e. trans. whereby

14(a) Inflection and derivation process they add morphemes in a root of a word whereby to change it to form a new word therefore these are both types of bound morphemes of creating or forming new words.

Both are using affixation process whereby by affixation process can be pre-fixes and Suffixes so both can be added to a word by forming a new words. So Inflection and derivation process both uses affixation to attach in the word whereby Inflection suffixes are attached while in derivation process both suffix and prefix are attached to the word so they use affixation process.

	Both can not stand alone and convey the meaning. Inflection process and derivation process can not stand alone to bring a complete meaning because affix are attached in the word which are el, er, un, s can not stand alone until to be attached in to the words.
	Therefore these are similarities between inflection and derivation process of forming new words:
4(b)	Inflection process is the process of forming new words whereby suffix are attached to a word to form a new word and Derivation is the process whereby affixes are attached to form a new words. Therefore the following are differences between inflection and derivation process.
14(b)	Inflection process deals with suffixization, whereby suffix are attached in the words to form a new word. Examples. s, ed are attached, cat + s = cats play + ed = Played boy + s = Boys. So suffix are attached to a word. While Derivation process is the process of forming new words where it deals with affixation whereby both prefix and suffix are attached to a word. Example kind + ness = kindness un + kind = Unkind un + kind + ness = Unkindness So both affixes are attached to the word. Derivation process creates a new word whereby affixes are attached example. teach + er = Teacher. While Inflection does not change the meaning of the word it just minor grammatical changes. Example cat + s = cats. Inflection process deals with grammatical changes whereby only suffix are attached while Derivation deals with grammatical functions whereby can change the category of the word Example From noun to verb or verb to noun teach + er = teacher.

Extract 14.1 is a sample of a response from a candidate who indicated the similarities and differences between inflection and derivation

However, the candidates who scored low marks indicated the following weaknesses in their responses: in (a) failed to show the similarities between inflection and derivation. In addition to that, these candidates had inability

to express themselves because of poor background in English Language. The following is a sample of a poor response.

“Inflectional and derivational all are found in free morpheme, inflectional and derivational morpheme all use used to change the word”

In (b) the candidates indicated to have poor grammar in English Language, for example one of them wrote:

“Inflectional used to show gender, inflectional mopheme used to cooperative and superlative, inflectional used to show possession” as seen in Extract 14.2.

Extract 14.2

14a There are so many similarities between inflection and derivation process, four among them are as follows.

Both are the process of word formation. Inflection and derivation is used to form a new word from the origin word.

Both need to word added either ^{ing} at the back or in the front. But must to add the word.

Both must have the basic root or stem. So you cannot make inflection or derivation without to get the basic root.

Both increase the number of the words. So if ~~we~~ have one word when we inflect or deviate we increase the number of the words in the language.

Therefore there are the similarities of between inflection and derivation as shown above.

14 b	Not only that similarities but also have differences three among them are as follow . Inflection are those words that added in the root or stem has no change the word clause but derivation are those words that change the word clause . Inflection show the words in numbers eg. boys, girls but derivation show noun ^{noun} and verb ^{verb} and adverb ^{adverb} eg. Nation - Nationalism . Inflection add the word in front ^{example} eg. tall - taller, tallest but derivation add the words behind and in front example, Nation - nationality - regular irregular Therefore there are so many differences of between inflection and derivation process as shown above .
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Extract 14.2 is a sample from a candidate who lacked the knowledge on word forms and meaning because his/her responses were irrelevant to the demand of the question.

2.3 SECTION C: Essay Type Questions from Topics of Pedagogy

This was an optional section with four (04) questions each carrying 20 marks. The candidates were required to answer two questions, thus making a total of 40 marks for this section. The section intended to measure Analysis, Application, Synthesis and Evaluation.

2.3.1 Question 15: Teaching Methods

In this question candidates were required to describe six features of the Grammar Translation Method.

The question was attempted by 41.6 percent of all candidates. The performance in this question was good, as only 27.2 percent scored from 0 to 7.5 marks, 63.3 percent scored from 8 to 14.5 marks while 9.5 percent scored from 15 to 20 marks.

The candidates, who scored high marks, were able to describe the features of the Grammar Translation Method. The responses they provided were like: "Detailed analysis of grammar rules, memorization

of rules and facts in order to understand and manipulate morphology and syntax of the foreign language, repetition of phrases ten times with extensive modelling and help from the teacher and use of the student's native language" as seen in extract.

Extract 15.1

15.	Grammar translation method refers to the method of teaching a language which emphasises on grammatical rules of a particular language, and it was used by Latin and Greek in 19 th and 20 th hence the following are features to consider when teaching by using this method as follows:- Translating words sentences and texts, here sentences and text are translated into target language in order the learner can understand its meaning easily. It put much emphasis on accuracy. here when teacher teach using this language should emphasise the accuracy of grammatical rules which will yield positive understanding of the language. It uses students native language. here a teacher uses students native language to emphasise as the medium of instruction during teaching and learning process.
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Teaching' vocabularies by using bilingual words. here a teacher should teach vocabularies by using bilingual words which will cement enough vocabularies to learners, & when a teacher translate words by using another language.

~ It focuses on reading and writing skills. This method emphasize on reading and writing skill to make a learner understand and develop reading and writing skills to learners.

Memorization of grammatical rules. here a teacher emphasize memorization of grammatical rules to make learners remember the concept of grammar.

Conclusively Grammar Translation method is still.

Extract 15.1 is a sample from a candidate who was able to describe the features of Grammar Translation Method.

In spite of that, the candidates who scored low marks, lacked knowledge on the teaching methods because they provided the responses which couldn't meet the requirement of the question. In addition to that, the candidates were unable to express themselves due to poor command of English Language. The following is a sample of the poor response.

"Fall grammar rule, learner centred, use all language skills, it needs creativity, it is interactive or participatory". Extract 15.2 is a sample of a candidate's poor response

Extract 15.2.

15 | Grammar Translation Method; This is a way used by teacher during teaching and learning process where by mostly teacher seen to dominate discussion. The following are the features of grammar translation method.

	<p>Leavers paying attention; Leavers here listening to the teacher what is he or she taught teaching only they are not allowed to ask question some time.</p> <p>Whitting NOTES; leavers are required to write a notes or points spoken or written by teacher Since teacher trying to explain each and every thing that he or she know.</p>
15	<p>Teacher act as a source; Since there are leavers who listening only what is teacher telling or teaching as there fore teacher become as a source of all materials expected to be learned learnt by the students.</p> <p>Leavers does not included; For exam ple in discussion leavers are not partici parting only teacher explaining Using two languages So as to make sure leavers are Understand what he is teaching Since the use of Grammar Translation method which does not allow much interacti on between teachers and leavers</p> <p>Does not encourage asking questions; The teacher just elaborate what is going on now leavers does not be encoura ged to ask question because there is no challenged questions to the leavers.</p> <p>Dis courage critical thinking to the leavers, leavers are not thinki ng just listening to teacher and to take points or notes provided by a teacher when teaching; Students they are not active member beco me passive.</p>

Extract 15.2 is a sample from a candidate who lacked the ability to describe the features of Grammar Translation Method.

2.3.2 Question 16: Assessment

In this question candidates were required to (a) elaborate three disadvantages of using essay questions to evaluate learners (b) elaborate three advantages of using essay questions to evaluate learners.

The question was attempted by 81.5 percent of all candidates. The performance in this question was excellent, as only 6.6 percent got from 0 to 7.5 marks, 59.9 percent got from 8 to 14.5 marks while 33.5 percent scored from 15 to 20 marks.

The candidates who scored high marks, managed to show the disadvantages and advantages of essay questions. The responses they provided were such as:

(a) they are difficult to mark, students take long time to answer them, there is unequal range of scoring when they are marked by different teachers (b) brings difficult for the students to copy from his/her neighbour, they have freedom of expression, they are easy/simple to construct, they measure higher levels of cognitive objectives” as seen in extract 16.1

Extract 16.1

16. (a) Essay questions refer to the questions in which a student has the chance to organize their ideas, essay questions may be restricted response or open ended. The following are some of the disadvantages of essay questions in the evaluation of the learner.

They encourage biasness, a teacher may be subjectivity to some of the learners, simply because they allow different organization of ideas by the students according to how they know the question, a teacher may be subjective to some of the learners.

They are difficult to mark, the teacher should pass line by line, paragraph per paragraph when mark this question to see if the explanations given are correct to the point hence it consumes time during marking.

16. (b) of essay question in evaluation of the learner.

They are very easy to construct, they need only few minutes to complete they are comparison simply because they need no options to be constructed by the teacher for example at can decide to construct this question "Assess the weaknesses of Grammar translation method in teaching English language". The question is constructed within few minutes.

They help teacher to measure the higher 'cognitive level of learning', with the use of essay questions the teacher can measure synthesis, evaluation and analysis. Some thing difficult to be measured by objective questions.

They help learners to develop writing and organization skills, with the use of essay questions learners can be able to organize their writing in such a way that it can be well read.

Therefore the teacher should consider ~~some specially~~ some important factors before constructing the essay questions, such as age and level of the learners and the evaluating time it is unfair to use essay questions while you have a limited time you will not achieve the intended results.

Extract 16.1 is a sample from a candidate who managed to elaborate the disadvantages and advantages of essay questions.

Nevertheless, the candidates who scored low marks lacked knowledge on the assessment skills because they failed to elaborate the advantages and disadvantages of essay questions to learners. Other than that they also had poor English Language usage. The following is the sample of the poor response. For part (a) one of the candidate wrote: "Time, when your prepare essay question and mark it take long time, Difficult to prepare, Difficult to make evaluation" and in part (b) the response of another candidate was:

"Difficult part in learning, to know if both skills are known, and be able to give explanation of the subject matter" as seen in extract 16.2

Extract 16.2

16. To elaborate:

a) Three disadvantages of using essay questions to evaluate my learners.

b) Three advantages of using essay questions to evaluate my learners.

Essay questions refers to the question which can be open ended or closed ended. Three disadvantages of using essay questions to evaluate my learners are as follows:

It must be clear, essay question must be clear to the student so it will be difficult for me to evaluate students because I can not evaluate their knowledge because I have to construct essay questions which are clear to the students.

There is no use of ambiguity, here in essay questions ambiguity are not regarded so it will be difficult for me to evaluate the understanding of my student because I would like to measure their understanding by giving them ambiguity to ambiguous so that I can determine their understanding capacity.

Students give out what he or she knows, in essay questions student have a big chance to explain or giving ad their ideas. So it will be difficult to me to evaluate my learners because I want to get correct ideas and I want to measure my learners by guiding them and not giving them big chance to express their ideas.

Also there are advantages of using essay question to evaluate my students, there are as follows:

To get accurate evaluation, here I can get accurate evaluation because learners can give out their ideas so that I can measure their experience.

Extract 16.2 is a sample of a response from a candidate who lacked

knowledge on Assessment skills and failed to elaborate the disadvantages and advantages of using essay questions to evaluate learners.

2.3.3 Question 17: Assessment

In this question the candidates were required to (a) explain four ways of keeping students' records (b) analyse four disadvantages of not keeping students' records.

The question was attempted by 30.1 percent of all candidates. The performance in this question was excellent, as only 15.2 percent got from 0 to 7.5 marks, 72.5 percent got from 8 to 14.5 marks while 12.3 percent scored from 15 to 20 marks.

The candidates who scored high marks, had knowledge on the assessment skills because they managed (a) to explain the four ways of keeping students' records such as the use of computers, flash discs, CD or DVD, in W.E.D, in the internet as an e-mail, in subject teacher's book file or portfolio. In part (b) the candidates were able to analyse the disadvantages of not keeping students' records for example, it will be difficult, for the school to know the students' progress, to make future decisions, for parents to know what is going on in schools. Extract 17.1 is a sample from a candidate who managed to answer the question well.

Extract 17.1

17.	<p>Students records are collection of their performance for a certain period of time.</p> <p>The following are ways of keeping students records.</p> <p>By using a Computer. By keeping Students record in a Computer the records will be there permanently unless they are removed.</p> <p>By using Manual files. Students records after they are printed they are kept in Manual files. When you want to get the record you just open the files</p>
17	<p>By using Shelves. student records may be stored in shelves after they have been recorded.</p> <p>By recording the examination records in the book and store the book in a safe place.</p> <p>The following are disadvantages of not keeping Students records.</p> <p>Giving students reports will be difficult. Stake holders such as academic teachers, parents and School inspectors wants to know students performance. If the records are not well kept it will be difficult to give a report.</p> <p>Difficult to identify problems which are facing the learners in Teaching and learning process. If records are not well kept it will be difficult for the teacher to know problems which are facing the learners especial know Teachers to that School.</p>

Extract 17.1 is a sample from a candidate who showed the ways of keeping students' records. e.g. manual files, computers, shelves. The candidate indicated ability to express himself/herself.

On the other hand, the candidates who scored low marks misinterpreted the demand of the question due to lack of knowledge on the assessment skills. Other than that, they showed to have poor command of English Language. One candidate wrote:

“Through student registration, through provision of feedback, through provision of certificates”

Extract 17.2 is a sample of a candidate’s poorly performed response.

17	Through the head of department The teacher whose responsible as the head of English departme nt is also responsible for keepi ng students' result or records Through the subject teacher. The responsible teacher have to keep the summaries of their learners so as to make compari son of where he/she come from in the process of teaching and learning. Through academic master Academic master of as a one of the member is responsible to have all students records for future use such as when school inspectors come.
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Not only that but also these following are advantages of keeping students' records. It helps teachers to report parents. This is where parents are in need of being reported so as to know the continuation of their students. It helps the head of school to know teachers performance and progress in conducting various activities within a school.

Extract 17.2 is a sample of a response from a candidate who wrote that student records can be kept through academic master.

2.3.4 Question 18: Assessment

In this question the candidates were required to elaborate two important things to consider when constructing each of the following assessment items: (a) Multiple choice (b) True and false (c) Essay items (d) Matching items.

The question was attempted by 43.4 percent of all candidates. The performance in this question was good, as 27.4 percent scored from 0 to 7.5 marks, 52.4 percent scored from 8 to 14.5 marks while 20.2 percent scored from 15 to 20 marks.

The candidates who scored high marks, managed to elaborate important things to consider when constructing multiple choice items, true/false items, essay items and matching items as (a) in multiple choice items, alternatives should be equal in length (b) in true false items, the statement should not be ambiguous (c) in essay items, questions should be phrased so that the examinee's tasks are clearly indicated (d) in matching items, ensure that the lists contain homogeneous content. Extract 18.1 is a sample from a candidate who answered the question well.

Extract 18.1

18.	<p>Multiple choice refers to the test item in which learner or candidate have to choose only ^{one} correct answer from the list.</p> <p>The following are important things to consider when constructing multiple choice items.</p> <p>Use homogeneous materials. This is among of the important thing to consider when constructing multiple choice items teacher have to use the same materials when constructing multiple choice items so as item to be valid and reliable.</p> <p>Alternatives should be close to correct correct answer. Also this is among of the thing to consider when constructing multiple choice. item distractors are supposed to be close to the correct answer so as to disturb the candidate on choosing only one correct answer.</p> <p>True/false items refers to the items which are filling by alternative answer which a candidate have to choose the correct answer.</p> <p>The following are important things to consider when constructing True/False items as follows-</p>
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Sentence or question should not be too long. This is among of the important thing to consider when constructing True/False item sentence are not regarded to be too long.

Don't take sentence direct from the book. This is among of the important thing to consider when constructing True/False item it is suggested that to don't take sentence direct from the book.

13. Essay items refers to the test items that the teacher use to measure capability of his or her learners.

The following are important thing to consider when constructing Essay-Item as follows.

Avoid using double negative sentences. Also this is among of the important thing to consider in the construction of essay items what is to avoid using double negative sentences.

Don't use too difficult language. This also is among of the thing to consider when constructing essay items, questions should do not be in difficult language.

Matching items refers to the test item which have two part the premise and response in which the candidate have to choose the correct response for the premise.

The following are important things to consider when constructing matching items as follows.

All premises and responses shall be on the same page. This is among of the important thing to consider when constructing matching item that all items should be on the same page.

Premises and responses shall not be equal. This is among of the important thing to consider when constructing matching item that premises and responses should not be equal in number.

Extract 18.1 is a sample of a response from a candidate who elaborated the important things to consider when constructing different items.

In spite of that, the candidates who scored low marks provided general responses instead of being specific to the assessment items given as in the following response. “The teacher should not use negative sentences, one question should comprise one answer, use short questions as possible”. Others wrote: “To write using simple word, avoid repetition of question, avoid use of can and can’t, to use plural and uncorrect answer to some item”. Extract 18.2 further shows a sample of a candidate’s poor response.

Extract 18.2

18.	Elaborate two important things to consider when constructing each of the following assessment items:
ai	Multiple choice are questions which lead a learner to choose a correct answer. There are important things to consider when constructing Multiple choice: To write by using simple word, In order every student to understand the question and answer it clearly. Avoid repetition of of question. Also to avoid the question to appear twice and the chosen answer should appear at once in each question. example: She — good girl. a) is b) are c) her.

18.2	<p>To write an essay question by using simple language in order every student to understand what the question of an essay need.</p> <p>The essay question should write from</p> <p>Avoid to use vocabularies which will be difficult to learners and difficult terminologies. In order every student to understand the question and answer it clearly. example of an essay item</p> <p>Analyze any factors of a good oral present</p>			
2	<p>Matching items: Are questions which used to select a correct answer. It lead a student to choose the correct answer it use table.</p> <p>Things to consider during constructing Matching items:</p> <p>To write only one correct answer to each question which supposed to be answer.</p> <p>To use plural and un correct answer to some item in order to know if the learner he or she will choose the correct answer or she or he will fail. example:</p>			
	Juma	writes	English	every day
	Thuy	Are	going	to school every day
	She	likes	to eat	Mangoes
		will	you	come?
	When			
	Amrina			
	Anna			

Extract 18.2 is a sample of a response from a candidate who confused matching items to matching table.

3.0

CONCLUSION

The general performance in English Language for DSEE 2014 was good as most of the candidates (60.4) performed above average which is 55 marks. Despite the good performance, the analysis has shown that there was poor performance in some topics such as English Language Sound System, Conversation, Discussion and Oral Presentation. Some candidates indicated lack of knowledge in those topics hence provided irrelevant responses to the demands of the questions. However, topics such as Theories of language teaching and learning, Assessment, Sentence types and punctuation, Literary Analysis, Preparation for teaching, Writing in Various forms were well done. The Appendix shows the summary of candidates' performance per topic and per question.

It is expected that the feedback provided in this report will enable tutors, student-teachers and other stakeholders to take appropriate measures to improve the teaching and learning of English Language in Tanzanian Diploma Teachers' Colleges.

A call is therefore made to tutors, student-teachers, college administrators and other stakeholders to put more efforts to all identified problematic topics for good performance in future.

4.0

RECOMMENDATIONS

- (a) Student-teachers should be encouraged to use both spoken and written English since English Language is their teaching subject. Debating clubs and English speaking should be encouraged in teacher colleges.
- (b) Adequate time and resources should be available to facilitate better learning and teaching of English Language vocabularies.
- (c) Student-teachers should be encouraged to read and analyse many books, in the reading program, to develop their reading and analytical skills.
- (d) Student teachers should be given more drills and sufficient exercises on each topic taught.
- (e) College administrators and managers should make a close follow-up on the coverage of the syllabus.

- (f) Tutors should spend more time in guiding student-teachers on how to identify specific tasks of the questions so as to assist them provide correct answers to the questions.

APPENDIX**Summary of the Performance of the candidates- Question and Topic wise**

No	Topic	No of question	Percentage of candidates who scored 40 marks and above	Average performance by Topic (%)	Remarks
1	Literary Analysis	4	87.6	92.7	Excellent
		13	97.8		
2	writing in Various Forms	11	83.7	83.7	Excellent
3	Assessment	16	93.4	83.6	Excellent
		17	84.8		
		18	72.6		
4	Sentence types and Punctuation	1	78.1	83	Excellent
		9	88.2		
5	Theories of language Teaching and Learning	2	87.2	73.7	Very Good
		6	44.7		
		10	89.4		
6	Teaching Methods	15	72.8	72.8	Very Good
7	Word Forms and Meaning	14	70.9	70.9	Very Good
8	Preparation for Teaching	8	70.6	70.6	Very Good
9	Teaching Aural skills	5	79	72.8	Very Good
		7	19.9		
10	Conversation, Discussion and Oral Presentation	12	41.5	41.5	Satisfactory
11	The English sound system	3	26.6	26.6	Unsatisfactory

