

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

724 COMMUNICATION SKILLS

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FOREWORD

The examiners' report on the performance of the candidates in Communication skills subject in the Diploma in Secondary Education Examination (DSEE) 2014, was prepared to provide a feedback to student teachers, tutors, parents, policy makers and the public in general on the candidates' performance and the challenges that they face in attempting examination questions.

The Diploma in Secondary Education Examination marks the end of two years of diploma course. It is a summative evaluation on which among other things, reveals the effectiveness of the teaching and learning process at the end of the course.

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 studies. This report is intended to contribute towards understanding of possible reasons behind the candidates' responses in Communication skills subject. It shows the factors that made the candidates fail to score high marks in the questions. Such factors include failure to understand the needs of the question, lack of knowledge on the concepts related to the subject and inability to follow examination instructions.

The feedback provided will enable the educational administrators, college managers, tutors, student teachers and other stakeholders to think of 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 all education stakeholders that can be used in improving future examiners' reports.

Lastly, the council would like to thank the examination officers, examiners and all who participated in processing and analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of the candidates, who sat for Diploma for Secondary Education Examination in May, 2014 which focused on testing the candidates' competences in communication theory, reference skills, oral presentation, reading skills, writing skills, vocabulary and structure. The report shows how those candidates performed in each question.

The DSEE Communication Skills examination paper consisted of two sections A and B with a total of 18 questions set according to the 2009 syllabus and the respective examination format. The duration of the examination paper was three hours. Section A was comprised of ten (10) compulsory questions and the total marks for this section was forty (40), while section B consisted of eight (8) essay questions each carrying fifteen marks and the candidates were required to answer four (4) questions only, making a total of sixty (60) marks for this section.

The number of candidates, who sat for this examination in May, 2014 was 6034 and their performance has been shown in table 1.

Table 1: Candidates' pass grades in DSEE Communication skills examination May, 2014.

Grade	A	B	C	D	F
Number of candidates	03	111	3403	2320	197

The analysis of candidates' performance in this report is organized in such a way that each individual item is presented by indicating the percentage of candidates who attempted the question and the percentage of candidates who scored various marks based on their responses. Samples of extracts of candidates' responses are presented as evidence of how the candidates responded in regard to the demands of the question.

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

2.0 ANALYSIS OF THE CANDIDATES PERFORMANCE PER QUESTION

2.1 SECTION A: OBJECTIVE QUESTIONS

There were ten compulsory questions in this section composed from various topics of the syllabus, each carrying 04 marks, making a total of 40 marks.

2.1.1 Question 1: Reference Skills

In this question, the candidates were required to define the following terms:

- (a) Dictionary (b) Encyclopaedia (c) Internet and
(d) Bibliography.

The question was attempted by 6034 candidates (99.0%) of which 5,404 candidates (89.6%) had their scores ranging from 2 to 4 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks were able to include all the important elements needed in the definitions of the terms as follows: Dictionary is a book containing words of a language arranged alphabetically with their meanings in one or more different languages, and sometimes their pronunciations, grammatical labels, inflections and etymologies while Encyclopaedia is a reference book containing information on every branch of knowledge, or on one particular branch, usually arranged in an alphabetical order. Extract 1.1 shows a sample of a response of a candidate who wrote the definitions with clear examples.

Extract 1.1

Q1.	a). Dictionary refers to the reference book arranged in alphabetical order which gives the meaning of headwords and other particular information concerning the headwords. Dictionary can be written or explain meaning by using one language called monolingual dictionary or two languages called bilingual dictionary. For example Advanced Oxford English dictionary written in one language.
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- b) Encyclopedia refers to the reference book arranged alphabetical order of words/terms of articles which provide meaning and other basic information. term of articles. Normally encyclopedia contains articles of a particular word or concept and volumes. It can be in specific subject matter or in general subject. For example American world encyclopedia.
- c) Internet refers to the inter connected of many computer work together via networks. Internet provide access of information. Shared by many computers through websites and search engine like, www.google.com.
- d) Bibliography refers to the list of references which shows the resources books where information obtained or for further study. It is written for written work like a research report to show supplements of materials used to write the report.

Extract 1.1 shows a sample of a response of a candidate who answered the question correctly, an indicator that he/she had adequate knowledge on the topic of reference skills.

However, there were 630 candidates (10.4%) who scored from 0 to 1.5 marks, indicating unsatisfactory performance. The candidates in this category failed to define the given words in a correct way in such a way that some words were not explained correctly and some were explained partially with no examples. Extract 1.2 is a sample of a response of a candidate who failed to answer that question correctly.

Extract 1.2

1. a/.	Dictionary - is the book which give information about the word.
b/.	Encyclopedia - is the book which give information about subject matter
c/.	Internet - is the interconnection system of electronics
d/.	Bibliography is the dictionary which is translated in English and Swahili

Extract 1.2 shows a sample of a response of a candidate who failed to define correctly the terms given in question 1 (a) - (d).

2.1.2 Question 2: Structure

In this question, the candidates were required to rewrite correctly the two sentences given and provide a reason for each sentence for being incorrect.

The incorrect sentences were:

- (a) *One of the shops in our street close late.*
- (b) *The smell of the oranges are refreshing.*

This question was attempted by 6034 candidates (99.0%) of which 5,455 candidates (90.4%) scored from 0 to 1.5 marks, with 4965 candidates (82.3%) scoring a 0 mark, indicating an unsatisfactory performance in this question.

The analysis of the candidates' responses showed that most candidates, who failed to provide reasons which made those sentences wrong, failed to write those sentences correctly, as shown in Extract 2.1.

Extract 2.1

2. @	In our street one of the shop close late	
(b)	Are oranges the refreshing of the smell	

Extract 2.1 shows that the candidate lacked knowledge of 'subject-verb agreement', as a result he/she just copied the sentence in (a), while in (b) he/she wrote a meaningless sentence not related to the requirements of the question.

On the other hand, only 579 candidates (0.6%) had their scores ranging from 2 to 4 marks. These candidates managed to identify exactly why those sentences were wrong. The candidates in this category were able to recall the rule of 'subject-verb-agreement'. Extract 2.2 is a sample answer from one of these candidates.

Extract 2.2

2. a/	<u>Incorrect:</u> One of the shops in our ^{street} village close late	
	<u>Correct:</u> One of the shops in our street close late	
	<u>Reason:</u> Because the sentence states about single present and third personal singular, so our verb should carry "es" or "s" at the end.	
b/	The smell of the oranges <u>are</u> refreshing. (incorrect)	
	<u>Correct:</u> The smell of the oranges is refreshing.	
	<u>Reason:</u> The form of the verb should be judged by the subject and the subject of our sentence is "The smell of the oranges" not "orange".	

Extract 2.2 shows a sample of a response of a candidate who had a good understanding of structure topic based on 'subject-verb agreement'.

2.1.3 Question 3: Oral Presentation

The candidates were required to differentiate between two terms, *conversation* and *speech* by using two points.

The question was attempted by 6,034 candidates (99.0%) of which 4,598 (76.2%) had their scores ranging from 2 to 4 marks, indicating a good performance in this question.

The analysis of the candidates' responses showed that most candidates who answered this question correctly showed a good understanding of the concepts as they were able to differentiate the terms as follows; conversation can be a dialogue between two people or more while in speech one person addresses a number of people. Also, a conversation can be of non-specific topic while in speech there should be a specific topic. Lastly, conversation use informal language while in speech formal language is used. This is illustrated in Extract 3.1.

Extract 3.1

3:	Conversation refers to unorganized informal exchange of ideas while speech refers to a formal talk delivered in informal or formal occasions.	
(i)	Conversation does not need preparation because the topic is not specific while speech needs preparation because there is specific topic.	

Extract 3.1 shows a sample of response of a candidate who answered the question as required.

However, 1,436 candidates (23.8%) scored from 0 to 1.5 marks, because they failed to differentiate the terms *conversation* and *speech* correctly. Extract 3.2 is a sample of a response of one candidate who misunderstood the concepts of the terms, and therefore explained the terms wrongly.

Extract 3.2

3. a). Differ from the meaning. Conversation means	
new words are formed without adding the any	
affixes to a word base, while speech refers	
to what people can talking or saying.	
b). Conversation is a one process of words	
while speech is not a process of words.	

Extract 3.2 shows a sample of response of a candidate who failed to differentiate the terms 'conversation' and 'speech' correctly.

2.1.4 Question 4: Theory of Communication

In this question, the candidates were required to outline four causes of barriers to communication.

This question was attempted by 6,033 candidates (98.9%) of which 5,592 candidates (92.7%) scored from 2 to 4 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks understood the requirement of the question and provided correct response by outlining the causes of barriers to communication such as physical barriers like noise, poor choice of media, psychological barriers like hunger and anger, use of difficult language and inattentiveness of communicators just to mention a few. Extract 4.1 is a sample of a response of a candidate from this category.

Extract 4.1

(i)	Low voice of the reader may leads to Incomprehensibility to the listener	
(ii)	Incorrect use of punctuation marks of the reader leads to Incomprehensibility to the listeners	
(iii)	Poor pronunciations of the words of the reader leads to Incomprehensibility to the listeners.	

Extract 4.1 shows a sample of a good response. This candidate had a good understanding on barriers to communication.

On the other hand, only 441 candidates (7.3%) scored from 0 to 1.5 marks. Those candidates failed to outline correctly the barriers to communication. The candidates in this category had inadequate knowledge on barriers to communication and in some cases they wrote meaningless sentences. A sample response from one of those candidates is shown in Extract 4.2.

Extract 4.2

(i)	Disturbance in transmission channels example rain, and thunder.	
(ii)	Different reception of reality.	
(iii)	Long type of language	
(iv)	Premature evaluation of information.	

In Extract 4.2 the candidate wrote what he/she suggested as barriers to communication, an indicator that he/she had inadequate knowledge on barriers to communication.

2.1.5 Question 5: Vocabulary

In this question, the candidates were given four phrasal prepositional verbs in order to construct one meaningful sentence, for each of the phrasal verbs. The phrasal verbs were: (a) called off (b) called up (c) hand in and (d) hand over.

This question was attempted by 6,034 candidates (99.0%) of which 5,900 candidates (97.8%) had their scores ranging from 0 to 1.5 marks, with 5,102 candidates (84.6%) scoring a 0 mark, indicating unsatisfactory performance in this question.

The analysis of the candidates' response indicated that those who performed unsatisfactorily in this question did not have good knowledge in phrasal verbs. Some candidates did not know the meanings of those words, and this is revealed by the sentences which they constructed. Extract 5.1 shows a sample of a response of a candidate who failed to construct meaningful sentences using the phrasal verbs given.

Extract 5.1

5	(a) The man is hand over,	
	(b) Asha is called off	
	(c) Asha is called off,	
	(b) Bakari is called up	
	(c) Amina is hand in	

Extract 5.1 shows a sample of a response of a candidate who failed completely to construct meaningful sentences using the phrasal verbs given.

However, a few candidates (2.2%) scored from 2 to 4 marks in this question. The candidates who performed well in this question had a good understanding of the given phrasal verbs hence they constructed grammatical sentences. Examples of correct sentences could be:

- The meeting was called off at 6.30 pm.
- Mbwana Samatta has been called up to join the National team.
- The Tumaini University graduands were supposed to hand in their research report in May 2014.
- The retired Headmaster handed over the school to the Second master.

Extract 5.2 is a sample of a response of a candidate who demonstrated good understanding of the prepositional phrasal verbs given.

Extract 5.2

5. a) called off: Minister of education and his assistant <u>called off</u> a meeting.	
b) Called up: Those student who performed well in form four examination, were <u>called up</u> to join Diploma in Teaching.	
(c) Hand in: The out going president was called by academic tutor to <u>hand in</u> the files that was given last year.	
(d) Hand over: The "Casseta" members, are going to make their <u>handover</u> party on monday.	

In Extract 5.2, the candidate showed a good understanding of the prepositional phrasal verbs that helped in constructing correct sentences.

2.1.6 Question 6: Vocabulary

The candidates were required to identify the appropriate ways used in the formation of the words: (a) Illogical (b) Blood test (c) Fridge and (d) Interpol.

This question was attempted by 6,034 candidates (99.0%) of which 4,284 (71%) scored from 2 to 4 marks, indicating a good performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks were able to identify appropriate ways used in the formation of the provided words. For example, the word Interpol has been formed through blending; it means that at least one of the elements of two bases is fragmented and joined (blended) together to form a new word. Illogical has been formed through affixation whereby 'il' is a negative prefix which means 'not'. Hence, illogical means not logical. Extract 6.1 shows a sample of a good response.

Extract 6.1

6.	Appropriate ways used in the formation of the following words.	
a)	Illogical - Through affixation. (Illogical - prefix).	
b)	Blood test - through compounding. means combining two bases to form one word means blood + test = blood test (liquid form).	
c)	Fridge - through clipping; means reduce words from begin and last in order to get form a word. like. Infridgeator to get fridge.	
d)	Interpol - through blending; means to use two words to formulate one word. Example International Police station to get Inter pol.	

Extract 6.1 shows a sample of a response of a candidate who understood the question and was able to give correct information.

On the other hand, 1,750 candidates (29.0%) had their scores ranging from 0 to 1.5 marks. The candidates in this category failed to identify the appropriate ways used in the formation of the words Illogical, blood test, fridge and Interpol while others tried to explain the meaning of those words contrary to the requirements of the question. Extract 6.2 shows a sample of a response of a candidate who failed to comprehend the requirement of the question.

Extract 6.2

6.	Ⓐ Illogical, Refers to the any word the have not meant connection between the word talking and meaning.	
	Ⓑ Blood test, Refers to the test of which done in the stomach during of the digestion taking place.	
	Ⓒ Used in the blending word	
	Ⓓ Interpos - Interpersonal	

Extract 6.2 shows a sample of a response of a candidate who gave the meaning of the words instead of identifying the appropriate ways used in the formation of those words.

2.1.7 Question 7: Structure

The candidates were required to explain four uses of the definite article 'the' by using examples.

The question was attempted by 6,034 candidates (99.0%) of which 2,950 candidates (48.9%) had their scores ranging from 2 to 4 marks, indicating a satisfactory performance in this question.

It was observed that the candidates who performed well in this question were able to explain the uses of the article 'the', for example when reference is made to an institution shared by community, like, the radio and the television. The article can also be used when the object or group of objects is the only that exists like the world, the moon, the sun just to mention a few. Extract 7.1 is a sample of a response in this category.

Extract 7.1

7.	Uses of article "the"
i)	It is used when you mention something for the second time. Example: In our home we have a cat and a dog, but I like <u>the</u> dog than <u>the</u> cat.
ii)	It is used before unique things. Example: <u>The</u> moon, <u>the</u> sun, <u>the</u> God.
iii)	It is used when you mention an institution or member ^{in the} of community. Example: <u>The</u> parliament, <u>the</u> cabinet.
iv)	It is used before superlative form of adjective. Example: Good \rightarrow better \rightarrow <u>The</u> best.

Extract 7.1 shows a sample answer from one of the candidates who answered the question correctly indicating that he/she had adequate knowledge on the uses of definite article 'the'.

However, 3,084 candidates (51.1%) failed to explain correctly the uses of the definite article "the", an indicator that 'structure' topic is very challenging to most learners of Communication skills. Extract 7.2 shows a sample of a response of a candidate who encountered difficulties in explaining the uses of the definite article 'the'.

Extract 7.2

07:	Using example, explain four uses of the definite article "the"	
i=	It use to show the capital city.	
	for example: - The African country.	
	- The Tanzanian, The kenya	
ii=	It use to show the nouns	
	for example = The best. The John.	
	The tallest	
iii=	It use to show the professional work.	
	for example The teachers	
	The doctors	
iv=	It use to differentiate things	
	for example = The boy, The girl	

Extract 7.2 shows a sample of a response of a candidate who failed to explain correctly the uses of the article 'the'.

2.1.8 Question 8: Reading

The candidates were required to describe four factors which make reading aloud to be incomprehensible to the listeners.

The question was attempted by 6,033 candidates (98.9%) of which 5,773 candidates (95.7%) had their scores ranging from 0 to 1.5 marks, with 79.4 percent of them scoring a 0 mark, indicating unsatisfactory performance in this question.

The analysis of the candidates' responses indicated that most candidates did not understand the requirement of the question hence they failed to give correct responses. Some candidates mentioned factors which are caused by environment rather than the person who reads aloud. Some of candidates wrote factors which were irrelevant to the demand of the question, for example; one candidate considered reading aloud as something unwanted as it disturbs listeners because not all listeners are attracted to it. Extract 8.1 illustrates this case.

Extract 8.1

2	i/ Disturb others, because not all-	
	listeners attracted with it	
	ii/ Discourage attention, that is instead	
	of making silent, they start to do things	
	they want.	
	iii/ Expose the mistakes done by the	
	reader when reading like poor pronu-	
	nciation.	
	iv/ Makes the listeners to be bored	
	due to noise made by the readers.	

Extract 8.1 shows a response of a candidate who failed to describe the factors which can make 'reading aloud' incomprehensible to the listeners.

On the other hand, 260 candidates (4.3%) had their scores ranging from 2 to 4 marks. These candidates were able to describe factors which make 'reading aloud' incomprehensible to the listeners. These are factors like mispronunciation of certain words, low voice of the reader and incorrect use of punctuation marks. Extract 8.2 shows a sample of a response of a good response.

Extract 8.2

8	(i) Low voice of the reader may lead	
	to Incomprehensibility to the listener	
	(ii) Incorect use of punctuation marks o	
	the reader leads to Incomprehensibility	
	to the listeners.	
	(iv) poor pronunciations of the words of	
	the reader leads to Incomprehensibility	
	to the listeners.	

Extract 8.2 shows that the candidate had a good understanding of the factors which make reading aloud incomprehensible.

2.1.9 Question 9: Writing

In this question, the candidates were supposed to explain briefly the importance of an introduction in written works.

The question was attempted by 6,034 candidates (99.0%) of which 3,728 candidates (61.8%) had their scores ranging from 2 to 4 marks, indicating an average performance in this question.

The analysis of the candidates' responses showed that the candidates who answered this question correctly were able to explain the importance of introduction in written works such as showing the organization of the work and helping a reader to know the purpose of the writer. Extract 9.1 shows a sample of a good response.

Extract 9.1

90	→ To know the background of the topic written	
	→ Motivate the readers for what is	
	in the main body.	
	→ To hold the attention of the reader	
	→ To know the subject matter of the	
	discussion.	

Extract 9.1 shows that the candidate understood well the demand of the question on importance of introduction.

However, 2,306 candidates (38.2%) performed unsatisfactorily in this question with 1,173 candidates (19.4%) scoring a 0 mark. Such candidates failed to explain correctly the importance of introduction in written works demonstrating inability to comprehend the requirements of the question, as shown in Extract 9.2

Extract 9.2

9.	Four factors indicating the importance of an introduction to written works	
	i) Literature review	
	ii) Research Proposal	
	iii) Time which will be used to write that work	
	iv) Topic of what you are going to write	

Extract 9.2 shows that the candidate did not understand clearly the demand of the question.

2.1.10 Question 10: Reference skills

In this question, the candidates were required to enumerate four functions of media in our daily life with vivid examples.

The question was attempted by 6,033 candidates (98.9%) of which 4,925 candidates (81.6%) had their scores ranging from 2 to 4 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks were able to enumerate the functions of media in our daily life by giving vivid examples. These were delivery of information to the mass, for example, news bulletin on the radio or television; to entertain people through music or plays; and influencing certain behaviours to the society. A sample of a response of a candidate who explained correctly the functions of media is shown in Extract 10.1

Extract 10.1

10.	(i) Media helps to get information for example television	
	(ii) Media helps to entertain for example watching game in television	
	(iii) Media helps to educated for example drama, news.	
	(iv) Media helps to get friends for example facebook, twitter in phone.	

Extract 10.1 shows a sample of a good response from one of the candidates who explained correctly the functions of media.

It was also noted that 1,108 candidates (18.4%) were not able to enumerate correctly the functions of media in our daily life. Some candidates mentioned types of media instead of the functions of media as shown in Extract 10.2

Extract 10.2

(i)	Audio media which can be ^{heard} seen to people. Example Television, Radio	
(ii)	Visual media which can be seen to people. Example Television.	
(iii)	Written media which is in the written form example books	
(iv)	Audio-visual which can be seen and heard Example Radio, Television.	

Extract 10.2 shows a sample of a response of a candidate who wrote types of media instead of enumerating the functions of media as required.

2.2 SECTION B: OPTIONAL SUBJECTIVE QUESTIONS

In this section the candidates were required to answer only four (4) out of eight (8) questions and each question carried 15 marks.

2.2.1 Question 11: Communication Theory

The candidates were required to explain factors which make people attracted to each other as a result of interpersonal communication (interpersonal communication which may result into interpersonal relationship).

This question was attempted by 569 candidates (9.3%) of which 432 candidates (75.9%) scored from 0 to 5.5 marks, with 71 candidates (12.5%) of them scoring a 0 mark, demonstrating unsatisfactory performance in this question.

It was observed that the candidates who performed poorly in this question did not understand the demand of the question as a result they failed to give correct responses. In some

cases, the candidates explained meanings of a sender and a receiver something which was not asked in the question. Extract 11.1 shows a sample of a poor response.

Extract 11.1

11	Receiver is the person who perceive	
	the message which provided by a	
	sender which can help he/she to	
	know the the meaning of message	
	and to take action.	
	feedback is the one factor	
	which make people attracted to	
	each other because when the receiver	
	get the message he/she return	
	the message to the sender which	
	send the message and sender she	
	she/he know if their objective is	
	achieve	
	Interperson communication	
	can make people attracted to each	
	of other because of various factor	
	which accelerate the communication	
	to be attracted to each other.	

Extract 11.1 shows a sample of a response of a candidate who explained about sender, receiver, feedback and other things which are not related directly to the question.

However, 137 candidates (24.1%) scored from 6 to 12 marks. These candidates were able to some extent answer the question by explaining factors which make people attracted to each other as a result of interpersonal communication. For example, physical attraction can be one among the factors in the sense that people are often attracted to others because of the way they look or their style and therefore they want to get to know them better. Extract 11.2 shows a sample of a good response.

Extract 11.2

11.	There are different factors which make people attracted to each other such as their physical appearance, language of communication and also the living style. The following are some of the factors which make people attracted to each other.
	People with the same ideas and ideologies. People in the society have different ideas and style of interacting with each other but those with the same ideology have interest with each other in sharing of ideas and knowledge.
	People of the status and experience. This also make people attracted to each other as they might be living in the same society meeting frequently and share ideas due to their knowledge and qualifications.
	A good behavior of a person. Some people can be attracted or can be interested with a person because he or she behaves well in the society and also create relationship with him or her in order to adopt the same behavior which can create strong relationship.
	Love affair. A man can initiate relationship with a girl for the aim of getting married where they become close in relationship.
	Physical appearance. Sometimes a person can be attracted with one another due to the outlook where they initiate close relationship especially people with opposite gender for example a girl and gentleman.

Extract 11.2 shows a sample of a good response from one of the candidate who had a better understanding of interpersonal communication which may result into interpersonal relationship.

2.2.2 Question 12: Communication Theory

The candidates were required to explain clearly the importance of teaching Communication skills in teachers' colleges.

This question was attempted by 3699 candidates (60.7%) of which 3418 (92.4%) scored 6 marks and above, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks explained clearly the importance of teaching Communication skills in teachers' colleges such as it empowers students with library and other media skills like use of the internet; enables students in note taking during the lectures and note making when reading in the library; helps students to communicate verbally and non-verbally appropriately, enables students to learn effectively other subjects taught in English, just to mention a few. A sample response from one of those candidates is shown in Extract 12.1.

Extract 12.1

12	<p>Communication is the process of transmitting meaning from one person to another in terms of words, picture, posture and symbols. Communication skills is the art of transmitting meaning from one person to another through the media of communication.</p> <p>The study of communication skills has great importance in educational system like in Teaching Profession due to the following fact in our daily teaching process.</p> <p>It enables the teacher to use basic skills during instruction. Communication skills help the teacher to use effectively four basic skills such as reading, listening, writing and speaking. The one who studied very carefully the communication skills will be able to deliver the content using more than one basic communication skills.</p> <p>It helps the teacher to be competent and confident in explanation. Communication skills enable the teacher to explain his content to the learner in a proper word using language, pronunciation, speaking and emphasize in clearly his points in the classroom session. Without language of communication the teacher will fail to interact with his or her student during learning programme.</p> <p>Communication skills enable the teacher to share information with his colleague and other people around him. Through use of communication teacher is able to share different information from various sources like library, internet, dictionary and encyclopaedia. All these sources require communication skills to facilitate the sharing of the</p>	
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12	<p>information from one person to another or from teacher to students and from students to teacher</p> <p>Communication skills help the teacher to use and search information from various sources. These sources of informations require skills of writing, reading and speaking when teaching. Example internet uses help the teacher to know other teaching and learning materials.</p> <p>It enable the teacher to gain and build self expression over the world and when she or he is in the class. communication skills make teacher to be confident and self expression over the mass or people during class session and presentation of the lesson. This is due to proper use of language during instruction.</p> <p>Furthermore communication skill enable the teacher to be able to write academic work, reports writing and job application letters. Through the use of communication skills the teacher is able to write books, to make difference references and vacancy for the job due to experience and knowledge gained in communication skills. Example of writing skills which may be written are formal letter curriculum vitae and report writing. So these all apply the concept of communication skills</p> <p>Therefore communication skills is very important to the teacher in teaching process but it should be improved by employing various methods and expert in teaching and learning communication skills.</p>	
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Extract 12.1 shows a sample of a response from a candidate who managed to explain clearly the importance of teaching Communication skills in teachers' colleges.

On the other hand, 281 candidates (7.6%) were not able to explain correctly the importance of teaching Communication skills in teachers' colleges. Extract 12.2 shows a sample of a poor response.

Extract 12.2

12.	Communication skill is a kind of study that deals with the proper used of language for effectiveness in transferring of information.
	Communication skills in teachers college has the following importances
	It help a teacher to acquire and improve communication skills on how how to interact with other colleague
	It help a teacher to search information from various references and internet
	It enable teacher to facilitate classroom activities by responding to students questions
	It enable a teacher to

Extract 12.2 shows a response of a candidate who scored low marks due to poor grammar of English language and failure to explain clearly the points.

2.2.3 Question 13: Vocabulary

In this question, the candidates were required to describe ways to comprehend a word in English Language.

The question was attempted by 1,035 candidates (17.0%) of which 994 (96.0%) had their scores ranging from 0 to 5.5 marks with 784 candidates (75.7%) scoring a 0 mark, indicating unsatisfactory performance in this question.

The analysis of the candidates' responses with poor performance indicated that some candidates misinterpreted the question and explained the word formation processes (compounding, clipping, blending) instead of describing the ways of comprehending a word in English language, like knowledge of collocation, knowledge of register, knowledge of morphology, knowledge of semantics and knowledge of polysemy. Extract 13.1 is a sample of a response from one of candidates who failed to describe ways of comprehending a word in English language.

Extract 13.1

13.	<p>The following are six ways of comprehending word in English language as follows.</p> <p>Compounding. This is the process of formulating words through combining two different words and get a new one. For example: Sea water. This word comes from the word sea and water.</p> <p>Blending. This is the process of formulating new word by combining together parts of the two different words and get a new word. For example: Brunch. This word comes from the words breakfast and lunch.</p> <p>Acronyms. This is the process of forming a new word through combining an initial letters of the real word. For example: UNHCR. It comes from United Nations High Commission Organisation of Refugees.</p> <p>Cropping. This is the process of forming new words through omitting some parts of the word and form new word. For example: Phone. This comes from the word telephone.</p> <p>Coining. This is the process of forming a new word through scientific discovering new things or new machines.</p>	
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Extract 13.1 shows a sample of a response from a script of a candidate who explained word formation processes instead of explaining ways of comprehending a word in English language.

Despite the unsatisfactory performance in this question, there were 41 candidates (4%) who had their scores ranging from 6 to 10 marks. These candidates were able to explain partially ways of comprehending a word in English language in the sense that some of their explanations were not correct. Usually, knowledge of a word exists on various levels which

seem to be language universal. For example, knowledge of collocation implies knowing the systematic behavior associated with the word and also knowing the networks of association between those words and other words in a language. Extract 13.2 shows a sample of a response of a candidate who explained partially the ways of comprehending a word in English language.

Extract 13.2

13.	Its true that a knowledge of a word exists on various levels in any particular Language.	
	The following are the ways of Comprehending a Word in English Language.	
	Restatement, in this way, different Statement can be used to help the reader to understand the Meaning of word in English Language. For example one can use Command Statement or polite Statement to indicate certain Meaning.	
	Examples, through looking on the examples one can get the Meaning of the word. For instance, one can say the word "pretty" and cite the examples of beautiful things, obviously the Learner will understand its Meaning by citing on the examples.	
	Antonym, these refers to the word which have different Meaning or we can say are the words which are opposite. For example a boy and a girl. Through looking on the antonym and make Correlation the reader will be in a position of Comprehending a Word in english Language.	
	Through looking Synonym; Synonyms are the word which are different but they have the same Meaning. For example purchase and buy. If the reader knows many english Synonym he or she can relate in order to get the Meaning.	
	Contextualization, the reader can use the context to comprehend an english word. Context can be Psychologically or Sociological. So Contextualization also help to comprehend an English word.	
	Relationship, through the use of relationship between the two variables one -	

13	can Comprehend the Meaning of an english word	
	For example if you are reading the story you can	
	relate the event and deduce the general picture	
	or Meaning of such story.	
	It is not necessary to use	
	dictionary and other related book when reading	
	books, since one can use tactics or way	
	such as relationship between variables, antonyms,	
	synonyms and by using examples so as to	
	comprehend or understand the word in english.	
	Also one can use restatement way and contextuali-	
	zation.	

Extract 13.2 shows a sample of a response from a script of a candidate who showed an average understanding on ways of comprehending a word in English language.

2.2.4 Question 14: Reference Skills

In this question, the candidates were required to explain with vivid examples the uses of a dictionary.

The question was attempted by 5,324 candidates (87.3%) of which 5,111 candidates (89.6%) had their scores ranging from 6 to 14 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who performed well in this question wrote a good introduction and explained the appropriate uses of a dictionary like providing meaning of a word, correct spelling, pronunciation, parts of speech and etymology or origin of a word. Moreover, all the points provided were supported with examples. Extract 14.1 shows a sample of a response from a candidate who performed well in this question.

Extract 14.1

14	<p>A dictionary is the reference book which words are arranged alphabetically and used to refer when what to get more information concerned the certain word. The following are the uses of a dictionary;</p> <p>A dictionary is used to show the origin of the word for example the British English word go and the American English is gonna.</p> <p>A dictionary used to show the pronunciation of the words we learn from dictionary of how words are pronounced in order to get the correct meaning is through pronunciation example Bank /brɪnk/</p> <p>A dictionary used to show the meaning of the words this are the exactly meaning of word which are provided by the diction for example play means physical exercise and run means to perform activities'</p> <p>A dictionary used to show the word class if it is countable noun or uncountable the noun also indicate if it is a verb, adverbial for example the word love is the noun and can be a verb'</p> <p>A dictionary used to show the spelling of the word means it shows how word are written.</p> <p>A dictionary used to show the division of syllables of the word for example the word conduct its division of syllable is con-duct.</p> <p>A dictionary are very important in adding vocabulary for daily use and expanding language.</p>	
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Extract 14.1 shows a sample of a response of a candidate who managed to explain with examples the uses of a dictionary.

In spite of the excellent performance in this question, some 213 candidates (4%) had their scores ranging from 0 to 5.5 marks. These candidates failed to explain correctly the uses of a dictionary as illustrated in Extract 14.2.

Extract 14.2

11	It used to facilitate the process of teaching and learning. for example Tanzania people speak Kiswahili mostly but they learning through foreign language that is English. So as English as second language to them its difficult to some extent. So in learning and teaching must use dictionary in order to make easily understanding.
	It used as a source of employment to the people- dictionary are a book a available in the centers which they selling books and Stationary. So these are used as the source of getting income to the people.
	It help the learner to make good English in a grammatical way. As dictionary can play part of making good grammatical in English language. through reading and searching different informations in the dictionary.
	So dictionary is very important book when learning a second language so government of Tanzania must increase more dictionary in the schools because it can help to facilitate the process of teaching and learning to the learners and making teaching process

Extract 14.2 shows a sample of a response of a candidate who explained partially the uses of a dictionary while demonstrating a poor English grammar.

2.2.5 Question 15: Oral Presentation

The candidates were required to describe important guidelines to be considered when making oral presentation on HIV/AIDS during the college assembly.

This question was attempted by 2,566 candidates (42.1%) of which 2,420 (94.3%) had their scores ranging from 6 to 15 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who performed well in this question were able to describe correctly important guidelines to be considered during oral presentation, for example, organizing the oral presentation in such a way there should be an introduction, the development part and the conclusion. Also, to limit the subject by explaining the topic that is supposed to be covered, in this case, HIV/AIDS. Extract 15.1 shows a sample of a response from one of the candidates who performed well in this question.

Extract 15.1

15	Oral presentation refers to the communication skills which use words. Oral presentation is the among of the parts of speaking skills where by only human being is blessed to use language. for a persons to make effective oral presentation first of all he or she must prepare a himself or herself before the audience like choosing the subject matter, determine the purpose, outline the references, organise the talk and dressing properly (avoid over or under dressing). So as to make an oral presentation on HIV/AIDS during the college assembly the following are the guidelines to consider during that presentation.
	Briefly introducing the subject matter. Through this first should give the meaning of the subject, that giving the meaning of the abbreviation of HIV/AIDS that HIV stands for human immunodeficiency Virus and AIDS means Acquired immune deficiency syndromes. Through this the collegers will understand what am going to talk also giving hints like cause, transmission and effect and how to cure or measurement to be taken.

Organizing the talk. That during oral presentation must be systematic by starting with introduction, then main body and at the end conclusion in order to avoid the colleagues not to understand and confuse them once I start and back to end then the main body. Now from the subject matter I will start by introducing where HIV/AIDS originated, the way it transmit from one persons to another, symptoms, effect and finally measurement to be taken. Through this the colleague will understand and give the support by listening.

To limit the talk. This means that not to go beyond the subject matter which you is concerned example am talking about HIV/AIDS then I left and start talk about how to cook good or delicious food. This will discourage the audience and start talking each other unfortunately they loss concentration on listening.

Filling the talk little bit humorous. Example by giving the audience jokes or proverbs so as to make them active or attach on what is going on. Through this the audience will not be bored because they will be sometime interested with your jokes which make them to be happy.

Avoid immitating others voice as the audience they will be bored. Therefore I must use my voice to present the material. The one of the effect of using others style of presentation or voice will make the audience concentrate on their business and not listen you.

To give the sincerely appreciation your audience. After finishing the intended message to your audience must give the appreciation to them by giving the chance to present something or subject matter to them to show that I appreciate their presence.

Not only generally not only discussed things to consider during the oral presentation also there are some principle which a person must follow it that

Extract 15.1 shows a sample of a response from a candidate who understood the requirements of a question and was able to explain important guidelines to be considered during oral presentation.

Despite the excellent performance in this question, some 146 candidates (5.7%) had their scores ranging from 0 to 5.5 marks. These candidates failed to interpret the requirement of the question, in the sense that, they explained about HIV/AIDS basing on its meaning, causes, symptoms, how it is transmitted, the effects and how it can be prevented instead of describing the importance guidelines to be considered when making oral presentation as shown in Extract 15.2.

Extract 15.2

15.	(i) Introduction;	
	The introduction will base on	
	the meaning of AIDS that is to say	
	Acquire immunodeficiency system	
	(ii) Causes;	
	The diseases caused by	
	Human Immune Virus, the virus	
	transmitted through human being on	
	the way of sexual intercourse when	
	a person of who are effected	
	make sex with a person who are not	
	affected the virus can affect the	
	person who have no Human	
	immune virus..	
	(iii) Symptoms;	
	Human lose interest of	
	eating, lose body weight, lose of	
	hair and all body become weak	
	also various diseases affect	
	the body.	
	(iv) Transmission;	
	The diseases transmitted	
	through sexual, injection, and donated	
	blood, a person who have affected	
	and do sexual with other person	
	who are not affected the probability	
	of getting HIV is great to one who	
	are not affected, also if the	
	injection are not boil well there	
	is a probability to transmit	
	HIV to those who have not	
	affected.	

15.	(v) Effects	
	There is so many effect to	
	people who have human immune	
	virus;	
	lose of manpower, there	
	are not produce well for their	
	family; because of suffering their	
	body.	
	Dead others dead	
	and left their children orphan	
	and the children remain street	
	children.	
	poverty of their family	
	and government is general	
	their family become poverty due	
	to the lack of power to produce.	
	(vi) Prevention:	
	To remain with one	
	partner will helps to reduce	
	transmission of the diseases.	
	To test the blood before	
	donated to another people.	
	To test blood before	
	get marriage	
	Also to reduce or avoid	
	laziness of sex and using	
	drug abuse.	

Extract 15.2 shows a sample of an incorrect response from one of the candidates who failed to describe important guidelines to consider during oral presentation.

2.2.6 Question 16: Writing

The candidates were required to explain important aspects involved in writing a curriculum vitae (CV).

This question was attempted by 4,669 candidates (76.6%) of which 4,635 candidates (99.3%) scored between 6 and 14.5 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question were able to explain the important aspects which are involved in writing curriculum vitae (CV) such as personal information of an individual like name, date of birth, sex, nationality,

marital status and the like. They also included academic background, employment experience and referees as important aspects to be included in writing a CV. Referees are very important because these are people who will provide important applicant's information to the employer. Extract 16.1 shows a sample of a response of a candidate who performed well in this question.

Extract 16.1

16	Curriculum Vitae refers to the personal information written in short form. It is mostly used when one applies for a job as a document that gives an employer a brief summary about a particular person.
	The following are very important aspects to be involved in writing a Curriculum Vitae.
	Personal data, this is the first part of a good curriculum vitae where an individual is required to indicate the information such as names, date of birth, place of birth, nationality, marital status and contacts.
	Education background, it is the second part where an individual should indicate year, name of institution, course taken and awarded certificate so that an employer may become aware about the educational level of an applicant.
	Professional experience, this is the third aspect of curriculum vitae where an individual shows year, name of institution, the work done so that to convince an employer that the applicant is competent enough to perform a particular work due to the experiences he/she shown in his/her curriculum vitae.
	Extra curricula, it is another aspect which shows other potentials, ability that an individual can perform for instance one could be undertaking driving course so as to increase chance of influencing

16	employer to decide on employing a particular applicant.	
	Hobbies, this another part which show something that one is preferring or entertaining to do as his/her part of life example watching television, playing football or dancing at the night club, but here applicant should be aware that the employer tends to judge personality of applicant through the mentioned things he/she admire most so one should mention good thing.	
	Referees, this the last part which is important due to the fact that it enable the employer to get contacts of person whom he/she could proof about the applicant information based on educational background as well as professional experiences.	
	Generally, for one to write an effective curriculum vitae there should be educ personal data, educational background, professional experiences, extra curricula, hobbies and names of referees.	

Extract 16.1 shows a sample of a response of a candidate who was able to explain important aspects involved in writing curriculum vitae (CV).

However, there were 34 candidates (0.7%) who scored from 0 to 5.5 marks. These candidates failed to explain vividly the important aspects which should be involved in writing curriculum vitae. This case is illustrated in Extract 16.2.

Extract 16.2

16	<p>Curriculum vitae is the writing of an individual which included the education qualification, working experience, referees and other document which can be well written the curriculum vitae base on the details of an individual for employment.</p> <p>The following consider when you write the curriculum vitae such as when you write the curriculum vitae make sure that target of your job if you can write the curriculum vitae make sure that you target on your job for working not other issue.</p> <p>Be brief this is the principle when you write a curriculum make sure you write the curriculum to your own word not for any body can help your to write the curriculum vitae.</p> <p>Be clear when you write the curriculum must be your base to the special of objective and you write good in order to prepare well the curriculum vitae.</p> <p>Write with your own hand not any body to help to write the curriculum vitae this is the principle when you write the curriculum vitae on things consider to write the curriculum vitae.</p> <p>Say you can do not to you want when you write the curriculum vitae make sure that do not use</p>
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Extract 16.2 shows a sample of a response from a candidate who failed to explain vividly the important aspects involved in writing curriculum vitae.

2.2.7 Question 17: Writing

In this question, the candidates were required to analyse the components involved in writing an essay. The question intended to test the candidates' ability in identifying components involved in writing an essay and how it is supposed to be organized.

This question was attempted by 3,110 candidates (51%) of which 3,091 (99.4%) scored above 6 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who performed well in this question showed a clear understanding of the question as they provided a good analysis of the components involved in writing essays including introduction, development part and conclusion. The candidates were able to identify necessary points in each component as shown in Extract 17.1.

Extract 17.1

17.	Writing essay refers to a type of writing skills on the particular matter or topic. The essay will be either extended or restricted. There are different types of essay namely definition essay, descriptive essay, cause and effect essay. The following were the three components involved in writing essay. Introduction. This is the first part in the essay where by a writer write about important meaning or definition of the key point in the question. It provide a wide range to be familiar concerning a key point or unfamiliar word in a question. For example to define what the question is about and conclude the variety of important information about the essay. Mainbody. This is the second part in the essay which explain deeply about the question or topic. It provide the sense of what the question is about and to become more familiar to the required information. For example if the question ask to explain about the characteristics of mental retardation, so the mainbody
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17.	of that essay will be the characteristics of the mental retardation.	
	Conclusion. This is the final part involved in writing essay where by it provide general argument or opinions about the question or topic. This provide a wide range for a reader to catch and to make evaluation concerning the essay. It is usually the last part involved in essay writing as recommendation, opinions, views of the writer.	
	Therefore, the components involved in essay writing were very important in the sense that without following those important components that is introduction, main body and conclusion the essay will be meaningless as there is no organization of materials from simple to complex. Also without following these components it may lead to the confusion to understand the essay.	

Extract 17.1 shows a sample of a response of a candidate who managed to write the components involved in writing essay.

In spite of excellent performance in this question, there were 19 candidates (0.6%) who scored from 0 to 5.5 marks. These candidates failed to identify and explain correctly the components involved in writing an essay. For example, one candidate suggested sentences, paragraphs and punctuation marks as components of essay rather than introduction, main body and conclusion. Extract 17.2 illustrates this case.

Extract 17.2

17	Essay is the piece of writings that describes about a certain subject matter.	
	Essay writing is the process of taking pen and present ideas about a certain matter in a piece of paper.	
	The following are the three components that involved in writing essay.	
	Sentences, it an important component because this is one which enable a writer to present his/her ideas in segments, but it should be well constructed to the extent that when other read your work be attractive.	
	Paragraph, any essay should be divided in para group of related sentences, by starting with thesis and close a particular paragraph with concluding sentence.	
	Punctuation marks apart from other component one should use correct mark for instance stop for long pause in a paragraph, full stop at the end of	

Extract 17.2 shows a sample of a response of a candidate who failed to identify the components involved in writing essay.

2.2.8 Question 18: Writing

In this question, the candidates were required to write a letter to the administrator of Sabasaba Secondary School requesting for accommodation for a group of thirty students who will be attending interschool sports and games bonanza for one week since 1st July, 2014. This question intended to test the candidates' ability to write an official letter.

This question was attempted by 3,165 candidates (51.9%) of which 3,154 (99.7%) had their scores ranging from 6 to 14 marks, indicating an excellent performance in this question.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question were able to write an official letter correctly showing important

features like sender's address, date, addressee's address, salutation, heading, the main body consisting of expression of the request, intention of the journey and correct spelling of words. They also wrote complimentary close, name and signature. Apart from that, they used grammatically correct sentences. Extract 18.1 shows a sample of a good response.

Extract 18.1

18	Mwenge Secondary School,	
	P.O.Box	
	ARUSHA.	
	28 th June, 2014.	
	THE HEADMASTER,	
	KABASABA SECONDARY SCHOOL,	
	P.O.Box 53567,	
	DARES SALAAM.	
	Dear Sir	
	<u>REF: A REQUEST FOR ACCOMODATION</u>	
	Refer the heading above:	
	I am requesting for the above mention request for my students	
	at your school who will be attending interschool sports and games	
	bonanza. The bonanza will last for one week as from 1 st July, 2014-	
	up to 7 th July, 2014. They are thirty students, twelve girls and	
	eight boys.	
	It is my hope that my request will be highly consi-	
	dered	
	Yours	
	MWANGI	
	MWENDAPOLE MWAJU (Head Master).	

Extract 18.1, shows a sample of a response of a candidate who managed to write an official letter showing important features.

Despite the excellent performance in this question, some 11 candidates (0.3%) scored from 0 to 5.5 marks. These candidates performed poorly because they lacked writing skills of an official letter. Some candidates wrote using poor grammar but also addressee's address was written at the opposite side of sender's address, as shown in Extract 18.2.

Extract 18.2

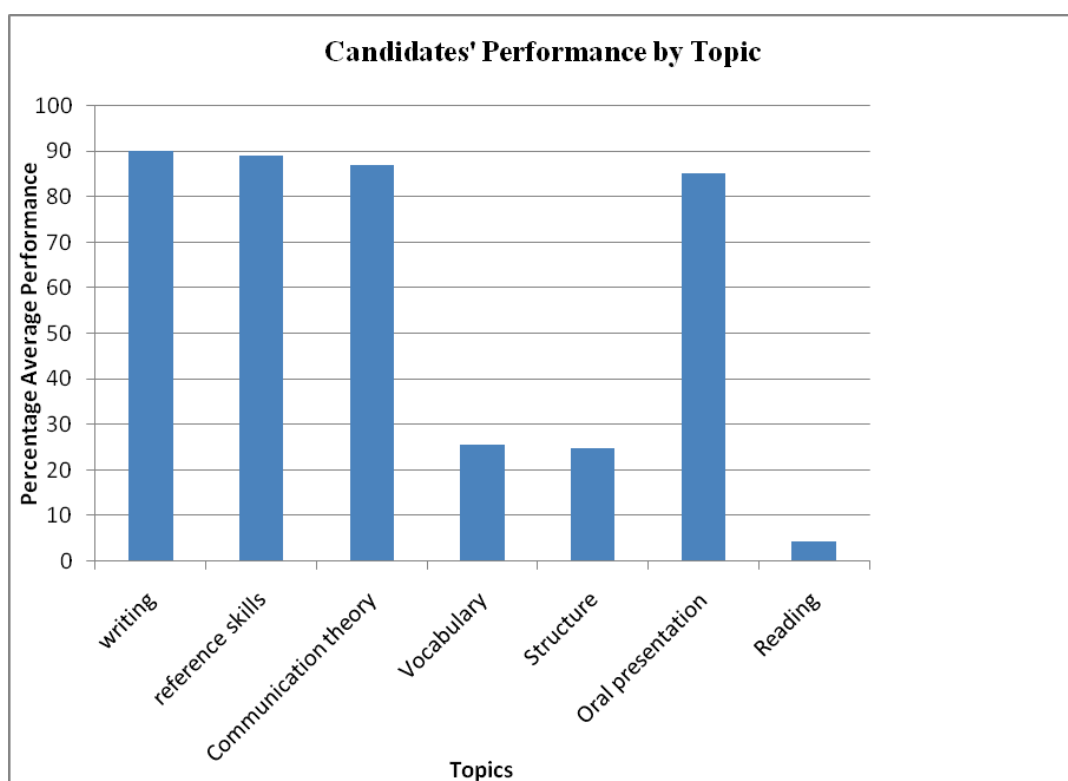
18	Administrator, Saba saba Sec School, P.O. Box 53567, Dar-es-salaam,	Head mistress, Mwenge Sec school P.O Box 5, ARUHA, 07/05/2014.
	Dear Sir/Madam	
	RE: ASKING FOR ACCOMODATION.	
	The above is request for accomodation of thirty student, twelve girls and eighteen boys in our school who will attend inter school sport and games bonanza. It will take one week since 1 st July, 2014. - We will be thanks when we get it.	
	I believe we will succeeded our need	
	Mwendapole Mkwaju	
	The head mistress.	
	MM	

Extract 18.2 shows a sample of a response of a candidate who failed to write an official letter correctly.

3.0 CONCLUSION:

In general, 2014 the candidates' performance in DSEE Communication Skills subject was average as the overall performance was 58.04 percent. There were topics which were done excellently like Writing (90.1%), Reference skills (89.1%), Communication theory (87.0%), and Oral presentation (85.3%). However, the performance of candidates in Vocabulary (25.7%), Reading (4.3%) and Structure (24.8%) was unsatisfactory as indicated in figure 1.

Figure 1 Summary of Performance of Candidates in Communication Skills



The candidates did not perform well in some topics especially reading, structure and vocabulary as it is shown in Appendix A on page forty eight (48). This is revealed by the performance in questions 2 (0.6%), 5 (2.2%), 8 (4.3%) and 13 (4.0%) where most candidates performed poorly. In question 2, the candidates were not able to rewrite the two given sentences correctly. It means that, they were not aware of 'subject-verb agreement in English language. In question 5, most of the candidates failed to construct correct sentences by using the given four prepositional phrasal verbs. It might be they did not know the meaning of those phrasal verbs. In some cases, the candidates failed to understand the requirement of the question, thus, failed

to give correct response as in question 8. The candidates' incompetence in English language also contributed a great deal towards the poor performance in this year's examination as some candidates failed to express themselves in English language and in some cases they wrote ungrammatical sentences.

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 Communication skills in Diploma course.

4.0 RECOMMENDATIONS

In order to improve the performance of the future candidates, it is suggested that:

- (a) Student teachers should use most of their time to read more books such as novels and Communication skills text books than depending on notes and summary pamphlets
- (b) Tutors should encourage student teachers to practice using English language everyday so as to improve their grammar. Student teachers should be given a lot of tasks which will help them to listen, speak, read and write in English language.
- (c) Tutors must ensure complete coverage of the topics stipulated in the syllabus to make the students acquire the necessary materials in each topic.
- (d) Provision of enough exercises and tests should be encouraged in order to reinforce students understanding of the concepts and skills in different topics.
- (e) Effective teaching methods must be employed so as to improve students' participation in Communication Skills in both individually and in groups.
- (f) The Ministry of Education and Vocational Training should provide enough teaching and learning materials and establish reliable internet services so that it will be easier in searching of the materials.
- (g) The Ministry of Education and Vocational Training should strengthen the directorate of Inspectorate so as to make follow up on the process of teaching and learning in teachers' colleges.

APPENDICES

APPENDIX A

The Summary of Performance of Candidates by Topics

S/N	Topic	Question Number	Performance in Percentages		Remarks
			40 percent or more	Average	
1	Writing	9	61.8	90.1	Excellent
		16	99.3		
		17	99.4		
		18	99.7		
2	Reference Skills	1	89.6	89.1	Excellent
		10	81.6		
		14	92.4		
3	Communication Theory	4	92.7	87.0	Excellent
		11	75.9		
		12	92.4		
4	Oral Presentation	3	76.2	85.3	Excellent
		15	94.3		
5	Vocabulary	5	2.2	25.7	Unsatisfactory
		6	71.0		
		13	4.0		
6	Structure	2	0.6	24.75	Unsatisfactory
		7	48.9		
7	Reading	8	4.3	4.3	Unsatisfactory
General performance				58.04	Average

Candidates' Performance by Topics

