THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2018
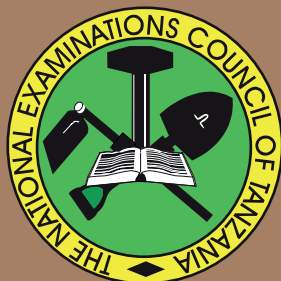
722 ENGLISH LANGUAGE

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TABLE OF CONTENTS

FOREWORD

This Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the English Language subject for Diploma in Secondary Education Examination (DSEE) in 2018 has been written in order to provide feedback to educational administrators, college managers, tutors and other education stakeholders about candidates' abilities in the English Language subject in the said examination.

The analysis provided in this report is intended to contribute towards making stakeholders understand possible reasons that made the candidates have the performance they had in the English Language subject examination. The report highlights the success attained and challenges faced by the candidates in answering questions correctly. Some of the challenges faced included inability to identify the tasks of the questions, failure to express themselves in English, lack of knowledge on English sound system as well as some aspects of literary work analysis. Despite showing challenges, this analysis indicates that some of the candidates scored high marks in some questions because they were able to identify the tasks demanded by the questions and they had adequate knowledge on the various aspects asked about. Those candidates demonstrated sufficient knowledge on the English sound system, literary work analysis, theories of language teaching; conversations, discussions and oral presentations which were the topics tested in this examination.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable educational administrators, college managers, tutors, and other stakeholders to identify appropriate measures to be taken in order to improve the teaching and learning of English Language at teachers' colleges in general and the diploma level in particular. This is particularly important because student teachers are teachers in the making. So, they need to be equipped with all language skills so as to successfully apply them in their career in future. Paying attention to challenging areas will also improve the candidates' performance in the future examinations to be administered by the Council at this level.

The Council will highly appreciate to receive comments and suggestions from student teachers, tutors, education quality assurers, curriculum developers and any other education stakeholders that can be used in improving future DSEE CIRA reports.

Finally, the Council would like to thank examination officers, examiners and all people who participated in preparing and analysing the data used in this report. The Council equally thanks all those who participated in the printing of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report provides the analysis of the performance of candidates who sat for Diploma in Secondary Education Examination (DSEE) in English Language subject in May 2018. The analysis indicates strengths and weaknesses of candidates in answering the questions asked. The focus of the analysis is on good responses to the questions, average performance and poor performance for all the questions asked. The analysis also indicates the extent to which each question was attempted by the candidates (in percentage).

The analysis of the candidates' performance in individual items is presented by indicating the percentages of those who attempted each question and those who scored various marks. The focus is on the percentages of students with high marks, average marks and low marks. Excerpts of responses from the candidates' scripts are presented to show how the candidates responded in view of the demands of each item.

Three categories of performance have been used in the analysis of the candidates' performance in each topic. The performance from 70 to 100 per cent is categorised as *good*, from 40 to 69 per cent is *average*, and from 0 to 39 per cent is *poor*. Three colours have been used to represent the performances: *green* indicates good performance, *yellow* indicates average performance, while *red* denotes poor performance. The whole analysis is based on the average percentages of the candidates who scored an average of 40 per cent and above of the marks allotted to the question. The candidates' performance analysis per topic is also provided. This topic performance analysis is summarised in the Appendix.

The English Language Examination for DSEE 2018 tested the candidates on aspects such as *English sounds; the roles of English in Tanzania; comprehension of a variety of information texts; language teaching methods; literary work analysis* and *assessment*. The examination consisted of sections A (40 marks), B (30 marks) and C (30 marks). Section A had ten (10) questions; all of which were compulsory. Candidates were required to choose two questions from section B and two from section C. The examination had a total of sixteen (16) questions. The following section provides the analysis of candidates' responses for each of the questions asked in the said examination.

The total number of candidates who sat for the DSEE in English Language Examination in May 2018 was 180 out of which 163 candidates (90.56%) passed this examination while 17 candidates (9.44%) failed.
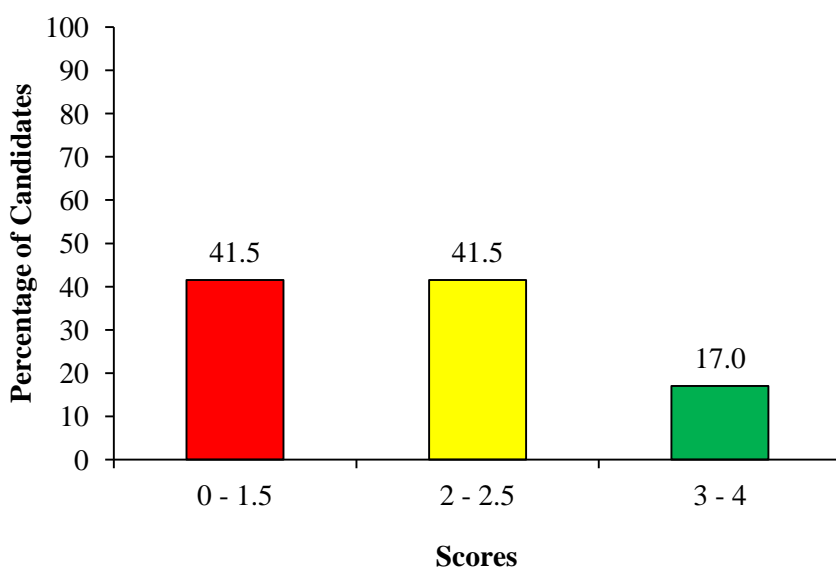
2.0 CANDIDATE ITEM RESPONSE ANALYSIS

2.1 **SECTION A: Short Answer Questions**

In this section, there were ten (10) questions. Each question was worth four (4) marks, making a total of 40 marks. The responses for each question were as follows:

2.1.1 Question 1: English Sound System

The question required the candidate to identify four types of English Language tones and to give one example for each tone identified. This question intended to measure the candidates' understanding of English tones.

Despite being compulsory, the question was attempted by 97.8 per cent of the candidates, of whom 41.5 per cent scored from 2.0 to 2.5 marks, 41.5 scored from 0 to 1.5 marks and 17 per cent scored from 3.0 to 4.0 marks. The overall performance for this question was average as 58.5 per cent scored from 2.0 to 4.0 marks. The overall candidates' performance is summarised in **Figure 1.**

Figure 1: *Illustration of candidates' scores in percentages*

The analysis of the candidates' responses indicates that 41.5 per cent of those who had poor performance scoring between 0 and 1.5 marks failed to identify the four different tones demanded in the question. This indicates that they had poor or no knowledge on the four tones used in English or they misunderstood the question. The extract 1.1 shows an example of the worst responses for the question.

Extract 1.1
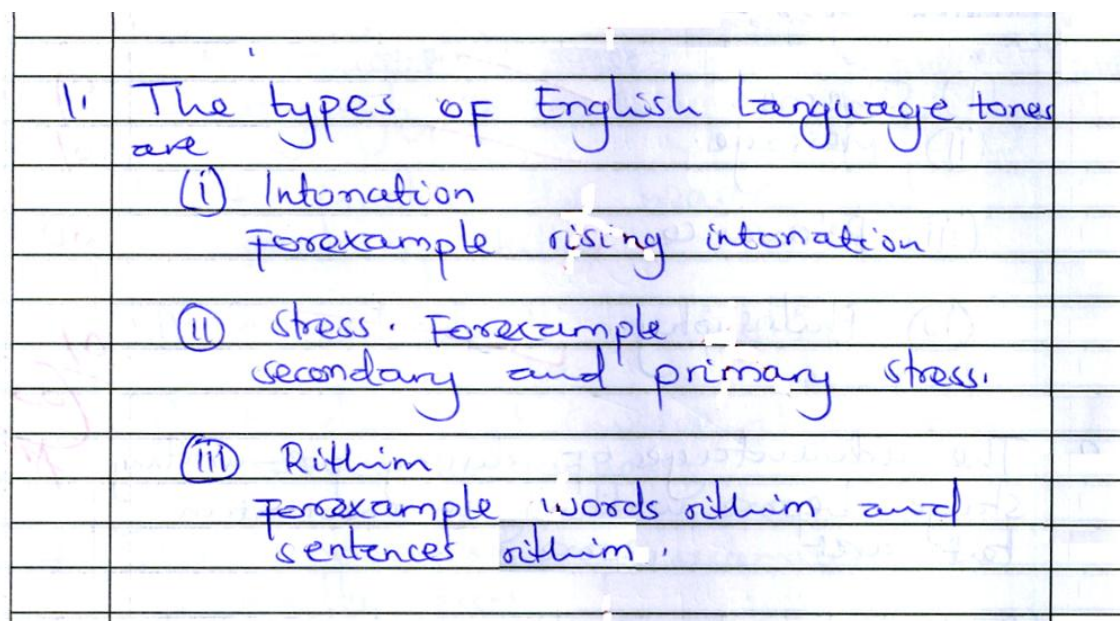
Extract 1.1: A response of the candidate who provided wrong answers

Furthermore, the analysis shows that, candidates who had average performance managed to give some of the types of tones correctly and others incorrectly. At the same time, some candidates mentioned all the four types of tones without giving examples. For example, one candidate gave answers such as *Rising tone, Falling tone, Falling-Rising tone* and *Rising-falling tone*. Candidates with responses like this ended up scoring half of the allocated marks.

The data also shows that 17 per cent of candidates who gave the best responses for this question identified all the four tones demanded by the question and gave an example for each tone identified. The tones identified were *Falling tone, Rising tone*, *Falling-rising tone* and *Rising-falling tone*. Extract 1.2 shows one of the best responses for this question.

Extract 1.2

> 1. Giving one example for each, identify four types of English language tones.
>
>   i) Falling Tone example Please give me your pen.
>
>   ii) Raising Tone, example. I said go away.
>
>   iii) Falling Raising Tone, example Arrange your lines straight, before I change my mind
>
>   iv) Raising Falling Tone, Example Woooh! I like it.

Extract 1.2: A response of the candidate whose answers were considered right as the candidate managed to identify all the four types of tones asked.

2.1.2 Question 2: Theories of Language Teaching and Learning

This question required the candidates to give four brief elaborations on the functions of English in Tanzania. The question intended to measure the candidates' ability to analyse functions of English in Tanzania.

The question was attempted by 100 per cent of the candidates, of whom 72.2 per cent scored from 3.0 to 4.0 marks, 17.8 per cent scored from 0 to 1.5 marks and 10 per cent scored from 2.0 and 2.5 marks. The performance for this question was generally good since 82.2 per cent scored from 2.0 to 4.0 marks. The overall candidates' performance in the question is summarised in **Figure 2**.
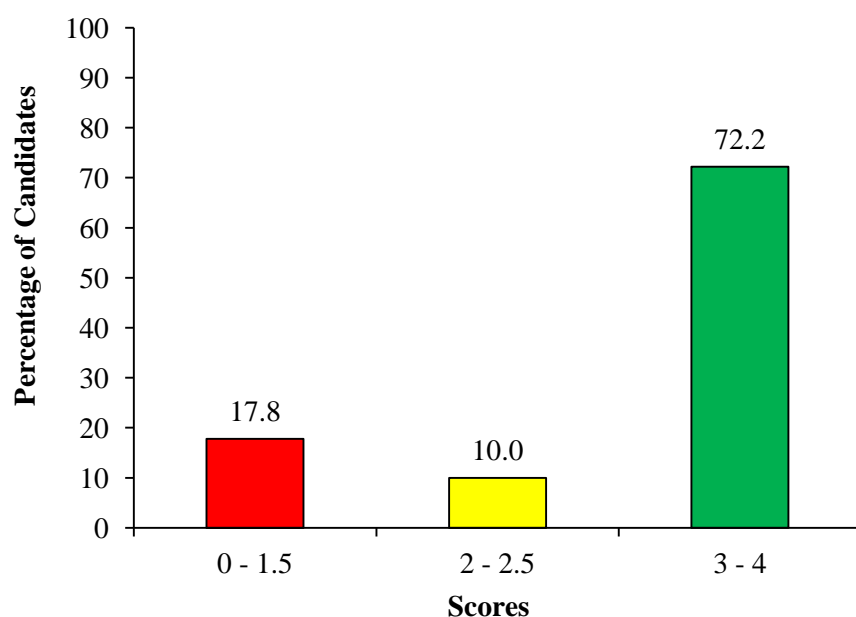
Figure 2*: Illustration of candidates' scores in percentages*

The data shows that the 72.2 per cent of candidates managed to provide all four brief elaborations on the functions that English performs in Tanzania. Such good responses showed both mastery of the subject matter and understanding of the question. Extract 2.1 provides an example of a good response for this question.

Extract 2.1

2. i. Used as medium of Instruction in O'level school and subject In O'leve schools.

ii. It used in mass media
where it used in mass media to give Informati on about the Certain Issue In the world like Television, Radio, Newspaper so as to give Informati on to the world like BBC London and other.

iii. It used in International trade.
English language used In trade where by trading with many people accross the world so as to make understand to all of them.

iv. Used as as a tool for communication.
English used as a tool for communicatio n

iv. Used for documentation in government.
English language Used In government for document where documents written In english language so as to be understood by the people Internationally.

Extract 2.1: A response of the candidate who managed to provide right answers.

The data also shows that the candidates who lost all the marks allocated for the question failed to show or elaborate on any of the functions of English in Tanzania. This suggests that these candidates lacked the required knowledge on the subject matter that was being tested. It also suggests that the candidates failed to understand the question. Extract 2.2 gives an example of a response to show the point in case.

Extract 2.2

2. (i) Communication function is a function of English language in which People communicate one with another.

(ii) Instrumental function is a function of English language which is give the order of something forexample go town.

(iii) Persuasive function is a function of language based for the aim of convincing about a certain Idea. Forexample Politizian uses Persuasive language.

(iv) Phatiz function is the function of language based on making good Souzl relationship forexample greetings.

Extract 2.2: A response of the candidate who failed to elaborate the functions of English in Tanzania

Furthermore, the data shows that candidates with average performance for this question managed to elaborate two points about functions of English in Tanzania. This suggests that those candidates had limited knowledge on the subject matter being tested. There were also candidates who simply listed the functions of English without elaborating. For example, one candidate gave answers such as:

> *Used in simplifying communication; Used in teaching and learning process; Used in business function where people interact and exchange ideas;* and *Used in official documentation writing and recording example, in the parliament and in the coart*.

An answer like this contains both correct and incorrect points. It also lacks elaboration, which was the demand of the question. Moreover, the answer has spelling mistakes.

2.1.3 Question 3: English Sound System

The question had two parts, (a) and (b). In 3(a), the question required the candidates to name two types of consonants. In 3(b), the question required the candidates to briefly describe three characteristics of consonants. The question intended to measure the candidates' understanding of English sound system particularly consonants.

The question was attempted by 98.9 per cent of candidates, of whom, 83.1 per cent had scores between 0 and 1.5 marks, 10.7 per cent had scores from 2.0 to 2.5 marks and 6.2 per cent scored from 3.0 to 4.0 marks. Generally, the performance for this question was poor since 16.9 per cent of the candidates scored from 2.0 to 4.0 marks. The overall performance for this question is summarised in **Figure 3.**
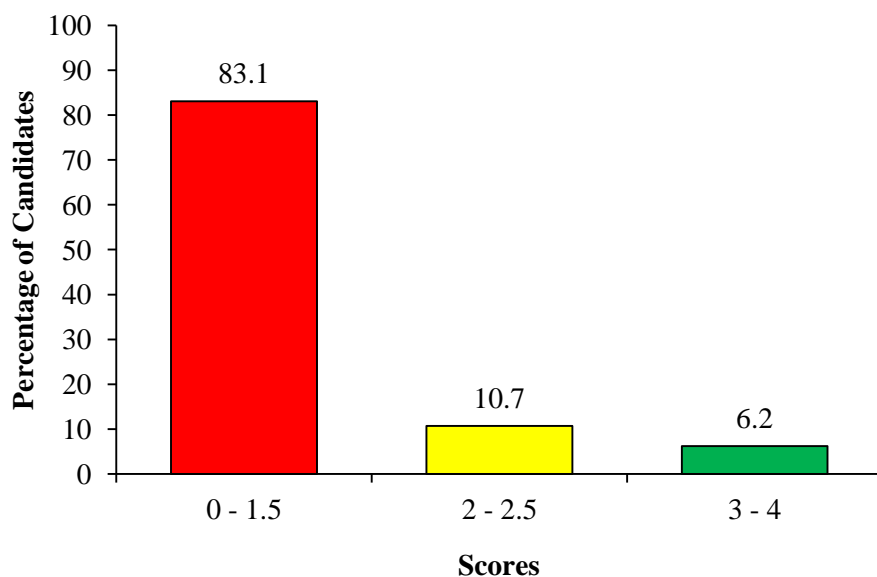

Figure 3*: Illustration of candidates' scores in percentages*

The analysis of the responses reveals that for question 3 (a), the worst response was given by candidates who gave answers which were completely different from those required by the question. For example, one candidate responded by mentioning *bilabial consonants* and *glottis consonants*. This suggests that the candidate had no knowledge on the subject matter being asked. It may also suggest that the candidate did not understand the question.

Candidates who gave the worst responses for question 3 (b) had answers that were irrelevant to the question asked. For example, one candidate responded by saying: *have restricted of air once produced*, *allows movement of the tongue and other speech organs once is atticulated* and *must form a word once combined together*. Apart from being wrong, the responses had spelling and grammatical errors. The responses may suggest that the candidate lacked the required knowledge on the subject matter. Extract 3.1 provides an example of a poor response for this question.

Extract 3.1
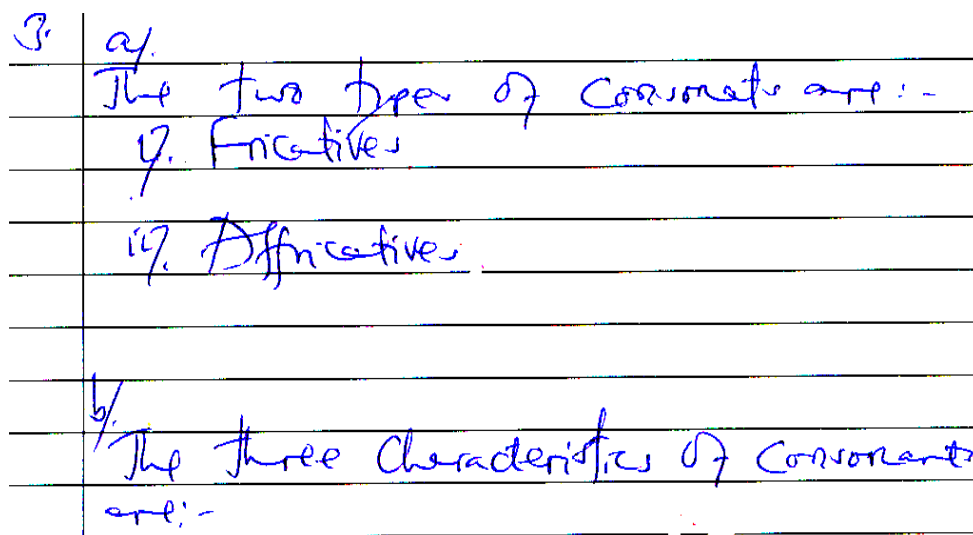
Extract 3.1: A response of the candidate who provided wrong answers.

It is, moreover, noted that 10.7 per cent of the candidates who had average performance scored between 2.0 and 2.5 marks. These ones managed to mention 1 type of a consonant and one characteristic of consonants or they gave correct answers for part (a) of the question or part (b). For example, one candidate gave the responses *voiced consonants* and *voiceless consonants* as answers for part (a) of the question. For part (b), the candidate gave *It produced with voiced sound example /p/ and /B/*; *It is twent four (24)* and *It have two types* as answers. This suggests that candidates with responses like these had little or limited knowledge on the subject matter. The candidate also had language problems as manifested in ungrammatical sentences and spelling errors.

The data also shows that the 6.2 per cent of the candidates who gave good responses managed to identify both types of consonants as demanded by

part (a) of the question. They did the same for 3 (b) as they managed to describe three characteristics of consonants. Extract 3.2 provides a sample of a good response.

Extract 3.2

Extract 3.2: A response of the candidate who managed to provide correct answers in accordance with the demand of the question.

2.1.4 Question 4: Comprehension of a Variety of Information Texts

The question required the candidates to state the meaning of information text and to outline three purposes of a text. This question intended to measure the candidates' understanding of information texts.

This question was attempted by 98.9 per cent of the candidates, of whom 53.9 per cent of the candidates scored from 3.0 to 4.0 marks, 28.1 per cent scored from 2.0 to 2.5 marks and 18 per cent had scores from 0 to 1.5. Generally, the performance for this question was good since 82 per cent of the candidates scored from 2.0 to 4.0 marks. The overall performance for this question is as summarised in **Figure 4**.
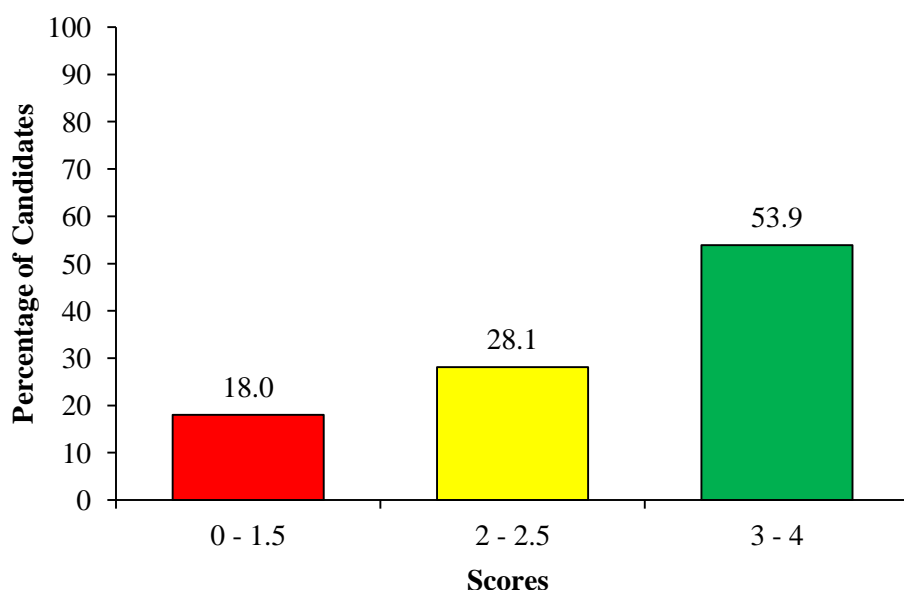
Figure 4*: Illustration of candidates' scores in percentages*

The analysis of the responses reveals that, in 4(a), the candidate who had the best response managed to clearly define the term **information text.** This suggests that such candidates had good mastery of the subject matter. For 4 (b), candidates who gave the best responses managed to outline all the three purposes asked. Extract 4.1 shows an example of a good response.
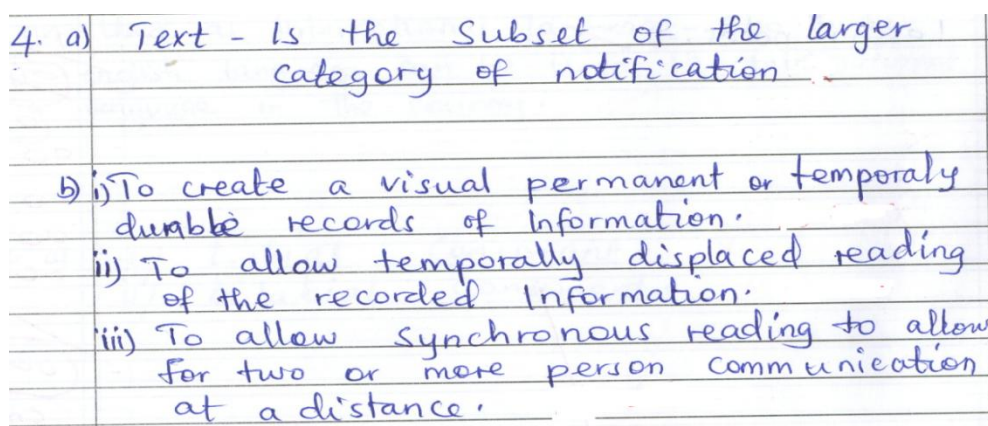
Extract 4.1

Extract 4.1: A response of the candidate who managed to provide right answers in accordance with the demand of the question.

The data shows that candidates who had average performance for this question scored from 2.0 to 2.5 marks. Some of these candidates managed

to state part of the meaning of information text and to provide one of the purposes of information text. For instance, one candidate in this category wrote *Information text is a kind of text that provide information about something* for part (a) of the question. Because of that response, the candidate lost the 1 mark allocated to part (a) of the question. For part (b) of the question, the candidate wrote: *To provide information; To influence a certain issue or thing; To eradicate or avoid something which is not good* and *To entertain*. This indicates that candidates in this group had limited knowledge on the subject matter.

Moreover, the data reveals that the 18 per cent of candidates who failed in this question provided answers that were not related to the demands of the question. This suggests that the candidates had no knowledge on the subject matter. When responding to 4 (b), one candidate gave answers such as *to make assessment in reading and learning; to make evaluation;* and *to know if you understand by retell the text by using your own words*. Apart from those responses being wrong, there are grammatical errors in them. This suggests lack of the expected competence of the candidate for the level and poor mastery of English. Extract 4.2 provides a sample of a poor response.

Extract 4.2

Extract 4.2: A response of the candidate who failed to meet the demand of the question.

2.1.5 Question 5: Teaching Methods

The question required the candidate to name four things that a teacher ought to prepare before entering the class. The question intended to test the

candidates' understanding of the things that teachers need to prepare prior to going to class for English teaching.

This question was attempted by 100 per cent of the candidates, of whom 78.9 per cent had scores ranging from 3.0 to 4.0 marks, 15.5 per cent scored between 2.0 and 2.5 marks, and 5.6 per cent scored from 0 to 1.5 marks. Generally, the performance for this question was good since 94.4 per cent scored from 2.0 to 4.0 marks. The overall performance for this question is summarised in **Figure 5.**
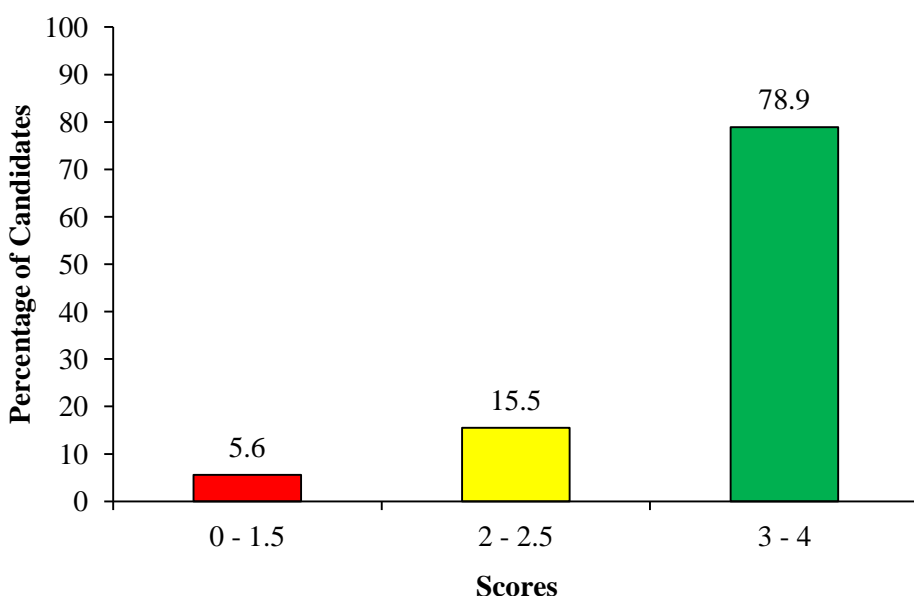
Figure 5: *Illustration of candidates' scores in percentages*

Furthermore, the data shows that candidates who gave good responses managed to identify all the four things demanded by the question. This suggests that the candidates who gave such responses had enough knowledge on the subject matter and understood the question. Extract 5.1 provides a sample of a good response for this question.

Extract 5.1

5.
i). Lesson plan
ii) lesson notes
iii) Teaching aids
iv). Reference materials.

Extract 5.1: A response of the candidate who managed to provide all four things demanded in the question.

The data also shows that the 15.5 per cent of the candidates who had average performance managed to mention 2 correct answers out of the 4 demanded things in the question. For example, one candidate listed things like *scheme of work, lesson plan, lesson notes* and *subject log book* as answers to this question. This suggests that candidates with average performance had limited knowledge on the subject matter being tested.

The 5.6 per cent of the candidates who gave poor responses provided answers that were not relevant to the demands of the question. This suggests that the candidates lacked the required knowledge on the subject matter. Extract 5.2 presents a sample of a poor response for this question.

Extract 5.2

6. Name four things which a teacher should prepare before entering the class
i/ prepare the good or Conducive environment for learning.
ii/ Prepare teaching and learning materials to ensure the whole process of learning is effective.
iii/ Choose appropiate methods for teaching the learners
iv/ know the ability of learners your going to teach.

Extract 5.2: The response of the candidate who provided wrong answers.

2.1.6 Question 6: Language Teaching Methods

The question required the candidate to give brief explanation on four features of direct method of teaching and learning English. The question intended to test the candidates' ability to analyse aspects of English teaching methods.

The question was attempted by 98.3 per cent of the candidates, of whom 42.9 per cent scored from 0 to 1.5 marks, 31.7 per cent got from 2.0 to 2.5 marks, and 25.4 per cent scored from 3.0 to 4.0 marks. The general performance for this question was average since 57.1 per cent scored from 2.0 to 4.0 marks. The performance for this question is summarised in **Figure 6**.
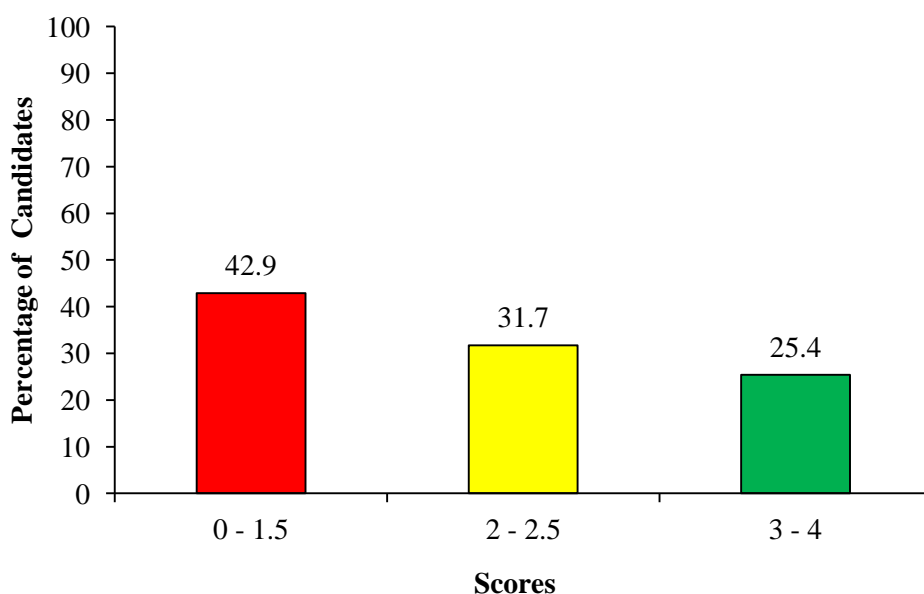
Figure 6: *Illustration of candidates' scores in percentages*

Further analysis of the responses for this question shows that the 42.9 per cent of the candidates who got from 0 to 1.5 marks gave answers that were not relevant to the demands of the question. This suggests that candidates with such responses lacked knowledge on the subject matter represented in the question or they failed to understand the question. Extract 6.1 provides a sample of a poor response.

Extract 6.1

> 6. i/ It is a teacher centered method, as a teche
> r teach direct the content want to
> repsent without interacting the learnes.
>
> ii/ It contain all four language communi
> cation skills to both primary and
> secondary these are listening, writin
> g, reading and speaking skills.
>
> iii/ It teach from simple to complex, or
> from known to uncnown vocabulary,
> so that to make creal understand
> to the learners.
>
> iv.

Extract 6.1: A response of the candidate who gave a wrong answer.

Moreover, the data reveals that the 31.7 per cent of the candidates with scores ranging from 2.0 to 2.5 marks were able to provide some answers that were correct while other answers were wrong. There were also candidates who listed the features of direct method as an approach in teaching and learning English instead of elaborating them. There are also some spelling and grammatical errors. For instance, one candidate wrote: *Use target language to teach; Every day vocaburary are taught; It teach oral skills*; and *It emphasis on listening and speaking*. This suggests that candidates had partial knowledge on the subject matter represented in the question. They also had some difficulty in expressing themselves in English.

Despite there being poor and average performance, there were 25.4 per cent of the candidates who had good responses to this question. Such candidates managed to give four features of direct method. This suggests that candidates who gave correct responses had enough knowledge on the subject matter asked. A sample of a good response is shown in extract 6.2.

Extract 6.2

6. Features of direct method for language teaching and learning.

(a) Targeted (English) language used in teaching and learning.

(c) It involves use of real objects in clarification of the meaning of words used in English language.

(e) It employs action in teaching and learning so that a learner can grasp meaning from action.

(d) It uses simple vocabularies which will be known easily by the learners.

Extract 6.2: A response of the candidate who managed to provide the correct answers according to the demand of the question.

2.1.7 Question 7: Comprehension of a Variety of Information Texts

The question required the candidate to highlight four points that show the importance of an information text to readers. The question tested the candidate's understanding of the importance of an information text.

This question was attempted by 100 per cent of the candidates, of whom 39.4 per cent scored from 2.0 and 2.5 marks, 30.6 per cent scored from 3.0 to 4.0 marks, and 30.0 per cent scored from 0 to 1.5 marks. Generally, the performance for this question was good as 70 per cent of the candidates scored from 2.0 to 4.0 marks. The overall performance for this question is summarised in **Figure 7**.
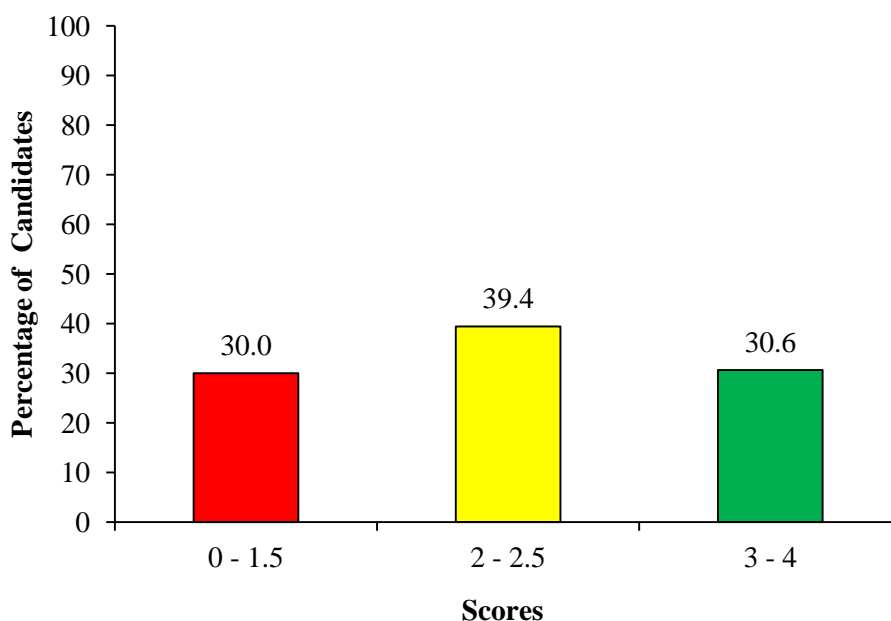
Figure 7: *Illustration of candidates' scores in percentages*

Further analysis of the responses reveals that the candidates who had average performance managed to highlight at least two points that show the importance of an information text. There were also candidates who simply listed points without giving any supporting explanation. For example, one candidate wrote: *It educate; It intertain the reader; Expand knowledge on the reader*; and *Make the reader to be active when reading*. As it can be observed in these answers, the candidate had language problems as manifested by grammatical errors committed. These averagely performing candidates had limited knowledge on the subject matter.

Moreover, the data shows that candidates who gave correct responses managed to highlight four points showing the importance of information texts to the reader. This suggests that those candidates had adequately gained the knowledge on the subject matter. Extract 7.1 gives an example of the correct response for this question.

Extract 7.1

> 7. The following are the four importance of an information text to reader.
> (i) It help to provide information to the reader.
> (ii) It help to provide Knowledge and Skills to the reader
> (iii) It improve language skills to the reader. especially reading skills.
> (iv) It Can also intertain the reader.

Extract 7.1: A response that was given by the candidate who managed to provide answers that matched with the demand of the question.

Moreover, it is noted that the candidates who gave wrong responses listed points that were not relevant to the question asked. This suggests that the candidates lacked knowledge on the subject matter on which the question was based. Extract 7.2 provides a sample of a wrong response for this question.

Extract 7.2

> 7 i) It helps the reader to be aware of what has been written in the text
> ii) It helps the reader to develop more understanding
> iii) It helps the reader to save time of finding Infor mation to other sources.
> iv) Saves cost, this is when a person can use more mas in order to get the information

Extract 7.2: A response of the candidate who failed to meet the requirement of the question.

2.1.8 Question 8: Literary Analysis

The question required the candidate to give brief elaboration on four elements to consider when analysing the content of a literary work. This question intended to test the candidates' ability to analyse literary works by elaborating on the elements of content.

19

This question was attempted by 100 per cent of the candidates, of whom, 36.7 per cent scored 2.0 marks, 32.2 per cent scored from 0 and 1.0 marks, and 31.1 per cent scored between 3.0 and 4.0 marks. The general performance for this question was average since 67.8 per cent of the candidates scored from 2.0 to 4.0 marks. The overall performance is as summarised in **Figure 8**.
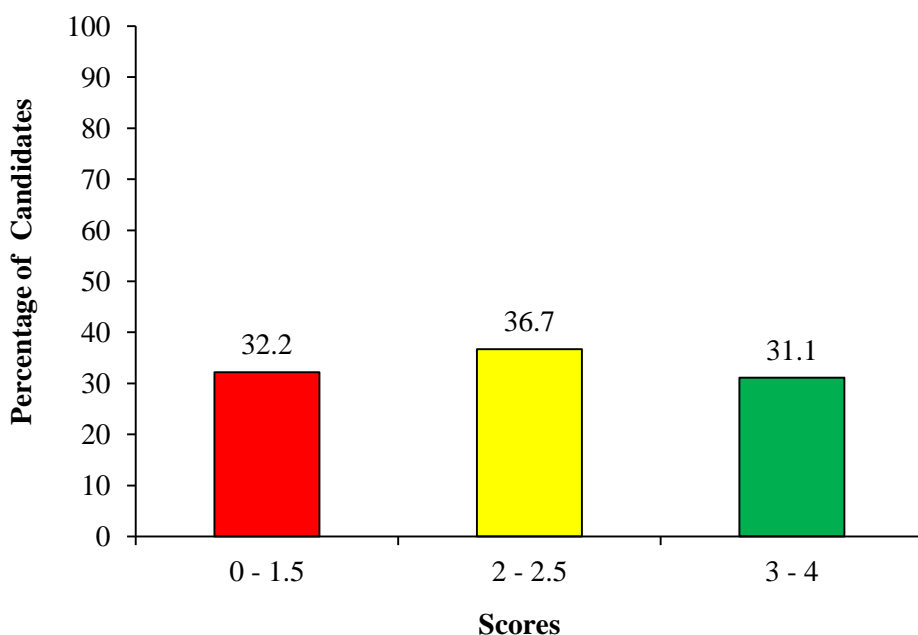
Figure 8: *Illustration of candidates' scores in percentages*

Further analysis of responses shows that the candidates who had average performance managed to elaborate two elements out of the four elements demanded by the question. For example, one candidate made an elaboration of *themes; language use; message* and *strengths/weaknesses*. The elements that were considered correct for that response were themes and message. As a result, the candidate ended up getting 2.0 marks out of 4.0 marks. This suggests that the candidates with responses like the one just seen did not have enough knowledge on the subject matter tested in the question.

Moreover, the analysis of responses reveals that candidates who gave poor responses had answers which were not related to the question at hand. For example, one respondent listed *dramatic irony, actors, soliloque* and *stage directions* as elements of content. These are features of drama and not elements of content in literary works. The candidate who provided that

response is likely to have done that because he/she had forgotten the right answers for the question and decided to write anything that he/she could remember. Another possibility is that the candidate misunderstood the question. He/she might have thought the question wanted elements of drama instead of those of content. Extract 8.1 provides a sample of a wrong response.

Extract 8.1

Extract 8.1: A response of the candidate who gave wrong answers.

Although the performance for this question was generally average, there were candidates who gave good responses. Those candidates managed to elaborate four elements of content as the question demanded. Most of the best responses contained *theme, message, lesson* and *ideology* elaborated as elements of content. Extract 8.2 provides a sample of a good response for this question.

Extract 8.2

8. (i) Themes: This refers to what writers deliver to the readers such as corruption, selfishness.

(ii) Message: This refers to what readers get from themes, for example, corruption is a factor for underdevelopment.

(iii) lessons: This refers to what readers learn from the literary work.

(iv) Ideology: This refers to what writers thinks toward the society.

Extract 8.2: A response of the candidate who managed to identify all the points in accordance with the demand of the question.

2.1.9 Question 9: Comprehension of a Variety of Information Texts

The question required the candidate to give elaboration on four advantages of pre-writing stage as a step before writing an information text. This question intended to test the candidates' ability to analyse prewriting activities as a stepping stone towards effective writing of information texts.

This question was attempted by 98.3 per cent of the candidates, of whom 46.9 per cent scored from 0 to 1.5 marks, 40.1 per cent scored from 2.0 to 2.5 marks, and 13 per cent scored 3.0 marks. Generally, the performance for this question was average since 53.1 per cent of the candidates scored from 2.0 to 3.0 marks. The overall performance for this question is summarised in **Figure 9** below.
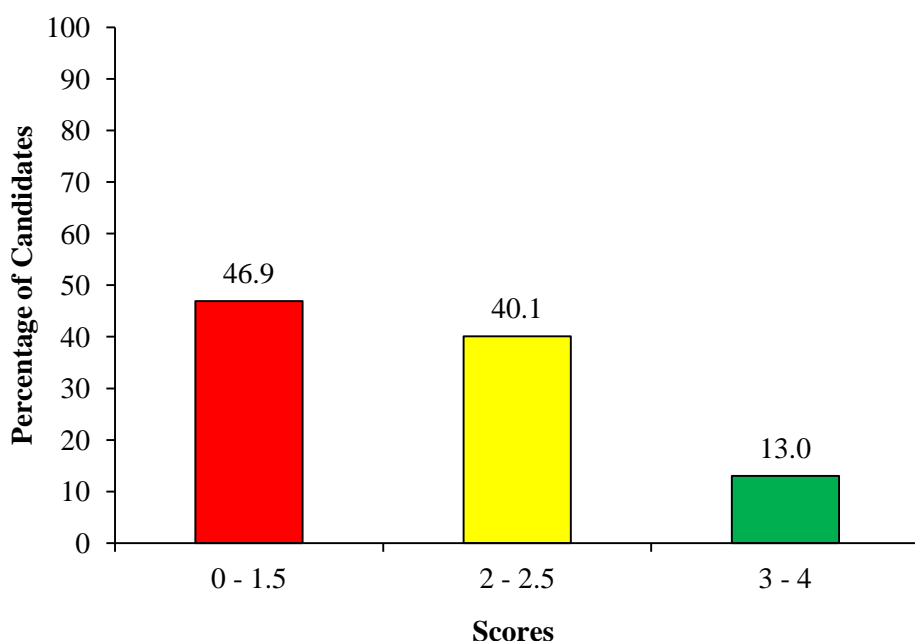
Figure 9: *Illustration of candidates' scores in percentages*

Further analysis of responses reveals that the 46.9 per cent of candidates who had poor scores failed to identify and elaborate four advantages of pre-writing activities. Instead, they ended up giving answers that were not at all related to the demands of the question. This suggests that candidates with such responses had no knowledge or had not understood the question. For example, one candidate gave answers such as *To avoid errors in writing; To avoid mistakes; To provide clear understanding* and *To make a text meaningful*. Extract 9.1 provides a sample of a wrong response.

Extract 9.1

Extract 9.1: A response of the candidate who gave answers that were not relevant to the question.

Moreover, the analysis of responses reveals that candidates who had average performance managed to give elaborations on two points showing the advantages of pre-writing. For example, one candidate wrote answers such as: *Easly to make correction; Easly to evaluate aim of text;* and *It help to reduce/add important word so as to make the information clear and easly to understand*. This response was considered to be partly correct. This suggests that the candidates in this category had limited knowledge on the subject matter. The language problem was also manifested in most responses.

The analysis also shows that candidates who were able to give good responses elaborated four advantages of pre-writing stage before writing an information text. These responses suggest that small percentage of candidates (13 per cent) had the required knowledge on the subject matter tested. Extract 9.2 provides a sample of a good response.

Extract 9.2

Extract 9.2: A response of the candidate who managed to provide advantages of pre-pre-writing stage for an information text.

2.1.10 Question 10: English Sound System

This question required candidates to define consonants; articulators, vowels and phonemes. The question tested candidates' knowledge of English sound system.

The question was attempted by 97.8 per cent of the candidates, of whom 59.7 per cent scored from 0 to 1.5 marks, 22.7 per cent scored from 3.0 to 4.0 marks and 17.6 per cent scored from 2.0 to 2.5 marks. Generally, the performance for this question was average since 40.3 per cent of the candidates who attempted the question scored 2.0 to 4.0 marks. The overall performance for this question is summarised in **Figure 10.**
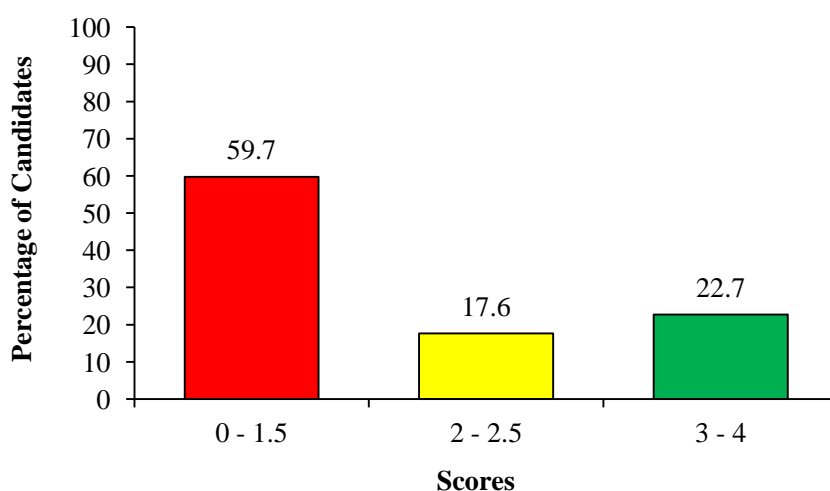
Figure 10: *Illustration of candidates' scores in percentages*

Further analysis of the responses indicates that the candidates who gave wrong responses completely failed to define the given terms. Instead, they gave incorrect definitions. This suggests that the candidates lacked the required knowledge on the subject matter. Extract 10.1 provides a sample of a wrong response.

Extract 10.1

Extract 10.1: A response of the candidate who failed to define the terms that were asked.

Moreover, the analysis of responses shows that the candidates who gave good responses were able to correctly define the four terms provided in the question. This indicates that the candidates had the required knowledge and had understood the question asked. Extract 10.2 provides a sample of a good response.

Extract 10.2

10 → To define the following terms

a) Consonants, These are ~~vowel~~ speech say nd which are produced when there is partial/complete closure of air stream from the lung out of the oral/Nasal cavity forexample /P/ /M/ /f/ /V/

b) Articulators, refer to the speech org ao that used in the production of speech sound forexample lips, Lungs and tongue forexa mple sound /V/ is produced whe n there is contact between Upper teeth and Lower lips

c) Vowels - are speech sound which produced when there is no parti al or complete closure of air stre am from the lungs out of the or al or Nasal cavity. forexample /ə/ /æ/ and /ʊ/

d) phenemes These are the smallest unit of speech in language forexample /ə/ /æ/ /i/ /a/ /ɔ/ and /ʊ/

Extract 10.2: A response of the candidate who managed to define the terms adequately according to the demand of the question.

Analysis of responses also shows that the candidates who had average performance were able to give some correct responses as well as the wrong ones. Since most students had performance below average, it is apparent that candidates had limited knowledge on the subject matter.

2.2 SECTION B: Essay Questions on Academic Content

This section had three questions. All the questions were supposed to be responded in essay form. The candidate was supposed to answer two questions from this particular section. Each question was worth 15 marks. The analysis of responses for each question in this section is as follows.

2.2.1 Question 11: Conversations, Discussions and Presentation

This question required the candidate to explain the importance of making preparation before delivering a speech to the audience. Along with that, the candidates were supposed to give five points. This question meant to test the candidates' ability to analyse the importance of making preparations before one can deliver a speech to the audience.

The question was attempted by 100 per cent of the candidates, of whom, 63.3 per cent scored from 6.0 to 10.0 marks, 35.6 per cent scored from 3.0 to 5.5 marks, and 1.2 per cent scored from 10.5 to 15.0 marks. The general performance for this question was average as 64.5 of the candidates scored from 6.0 to 15.0 marks. The overall performance for this question is summarised in **Figure 11**.
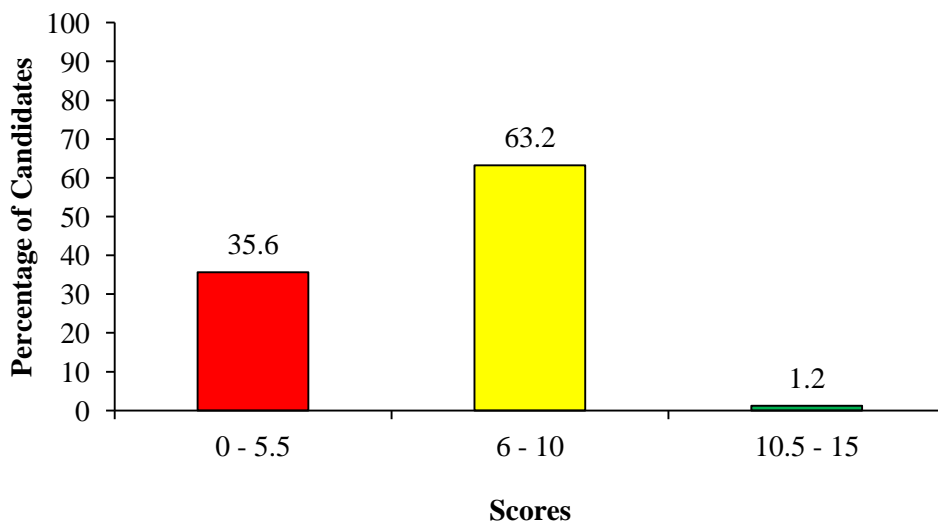
Figure 11: *Illustration of candidates' scores in percentages*

Further analysis of the responses shows that the 63.3 per cent of candidates who had average performance managed to give some good answers while missing others. One candidate, for example, wrote answers by explaining points like: *It bring confidence; It help speaker to understand systematic; It help speaker to reach certain goals*; *It create understand to the audience*;

28

and *It make speech attractive*. This suggests that, candidates in this category had some knowledge on the subject matter. Some of them had language problems as manifested through ungrammatical sentences.

Moreover, the analysis shows that the 35.6 per cent of the candidates who gave wrong responses failed to adhere to the requirement of the question. Most of the responses the candidates gave were not relevant to the question. This suggests that, the candidates did not have the required knowledge on the subject matter. Extract 11.1 provides a sample of a wrong response for this question.

Extract 11.1

29

11   Enable a speaker to settle for a specific information rather than carrying a lot of information to be presented to the audience and sometimes other information are not necessary to be presented according to the age of the audience, economic status of that people.

    It help to avoid corrugation during the delivering of a speech, so if well prepared there can be non- formation of some misunderstanding when presenting a certain speech to the audience, this also will attract the audience attention.

    Good preparation influence good and chronological presentation of a speech, Means that if a speech prepared well the sequence of different occasions will be implemented chronologically due to the good preparation.

    Preparation helps to alter the attention of the audience, this means that if there were good preparation of such speech even the attention of the listener will be full and Poor preparation will draw down the attention of the audience.

    Generally good preparation of a speech led to the good presentation of a speech with chronological arrangement of events during the introduction, main body and finalizing of the a speech.

Extract 11.1: A response of the candidate whose answers did not match with the demand of the question.

Although the general performance was average, there were candidates who offered good responses. Those candidates managed to write essays explaining the importance of preparations before delivering a speech to the audience. The candidates gave points such as *Preparation helps the speaker to choose appropriate language for the audience*; *It helps to organize the speech*; and *Preparation helps the presenter to prepare appropriate presentation materials* as part of the main body. This suggests that the candidates with this score had knowledge on the subject matter and they understood the question. Extract 11.2 provides a sample of a good response for this question.

Extract 11.2

Qn 11 our audience or listeners. The selection of correct Language will enable us to avoid misunderstanding when presenting a speech. It help us organisation and structure of the speech. Before presenting a speech to the audience, we should make preparation so as to organize well ideas in the speech and structure the speech in a systematic way that can be understood by the audience when to delivering a speech.

It help to know and select appropriate environment for delivering a speech. We do preparation so as to select and know the appropriate area or context of delivery a speech. It depend with the aim of the speech, and the included audience. We should consider the number of audience and the size of the environment to be used.

It help us to prepare materials or aids to be used. In preparation of speech we get chance of selecting and preparing the aids we will use in the preparation presentation so that the audience can understand well the speech. A good speech should be presented with the aid of visual materials or aids.

It enable the presenter to be confident when presenting. Good and enough preparations of a speech enable presenter to be free and confident when when

Qn 11 presenting a speech. Due to enough and good preparation before the speech. the presenter will present a speech confidently and frees resulting to interactive and interesting presentation.

Therefore presenting a speech is not an easy task, It involve a number of preparations to be done before so that the presentation can be clear and understood to the audiece.

Extract 11.2: A response of the candidate who met the requirement of the question.

31

2.2.2 Question 12: English Sound System

The question required the candidate to describe how the sounds /f/ and /v/ are produced. The question intended to measure the candidates' understanding of the English sound system.

The question was attempted by only 16.1 per cent of all the candidates. So, it was the least attempted. Among the candidates, 79.3 per cent scored from 0 to 5.0 marks and 20.7 per cent scored from 6.0 to 10.0 marks. The general performance for this question was poor since only 20.7 per cent of the candidates scored from 6.0 to 10.0 marks. The overall performance for this question is summarised in **Figure 12**.
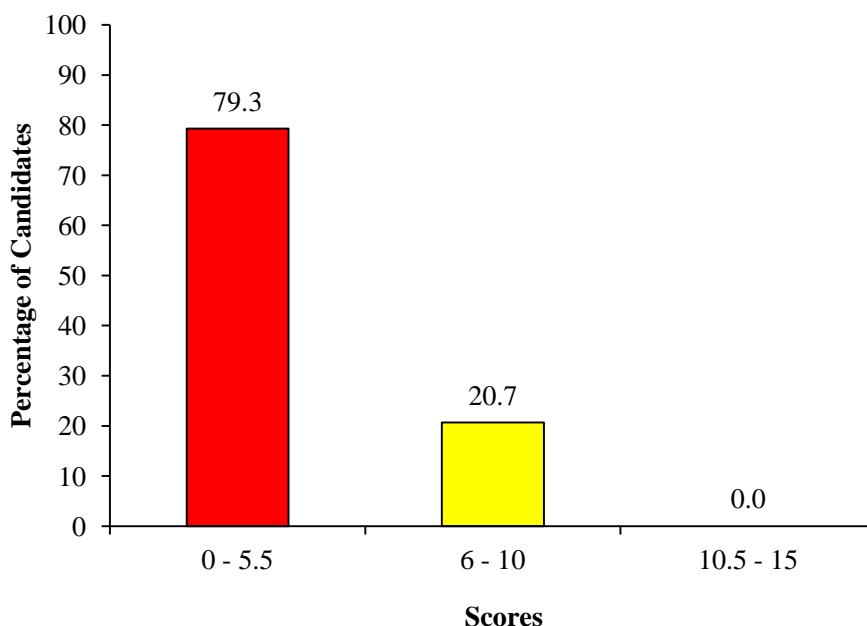
Figure 12: *Illustration of candidates' scores in percentages*

Further analysis of the responses given by the 79.3 per cent of the candidates with poor performance indicates that the candidates provided answers that were not relevant to the demands of the question. This suggests that candidates with those responses had no knowledge on the subject matter or they failed to interpret the question. Extract 12.1 provides a sample of a wrong response for this question.

Extract 12.1

12. Articulation is the process of fro providing the word from the mouth. Phonemes is the study which deals how word are pronounced. The following are the way on how the sound /f/ and /v/ are produced.

When proonounce a verb, this sound are mostly appeared during pronouncing the verb and it have when there is conversation between two people and Individual conversation hence this sound it appeared example /f/- fighting, and the sound /v/- vibrating.

When pronounce names of something? Also this sound my also be released by pronouncing various word which can be the name of the object, thing or man hence this sound are produced to the individual example the sound /f/ - Frank, Fwaha and the sound /v/ - ved

When pronounce pronounce the Adjective, where by the sound /f/and and /v/ are also produced much when pronouncing the adjective

K| which is mostly appeared in writting the sentence or words excample The sound /F/- freedom, and also The sound /V/ when but we get the adjective word That is Voiceless.

When pronouncing Adverb, beside of adjective also this Sound are produced when pronounce There were ds which seem as adverb in a sentence or during Conversation example The Sound /F/ it may be produced when pronounce The word Like ei or adverb like freely and the Sound V it may appeared when prounce The Sound adverb Visibility

During articulating of spelling; where by The Sounds /f/ and /v/ may also be produced when some one pronounce of Spelling for the special for purpose excample the found /f/ may also be produced when some one pronounce The Spelling F and The Sound /V/ may be produced when R The order prose unce the Spelling V.

These fore The use of This Sound promote ability to the learne on how to articulate in proper way

Extract 12.1: A response of the candidate who gave responses that could not describe the production of /f/ and /v/.

The analysis also shows that in the 20.7 per cent of the candidates who had average performance, the highest score was 8.0 marks out of 15 marks. This suggests that the candidates had limited knowledge on the subject matter. The candidates who had that performance managed to mention aspects such as *place of articulation, manner of articulation, state of glottis, state of the soft palate* and *the airstream mechanism involved*

during the articulation of the two consonants. A sample of an averagely good response is given in the extract 12.2.

Extract 12.2

Extract 12.2: A response of the candidate who attempted to adhere to part of the requirements of the question. The candidate managed to talk about the production of /f/ and /v/ to some extent.

2.2.3   Question 13: Literary Analysis

The question required the candidate to elaborate five criteria that are used to determine the traits of a character in a literary work. This question intended to measure the candidates' ability to analyse literary works.

This question was attempted by 82.2 per cent of the candidates, of whom 80.4 per cent scored from 0 to 5.5 marks and 19.6 per cent scored from 6.0 to 10.0 marks. This shows that the general performance for this question

was poor as only 19.6 per cent of the candidates scored from 6.0 to 10.0 marks. The overall performance for this question is summarised in **Figure 13**.
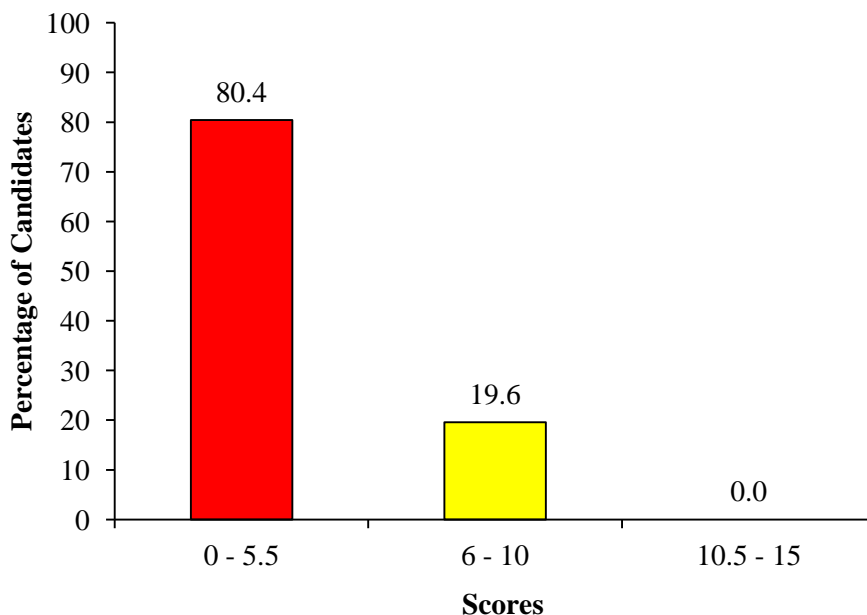
Figure 13: *Illustration of candidates' scores in percentages*

Further analysis of responses shows that the 80.4 per cent of candidates who had poor performance gave answers which were not in line with the demands of the question. One possible interpretation for those responses is that candidates failed to understand the question. Specifically, the word **traits** gave the candidates trouble. This is because when candidates decided to define key terms, they avoided the word **trait**. Other words like **character** and **literary work** were defined as key words but **traits** which was left undefined was actually the key word in the question. Extract 13.1 provides a sample of a wrong response for this question.

Extract 13.1

13 CRITERIA TO DETERMINE CHARACTER'S TRAIT

Character is the one who act and carry the message to the literary work. Character's Traits is the way a person, animal or other instrument is given chance to carry a any aimed information in a literary work. The following are criteria's used to be determine character's trait in a literary work.

Participation in a literary work. There are two kinds a character, the main and Minor character. Those two kinds gives their participation in the work. If is the full participation or not put participation the character's trait can be identified.

Position of a character. The way a character are is given opportunity to carry a message and feeling concern several issues in the society & may lead to identify the character's trait.

The giving names. Example Ahadi: Above Mapelala represent certain society. As The character given a name like Jope in Kiswahili literary works represent all albino who live in African society as they have been insulated and oppressed with to live with normal people.

Extract 13.1: A response of the candidate who provided answers that were not related to the requirement of the question. The question wanted to talk about the criteria used to determine character's traits. However, the candidate talked about other aspects of a character and not the traits asked.

Moreover, the analysis of responses shows that the 19.6 per cent of the candidates managed to elaborate some of the criteria used to determine the character's traits in a literary work. This indicates that the candidates had average knowledge on the subject matter. Extract 3.2 provides a sample of a response which earned average performance.

Extract 13.2

Qn 13 To elaborate five criteria that can be used to determine the character's traits in a literary work.

Literature is the work of art which uses language to express daily experiences in our communities. There are two elements of literature which are form and content. Form had the following components plot, setting, tittle, Language used, style and characterization. Therefore a character's trait in a Literary work can be determined through the following.

What he/she done. A character in a Literary work can show his/her traits through the actions that he/she do. May be a character who likes sex with many different girls we can term him/her by as a prostitute. Or when a girl like wearing short dresses, and clothes with which leave parts of her body out we can term her as a prostitute. So we can determine the character's trait by what he/she done.

Through what he or she say. A character traits can be determined by what he or she say in a Literary work. The characters who always contribute positive Ideas in a literary work, we term them as educated ones, but those who contribut bad Idea or negative Ideas, we term them as Ignorant characters. So we can use what characters says in a literary work to determine character's trait s in a Literary work.

Qn 13 Through what other peoples say about him or her. Characters traits can be expressed / explained by other people or other character in a story. Example when a character explain about the weakness of another character, or when a character explain about bad behaviour of another character may be he or she is corrupt, selfiness, through other characters we can determine the traits of characters in a literary work.

through what he or she think. In a literary work other character present ideas through thinking. When a character thinks about something we can directly determine his or her behaviour. Example when we read about the character who thinking that Corruption is not a good thing in their society, or he or she thinks about hard life he or she have and how to improve his or her living standard, directly we can term this character as aware or educated person in that society.

Through what he or she motivate. There are different ideas and thought found in literary works. Others are good or positive while others are negative in our societies. The characters can motivate good or positive things while others motivate negative things. So we can know the behaviour of character through what he or she motivate. example when a character

Qn 13 motivate development, we can realise that the character is aware and educated, but when we meet a character who motivate unsafe sexual behaviour we can term him or her as a prostitutor.

Generally a character's traits in a story can be determined through several ways. And we have several types of characters in literature such as flat characters, developing characters, expository characters, dramatic characters, static characters and so on.

Extract 13.2: A response of the candidate who managed to elaborate some of the criteria used to determine the traits of a character in a literary work.

2.3   SECTION C: Essay Questions on Pedagogy

This section had three questions. The candidate was required to answer two questions from this section. Each question was worth 15 marks. The candidates' responses for each question are analysed below.

2.3.1   Question 14: Literary Analysis

The question required the candidate to analyse five pre-reading activities that ought to be carried out prior to reading any literary work. The question intended to measure the candidates' ability to analyse literary works.

This question was attempted by 46.1 per cent of the candidates, of whom 62.7 per cent scored from 0 to 5.5 marks and 37.3 per cent scored from 6.0 to 10.0 marks. Generally, the performance for this question was poor since only 37.3 per cent scored from 6.0 to 10.0 marks. The overall performance for this question is summarised in **Figure 14**.
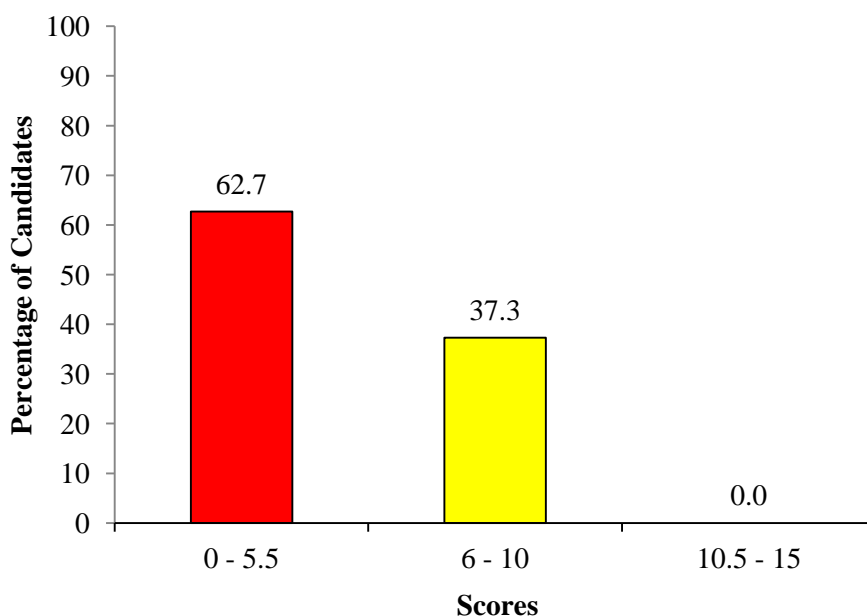
Figure 14: *Illustration of candidates' scores in percentages*

Further analysis of responses for this question indicates that the 62.7 per cent of the candidates gave answers that were not relevant to the question. This shows that the candidates had no knowledge on the subject matter. Extract 14.1 provides a sample of a poor response from the candidate who analysed the importance of literary works to the society.

Extract 14.1

14. Literature work refers to the work of art used language, skills and attitude to reflect the reality from the society. In any literary work there are activities or functions of literary as follows:

Literary work used to educate the society. One among of the literary activities is to educate the society where by through arts used by the author people finds to learn new thing and accept changes. Example: Corruption and betrayal are found in literary work but reveals the reality from the society.

49.

Literary work used to entertain the society, example through different activities done by the authors are used to entertain while learning.

Example: Song of Lawino and OCOL is used as a reflectment and entertainment poem.

Literary work is used to maintain culture practices, through literary work culture is maintained since the author uses his/her works to reveal the reality from the society, including uses of songs dances and norms as the way to keep culture.

Again, it is used to influence and keep people's spirit, to the extent literary work is used as the medium of instruction where people are propelled as the way to keep and maintain discipline of the society. Example through listening and keeping the culture.

Literature generate unity by solving different conflicts in the society, whereby through literary work, people maintain discipline as the way to keep and solve problems in within their societies.

Generally literary work is important in which many people in the society tend to be educated and entertained as well as influence changes.

Extract 14.1: A response of the candidate who decided to talk about the importance of literary works instead of analysing pre-reading activities for a literary work which are: talking about the title, looking at the cover picture of the book, looking at the back cover, using students' personal experiences and to pin-point key information.

Moreover, the analysis of responses shows that the candidates who got average scores managed to identify and analyse some pre-reading activities for any literary work. They mentioned such things as *examining the title of the work*, *cover analysis including the interpretation of any photos if present on the cover* and *analysis of the blurb*. These points with their details suggest that 37.3 per cent of the candidates had limited knowledge

on the subject matter. They also showed that the candidates understood the question. Extract 14.2 shows a sample of an averagely good response for this question.

Extract 14.2

14. Pre-reading activities are all activities which is done by a teacher before start teaching a literary work. In pre-reading there are some activities should be considered before start reading or when preparing for reading a literary work. The following are activities which to be consider in pre-reading.

To look the title of the book, In pre-reading a a teacher should direct students on the title of the book to be read. A teacher should make sure that the students are familiar with the title of the book before start reading a literary work.

14. To look the author of the book, A teacher has to direct students to know the author of that literary work before start reading a literary work.

To direct students on a picture found to the cover of the book, Before start reading a teacher has to direct the students to look the picture of the literary work by ask them to identify what they see in a picture cover.

To look the blurb of the book, There is a short story about a writer of the book, So before start reading a literary work, a teacher should make sure that students are aware about the short story of the write of that book.

To look the publication setting of the book, Before start teaching a literary work, a teacher should ensure that students are aware about the place where the literary work were portrayed.

Generally pre-reading activities is the sub-skill of reading which need the good understanding of the other part of the literary work before start the during-reading activities.

Extract 14.2: A response of the candidate who managed to analyse some pre-writing activities that are considered important before reading a literary work.

43

2.3.2 Question 15: Assessment

The question required the candidates to use five points to show the importance of keeping students' records in schools. The question intended to measure the candidates' analytical skills on the importance of keeping records in schools as a component of assessment.

This question was attempted by 96.1 per cent of the candidates. Among those, 62.4 per cent scored from 6.0 to 10.0 marks, 26.6 per cent scored from 0 to 5.5 marks and 11 per cent scored from 10.5 to 15.0 marks. The performance for this question was generally good because 73.4 per cent scored from 6.0 to 15.0 marks. The overall performance for this question is summarised in **Figure 15**.
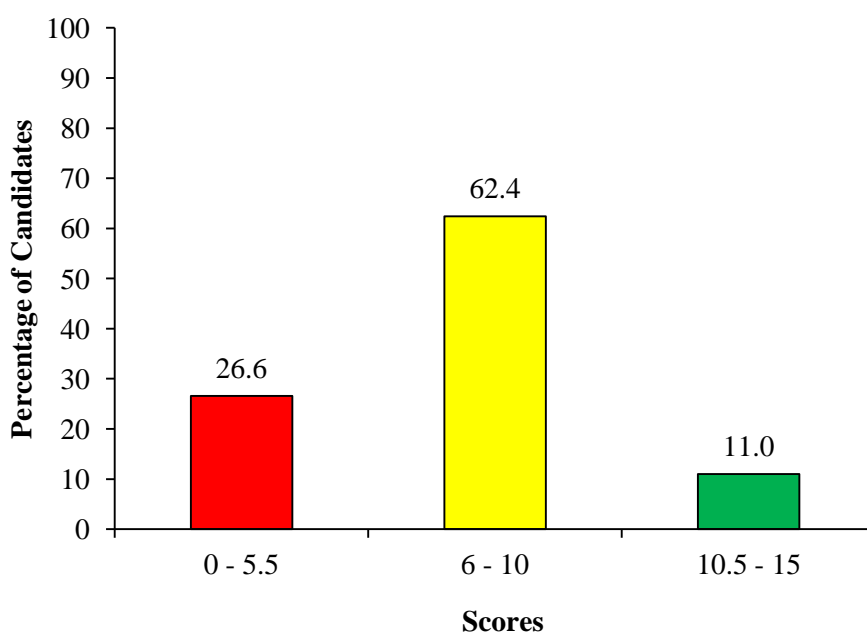
Figure 15: *Illustration of candidates' scores in percentages*

Further analysis of responses for this question indicates that the 62.4 per cent of the candidates who had average scores managed to give some answers that were correct while others were incorrect. For example, one candidate gave some elaboration on points such as:

> *It simplify in making evaluation; It enable to improve teaching method; To determine the archievement of learning process; To develop the special ability for the student*; and *To know strengthen and weakness among*.

Responses like those indicate two things. First, they show that the candidates had poor language mastery. Second, the responses show that the candidates in this category had partial knowledge on the subject matter that was being tested.

Moreover, the candidates who provided poor responses gave answers that were not relevant to the demands of the question asked. This indicates that the candidates lacked the required knowledge on the subject matter. Extract 15.1 provides a sample of a poor response.

Extract 15.1

Extract 15.1: A response of the candidate who gave answers that were not related to the demands of the question.

The analysis of responses also shows that the candidates who gave good responses managed to provide a reasonable number of points showing the importance of students' records. In addition, the candidates gave some supporting details for the points they made. For example, one candidate gave points such as *Records are used for selecting students who will join further studies*; *they act as the basis for writing reports*; *they are used for future predictions of students' performance* and *they are used for comparison purposes.* These responses suggest that the candidate had the required knowledge tested by the question. Extract 15.2 gives a sample of a good response**.**

Extract 15.2

15. results and the past results so as to know the best method were used in order to use it for farther improvement.

For diagnosis purpose. When a teacher keeps the students records its very important because the teacher can be able to know the learning difficulty hinder students from that records and it help the teacher to select the best way for teaching and assessing the learners.

Therefore, keeping students in school is very important to the learning progress of students as it also the teacher in assessing their progress for themselves that is to make their self-assessment.

Extract 15.2: A response of the candidate who managed to show the various points that show the importance of keeping students' records at school.

2.3.3 Question16: Teaching Methods

The question required the candidates to show five features of the communicative method. The question intended to test the candidates' ability to analyse aspects of teaching methods with a focus on the communicative method.

This question was attempted by 57.8 per cent of the candidates, of whom 51 per cent scored from 0 to 5.5 marks, 47.1 per cent scored from 6.0 to 10.0 marks and 1.9 per cent scored from 10.5 to 15 marks. The general performance for this question was average since 49 per cent scored from 6.0 to 15.0 marks. The overall performance for this question is summarised in **Figure 16**.
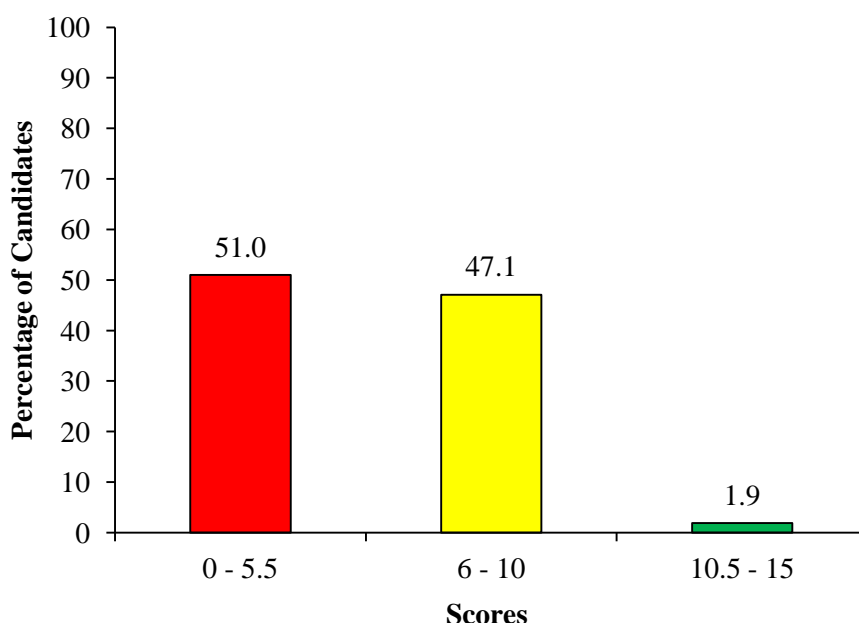
Figure 16*: Illustration of candidates' scores in percentages*

Further analysis of the responses for this question shows that 51 per cent of the candidates talked about things that were not related to the question. This indicates lack of knowledge on the subject matter. Extract 16.1 provides a sample of a poor response.

Extract 16.1

48

16. from one to another concerning something.
Channel, this refers to the way that the message passes through from the sender to reach up to the receiver. That the sender is supposed to choose the best channel that the receiver can get the message at proper time. For example a channel can be through; Telephone, letters, e-mails that is choosed according to the sender. Through proper channel can results to proper communication.

Message, this refers to the short or long information that is concerning about something from the sender to the receiver. A message should well organized and specific that when is received by the receiver he or she can understand well that what is explained by the sender in a message. So the specific message can simplify the process of communication.

Receiver, this refers to the person that receive the method. A receiver is one among the features of communicative method that there is no communication if there is no a receiver that receive the intended message from the sender. The message sended to a receiver should reach to a receiver and being read by him or her for the best feedback to the sender.

Feedback, this refers to the message that is an answer from the message that sended by the sender to the receiver. That if the sender send a message like "How are you" he or she will wait for the reply on the text from the receiver which is a feedback that can be "Am ok and you?". So also the feedback is very important to make a good communication from one person to another.

Generally, those five above features of communicative method are very important to the pro-

16. all of making an proper and good presentation of conversation to one person to the other through the sharing of information but if they are not well used the process of communication will be not well organised and can led to the misunderstanding from people who communicate.

Extract 16.1: A response of the candidate who talked about communication model instead of talking about the features of communicative method which are: learning a language is to communicate, the practices and activities should base on communication, more emphasis is on learner's contribution, more cooperation between learners and learners, large number of language activities and errors are learning steps therefore should be tolerated.

The analysis also shows that the candidates who had average performance managed to provide some of the answers that were correct. At the same time, they provided some incorrect answers. For instance, one candidate gave elaborations on points such as the following: *learner-centred method; building positive relationship with a teacher and a learner*; *motivation of learners; making teaching and learning effective*; and *to ease the teaching*

and learning. Some of these responses were marked as correct and others wrong. This indicates that the candidates had limited knowledge on the subject matter that was being tested in the question.

However there were very few (1.9 per cent) candidates who managed to give correct responses. For example, one candidate was able to show features such as *learner involvement, allowing interaction among learners, learning by practising,* and *motivating learners*. These responses indicate that the candidates had good mastery of the subject matter. The responses also show that the candidates understood the question. Extract 16.2 provides a sample of a good response.

Extract 16.2

Extract 16.2: A response of the candidate who provided answers that matched with the requirements of the question. The candidate managed to show features of communicative method.

3.0   PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

In this examination, seven topics were tested. The topics included *English sound system; assessment; comprehension of a variety of information texts; literary analysis; teaching methods; theories of language teaching and learning* and *conversations, discussions and presentation*. The performance for   each topic is presented below.

The topics that had good performance included *Theories of language teaching and learning* and *Assessment*. The questions based on these topics were numbers 2 and 15 respectively. Theories of language teaching had the average performance of 82.2 per cent. Assessment had the average performance of 73.4   per cent. The topics with average performance were *comprehension of a variety of information texts; teaching methods; conversations, discussions and presentation* and *literary analysis*. Comprehension of a variety of information texts, as a topic, had the average performance of 68.3 per cent. Questions numbered 4, 7 and 9 came from this topic. Teaching methods had the average performance of 66.8 per cent. Questions based on this topic were 5, 6 and 16. Conversations, discussions and presentation had the average performance of 64.5 per cent. Only question numbered 11 was composed from this topic. As for literary analysis, the average performance was 41.5 per cent. It had questions numbered 8, 13 and 14.

English sound system was the most poorly performed topic. It had the average performance of 34 per cent. This topic had questions numbered 1, 3, 10   and 12. The overall performance per topic is summarised in the Appendix.

4.0   CONCLUSION

In summary, the candidates' performance in this subject was average. In the overall, most of the candidates wrote their examination with a lot of grammatical, lexical and typographical errors. This clearly shows that there is low English competence among the candidates at this level. The analysis of performance has shown that the candidates lacked knowledge in phonology and in the analysis of literary works. It is clearly noted that most of questions on phonology and literary work analysis were poorly performed. It can, therefore, be deduced that topics that appear in the syllabus are not given equal attention during the teaching and learning process. Since, in some places, the candidates missed marks because they

failed to adhere to the demands of the questions, it can be argued that the candidates did not have enough exposure to instructional words like *elaborate, discuss, highlight, describe, analyse* and *examine*. So, they ended up listing things even when the question demanded a different response.

5.0   RECOMMENDATIONS

Based on the analysis of the performance in items seen in this report, the following recommendations are made:

(a)   More emphasis needs to be paid on the teaching of English language to equip student-teachers with essential language skills i.e. reading, listening, speaking and writing. Due emphasis also needs to be paid to each of the topics contained in the syllabus.

(b)   Candidates ought to be taught how to use key instructional words given in questions prior to examination time. This will make candidates familiar with the instructional words and what they mean as well as how they differ.

(c)   The topics that appear to be more problematic need to be given more emphasis and where possible new methods of teaching them ought to be devised and applied.

APPENDIX

ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Question Number	The percentages of candidates who scored 40% or above	% Average performance	Remarks
1	Theories of language teaching and learning	2	82.2	82.2	Good
2	Assessment	15	73.4	73.4	Good
3	Comprehension of a variety of information texts	4	82	68.3	Average
		7	70		
		9	53.1		
4	Teaching methods	5	94.4	66.8	Average
		6	57.1		
		16	49		
5	Conversations, discussions and presentation	11	64.5	64.5	Average
6	Literary analysis	8	67.8	41.5	Average
		14	37.3		
		13	19.6		
7	English sound system	1	58.5	34	Poor
		10	40.3		
		12	20.7		
		3	16.9		