

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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

**724 COMMUNICATION SKILLS**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT FOR THE DIPLOMA IN SECONDARY  
EDUCATION EXAMINATION (DSEE) 2018**

**724 COMMUNICATION SKILLS**

*Published by*

The National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania.

**© The National Examinations Council of Tanzania, 2018**

All rights reserved

## Table of Contents

FOREWORD .....	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION .....	3
2.1 SECTION A: OBJECTIVE TYPE OF QUESTIONS .....	3
2.1.1 Question 1: Oral Presentation .....	3
2.1.2 Question 2: Communication Theory .....	6
2.1.3 Question 3: Reading .....	9
2.1.4 Question 4: Writing.....	12
2.1.5 Question 5: Writing.....	15
2.1.6 Question 6: Writing Skills.....	18
2.1.7 Question 7: Communication Theory .....	21
2.1.8 Question 8: Structure.....	24
2.1.9 Question 9: Reading .....	27
2.1.10 Question 10: Reading .....	29
2.2 SECTION B: OPTIONAL SUBJECTIVE QUESTIONS .....	31
2.2.1 Question 11: Writing.....	31
2.2.2 Question 12: Reading .....	36
2.2.3 Question 13: Oral Presentation .....	40
2.2.4 Question 14: Writing.....	44
2.2.5 Question 15: Oral Presentation .....	49
2.2.6 Question 16: Writing.....	54
3.0 PERFOMANCE OF CANDIDATES IN EACH TOPIC.....	59
4.0 CONCLUSION .....	59
5.0 RECOMMENDATIONS .....	59
Appendix A.....	61
Appendix B.....	62

## **FOREWORD**

The Candidates' Items Response Analysis (CIRA) for 2018 Diploma in Secondary Education Examination (DSEE) in Communication Skills was prepared to provide a feedback to students, teachers, tutors, parents, guardians, policy makers and the general public, on the candidates' performance and challenges they encountered in attempting the examination questions.

The Diploma in Secondary Education Examination marks the end of two years of diploma course in education. It is a summative evaluation that reveals the effectiveness of the teaching and learning process at the end of the course. The candidates' responses to this examination is a strong indicator of what the education system has or has not offered to students in their two years of studies.

The report is intended to contribute towards understanding the determinants of the candidates' performance in Communication Skills subject. The report shows factors that made some candidates to fail to score high marks in the examination. The factors include failure to understand the needs of the question, the lack of knowledge of concepts related to the subject and inability to follow the examination instructions.

The feedback is expected to enable educational administrators, college managers, tutors, students, teachers and other stakeholders to think of proper measures to improve the candidates' performance in future examinations administered by the Council. The National Examinations Council of Tanzania (NECTA) will however appreciate comments or suggestions from all education stakeholders that can help to improve future examiners' reports.



**Dr. Charles E. Msonde**  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents the performance of candidates who sat for Diploma in Secondary Education Examination in May, 2018 in Communication Skills subject. A total of 2181 candidates sat for the examination, out of which 1,274 candidates were using University of Dodoma (UDOM) curriculum and 907 were using the Tanzania Institute of Education (TIE) curriculum. The examination tested the candidates' competences in communication theory, oral presentation, listening, reading, writing and structure. The general performance of the candidates was average as Table 1 shows.

CANDIDATES TYPE	NUMBER OF CANDIDATES	NO. OF CAND AND %	PASSED	GRADES				
				A	B	C	D	F
ALL (DSEE)	2,181	No.	2,121	0	22	697	1402	59
		%	97.29	0.00	1.01	31.97	64.31	2.71
UDOM CURRICULUM	1,274	No.	1,234	0	0	233	1001	40
(DSEE)		%	96.86	0.00	0.00	18.29	78.57	3.14
TIE CURRICULUM	907	No.	887	0	22	464	401	19
(DSEE)		%	97.90	0.00	2.43	51.21	44.26	2.10

Table 1 shows that 97.90/% of the candidates under TIE curriculum passed the examination and 96.86% of the candidates under the UDOM curriculum passed. However, there were no candidates who passed at A grade in the both categories.

Since the assessment for the candidates who are pursuing DSEE using UDOM curriculum is in transition; in this report, the detailed analysis was done on the performance in individual examination questions and topics based on the candidates who sat for examination using TIE curriculum only.

In the TIE curriculum, the Communication Skills examination paper consisted of two sections: A and B; and had a total of sixteen (16) questions. Section A comprised of ten (10) compulsory questions; carrying forty (40) marks in total. Section B consisted of six (6) questions, each carrying fifteen (15) marks; but the candidates were required to answer only four (4) questions; making a total of sixty (60) marks for the section. The duration of the examination for the paper was three (3) hours.

The analysis of the candidates' performance in this report is organized in such a way that each individual item indicates the percentage of candidates who attempted it, the percentage of scores, and extracts of the candidates' responses to show how they responded to the demands of each question.

The performance in each question is classified as good, average or weak. The performance is rated Good if at least two third ( $\frac{2}{3}$ ) of the candidates got it right; weak if one third ( $\frac{1}{3}$ ) or less than ( $\frac{1}{3}$ ) of the candidates got it right and average if the percentage of the candidates who got it right ranges from one third ( $\frac{1}{3}$ ) to two third ( $\frac{2}{3}$ ). Finally, the report provides the performance of candidates in each topic, conclusion and recommendations.

The following sections contain analyses of the candidates' responses and extracts from the candidates' examination scripts.

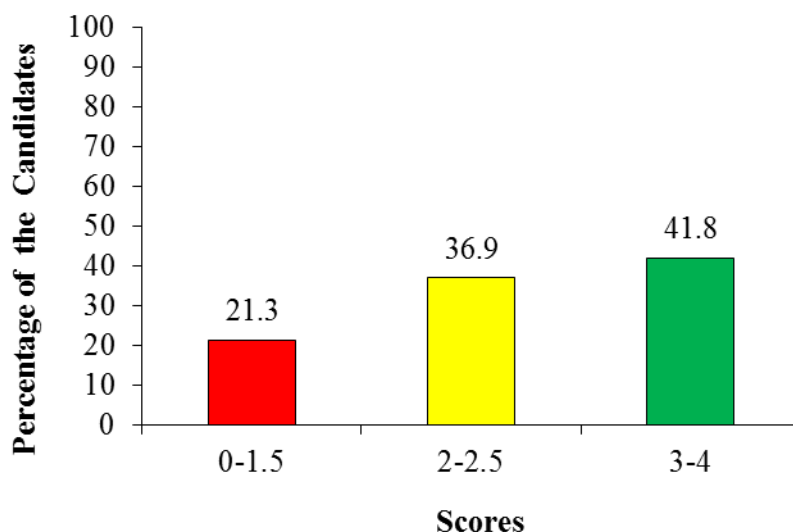
## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION**

### **2.1 SECTION A: OBJECTIVE TYPE OF QUESTIONS**

There were ten compulsory questions in this section, from various topics in the syllabus; each carrying four marks; making a total of forty marks.

#### **2.1.1 Question 1: Oral Presentation**

In this question, the candidates were required to outline four qualities of a good public speaker. The question was attempted by 907 candidates (100%), of which, 379 candidates (41.8%) scored from 3 to 4 marks; which indicates a good performance, 335 candidates (36.9%), had their scores from 2 to 2.5 marks; indicating an average performance and 193 candidates (21.3%), scored from 0 to 1.5 marks; indicating weak performance. Generally, the performance of the candidates in the question was average (considering that 379 candidates (41.8%) scored from 3 to 4 marks). Figure 1 illustrates the performance of the candidates in the question.



**Figure 1:** *Trend of the Candidates' Performance in Question 1*

The analysis of the candidates' performance indicates that 379 (41.8%) who scored from 3 to 4 marks outlined the qualities of a good public speaker quite well. The important factors for a good public speaker are as follows: -



Competence: A speaker needs to be competent and a source of valid information.

Trustworthiness: A speaker should be honest, just and objective.

Similarity: A speaker has to correlate his/her beliefs and interests with the audience's beliefs and interests.

Attraction: A speaker has to attract the audience with everything including presentation, way of dressing, posture, general relationship and in many other ways aligning with the audience.

Extract 1.1 is a sample of a good response from a candidate who outlined qualities of a good public speaker well.

### Extract 1.1

Qualities of a good public speaker.
i/ Competence: he/she should have a wide coverage of his/her presentation.
ii/ Trustworthiness, a good public speaker should be honest.
iii/ Similarity, the speech should be relevant to the attitude & on audience's mind.
iv/ Attractive, a good public speaker should use polite language, and dress well.

Extract 1.1 shows a response from a candidate who outlined the qualities of a good public speaker.

Other candidates partially provided qualities of a good public speaker. These outlined: confidence, understanding the audience, possession of enough knowledge of the topic to be presented and mastery of the medium of communication. Extract 1.2 is a sample of the candidate in the category.

### Extract 1.2

1.	to outline four qualities of a good public speaker.
	(a) Must have confidence.
	(b) Must Understand well the audience
	(c) Must be knowledgeable enough on the topic to be presented
	(d) Must have a good Mastery of the language used in communicating the message to the audience.

Extract 1.2 is from a candidate who attempted the question satisfactorily

However, 193 candidates (21.3%) who scored from 0 to 1.5 marks, had a weak performance in the question. The candidates in this category failed to outline the qualities of a good public speaker correctly. Some of them misinterpreted the question - going by the meaningless points they gave in regards to the respective question. Extract 1.3 demonstrates.

### Extract 1.3

1.	- Materials
	- yourself
	- The audience
	- The language use.

Extract 1.3 is a response from a candidate who failed to outline correctly the qualities of a good public speaker.

Moreover, the analysis shows that some of the candidates had an idea about the qualities of a good public speaker, but failed to write them logically. Extract 1.4 is from a candidate who failed to outline the qualities of a good public speaker logically.

### Extract 1.4

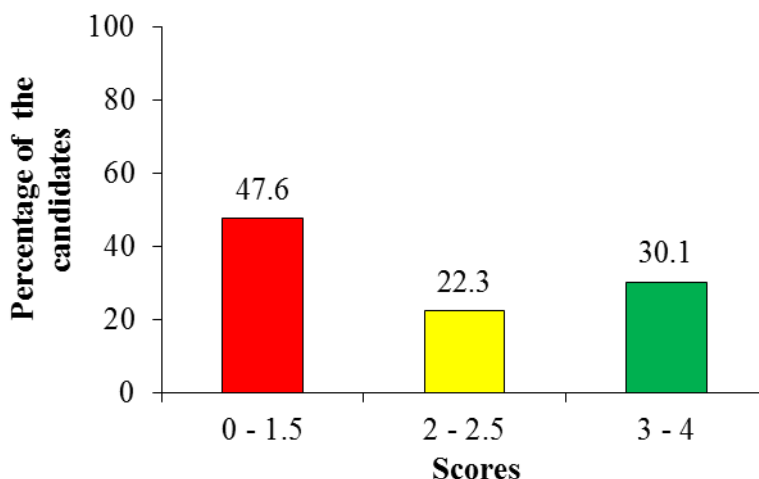
1.	i) confidence
	ii) smart by physically.
	iii) attractive
	iv) voice projection.

Extract 1.4 is from a candidate who failed to outline the qualities of a good public speaker logically, despite having an idea about it.

### 2.1.2 Question 2: Communication Theory

The question, required the candidates to explain briefly and correctly the four elements of non-verbal communication.

This question was attempted by 907 candidates (100%), of which, 432 candidates (47.6%) scored from 0 to 1.5 marks; indicating a weak performance in the question, 202 candidates (22.3%) scored from 2 to 2.5 marks; indicating an average performance and 273 candidates (30.1 %) scored from 3 to 4 marks indicating a good performance. The general performance in the question was weak (since only 273 candidates (30.1%) scored from 3 to 4 marks). Figure 2 illustrates the performance of the candidates in the question.



**Figure 2:** *Trend of the Candidates' Performance in Question 2*

Analysis of the candidates' performance shows that the candidates who failed to explain the four elements of non-verbal communication misunderstood the question. As a result, they wrote elements of

communication process instead of the elements of non-verbal communication. Their answers suggest that they did not know the elements of non-verbal communication exactly. Extract 2.1 exemplify such a response.

### Extract 2.1

	Four elements of Non-verbal communication
	i) Creci
	ii) Sender
	(iii) channel
	iv) Feedback

Extract 2.1 is from a candidate who failed to explain the elements of non-verbal communication. Instead, he/she mentioned the elements of communication process.

Further analysis indicates that some of the candidates wrongly understood non-verbal communication as the body action such as: nodding of the head, stumping of the foot, banging the table with hands, rotating head from left to right and up and down. Some incorrect answers showing the lack of knowledge of the elements of non-verbal communication is given by Extract 2.2.

### Extract 2.2

2.	Non-verbal communication is the kind of communication where by the message or information is being transmitted via body movements. The following are the elements of non verbal communication.
	Nodding, this is the element of non-verbal communication where by a person <del>dot</del> nods to mean appreciating about something.
	Rotating the head right side and left side. This is the another element of non-verbal communication. This used in non-verbal communication which means to refuse about some thing.
	Rotating the head down wards and upwards. This element is used in non-verbal communication where by a person means to accept about something.

Extract 2.2 shows that some candidates did not understand well the requirement of the question

Moreover, some of the candidates provided meaningless answers due to the lack of knowledge of the respective question. For example, they gave the four elements of non-verbal communication as graphics, pictures, symbols

and objects. Other candidates wrote the functions of sensory organs, such as: touching, smelling, tasting (though written testing) and voice projection, which are incorrect. Extract 2.3 is a sample of such a wrong response.

### Extract 2.3

a.	a/ Touching
	b/ Smelling
	c/ Voice projection
	d/ Testing

Extract 2.3 is from a candidate who did not understand well the requirement of the question

Moreover, 273 candidates (30.1%) scored from 3 to 4 marks. These managed to explain the four elements of non-verbal communication correctly. The candidates in this category successfully recalled the elements of non-verbal communication such as; paralanguage that shows a speaker's mood through a tone given; eye contact which refers to the use of eyes to show the sender's mood towards the receiver, for instance; boredom, admiration, happiness, facial expression is also a way through which a sender communicates some information through face manipulation. They also recalled posture as a way through which a speaker pose in front of the audience to denote respect or disrespect. Extract 2.4 is from a candidate who managed to explain the elements of non- verbal communication briefly

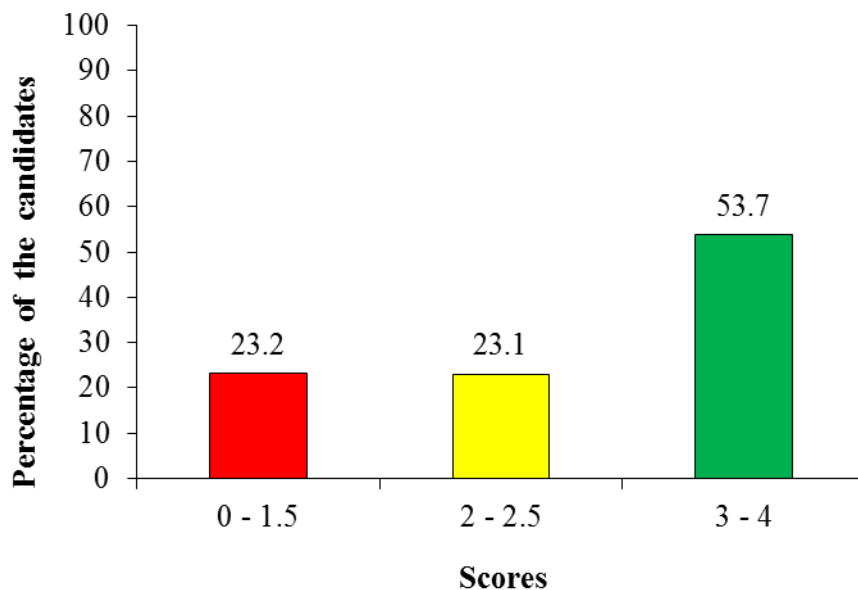
## Extract 2.4

Q.	Elements of non-verbal communication :
	(i) para - language; this is the pitch, sound, and volumes that have no words but send a certain message.
	(ii) Space and distance; distance that people stay may send a certain message for example close distance between two people of different sex means that they are partners.
	(iii) Eye contact; the eye contact of the person also send some non-verbal message
	(iv) Facial expression; the facial expression of the person also indicates something or send some kind of information example face may show sadness, happiness.

Extract 2.4 is a sample of a response from a candidate with a good understanding of the elements of non-verbal communication

### 2.1.3 Question 3: Reading

In this question, the candidates were required to differentiate between, intensive and extensive reading skills using two points. The question was attempted by 907 candidates (100 %) of which, 487 (53.7%) scored from 3 to 4 marks; indicating a good performance, 210 candidates (23.1 %) scored from 2 to 2.5 marks; indicating an average performance, while, 210 candidates (23.2%) scored from 0 to 1.5 marks; indicating a weak performance. The general performance in the question was average (considering that only 487 candidates (53.7%) scored from 3 to 4 marks). Figure 3 illustrates the performance of the candidates in the question.



**Figure 3:** *Trend of the Candidates' Performance in Question 3*

The analysis of the candidates' responses shows that those who answered the question correctly identified intensive reading as a kind of reading done to extract specific information. A wider and deeper reading which involves carefulness and seriousness, taking into account every important point. It is also an accurate reading done to get detailed information; for instance, comprehending a contract or joining instruction. They identified extensive reading as a reading done to understanding a text generally. Mostly, it is done to please oneself and/or for improving general knowledge. It involves merely literary works such as novels. It is a wider reading with little seriousness. The performance of the candidate in the question is illustrated in Extract 3.1.

### Extract 3.1

3. Difference between intensive and extensive - reading.  
→ Intensive reading - is the reading in which the reader read the specific text or message or passage and understand and remember the specific tasks. ~~while~~  
Extensive reading - is the reading in which reader read a text or passage for pleasure, enjoyment and refreshment.

Extract 3.1 is from a candidate who correctly explained the difference between intensive and extensive reading

However, 210 candidates (23.2%) scored from 0 to 1.5 marks. These failed to differentiate intensive and extensive reading skills. Extract 3.2. illustrates.

### Extract 3.2

3. Intensive reading involve critical thinking, understanding and judgment while Extensive reading not involve critical thinking, understanding and judgment.

Extract 3.2 is from a candidate who failed to differentiate between intensive and extensive reading

In addition, some of the candidates interchanged the concept of intensive reading for extensive reading. Extract 3.3 is a sample of such a response.



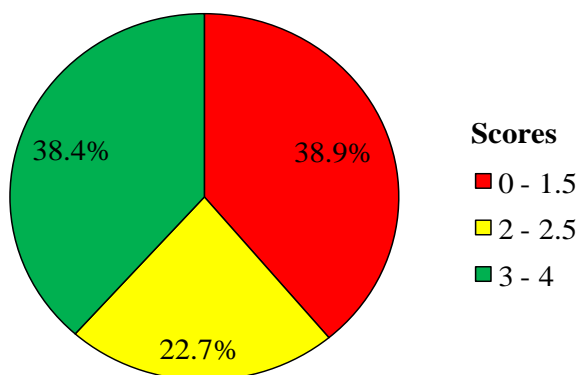
### Extract 3.3

3. Differences between Intensive and Extensive Reading	
Intensive Reading	extensive Reading
Reader read for leisure	Reader read deeply and in detail to get certain information
(ii) Include reading Magazine, Story books	Reader read either when he or she preparing for exam or lesson

Extract 3.3 is from a candidate who interchanged the meanings of the terms and hence failed to differentiate the term intensive and extensive reading

#### 2.1.4 Question 4: Writing

In this question, the candidates were required to outline four skills a student teacher should possess to ensure effective note taking from an oral presentation. The question was attempted by 907 candidates (100%), of which, 348 candidates (38.4%) scored from 3 to 4 marks, 206 candidates (22.7%) scored from 2-2.5 marks, and 353 candidates (38.9%) scored from 0 to 1.5 marks. The general performance in the question was average (considering that only 348 candidates (38.4%) scored from 3 to 4 marks), Figure 4 illustrates.



**Figure 4:** Trend of the Candidates' Performance in Question 4

The analysis indicates that the candidates who answered the question correctly, understood the requirement of the question. They outlined the skills a student teacher should possess to ensure effective note taking from an oral presentation such as: identifying what is important and relevant or irrelevant to the writer's task, reducing information to note format, recording the source of information, recognizing the main ideas, secondary points and important concepts and using abbreviations or symbols, to mention but a few. Extract 4.1 is a sample of a response from a candidate in this category.

#### Extract 4.1

4.	Four skills for effective <del>answer</del> note taking from an oral presentation.
i)	Selectivity, the student teachers should select the important information to note down not all information.
ii)	Brief, the student teacher should be brief when take a note in order to make effective understanding.
iii)	Active listening, the student teacher should listen to the presenter very carefully and through much attention in order to note the important information.
iv)	Layout and design, the student teacher should design the layout of the note taking.

Extract 4.1 shows that the candidate had a good understanding of the skills a student teacher should possess to ensure effective note taking

Further, 353 candidates (38.9%) who scored from 0 to 1.5 marks failed to outline the skills a student teacher needs to ensure effective note taking from an oral presentation correctly. The candidates in this category lacked adequate knowledge of the respective question. Additionally, others wrote four writing stages, instead of four writing skills; leading to provision of wrong answers such as: scan the passage, read the heading, read title and subtitles, look for difficult words and summarize. Extract 4.2 is a sample of such a wrong response.

### Extract 4.2

4	Four Skills a student teacher should possess for effective note taking from an oral presentation :-
	i/ To pay attention
	ii/ Be Briefly
	iii/ omitting some words and
	iv/ Acronyms es CCM, CHADEMA

Extract 4.2 shows that the candidate failed to outline the skills needed for effective note taking from an oral presentation

Other candidates wrote basic communication skills; reading skills, writing skills, listening skills and speaking skills instead of giving specific note taking skills such as reducing the information to note and diagram format, having a system of note taking that works for the writer and recognizing the main ideas. Extract 4.3 is a sample of such a response.

### Extract 4.3

4.	i/ reading skills
	ii/ writing skills
	iii/ listening skills
	iv/ speaking skills

Extract 4.3 is from a candidate who wrote general communication skills instead of skills needed for effective note taking skills

Some of the candidates wrote skills that a student teacher should develop, for example; accuracy skills, confidence skills, interactive skills and logical writing skills not skills that one has to possess for effective note taking from an oral presentation. This indicates that they lacked knowledge of note taking from an oral presentation. Extract 4.4 is a sample of such an incorrect response.

#### Extract 4.4

4. To outline four skills a student teacher should possess for effective note taking from an oral presentation are as follows:-

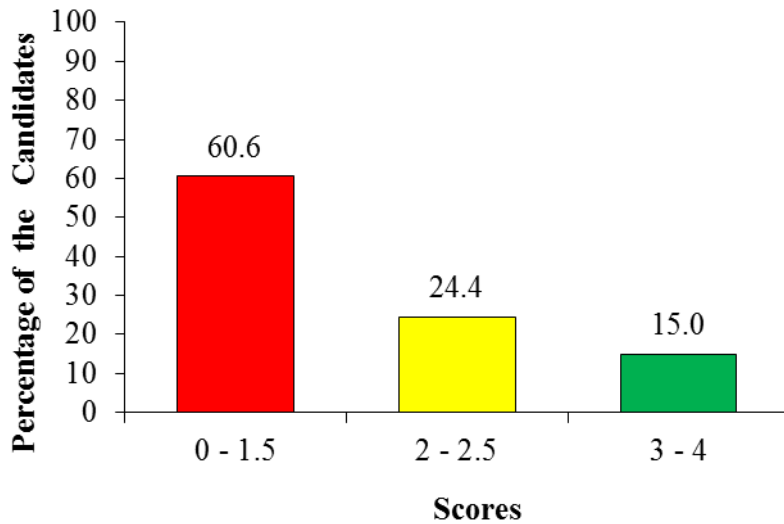
- i) Accurate skills should be developed to student teacher in note taking.
- ii) Confidence skills should be developed also to student teachers in note taking.
- iii) Logically in writing also is among of the skills to be determined to student teacher in taking notes.
- iv) Interactive skill to a presented information also should be determined by a student teacher.

Extract 4.4 shows a response from a candidate who failed to outline the skills needed for effective note taking from an oral presentation

#### 2.1.5 Question 5: Writing

In this question, the candidates were required to identify four features of a good report. These include a requirement that a report must be clear so that the reader can easily understand its contents, should have a good organization; which refers to good-structure, and organized sections in headings and sub headings. Further; a language should be simple and easy to understand; the report should also be short but presenting all important information.

The question was attempted by 907 candidates (100%), of which, 549 candidates (60.6%) scored from 0 to 1.5 marks; indicating a weak performance, 221 candidates (24.4%) scored from 2 to 2.5 marks; indicating an average performance; while, 136 candidates (15%) scored from 3 to 4 marks; indicating a good performance. The overall performance in this question was weak (considering that only 136 candidates (15%) scored from 3 to 4 marks), see Figure 5.



**Figure 5:** *Trend of the Candidates' Performance in Question 5*

The analysis indicates that those who performed unsatisfactorily in the question did not know the features of a good report. One candidate for instance, explained that 'a good report should be written during the discussion period, which is not a feature of good report. Furthermore, he/she explained that 'a good report should contain a number of members present in that meeting', which is not a feature of a good report. They also wrote that, 'it is important to note important things during discussion and to include members which is not true. How can one prove that a certain report is good? This can be proved by looking at the features; if the report is clear and easily understood, if it is accurate and brief and has good organization. Extract 5.1 is a sample of such a wrong response.

### Extract 5.1

5.	(ii) A good report should be written during the discussion member period.
	(iii) A good report should be contain others topics which have not as the main topics.
	(iv) A good report should be contain a number of members presents at that meeting.

Extract 5.1 is a response from a candidate who failed to identify the features of a good report

Other candidates wrote the structure or components of a report such as title/heading, an introduction, a main body and references which are not features of a good report. Their answers suggest that they did not have enough knowledge of the features of a good report. Extract 5.2 is a sample of such an incorrect response.

### Extract 5.2

5.	Features of a good report.
	i. Report must have a title/heading
	ii. Reports must have an introduction.
	iii. Reports must have a main body.
	iv. Report has references.

Extract 5.2 is a response of a candidate who failed to identify features of a good report instead he/she wrote the parts that should be found in a report

Furthermore, 136 candidates (15%) who scored from 3 to 4 marks demonstrated a good understanding of the features of a good report. They gave correct responses such as: 'a report should be clear and neat, should be organized into headings and sub headings; and should use clear and familiar language. Extract 5.3 shows such a correct response.

### Extract 5.3

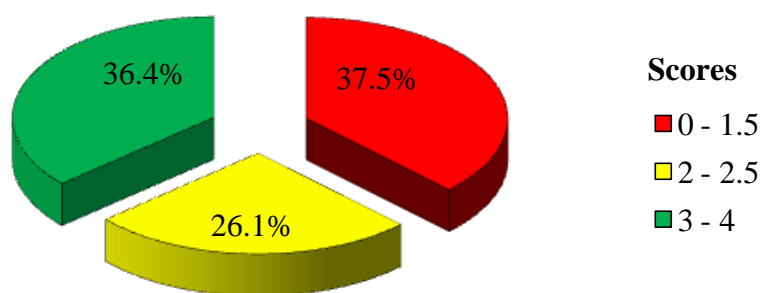
5. four features of a good report  
i) A report should be clear and neat  
ii) Should be free from personal attitude  
iii) Should be organized in heading and sub heading.  
iv) Should be in clear language or familiar language.

Extract 5.3 is a sample answer from a candidate who correctly identified the features of a good report.

#### 2.1.6 Question 6: Writing Skills

In this question, the candidates were required to describe situations in which a formal letter can be written.

The question was attempted by 906 candidates (99.9%), of which 330, (36.4%) scored from 3 to 4 marks; indicating a good performance in the question, 236 candidates (26.1%) scored from 2 to 2.5 marks; indicating an average performance, while 340 candidates (37.5%) scored from 0 to 1.5 marks; indicating a weak performance. The general performance in the question was average (since only 330 candidates (36.4%) scored from 3 to 4 marks). The figure below illustrates the performance of the candidates in the question.



**Figure 6:** *Trend of the Candidates' Performance in Question 6*

The analysis indicates that the candidates who performed well correctly described different situations where a formal letter can be written. They mentioned application for jobs; requesting goods; asking for permission;

writing enquiries, among many others. Extract 6.1 is a sample of such a correct response.

### Extract 6.1

6.	(i) Requesting goods: formal letter can be used when requesting goods <del>for</del> from some <del>where</del> where
	(ii) Asking for permission: Also formal letter used when some one asking for permission for example a student when asking a permission to go home for treatment.
	(iii) Application of job: formal letter also used for applying for job opportunities
	(iv) Invitation: also formal letter can be written in situation where there is need to invite some one

Extract 6.1 is a sample answer from a candidate who described correctly situations in which a formal letter can be written

In addition, 340 candidates (37.5%) who scored from 0 to 1.5 marks failed to differentiate situations in which a formal letter can be written. Some of these misinterpreted the question and thus wrote places such as; in school situation, in police station situation, in bank situation, in hospital situation and in office situation. One candidate wrote future, present and past tenses. Extract 6.2 demonstrates.



## Extract 6.2

6. Four situations in which a formal letter can be written are
- i/ Past tense form/situation, Here the formal letter can be written by using past sentences such as  
I met my lovely friends.
  - ii/ Present form situation, Here the letter can be completed by using present statements such as  
I meet my lovely friends.
  - iii/ Future form situation; The letter

Extract 6.2 shows a response from a candidate who misinterpreted the question and wrote wrong situations in which a formal letter can be written.

Some candidates wrote the components of official letter such as; address, title, aim of the letter and salutation; which are not description of the situations in which a formal letter can be written. Extract 6.3 is a sample of such a response.

### Extract 6.3

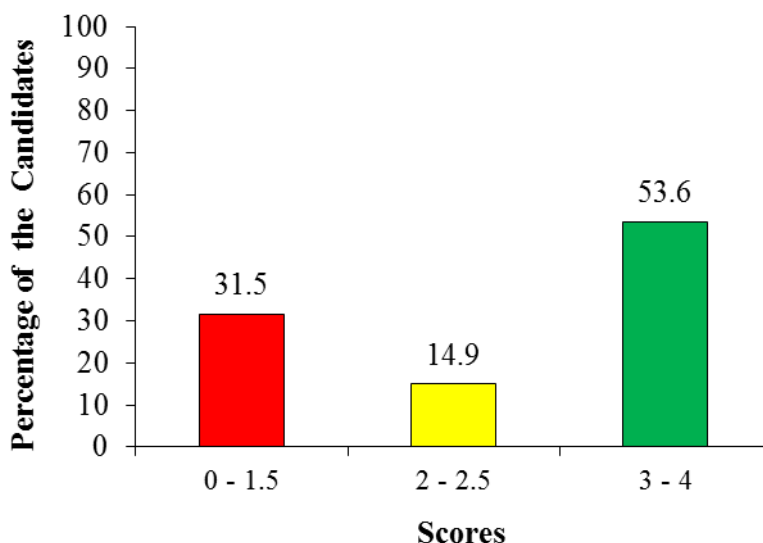
6	Situation in which formal letter can be written	
(i)	Address: Address is the important part of formal letter this indicate the which the letter is expected to be send.	
(ii)	Title - formal letter should have title on what request have been sent.	
(iii)	Aim of the letter - formal letter is written in such a way that there is main body of the letter	
(iv)	Salutation - formal letter at the end must have salutation such as your sincerely.	

Extract 6.3 is a sample answer from a candidate who failed to describe situations which a formal letter can be written

#### 2.1.7 Question 7: Communication Theory

In this question, the candidates were required to explain four basic communication skills.

The question was attempted by 907 candidates (100%), of which, 486 candidates (53.6%) scored from 3 to 4 marks; indicating a good performance, 135 candidates (14.9%) scored from 2 to 2.5; indicating an average performance, while, 286 candidates (31.5%) scored from 0 to 1.5; indicating a weak performance. The overall performance in the question was average (considering that only 486 candidates (53.6%) scored from 3 to 4 marks). Figure 7 shows the performance of the candidates in the question.



**Figure 7:** Trend of the Candidates' Performance in Question 7

The analysis shows that some of the candidates explained the four basic communication skills. The correct answers were listening, speaking, reading and writing skills. Extract 7.1 is a sample of correct response to the question.

#### Extract 7.1

Q7. The four basic communication skills are:

- i. Reading skill, is the communication skill which involves reading a particular text through the coordination of mind and eyes carefully so as to get meaning.
- ii. Listening skill, is the skill of paying attention to listen what is spoken by somebody for the purpose of understanding what is spoken orally.
- iii. Speaking skill, is the skill of using mouth to speak about a particular issue orally to the audience.
- iv. Writing skill, is the skill that is used to put information in written form. Example books like Novel.

Extract 7.1 is a sample answer from a candidate who answered the question correctly

Conversely, 286 candidates (31.5%) who scored from 0 to 1.5 marks failed to explain the four basic communication skills correctly; an indicator that communication theory is difficult to most learners of communication skills. One of the candidates mentioned communication devices such: as internet, telephone, radio and television. It also appears that some candidates did not understand the requirement of the question. Extract 7.2 is a sample of such an unsatisfactory response.

### Extract 7.2

7.	Communication skills are abilities of communicating with different people or passing information from one person to another. The following are basic communication skills
	(i) Internet
	(ii) Telephone
	(iii) Radio
	(iv) Television such TV

Extract 7.2 is a sample of a response from a candidate who wrote communication devices instead of the four basic communication skills

Some of the candidates outlined the types of communication skills such as: written or verbal communication and non-verbal communication, instead of explaining the four basic communication skills. Extract 7.3 illustrates this case.

### Extract 7.3

7.	i. Written Communication; This is a type of communication which uses written words to send information.
	ii. Oral Communication; This is a communication which uses words as the mouth to transfer information.
	iii. Non-verbal Communication; is a communication which uses body movement of the such as gestures and eye contact.
	iv. Verbal Communication; is a skill of language communication which uses also words of the mouth.

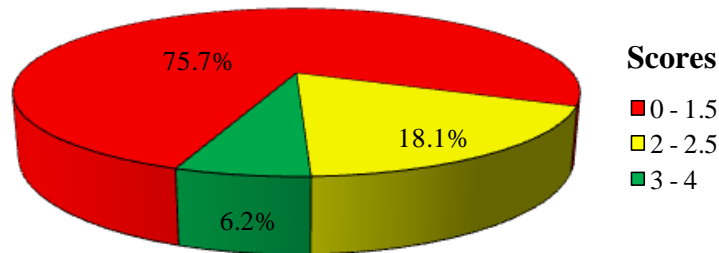
Extract 7.3 shows a response from a candidate whom instead of explaining the four basic communication skills, explained the types of communication skills

Moreover, some of the candidates identified the elements of communication such as sender or source, message, channel, receiver and feedback. Another candidate just explained skimming, scanning, intensive reading and extensive reading; which are all the components of reading skills.

#### 2.1.8 Question 8: Structure

In this question, the candidates were required to outline four uses of the indefinite article 'a'.

The question was attempted by 902 candidates (99.4%), of which, 683 candidates (75.7%) scored from 0 to 1.5 marks; indicating a weak performance, 163 candidates (18.1%) scored from 2 to 2.5 marks; indicating an average performance, while, 56 candidates (6.2%) scored from 3 to 4 marks; indicating a good performance. The performance in the question was generally weak (since 56 candidates only (6.2%) scored from 3 to 4 marks) Figure 8 illustrates the performance of the candidates in the question.



**Figure 8:** *Trend of the Candidates' Performance in Question 8*

The analysis reveals that 683 candidates (75.7%) who scored from 0 to 1.5 marks failed to outline the uses of the indefinite article 'a' correctly; an indicator that 'structure' topic is difficult to most learners of Communication Skills. Such candidates for instance, wrote that the indefinite article 'a' is used to show adjectives, an organization, a person or place; which are the incorrect answers to the question. Extract 8.1 shows a response from a candidate who failed to explain the uses of the indefinite article 'a'.

#### Extract 8.1

8.	i/ Used to show adjective for example a poor - a rich.
	ii/ Used to show the situation happen in the area. For example. a good boy.
	iii/ Used to show an organization. For example "A" company.
	iv/ Used to show the personal or place For example a mother a villain.

Extract 8.1 shows a response from a candidate who failed to explain the uses of the indefinite article 'a' correctly

Some of the candidates gave irrelevant answers or meaningless answers. For instance, one wrote that the indefinite article 'a' is used in sounds of words, to complete a word, used to show things that are not common, to provide meanings, to name everything, in sentences, to join words in

sentences as conjunction, to show unknown things and so forth. Extract 8.2 exhibits such response.

### Extract 8.2

8.	i. It used to coordinate sentence for example This is "a" cat
	ii. It is used to show something for example this is "a" table
	iii. It shows professional of a person for example "a" nurse

Extract 8.2 shows a response from a candidate who gave irrelevant response

However, some of the candidates performed well in the question. They correctly outlined the uses of the indefinite article 'a'; for example, they wrote article 'a' is used before a word beginning with a consonant sound e.g. a boy, a dog; it is also used when a noun is mentioned for the first time in a sentence, e.g. 'I met a man carrying a bag and a hoe. The man gave the bag and the hoe to his son; it is used in the sense of 'one', to mean one or singular form e.g. give me a pen, I want a book. Extract 8.3 is a sample of a response in this category.

### Extract 8.3

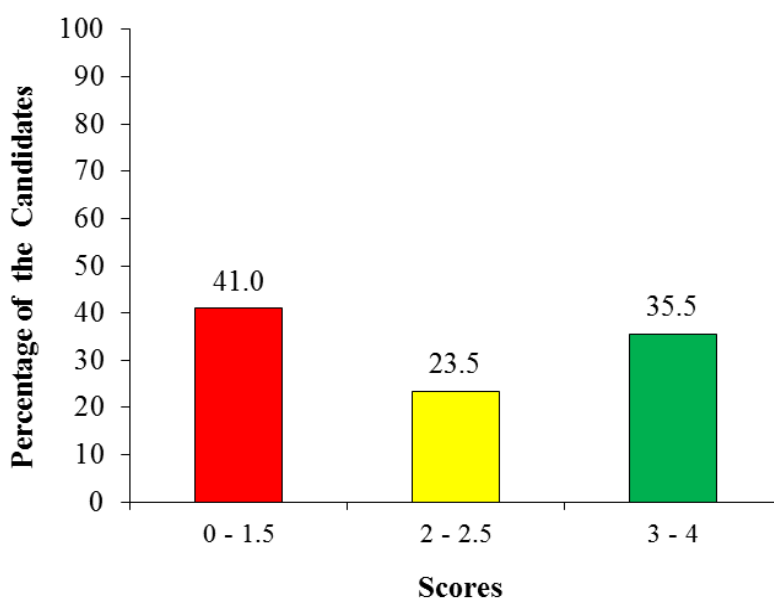
8.	(i) It is used before noun that is singular. for example, a book
	(ii) It is used before noun that is not specific or not known by listener. for example, a book
	(iii) It is used before noun that is mentioned for the first time in speaking or writing. for example, a teacher who taught us is tall, the teacher comes from central Tanzania.
	(iv) It is used before nouns that are common. for example, a pen, a chair and a book

Extract 8.3 shows a response from a candidate who answered the question correctly; indicating that he/she had sufficient knowledge of the uses of the indefinite article 'a'

### 2.1.9 Question 9: Reading

In this question, the candidates were required to identify four important things which a student teacher has to consider when preparing a test or an examination. The answers were: preparing a table of specification, understanding the level of learners, determining the content covered and determining the types of test items to be used i.e. essay, multiple choice, short answers, matching items and purpose of the test, among many others.

The question was attempted by 907 candidates (100%), of which, 372 candidates (41.0%) scored from 0 to 1.5 marks; indicating an unsatisfactory performance, 213 candidates (23.5%) scored from 2 to 2.5 marks; indicating an average performance, while, 322 candidates (35.5%) scored from 3 to 4 marks; indicating a good performance. The general performance of the candidates in the question was average (considering 322 candidates (35.5) scored from 3 to 4 marks). Figure 9 illustrates the candidates' performance in the question.



**Figure 9:** *Trend of the Candidates' Performance in Question 9*

The analysis indicates that the candidates with weak performances confused preparation 'for' tests and examinations with preparation 'of' tests and examinations. As a result, they provided answers such as; group discussion, reading past papers, doing different assignments and continuing



to study until the examination day. These are actually measures that a student teacher should take before sitting for own tests and examinations; not in preparing a test for their students. Extract 9.1 is a sample of the candidates' weak responses.

### Extract 9.1

9.	i/ Group discussion
	ii/ reading past paper
	iii/ Continue study until the day of examination
	iv/ Done difference assignment

Extract 9.1 is a sample answer from a candidate who failed to identify things to consider when preparing a tests or examination for student

Some of the candidates, gave stages to follow in reading a passage and answering the questions that follows the passage. This was however, not the requirement of the question. Extract 9.2 is a sample of such a response.

### Extract 9.2

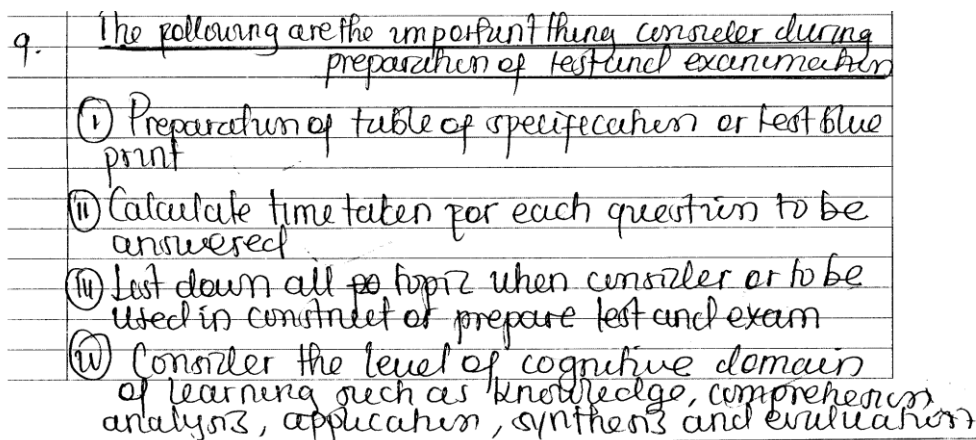
9	Read the passage carefully and understand it.
	Read the question that derived from the passage
	Find the passage which provide the answer of the questions
	answer the question by writing the correct answer

Extract 9.2 is a response from a candidate who explained the stages of reading a passage instead of identifying four important things which a student teacher has to consider when preparation a test or an examination

However, 372 candidates (35.5%) scored from 3 to 4 marks; indicating a good performance. These successfully identified things to consider when preparing a test or an examination. Their responses were such as: preparation of the table of specification, determining the coverage of the content, knowing learners' level of understanding or cognitive domain,

considering the objective of the test or examination, time and number of questions. Extract 9.3 is a sample of such good responses.

### Extract 9.3

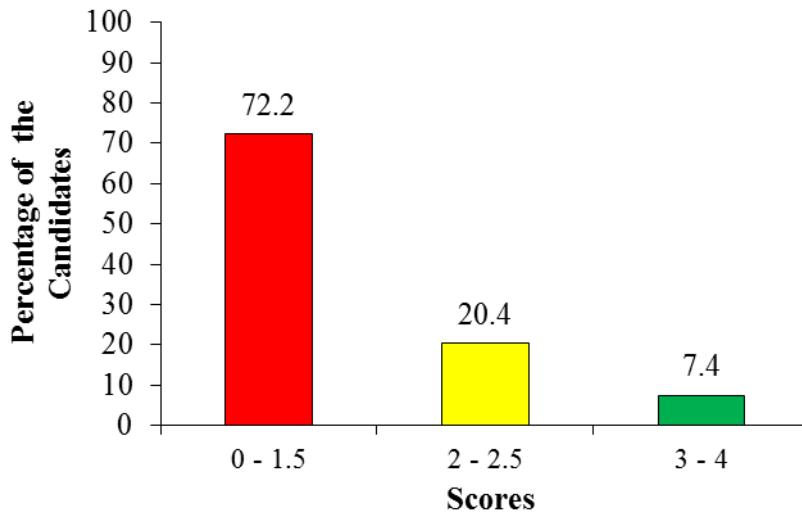


Extract 9.3 shows a response from a candidate who successfully identified four important things a student teacher has to consider when preparing a test or an examination

#### 2.1.10 Question 10: Reading

In this question, the candidates were required to describe four strategies which can be used when reading a text for comprehension. The question tested the candidates' ability to describe strategies such as reading the text carefully three times, looking for specific message from each sentence or paragraph by jotting down important information, making use of the dictionary in referring unfamiliar words, paraphrasing main ideas in the second or third reading.

The question was attempted by 907 candidates (100%), of which, 655 (72.2%) scored from 0 to 1.5 marks; indicating a weak performance, 185 candidates (20.4%) indicating an average performance while 67 candidates (7.4%) scored from 3 to 4 marks. The overall performance of the candidates in this question was weak (considering 67 candidates (7.4%) scored from 3 to 4 marks). Figure 10 illustrates this case.



**Figure 10:** *Trend of the Candidates' Performance in Question 10*

The analysis shows that 655 candidates (72.2%) scored 0-1.5 marks; indicating a weak performance. These were unable to describe strategies needed when reading a text for comprehension correctly. They would identify strategies such as reading the text carefully three times, looking for specific message from each sentence or paragraph, making use of the dictionary in looking up unfamiliar words, paraphrasing main ideas in the second or third reading. Contrarily, they wrote things such as: surveying, questioning, reading and reviewing in which are not the answers. Extract 10 exhibits such a response.

#### **Extract 10.1**

10. i.	Surveying, to pass through the comprehension
ii.	Question, to questioning myself before reading the comprehension
iii.	Read, to read the comprehension
iv.	To review in the comprehension

Extract 10.1 is a sample answer from a candidate who failed to explain strategies needed when reading a text for comprehension.

The analysis of the candidates' performance also indicates that some of the candidates provided correct strategies used in reading a text for comprehension. Extract 10.2 shows a sample of such response.

### Extract 10.2

10.	<p>i) By jotting down the important information</p> <p>ii) Reading more and more in order to understand the meaning of the whole text.</p> <p>iii) Maintaining carefulness and concentrating on it while reading.</p> <p>iv) Using dictionary to refer the hard vocabulary and difficult words.</p>

Extract 10.2 shows a response from a candidate who explained strategies needed in reading a text for comprehension correctly

## 2.2 SECTION B: OPTIONAL SUBJECTIVE QUESTIONS

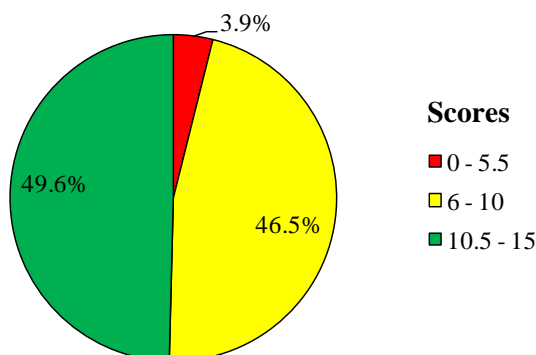
In this section, the candidates were required to answer four questions only out of six questions. Each question carried 15 marks, making a total of sixty marks.

### 2.2.1 Question 11: Writing

The question tested the candidates' ability to analyse six types of essays. The required responses were as follows: descriptive essays, that describes entities such as color, shape, texture, etc. Narrative essays that describes real or imaginary stories and events; argumentative essays that describe statements presenting certain opinions in order that readers can accept them; expository essays that gives information to the reader about a certain reality or experience, among many others.

The question was attempted by 565 candidates (62.3%), of which, 280 candidates (49.6%) scored from 10.5 to 15 marks; indicating a good performance, 263 candidates (46.5%) scored from 6 to 10 marks; indicating an average performance, and 22 candidates (3.9%) scored from 0 to 5.5 marks; indicating a weak performance. The general performance in the question was average (since only

280 candidates (49.6%) scored from 10.5 to 15 marks). Figure 11 presents the performance in a summary form.



**Figure 11:** *Trend of the Candidates' Performance in Question 11*

It was observed that the candidates who performed well in this question correctly enumerated the types of essays and cited relevant examples for each type. Extract 11.1 presents the performance.

**Extract 11.1 (a)**

11	<p>Essay is the short composition which gives a person to explain him/her self about a certain topic or matter. The essays always have divided into three parts namely introduction part, Main body and Conclusion part.</p> <p>There are various type of essay and the following are the some of the type of essay.</p> <p><u>Narrative essays</u> These are essays which give the narration of events that has past in their time and they also contain and follow the same rules of writing essays or introduction Main body and conclusion. Example of narrative essay is 'The life of Martin Luther King Jr'.</p>
----	--

Descriptive essays these are essays which give description of some subject, people places. They are essays which give more explanation of people or places example essay written about Mountain Kilimanjaro is descriptive essay

Argumentative essays these are the type of essays which are written with evidence to convince the reader that what has been written is true due to the facts that the writer will give will give out example when some body write an essay that Money is the source of development and money is source of ~~more~~ problem.

#### Extract 11.1 (b)

Creative essays these are essays which are written for the imagination of the feelings, attitudes of the reader writer to entertain the reader and they normally not happen. example when some b.o.s write if I were a king or If I were a Queen or some thing which is impossible

Expository essays these are essays which are written to give explanation or exposition of some subject that occurs or will occur in the environment. Example when we write essay about the issue of Environmental conservation is an expository essays.

	<p>Reflective essays is the type of essays which are written to explain by reflection of events which has already happen example Majimaji war and Tanzania and Uganda war they are written by reflecting the time they were occurring</p> <p>Essays as they are composition on subject matter, topic have various importance like help the learner to expand their knowledge, skills and emphasise thinking capacity and increase in vocabulary to the learner.</p>
--	---

Extract 11.1 shows a response from a candidate who analyzed six types of essays correctly

Further analysis shows that 22 candidates (3.9%) who scored from 0 to 5.5 marks failed to analyze six types of essays correctly. Some of the candidates missed the demand of the question; hence provided wrong answers. Extract 11.2 portrays such wrong answers by some of the candidates.

## Extract 11.2

1 Essay is the a types of assessment in learning and got information from student in deep more than objectives like short answer, multiple choice, true, false and matching items, Essay divided into two types are following.

Structural essay, is the type of an essay which command person to answer thing which ask for example of structural essay examine six factors that can cause barriers to effective reading, so that is structural essay.

Unstructural essay, is the type of an essay which answerers have free to answer a question for example explain clearly strategies to be followed during making an oral presentation, this question not limit how many point needed so that is unstructural essay.

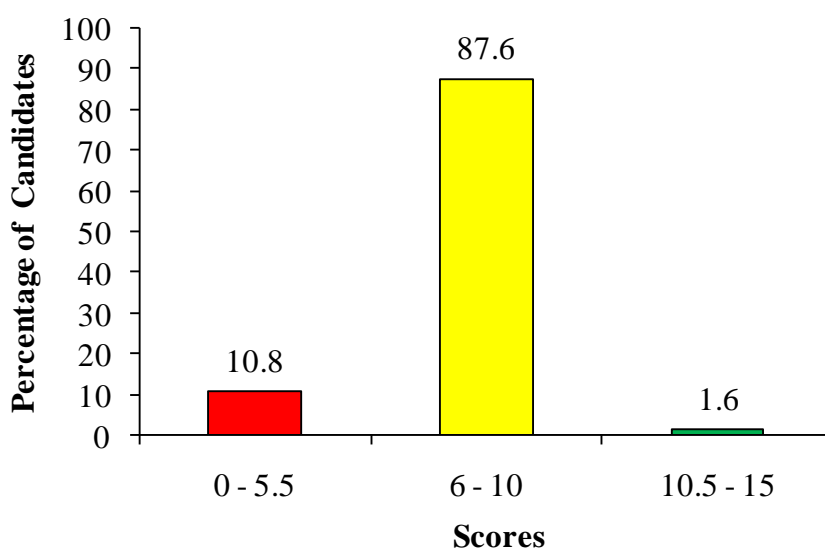
Summary the above are types of an essay. There are two types of essay as above.

Extract 11.2 is a response from a candidate who encountered difficulties in analyzing six types of essays correctly



### 2.2.2 Question 12: Reading

In this question, candidates were required to examine six factors that can cause barriers to effective reading. The question was attempted by 744 candidates (82.0%), of which, 12 candidates (1.6 %) scored from 10.5 to 15 marks; indicating a good performance, 652 candidates (87.6%) scored from 6 to 10 marks; indicating an average performance, and 80 candidates (10.8%) scored from 0 to 5.5 marks; indicating a weak performance. Generally, the performance of the candidates in the question was weak (considering that only 12 candidates (1.6%) scored from 10.5 to 15 marks). Figure 12 illustrates the candidates' performance in the question.



**Figure 12:** *Trend of the Candidates' Performance in Question 12*

The analysis of the candidates' performance indicates that 80 candidates (10.8%) could not correctly examine factors that can cause barriers to effective reading. Some of these lacked specific knowledge or misunderstood the question. As a result, they gave answers which were not relevant to the question; instead of presenting factors that can cause barriers to effective reading, such as; physical disability, poor concentration and noise. Extract 12.1 is a sample of such a weak response.

### Extract 12.1 (a)

12. Examine six factors that can cause barriers to effective reading.

Effective reading is the reading that takes place without any barrier. The effective reading is influenced by clarity of the text, brevity, completeness, correctness and other many factors. The following are the things that can cause barriers to effective reading;

**Lack of clarity** of the text, the reader will not read effectively if the text is not correctly written and the occurrence of confusion to the reader of written document is higher. So clarity is important.

**Lack of Brevity**, if the text is too long and there is no any key point the reader will not read effectively and understand clearly what is aimed by the writer of that text.

**Incompleteness** of a text, if the text lack some of the words which will make it clearly understood also will be very hard

### Extract 12.1 (b)

Should be smart, the presenter is  
suppose to be smart in physical appearance  
so as to make the audience to reduce  
judgment and listen to what he/she is  
presenting.  
Should have confidence, the present-  
er should not feel shy to his/her  
audience, should stand firm and move  
familiarly to his/her audience and maintain  
eye contact with his/her audience.  
Generally, the oral presentation needs prior  
preparation such as selection of topic, preparation  
of venue and also rehearse of what you  
going to present in front of the audience.

Extract 12.1 (a & b) is a response from a candidate who provided factors that are not directly related to the question

Further, 12 candidates (1.6%) scored from 10.5 to 15 marks; which is a good performance. These clearly explained factors that can cause barriers to effective reading such as: physical disability, difficulty reading materials, poor concentration, noise, to mention just a few. A sample of a correct response to the question is shown by Extract 12.2.

## Extract 12.2 (a)

12. Effective reading: Refers to the process pass through written material from the written sources example book magazine and other written material effectively without interruption of anything or hindrance of anything.

The following are the factors that can cause barriers to effective reading.

**Too much noise:** When there is too much noise near the person who is reading it can cause the person to stop reading and listening to the noise. Hence barrier to effective reading.

**Overload material:** If there are too many materials a person who is reading can be confused with those materials. He or she needs small materials to construct with. Hence it causes barrier to effective reading.

**Interference of people:** If someone interferes with the one who is in critical reading it can lead to a person losing the point because of the interference. Hence it causes barrier to effective reading.

**Psychological factors:** If someone who is reading is not psychologically fit he or she has stress, <sup>thirst</sup> hunger or sad it can cause barriers to effective reading because it disturbs

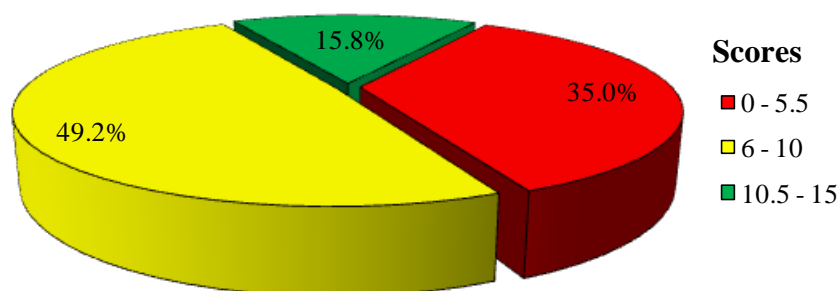
### Extract 12.2 (b)

12.	If a person have emotional feeling Example he or she is sad. Also it can be the cause of barrier of effective reading. Hence cause of barrier of effective reading. Environmental factor: If there are or place which a person used to read is not conducive it have noise, movement of people it can cause barrier for effective reading. Generally There are strategies to follow in order to have effective reading which are: prepare your self physical and psychological fit and also set your goals, prepare good environment for reading. These things facilitate good effective reading.
-----	---

Extract 12.2 (a & b) shows a response from a candidate who clearly examined factors that can cause barriers to effective reading

### 2.2.3 Question 13: Oral Presentation

The question tested the candidates' ability to clearly explain six strategies to follow in making an oral presentation. The required responses were; confidence of the presenter before the audience, proper use of gestures and movement, use of notes as guide, eye contact maintenance, audible voice, among many others. The question was attempted by 751 candidates (82.8%), of which, 263 candidates (35%) scored from 0 to 5.5 marks; indicating a weak performance, 369 (49.2%) scored from 6 to 10 marks; indicating an average performance, and 119 candidates (15.8%) score from 10.5 to 15 marks; indicating a good performance. The overall performance of the candidates in the question was weak (since only 119 candidates (15.8%) scored from 10.5 to 15 marks). Figure 13 illustrates the candidates' performance in the question.



**Figure 13:** Trend of the Candidates' Performance in Question 13

The analysis also shows that 263 candidates (35%) did not explain correctly strategies that need to be followed in making an oral presentation. These candidates gave explanations that do not fit the question, for instance; do not carry a lot of things, do not stand back of the audience, do not be on phone, among many points mentioned. Extract 13.1 shows such a response.

#### Extract 13.1

13 Oral presentation, this is the kind of presentation which are presenting in orally form. There is four kind of oral presentation which are impromptu oral presentation, memorized oral presentation, written and read oral presentation. The following are the strategies to be followed during making an oral presentation.

Do not carry a lot of things, this means that when the speaker are presenting an idea must avoid to carry a lot of things the presentation must be brief and clear in order to make the listener to be motivated with presentation.

Do not stand back of the audience this means that the speaker must face the audience by looking in order to make the listener to concentrate of what your presenting.

Do not talk with your phone during presentation, the speaker must switch of or loud off in order to remove an contradiction an people to become moodless.

Generally, there is different skills for oral presentation which can be done by the speake during oral presentation & the t skills is life preparation, skills that the speaker must know the background, economic status of the audience.

Extract 13.1 shows a response from a candidate who incorrectly explained the strategies which should be followed in making an oral presentation

Moreover, the analysis of the responses indicate that some of the candidates correctly explained strategies to be followed in making an oral presentation and also they gave relevant examples. A sample of a response of a candidate in this category is given by Extract 13.2.

### Extract 13.2 (a)

13.	<p>Oral presentation refers to the verbal communication that involve the formal context, formal content, formal audience, specific time and the specific purpose. This communication include much speaking than writing and can be in form of lecture, workshop, meeting, seminar and interview. These presentation can have the purpose such as informative, persuasive, instructive the information. The following are the strategies to be followed during making an oral presentation to the people:</p> <p>Introducing the presentation; it is the first stage when making an oral presentation. An introductory words can be greetings, by introducing to the audience so that to make attraction to the audience in order to be attentive listening the presentation.</p> <p>Analyse flow and organization of the presentation; this stage the speaker have to explain a brief summary of the whole presentation. Example analysing the presentation to categories such as introductory section, main body and the highlights of the conclusion of the presentation.</p> <p>Make an eye contact to the audience; the aim of making eye contact of the speaker to audience is to show the confidence of the speaker, this can make the audience to listen the speech attentively which can increase the understanding of the presentation to the receiver that can ensure the effective communication.</p>
-----	--



### Extract 13.2 (b)

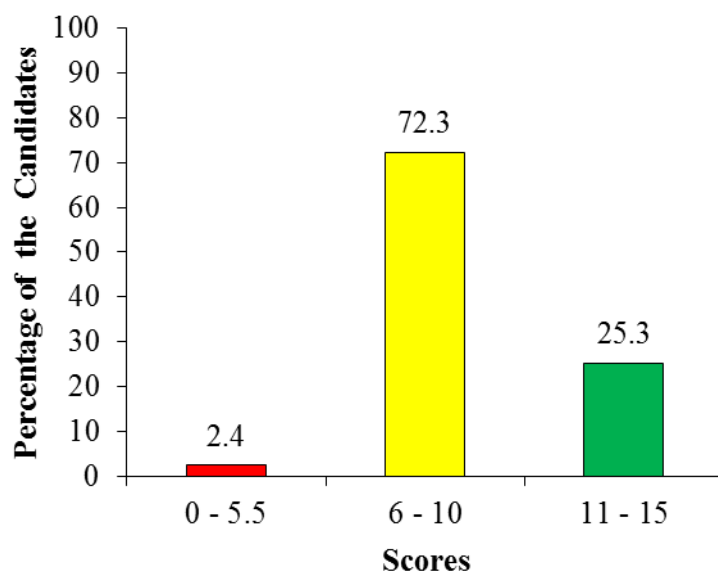
13.	Use of visual aids, such as graphics, pictures and diagrams. The speaker when presenting the material have to reinforce by the visual aids so that to clear the misconceptions and increase the clarification of the area that are presented.
	The speaker has to talk from the notes; the speaker can summarize the key items from the notebook and present to the audience. The speaker should avoid reading the notes. The aim of taking key items from the notes is to ensure the effectiveness and accurateness of the content through following the sequential order.
	The speaker have to ensure the voice is audible; since the speakers voice act as a

Extract 13.2 (a & b) shows a response from a candidate who correctly explained the strategies to be followed in making an oral presentation

#### 2.2.4 Question 14: Writing

The question tested the candidates' ability to explain with examples six punctuation marks that are used in a text.

The analysis of the students' performance shows that 829 candidates (91.4%) attempted the question of which, 20 candidates (2.4%) scored from 0 to 5.5 marks; indicating a weak performance, 599 candidates (72.3%) scored from 6 to 10 marks; indicating an average performance and 210 candidates (25.3%) scored from 10.5 to 11 marks; indicating a good performance. The overall performance in the question was weak (since only 210 candidates (25.3%) scored from 10.5 to 15 marks). Figure 14 illustrates the candidates' performance in the question.



**Figure 14:** *Trend of the Candidates' Performance in Question 14*

The analysis shows that the candidates explained punctuation marks such as: exclamation mark (!), question mark (?), full stop (.), colon (:), comma (,), and semi colon (;). They also gave relevant examples of their uses in a text. A response from one of the candidates is shown by Extract 14.1.

#### Extract 14.1 (a)

14. The punctuation marks are all symbols and signs used during writing a text. They are there to show different signs and to direct the reader for finding his/her meaning in a text. The following are some punctuation marks.

Comma (,) This is a symbol which is used to show the short pause in a sentence. It is used to direct the reader that there is another sentence which follows and has the same meaning.

Full stop (.) This is the other sign used in textual writing showing the end of the sentence. A Full stop tells the reader that now the first meaning in this sentence ends here.

Question mark (?) is the other sign which is used to ask the reader, on something, this means that <sup>what</sup> the reader has to give out the answer according to what he/she has understood the text given.

Quotation mark (" ") This is the other sign used to take a statement spoken by somebody and used as the reference in the text.

#### Extract 14.1 (b)

14 written. This will direct the reader to remember who said so.

Dash (-) is the mark used to differentiate two words in the text written for example the word Inter-Nation here the symbol dash has used to show us two words that is Inter and National.

A slash mark (/) this is the other symbolised during writing the text it is normally shows the other meaning of the word when writing the for example outline / give out these are the words of the same meaning but the symbol slash has shows us other meaning of the terms.

So using the symbols or punctuation mark are very important because the symbols used to direct the reader on his/her effective reading.

Extract 14.1 shows a response from a candidate who managed to clearly explain with examples, the punctuation marks used in a text

Moreover, 20 candidates (2.4%) who scored from 0 to 5.5 marks failed to explain the punctuation marks used in a text clearly. One of the candidates explained the skills for note taking such as using of heading and sub heading, selection of content, using of abbreviations, diagrammatic notes, using of tabulations and to be brief and clear. These are the incorrect answers. Extract 14.2 portrays such a response.

## Extract 14.2 (a)

14. Writing this done with writer rather than spoken ones, there are some symbols to consider when your writing a text brackets, Question mark, Full stop and question tag. The following are the punctuation marks that are used in writing a text.

Using of Heads and sub heading, when your writing a text its very important to using the title that may helps them audience to understand your message fast because in your heading you will use the words to show your main ideas from your text so the audience will understand what you mean.

Selection of content, the writer of a text or message should selecting the general idea of the message which is understandable and very well clear in order to makes the things clear and being completed with the society and through that the general ideas will comes.

Use of abbreviations, the uses of the text should be able to understanding when the learners means the uses of abbreviations shows the users of a text in short ways and avoiding the using of too much words that will confuses the learners and the one to controlling the message will becomes more reasonable and these will confirmed.

Diagrammatical, the writer of a text in order to convince the audience or learners should also involving using of the diagrams and these should be very appreciated and within diagrams and words uses in the things to be considered.

## Extract 14.2 (b)

14	Use of tabulations, Any writing of a text should considering the things to be followed by the an individual problem and through that the individuals solving them and understanding them to the whole processing of writing. Briefly and clear, the any written material will being clear means need of the clear informations that will makes the learners to understand well the materials and information which it have being prepared by the things in the society and those have been followed by the audience after being reading a particular. Therefore in order to be understandable after writing the text you have to make sure that the things to considered the things and understanding the whole text that being into choice from the source of the information held.
----	--

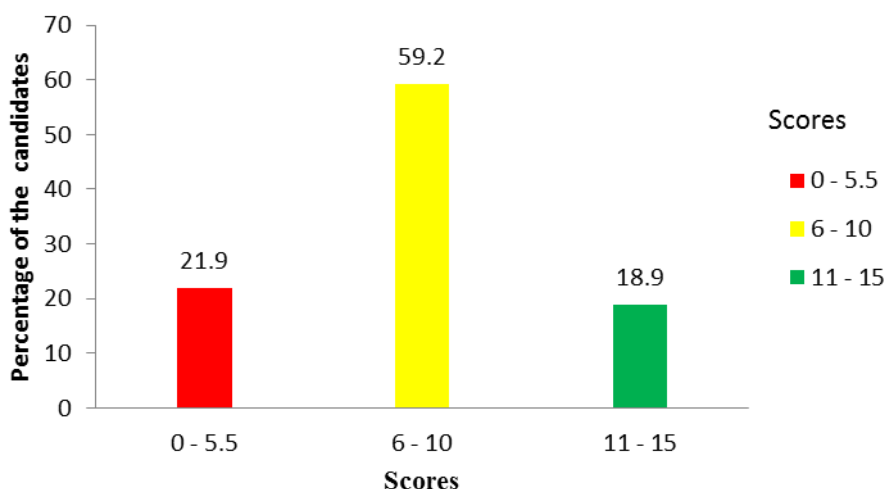
Extract 14.2 is a response from a candidate who failed to explain six punctuation marks that are used in writing a text

### 2.2.5 Question 15: Oral Presentation

The candidates were required, in this question, to predict six categories of questions which can be asked during a job interview. The correct responses were: questions on personal character, e.g. what can you tell us about yourself?, education and training, e.g. how do you judge the curriculum you went through your training?, question on career motives, e.g. why do you want to join this job?, question on ability, skills and experience, e.g. why do you think you fit in the position you are applying for?, the relationship with former employer, e.g. why did you terminate your employment with your former employer?, question on extra-curricular activities and hobbies, e.g. what do you do normally after work? as well as the general knowledge questions.

The question was attempted by 301 candidates (31.2%), of which, 66 candidates (21.9%) scored from 0 to 5.5 marks; indicating weak performance, 178 candidates (59.1%) scored from 6 to 10.5 marks;

indicating an average performance, and 57 candidates (18.9%) scored from 10.5 to 15 marks; indicating a good performance. The general performance in this question was weak (since the only 57 candidates (18.9%) scored from 10.5 to 15 marks). Figure 15 illustrates the candidates' performance in the question.



**Figure 15:** *Trend of the Candidates' Performance in Question 15*

The analysis indicates that 66 candidates (21.9%) scored from 0 to 5.5 marks; indicating a weak performance in the question. One candidate who performed poorly failed to provide the categories from which the questions can be asked during a job interview. Similarly, the candidate failed to give his answer in essay form, as it was required in Section B of this paper. He rather listed questions, not categories, such as; ‘What is your name? What is your education background? Why do you like this job? What salary do you want to be paid? What is your experience? just to mention a few. Extract 15.1 shows a sample of such a poor response.

### Extract 15.1

15.	(i) what is your name
	(ii) why do you like this job
	(iii) why are you come from
	(iv) why do you like this job
	(v) when you can pass this job
	how you can be done

Extract 15.1 shows a response from a candidate who failed to predict six possible categories of questions which could be asked during the interview

Some of the candidates presented a topic on which the interview is often based. Next, they improvised possible questions on the topic. One candidate identified a topic of poverty and formulated interview questions on it. Extract 15.2 exhibits the case.

### Extract 15.2

15	<p>Interview is a method of obtaining data where by the interviewer poses the question in written form to be responded by interviewee in writing form. The following are the predicted categories of question which will be asked during the interview job.</p> <p>Define poverty. This is the first question which with the student or interviewee tries to tell the meaning of poverty.</p> <p>Secondly, What are the types of poverty. Here the interviewee will participate in telling the types of poverty to the society.</p> <p>Third, List down indicators of poverty. The interviewee will try to outline the indicators of poverty in the country.</p>
----	--



Fourth, Mention the effect of poverty to the society. The interviewee should mention effect of poverty to the society.

Fifth question, is, <sup>What</sup> are the measures taken by government to combat poverty? The students or interviewee should try to show the measures taken by government to combat poverty.

15. Last question, is What are the solution to poverty in general? The interviewee should be free to tell the solution in general about removing poverty in the society.

Above explanation are concerning with the series of question which will be carried during an interview process.

Extract 15.2 is a response from a candidate who formulated a topic on which interview questions can be centered.

However, a few of the candidates (18.9%) scored from 10.5 to 15 marks because of a good understanding of the categories of questions asked in a job interview. They identified categories such as: personal character questions, questions on general knowledge, questions about education and training, question about team work qualities, skills and experience, the relationship with the former employer, extra-curricular activities and hobbies, new job expectations, among many others. Extract 15.3 shows a sample of such a good response.

### Extract 15.3 (a)

15 Interview is the way of getting information through face-to-face communication. This people use words by asking the question to the interviewee to get an information. It used for research, as Pre entry and getting different job opportunities.

Job interview is need curriculum vitae (CV) from the interview in order to know him/her for the job opportunities. The following are the question which will be asked during the interview this are:-

Personal information; This is the first question which should be asked in a job interview like What is your name? Are you married? Do you have family? and so on. This is the first information which interviewer asked to know.

Contact; This is the second question which interviewer asked about address. For example of question. Where do you come from? Where do you live? Your address no also your telephone number or email. This is important to interviewer to know because of feedback if you get job or not.

About Education; Also interviewer must know the level of education in order to match the job opportunity and your professional. For example of question which asked are what is your level of edu-

### Extract 15.3 (b)

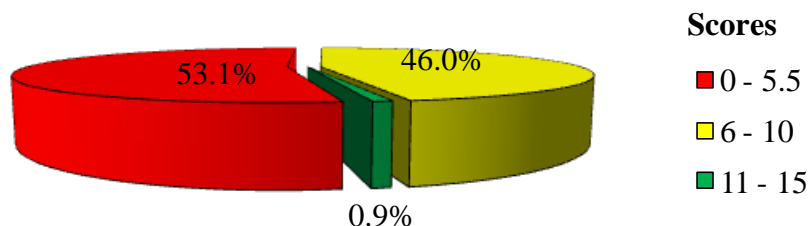
15.	get the job's opportunity.
	Also asked about skills; skills is the ability which derived from knowledge. After knowing the level of education interviewer must know how interviewee use that professional in application. for example of question Do you have a skills to the job opportunity? How? This also helps interviewer to know how interviewee have a skill to that job.
	Asked about experience; Also this is very important in job interview because the interviewer needs to know if you have an experience of that job? for example of question Where do you work that job before? for how long? This helps the interviewer to know your experience.
	Those are question which I predict to asked during the interview because job opportunities need a personal (CV) so I used it as a question which I will be asked in the interview.

Extract 15.3 is a response from a candidate who demonstrated a good understanding of the categories of questions asked in the interview

#### 2.2.6 Question 16: Writing

In this question, the candidates were required to explain five listening techniques that can be used by a student teacher when listening to a lecture. These techniques are: note taking, which helps a student teacher to follow the lecture more attentively, identifying the central idea, which looks for the headings and sub headings; relating points to one's experience; asking questions that require elaborations for more understanding and many others.

The question was attempted by 435 candidates (48%), of which, 231 candidates (53.1%) scored from 0 to 5.5 marks; indicating a weak performance, 200 candidates (46.1%) scored from 6 to 10 marks; indicating an average performance, and 4 candidates (0.9%) scored from 10.5 to 15 marks; indicating a good performance. The general performance in the question was weak (since only 4 candidates (0.9%) scored from 10.5 to 15 marks). Figure 16 illustrates the candidates' performance in the question.



**Figure 16:** *Trend of the Candidates' Performance in Question 16*

The analysis shows that some of the candidates performed poorly because they did not know the exact requirement of the question. This is revealed by answers they provided. One candidate could not even write an essay form as it was required in section B. The case is illustrated by Extract 16.1.

### Extract 16.1

- The Listening techniques that can be used by a student teacher when listening to a lecture.
- (i) To pay attention of listening and looking to the lecture quietly.
  - (ii) To ask questions to the lecture where they have not well understood and answering the questions asked by the lecture.
  - (iii) Sharing Ideas by the lecture and this shows that the student teacher is together with the lecture and they do listening thoroughly and understood of the lecture taught.
  - (iv) You find the classroom is very quite paying attention to listen to the tutor, and sometimes roughing where it make them to rough and this make more emphasise to students to pay more and more attention of listening.
  - (v) When the lecture teaching tend to roam into the class, you find even them the move their heads following you where you go into the class very slowly while teaching.

Extract 16.1 shows a response from a candidate who did not explain correctly techniques a student teacher can use when listening to a lecture

However, 4 candidates (0.9%) scored from 10.5 to 15 marks in this question. These explained correct techniques which can be used by a student teacher when listening to a lecture. They presented points such as: asking questions, differentiating between facts, opinions, relating points to one's experience, identifying the central idea, looking for similarities and

predicting what will come. Extract 16.2 is a sample of such a good response.

### Extract 16.2 (a)

16. Listening techniques are skills used by the listener in order to understand certain information presented by the lecturer. Listening techniques are very important during learning, for note taking, making notes, as when you note key points of information from the presenter. The following are listening techniques as follows.

- Paying Attention to the presenter. It is the skill used for listening carefully, the presenter information while ~~and~~ good understanding the material handed down by the lecturer.

Preparing the environment for seeking to understand the material presented clearly without interruption of noise ~~without~~ among the listener and lecturer hence clear understanding the concept presented by the lecturer.

Active listener must take note of important key words. It is another skill / techniques used by the listener to strongly active listener carefully and taking important information while assimilating the new material hence high retention to his/her brain. And help him/her in making a good note.

### Extract 16.2 (b)

Removing material which interrupt with new material within the brain. A good techniques of listening helps must put aside those though come to the brain during lecture presenting the new material. This skill help the listener to be attentive and result to more understanding of the concept.

Listener engage in creative thinking and image formation with clear concept presented by presenter. A good listener participate on thinking deeply about materials presented with seeking to understanding the material further this help listener to correct misconception happen during lecturing. Hence doing correction at on the misconception done by the lecture during teaching process.

Specific. Listener must be specific to the information presented by the lecture they were going together. As when important information presented by the lecture goes forward listener remain back ~~can't~~ Hence result to misunderstanding of the material. Also the the material was not organized well and no correlated. to-lally.

Moreover the above are the listening techniques that can be used by student teacher when listening to a lecture such specificity, concide, clarity, removing material which interrupt with new information, listener engage in creative thinking about the material presented.

Extract 16.2 shows a response from a candidate who satisfactorily explained techniques that can be used by a student teacher when listening to a lecture.

### **3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC**

The Candidates' Item Response Analysis in Communication Skills subject for 2018 DSEE shows that some of the candidates had enough knowledge of Oral Presentation, going by their attainment of 73.9%.

The performance in other topics were satisfactory due to the lack of sufficient knowledge of the topics and the failure to understand the requirements of questions. The topics were: Writing (67.2%), Reading (63.3%) and Communication Theory (60.5%). The weakest performance in the examination was in the topic of Structure (24.3%). This is illustrated in Appendix A and B

### **4.0 CONCLUSION**

Statistical data analysis for each question shows that the candidates' overall performance in Communication Skills for Diploma in Secondary Education Examination (DSEE) in 2018 was average. There were candidates whose performance was unsatisfactory. This may have been attributed to the candidates' limited ability to identify the demand of the questions, lack of knowledge on the subject matter, lack of proficiency in English Language and writing skills.

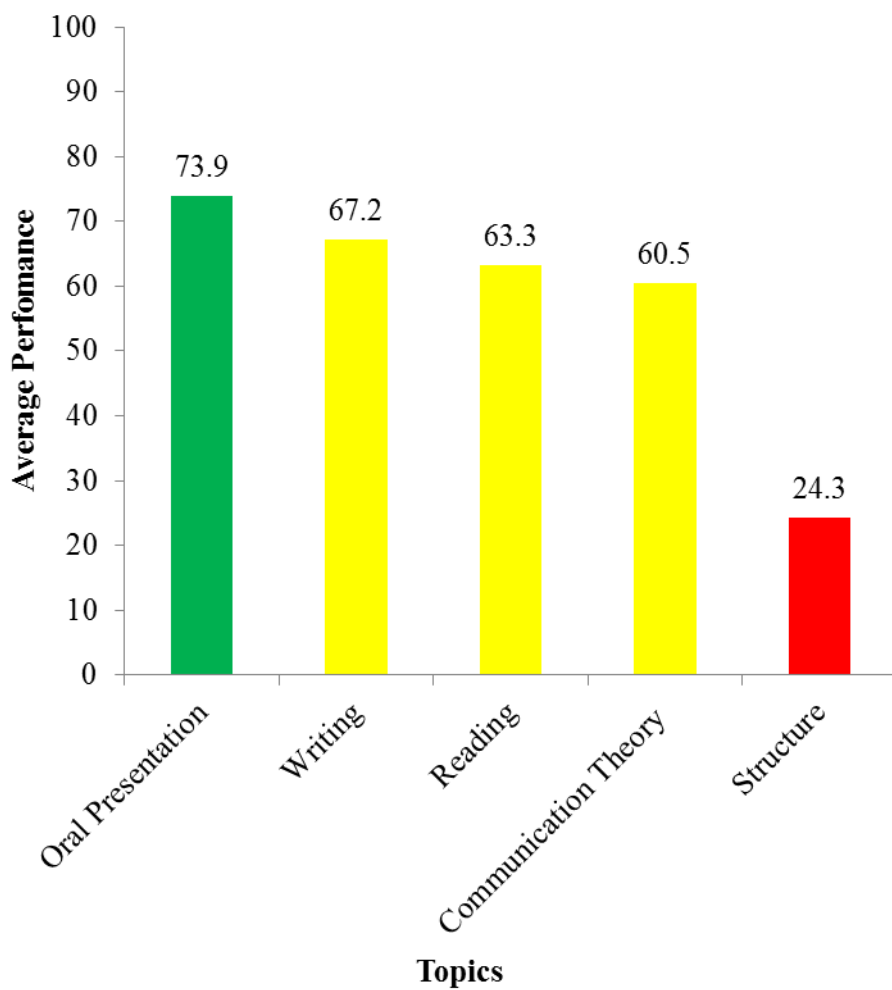
### **5.0 RECOMMENDATIONS**

In order to improve the performance of the candidates in future Communication Skills examinations, the followings are recommended: -

- (a) tutors must always cover Communication Skills syllabus and provide student teachers with enough exercises. Tutors should equally provide instant feedback on the performance of the student teachers to enable them to prepare in all topics well
- (b) tutors in colleges should be given regular in service training to update their skills and methodologies in the teaching of the subject
- (c) tutors should be provided with enough teaching and learning materials and/or reliable internet for easy access of teaching and learning materials



- (d) student teachers should be encouraged to use English Language in their day to day conversations. The habit which will equip them with a good command of English the designated medium of instruction in secondary schools
- (e) student teachers should also be encouraged to read widely in order to increase their vocabularies, comprehend concepts and increase their competences. Extensive reading will also improve their command of language of education



**Figure 17: The Summary of the Candidates' Performance by Topic**

## Appendix B

### THE CANDIDATES' PERFORMANCE PER TOPIC

SN	TOPIC	Performance in Each Question		%Average Performance per topic	Remarks
		Qn. Number	% Performance		
1	Oral Presentation	1	78.7	73.9	Good
		13	65		
		15	78.1		
2	Writing	4	61.1	67.2	Average
		5	39.3		
		6	62.4		
		11	96.1		
		14	97.6		
		16	46.9		
3	Reading	3	76.8	63.3	Average
		9	59		
		10	28		
		12	89.2		
4	Communication Theory	2	52.4	60.5	Average
		7	68.5		
5	Structure	8	24.3	24.3	Weak
General Performance				57.8	Average

