



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
THE NATIONAL EXAMINATION COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT
FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2020**

722 ENGLISH LANGUAGE



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FOREWORD

The Candidates' Items Response Analysis (CIRA) for 2020 English Language for Diploma in Secondary Education Examination (DSEE) was prepared to provide a feedback to student teachers, tutors, parents, guardians, policy makers and the public in general, on the candidates' performance and the challenges that they encountered in attempting examination questions. The Examination marks the end of two years of diploma course in education. It is a summative evaluation that measures the effectiveness of the teaching and learning process at the end of the course.

The candidates' response to the examination questions is an indicator of what the student teachers were able or unable to achieve in their learning process for the two years. The content covered in this examination was developed from the English Language syllabus for DSEE.

This report is intended to highlight possible reasons behind the candidates' response in English Language Examination. It points out the factors that made some of the candidates to score low marks to some of the questions. Such factors include failure to understand the needs of the question, lack of knowledge on the concepts related to the subject and inability to follow examination instructions.

The feedback provided in this report will enable the educational administrators, college managers, tutors, student teachers and other stakeholders to devise proper measures in order to improve the candidates' performance in future examinations administered by the Council. The National Examinations Council of Tanzania (NECTA) will also appreciate constructive comments and suggestions from all education stakeholders that can be used in improving future examiners' reports.

Finally, the Council would like to appreciate the contribution made by examination officers, examiners and printers for preparing, analysing and printing this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for English Language subject for Diploma in Secondary Education Examination (DSEE) in 2020. A total of 636 candidates out of 646 who were registered sat for the examination.

The examination had three sections namely, A, B and C. Section A had ten questions which carried 40 marks. Sections B and C had three questions each. From these sections the candidates were required to answer two questions from each. These sections had 30 marks each. The duration of the examination was three (3) hours.

The comparison of the candidates' performance in DSEE 2019 and 2020 has been indicated in table 1.

Table 1: Candidates' Pass Grades in DSEE 2019 and 2020 English Language Examination

Year	Grade	Range	Number of Candidates	Percentage
2019	A	80-100	0	0
	B	70-79	0	0
	C	55-69	219	30.5
	D	40-54	472	65.5
	F	0-39	28	3.9
2020	A	80-100	0	0
	B	70-79	66	10.4
	C	50-69	451	71.0
	D	40-54	112	17.6
	F	0-39	1	0.2

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

Three categories of performance have been used in the analysis of the candidates' performance in each topic. The performance from 70-100 per cent is categorised as good, from 40 to 69 percent is average, and from 0 to 39 is poor. Three colours have been used to represent the performances. These are green which indicates good performance, yellow indicating average performance and red which denotes poor performance. The whole analysis is based on the average percentage 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. The topic analysis is summarised in the Appendix. Finally, the report provides the performance of the candidates in each topic, conclusion and recommendations.

The English Language Examination for DSEE 2020 tested the candidates' knowledge and skills on various topics such as the *English sound system, teaching methods, word forms and meanings, theories of language teaching and learning, conversation, discussion and oral presentation, preparation for teaching, literary analysis, sentence types and punctuation, writing in a variety of forms, assessment and comprehension of a variety of information text.*

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Objective Questions

This section had ten compulsory objective questions. The candidates were required to answer all the questions. Each question carries 4 marks, giving a total of forty marks.

2.1.1 Question 1: The English Language Sound System

In this question, the candidates were required to state the meaning of the terms; *Phoneme, Morphemes. Vowel sound and Minimal pair.*

The correct answers for this question were as follows:

- (a) *Phoneme is the distinctive unit of sound which can be a vowel or a consonant, for example: /a/, /i/, /d/.*
- (b) *Morpheme is the smallest grammatical unit of words in a language, it can be a free morpheme or bound morpheme. Examples of free*

morpheme are: a, an, the, e.t.c. Examples of bound morphemes are: s, ed, ing, e.t.c.

- (c) *Vowel sound: Is a phoneme which is produced without blockage of air as it passes through the mouth cavity, examples of vowel sounds are /o/, /ə/, /ɔ/.*
- (d) *Minimal pair: A pair of words that are distinguished by just one segment such as pair/fair, hat/heart, light/right, seen/sin, etc.*

This question was attempted by 100 percent of the candidates. The analysis shows that 44.5 percent of the candidates scored from 0 to 1.5 marks, 34 percent scored from 2 to 2.5 marks and 21.4 percent scored from 3 to 4 marks. The general performance in this question was average because 55.5% of the candidates scored from 2 to 4 marks. Figure 1 illustrates the candidates' performance in this question.

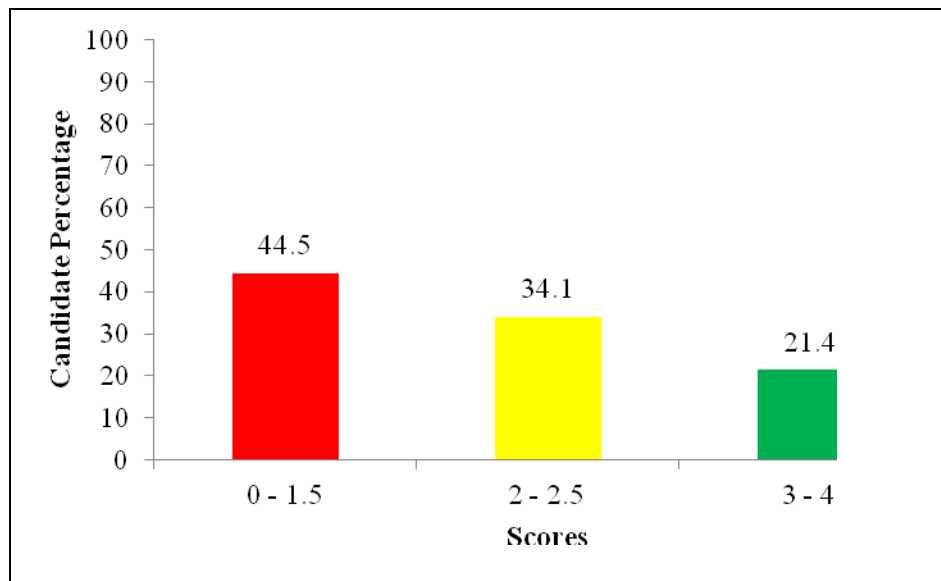


Figure 1: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that those candidates who scored from 0 to 1.5 marks (44.5 percent of the candidates) had inadequate knowledge on the meaning of the terms they were asked. For instance, one of the candidates stated the meaning of phoneme as the *grammatical unit of language through pairing the different words with similar sound-example, put-pot*. Another candidate stated the meaning of vowel sound as *those sounds which are voiceless in pronunciation process. Examples are like /p/, /f/ and /b/*. Extract 1.1

shows a sample of the candidate's response who poorly defined the four terms contrary to the question needs.

1.	① Phoneme	
	Is the unit in language used in linguistic analysis to show that English especially linguistic is using some formulae like science.	
	② Morpheme	
	Is the smallest particles in the language which can be split into further without changing the meaning.	
	③ Vowel sound	
	Are those sound which are voiceless in pronunciation process. Example are like /p/, /f/ and /b/.	
	④ Minimal pair	
	Are those word which are in pair during pronunciation.	

Extract 1.1: A sample of poor response for question 1.

The analysis indicates that, the candidates who performed well in this question provided correct definitions of the terms *phoneme*, *vowel sound*, *morpheme* and *minimal pair*. These candidates had sufficient knowledge on the terms given. Also, they demonstrated good mastery of English Language. Extract 1.2 shows a response from one of the candidates who attempted this question well.

1.	a) Phoneme	
	Is a small unit of the word	
	which cannot be divided into small	
	parts	
	b) Morpheme	
	Is a small part of a word which	
	cannot be divided without distorting	
	it its meaning of word.	
	c) Vowel sound	
	Are sounds which can be pron-	
	ounced without any restriction of air	
	from lungs	
	d) Minimal pair	
	Are words which varies in a	
	single sound example: Kill - bill and	
	cool and pool.	

Extract 1.2: A sample of a good response for question 1.

2.1.2 Question 2: Teaching Methods

The question required the candidate to describe briefly four importance of participatory method in the teaching and learning of English Language. The correct answers for this question are: *it adds subject interest. It engages students during teaching and learning process. It provides feedback to the teacher and students. To encourages dialogue between students. It develops speaking, listening and writing skills. It brings confidence to learners and it is good for memory retention.*

This question was attempted by 100 percent of the candidates. Among them, 2.1 percent scored from 0 to 1.5 marks, 7.4 percent scored from 2 to 2.5 marks and 90.5 percent scored from 3 to 4 marks. The general performance in this question was good because 97.9 percent of the candidates scored from 2 to 4 marks. The overall candidates' performance is summarised in Figure 2.

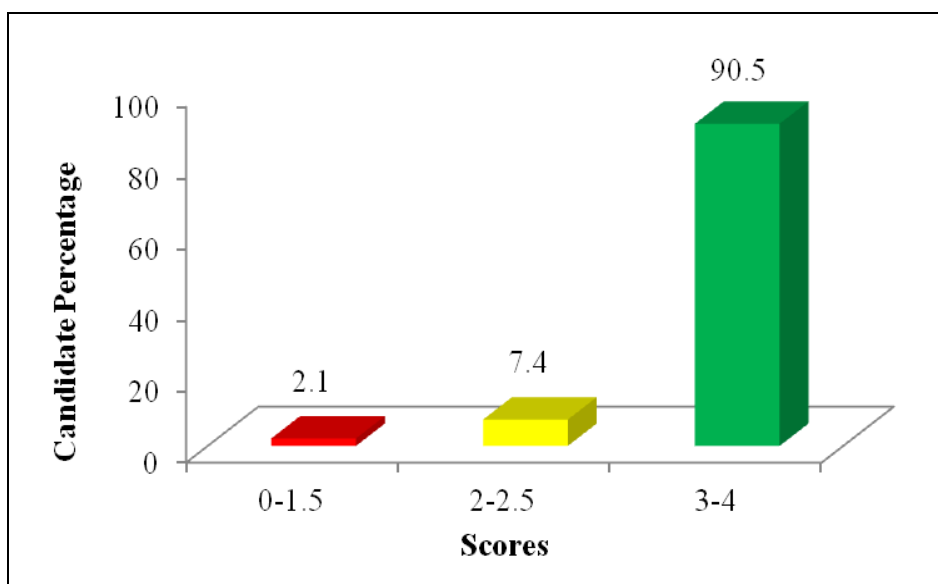


Figure 2: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that those candidates who scored from 2 to 4 marks (which is 97.9 percent of the candidates) had sufficient knowledge on teaching methods. They managed to explain briefly the importance of participatory method in the teaching and learning of English Language. Furthermore, they provided relevant examples to support their explanations. Extract 2.1 shows a sample of a candidates' response who managed to explain briefly the importance of participatory method in the teaching and learning of English Language.

2	<p>i) It helps learners to keep the lesson in memory easily because they share different ideas such as in group discussion.</p>	
	<p>ii) It reduces teachers load, the participatory methods help teachers to reduce the efforts of explaining because the students also contribute their ideas.</p>	
	<p>iii) Participatory method helps ^{to make} the class active, this is because views and ideas are shared by all class means teachers and students.</p>	
	<p>iv) It raise students interest and motivation participatory method raise student interest and motivation because they cooperate to each other hence enjoy the lesson.</p>	

Extract 2.1: A sample of a good response for question 2.

Further analysis of the candidates' performance for question 2 indicates that, for those who failed to attempt this question well had insufficient knowledge on the topic of teaching methods, especially the importance of participatory methods in teaching and learning of English Language. These groups constitutes 2.1 percent of all the candidates who attempted this question. For example, one of the candidates from this group provided the following responses: *to make students to understand first, to make students concentrate with subject*. Extract 2.2 shows a sample of wrong and unclear responses from one of the candidates in this question.

2. Improved to identify the meaning of words early	
ii) Develop skill to read grammar	
iii) Improved the way to acquire knowledge	
iv) Encourage the learner to identify the structure of a sentence.	

Extract 2.1 A sample of wrong responses from one of the candidates.

2.1.3 Question 3: Word Forms and Meanings

This question required the candidates to describe the similarity between suffixation and derivation. The correct responses were:

Both suffixation and derivation involve the modification of a base or stem of a word by adding suffixes to form a new word class. An example of suffixation: Teach + er = teacher. An example of Derivation: Kind + ness = kindness

This question was attempted by 100 percent of the candidates. The analysis demonstrates that 55.2 percent of the candidates scored from 0 to 1.5 marks, 35.5 percent scored from 2 to 2.5 marks and 9.3 percent scored from 3 to 4 marks. The general performance of the candidates in this question was average because 44.8 percent scored from 2 to 3 marks. The candidates' general performance in this question is summarised in Figure 3.

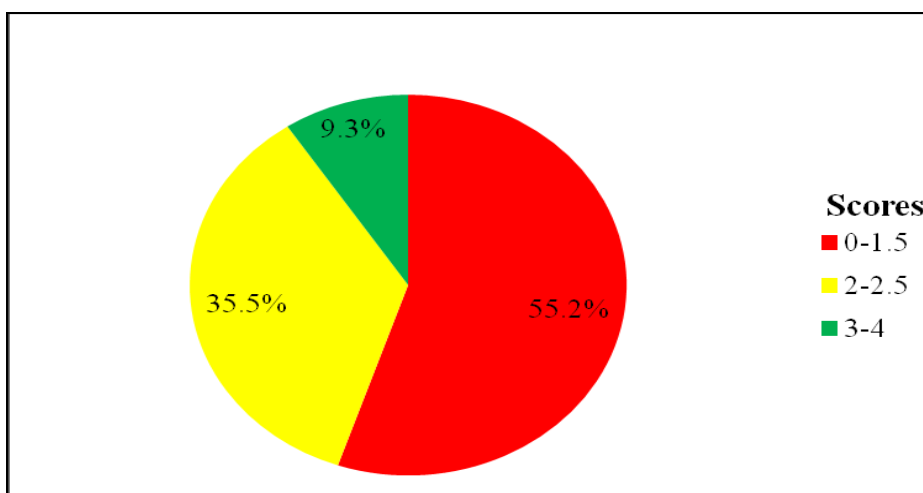


Figure 3: The candidates' performance in percentage

The analysis shows that the candidates who scored from 0 to 1.5 marks (which is 55.2 percent of all the candidates), had inadequate knowledge on the concepts of suffixation and derivation. Also, their responses indicate that their command of English Language is poor. Some candidates differentiated the two terms instead of explaining the similarity. (However, the differences provided were wrong). For instance, one of the candidates differentiated suffixation and derivation as *the process of putting suffix after the rest of the word, for example industrial-ization while derivation refers to the process of a word stay in a sentence without depend affixation, for instance nation*. Another candidate explained the similarity of the two terms as *both involve the singular and plural*. Extract 3.1 shows a sample of a response from one of the candidates who failed to explain the similarity between suffixation and derivation.

3	But suffixation and derivation use different	
	words.	
	Example suffixation pre-colonial	
	derivation	
	To water the garden	

Extract 3.1: A sample of a wrong response from one of the candidates.

Further analysis of the candidates' performance in this question shows that those candidates who scored from 3 to 4 marks (which is 44.8 percent of all the candidates), had sufficient knowledge on word forms. Also, they were able to provide relevant examples of suffixation and derivation which showed the similarity of these two terms. Extract 3.2 shows a sample of responses from one of the candidates who was able to provide the similarity between suffixation and derivation.

3.	One example from each. Similarity between suffixation and derivation.	
	<p>i/ Suffixation is the process of word formation where the affix added to the root at the end. for example,</p> <p>Connect - <u>Connecti<u>on</u></u>.</p>	
	<p>Even: -</p> <p>ii/ Derivation</p> <p>is the process of word formation where by the affixes added to the root may be at the end or for example, work - <u>work<u>er</u></u></p>	
	Both derivational and suffixation may lead to the change of the word category, may be an can change from noun to verb, or to adverb.	

Extract 3.2: A response from a candidate who provided the correct answer.

2.1.4 Question 4: Teaching Methods

The candidates were required to outline four features of audio lingual methods. The correct responses were:

- (a) *Lessons begin with dialogues containing the target structure and vocabulary idioms.*
- (b) *Mimicry and memorisation are used.*
- (c) *Skills are sequenced: Listening, Speaking and Reading; writing is postponed.*
- (d) *Pronunciation is stressed from the beginning.*
- (e) *Great effort is made to prevent learner's errors.*

This question was attempted by 100 percent of the candidates. Among them, 66 percent scored from 0 to 1.5 marks, 22.6 percent scored from 2 to 2.5 marks and 11.3 percent scored from 3 to 4 marks. Generally, the candidates' performance in this question was poor because 33.9 percent of the candidates scored from 2 to 4 marks. The candidates' performance is summarised in Figure 4.

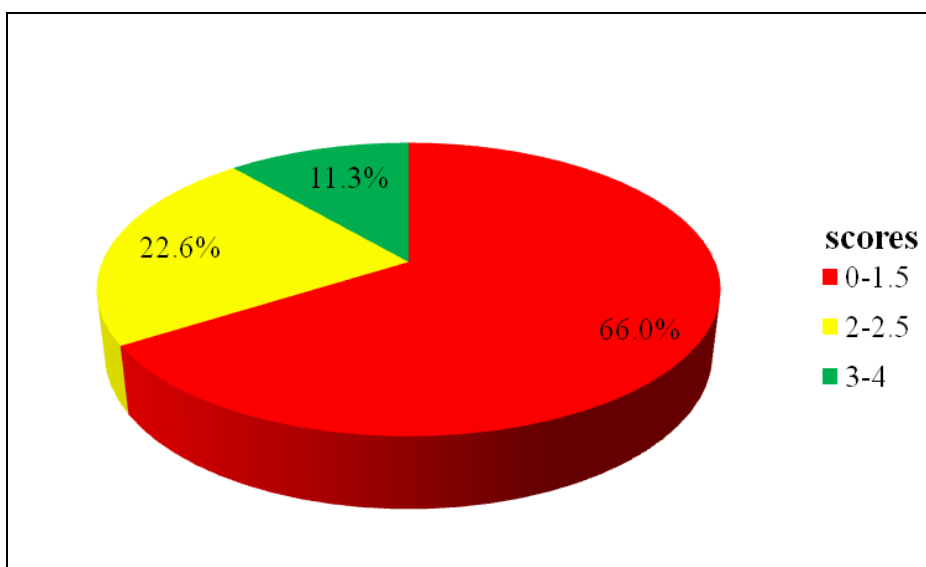


Figure 4: *The candidates' performance in percentage*

The analysis of the candidates' performance in this question shows that those candidates who scored 0 to 1.5 (which is 66 percent of all the candidates), had inadequate knowledge on the features of audio-lingual method. Some of them had no idea of audio-lingual method, as a result they described unknown things. In addition to this, some candidates provided the features of participatory methods and grammar translation method contrary to the requirement of the question. For example, one of the candidates described features of audio-lingual method as; *used to learn foreign language, it needs enough vocabulary, it needs enough time and teaching emphasize accuracy*. Extract 4.1 shows a sample of responses from the candidates who provided poor responses.

4. it should be portable
it should be audible
it should consider subject topic
it should be realistic

Extract 4.1: A sample of response from one of the candidates who failed to outline the four features of audio lingual method.

Despite the fact that, some candidates performed poorly in this question, some of them performed well due to their good mastery of the topic of the teaching method, especially on the features of audio-lingual method. Extract 4.2 shows a sample of responses from one of the candidates who managed to outline features of audio-lingual methods correctly.

4:	Features of audio lingual method
	i) Uses target method language.
	ii) Focused on listening and speaking.
	iii) Memorization is commonly used.
	iv) CD and DVD are used as a tool of teaching.

Extract 4.2: A sample of a response from one of the candidates who managed to attempt the question correctly.

2.1.5 Question 5: Conversation, Discussion and Oral Presentation

The candidates were required to elaborate four advantages of oral presentation. The correct answer for this question was:

- (a) *It builds speaking ability, as it brings confidence to the one speaking to the audience or large group.*
- (b) *It builds listening skills in the sense that it makes an individual to pay attention to the speech being delivered.*
- (c) *It enables the use of non-verbal language. In order for the speech to be more attractive and comprehensive one needs to use non-verbal language such as facial-expressions, gestures, body movements e.t.c.*
- (d) *To build good relationship with the audience. With oral presentation the speaker and the audience come close/it builds togetherness as they come to know each other.*

The question was attempted by 100 per cent of the candidates. Among them, 1.3 percent scored from 0 to 1.5 marks, 2.5 percent scored from 2 to 2.5 marks and 96.2 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good because 98.7 percent scored from 2 to 4 marks. The performance of the candidates in this question is summarised in Figure 5.

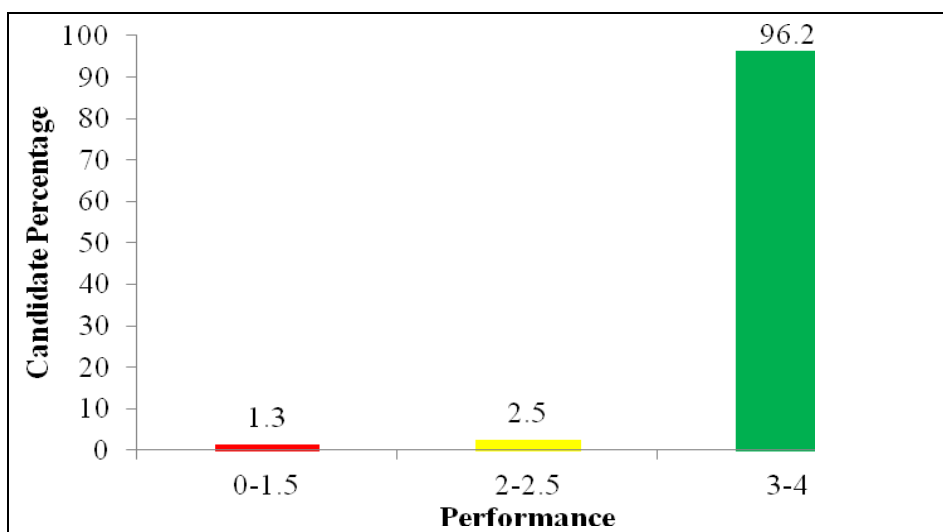


Figure 5: *The candidates' performance in percentage*

The analysis of the candidates' performance in this question shows that 98.7 percent of the candidates performed well in this question. This suggests that, majority of the candidates had sufficient knowledge on the advantages of oral presentation. The candidates understood the requirement of the question, thus they provided correct responses. Also, they had good command of the English language. Extract 5.1 shows a sample of a response from one of the candidates who performed well in this question.

05.	To elaborate the advantages of oral presentation.	
(i)	Increases listening skills: Through oral presentation people listen carefully for what is going on so, they can increase their listening skills.	
(ii)	Increase speaking skill: This is for the one who presents the lesson, he/she can influence or increase knowledge in speaking.	
(iii)	Keeps attention to people: Also attention becomes when people listen to a certain information they can pay attention.	
(iv)	Develops non-verbal communication: where people uses facial expressions and gestures, - during presentation of the lesson.	

Extract 5.2: A sample of responses from one of the candidates who performed well in this question.

Further analysis shows that, few candidates performed poorly in this question. These candidates constituted 1.3 percent of all the candidates who attempted this question. This indicates that the candidates had inadequate knowledge on the advantages of oral presentation. For instance, one candidate explained wrongly the advantages of oral presentation as *it involves oral speech and it does not consume time during presentation*. Extract 5.2 shows a sample of a wrong response provided by one of the candidates.

S	(i) To motivate -
	(ii) To provide information -
	(iii) To educate.
	(iv) To entertain.

Extract 5.2: A sample of wrong responses from one of the candidate who failed to attempt this question.

2.1.6 Question 6: Preparations for Teaching

In this question, the candidates were required to name four things which a well prepared teacher should possess during the teaching and learning process. The correct answer for this question was: *Lesson plan, Lesson notes, Teaching aids and Scheme of work*.

The question was attempted by 100 percent of the candidates. The analysis shows that 27.7 percent scored from 0 to 1.5 marks, 30.7 percent scored from 2 to 2.5 marks and 41.6 percent scored from 3 to 4 marks. Generally, the overall performance of the candidates in this question was good because 72.3 percent of the candidates scored from 2 to 4 marks. The trend of the performance is summarised in Figure 6.

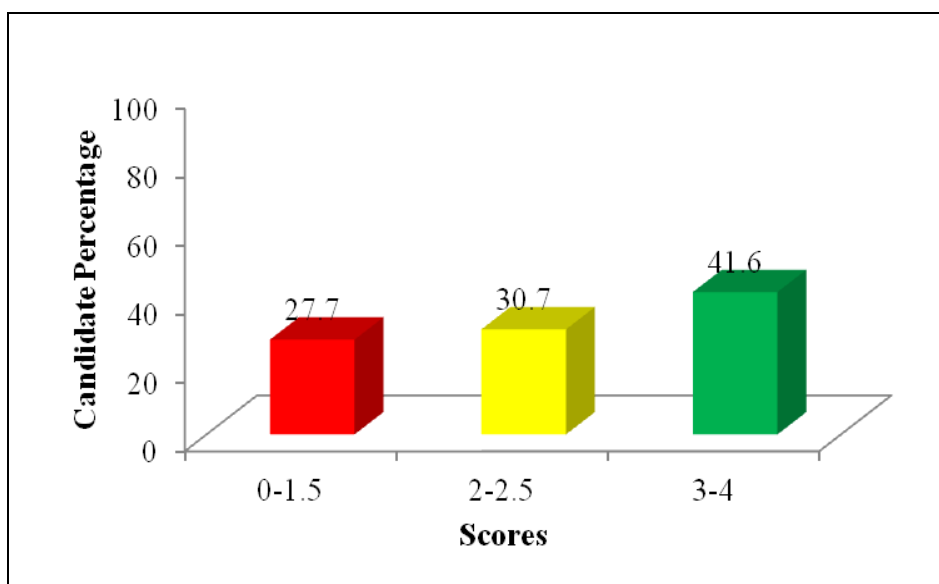


Figure 6: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that the candidates who had good performance in this question had adequate knowledge of preparation for teaching, especially on things which a well prepared teacher should possess during the teaching and learning process. The candidates clearly and correctly mentioned the four things. These candidates consisted of 72.3 percent of the candidates who attempted this question. Extract 6.1 is a sample of such a good response.

6. The following are thing teacher prepare during teaching and learning process -	
- Should prepare lesson plan.	
- Should prepare teaching aid.	
- Should prepare lesson notes	
- Should prepare Scheme of work.	

Extract 6.1: A sample of a correct response from one of the candidates who managed to attempt this question well.

Despite the good performance demonstrated by some of the candidates, there were candidates who failed to attempt this question well due to inadequate knowledge about preparation for teaching. These were 27.7 percent of all the candidates who attempted this question. They failed to name things which a well prepared teacher should possess during the

teaching and learning of English language. Also, some of them had poor English grammar while others misunderstood the question. For instance, one of the candidates named things that a well prepared teacher should possess as: *relevant of a topic, size of a class, nature of learner and age of learner*. Another candidate provided irrelevant answers such as; *create the conducive environment and create rich activities in specific content. The content related to the level of learners, time management of a teacher and rich example and good explanation of the content*. Extract 6.2 shows a sample of the candidate's response who failed to attempt question 6.

6. i)	Self confidence	
ii)	Teaching in systematic way	
iii)	Manange time effectively or appropriately	
iv)	Encourages good relationship and unity between teacher and students.	

Extract 6.2: A response from one of the candidates who wrongly attempted this question.

2.1.7 Question 7: Literary Analysis

In this question, the candidates were required to explain briefly four weaknesses of oral literature. The correct answer for this question was:

- (a) *Very easy to get lost because it is not written.*
- (b) *May change from one mouth to another as decades go by.*
- (c) *It is considered as primitive literature thus, many people dislike it.*
- (d) *It can be shared to people who only have ability to hear.*

The question was attempted by 100 percent of the candidates. The analysis indicates that 19.8 per cent scored from 0 to 1.5 marks, 25.16 percent scored from 2 to 2.5 marks and 55.66 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good because 80.82 percent of the candidates scored from 2 to 4 marks. The trend of the performance for this question is summarised in Figure 7.

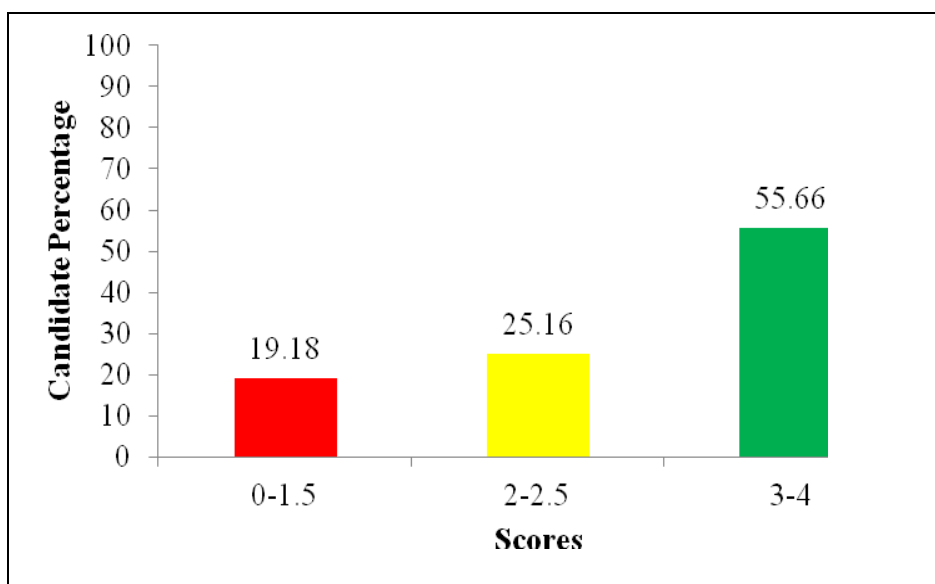


Figure 7: The candidates' performance in percentage.

The analysis of the candidates' performance in this question shows that those candidates who performed well in this question (which was 80.82 percent of all the candidates), understood the demand of the question, thus they provided good explanation on the four weaknesses of oral literature. Also they demonstrated good mastery of grammar of English language. Extract 7.1 is a sample of such a good response.

7.	Oral literature is the one passed through mouth.	
	The weakness of oral literature are.	
	It is difficult for the audience to remember all things narrated in the work hence listening.	
	It is difficult to store the work hence the narrator is the owner and may die with it.	
	Oral literature is limited to reach the audience because the narrator/performer is required to visit or be visited for performance.	
	Oral literature may lose its quality/original quantity as time passes and generation change.	

Extract 7.1: A response from one of the candidates who explained four weaknesses of oral literature correctly.

Further analysis of the candidates' performance in this question shows that, despite a number of the candidates performed well, 25.16 percent of them performed poorly in this question due to some reasons such as failure to understand the demand of the question and insufficient knowledge on the weaknesses of oral literature. Also, some of them had poor English grammar and spelling. For example, one of the candidates wrongly explained features of oral literature as, *it based on the work of society and past history. It based on the work of former and unknown reading.* Another candidate explained about oral tradition instead of the weaknesses of oral literature as; *oral tradition have no good way of preserving as it saved through hand. Oral tradition is not selective as it involve both educated and non educated.* Extract 7.2 shows a sample of a weak response which was provided by one of the candidates.

7.	The following are the weakness of oral literature	
i/	learner can not participat in teaching	
	and learning proless.	
ii/	learner have no optinife to ask the quest	
	con when you dont understand.	
iii/	use few time to prevent many things	
iv/	use make Subject to be difficult.	

Extract 7.2: A sample of poor responses from one of the candidates who failed to explain four weaknesses of oral literature.

2.1.8 Question 8: Sentence Types and Punctuations

This question required the candidates to analyze briefly and give an example on the difference between compound and complex sentence. The correct answer for this question was:

*A **compound sentence** contains two or more independent clauses joined by coordinators such as 'and', 'but', and 'or'. For example, I found her in the tea room and we discussed the question, while a **complex sentence** is the one which is made up of one independent clause and one or more dependent clauses. For example, he lost his wallet while he was dodging the police officers.*

This question was attempted by 100 percent of the candidates. The analysis shows that, 26.8 percent of the candidates scored from 0 to 1.5 marks, 26.1 percent scored from 2 to 2.5 marks and 47.1 percent scored from 3 to 4 marks. Generally, the performance of the candidates in this question was good because 73.2 percent of the candidates scored from 2 to 4 marks. The candidates' performance in this question is summarised in Figure 8.

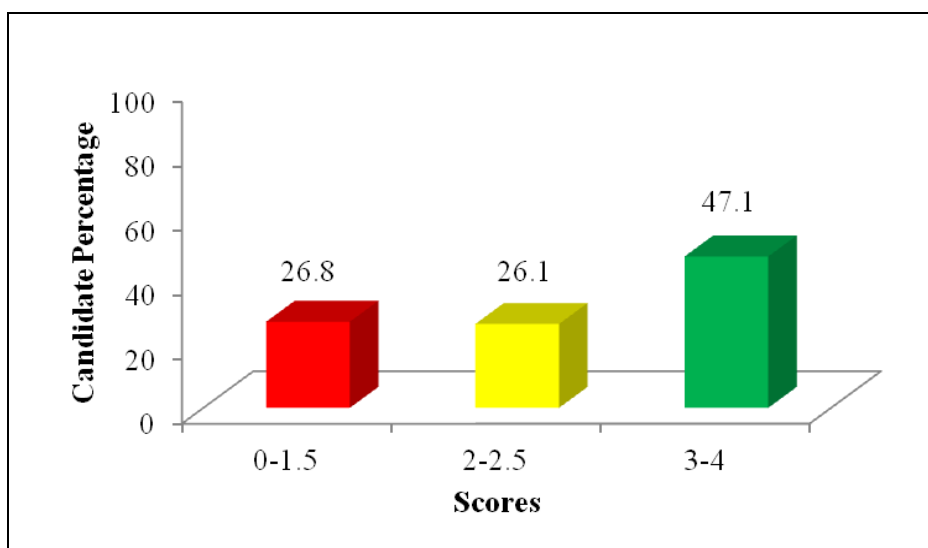


Figure 8: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that the candidates who had good performance were knowledgeable on sentence types. Also, they understood the demand of the question, thus they provided correct explanations with relevant examples. Extract 8.1 is a sample of the candidate's response who attempted this question correctly.

8.	Compound sentence is a type of sentences which has two sentences (Main clause) joined by subordinative conjunctions such as, but, and, for, while. For example; He went to school but he did not read anything.
	He went to school – First sentence (Main clause) But – conjunction He did not read anything – second sentence (Main clause)
	WHILE
	Complex sentence is a sentence which is made up of one independent clause with one or more Dependent or subordinate clause. For example, If Asha goes to the market, she will buy a new dress If Asha goes to the market – subordinate clause She will buy a new dress – Independent clause

Extract 8.1: A response of a candidate who clearly analysed the difference between compound and complex sentences.

The analysis indicates that many candidates performed well in this question. However, it has been observed that, 26.8 percent of the candidates did not perform well due to lack of knowledge on the difference between a compound and a complex sentence. Some of the candidates provided irrelevant answers unrelated to what the question required. They also provided ungrammatical sentences indicating poor mastery of the English grammar. For example, one of the candidates provided an example of a compound sentence as; *John and Asha they went to school yesterday*. This sentence is not a compound sentence and it is ungrammatical. Another candidate differentiated compound and complex sentence as; *compound sentence is the sentence which contain one subject and two predicate while complex sentence is the sentence which is formed by one main clause and two subordinate clause*. Another one confused a compound sentence with a compound word by differentiating a compound sentence as *a combination of two words, for example, bath + room = Bathroom, while a complex sentence is produced with the complex word. For example, influenza*. Extract 8.2 shows a response of a candidate who wrongly attempted this question.

8	Compound Sentence is the kind of Sentence which formed by ^{Complex} main clause and prefix to form a sentence.
	Complex sentence is the sentence is very long which separate through conjunction like, but, like, as, and others.

Extract 8.2: A sample of poor responses from one of the candidates who failed to attempt this question.

2.1.9 Question 9: Writing in a Variety of Forms.

This question wanted the candidate to identify four forms of writing. The correct answer for this question was: *Narrative, descriptive, expository and Persuasive writing*

This question was attempted by 100 percent of the candidates. The analysis indicates that 26.61 percent scored from 0 to 1.5 marks, 3.25 percent scored from 2 to 2.5 marks and 70.24 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good because 73.49 per cent scored from 2 to 4 marks. Figure 9 illustrates the trend of the candidates' performance in this question.

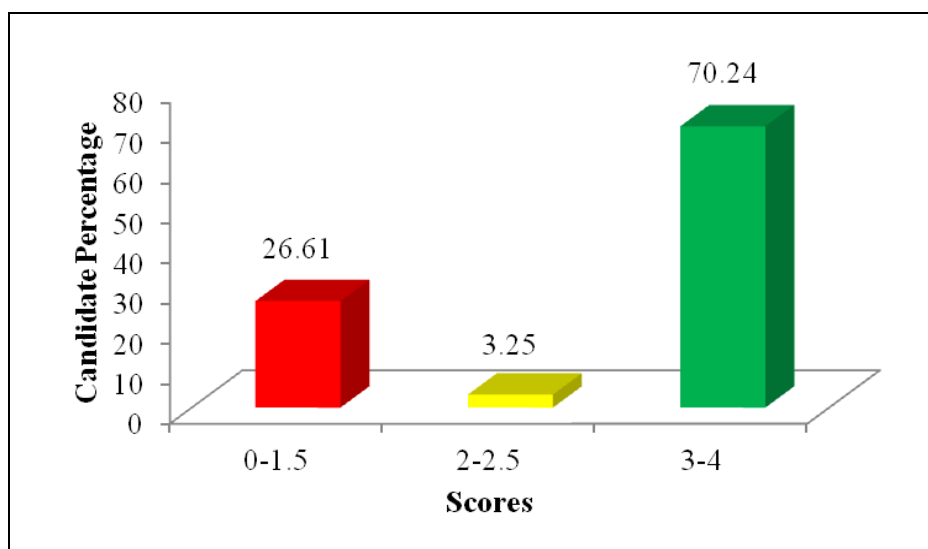


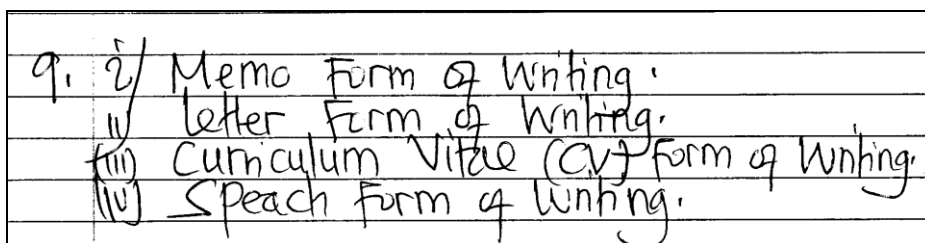
Figure 9: The candidates' performance in percentage.

The analysis of the candidates' performance shows that 73.49 percent of the candidates had good performance in this question. This indicates that, these candidates were knowledgeable enough on the forms of writing. Some candidates did not only identify the forms of writing, but also provided explanation about them. Extract 9.1 shows a sample of a candidates' response who managed to attempt the question well.

9	The following are the four forms of writing.
	(i) Narrative writing, refers to the form of writing which tells a story.
	(ii) Descriptive writing is the writing which involves describing something it uses long sentences
	(iii) Persuasive writing is the ^{form of} writing which convince the people
	(iv) Expository writing is the form of writing which explain something as it is without adding any thing

Extract 9.1: A sample of a candidate's response who clearly identified four forms of writing.

However, further analysis of the candidates' performance in this question shows that 26.61 percent did not perform well in this question. This suggests that, the candidates had inadequate knowledge on the forms of writing. They provided irrelevant answers different from what they were asked. For example, one of the candidates identified forms of writing as *informal writing, formal writing and explanatory writing*. Another one identified forms of writing as; *essay writing, speech writing, report writing, research writing and writing an invitation cards*. Extract 9.2 represents a sample of responses from one of the candidates who failed to identify four forms of writing.



Extract 9.2: A response of a candidate who failed to provide the forms of writing.

2.1.10 Question 10: Assessment

The question required the candidate to name four English language assessment tools. The answers for this question were; *checklist, schedule, portfolio, test, interview and observation checklist*.

This question was attempted by 100 percent of the candidates. Among them, 7.1 percent scored from 0 to 1.5, 7.7 percent scored from 2 to 2.5 marks and 85.2 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good because 92.9 percent of the candidates scored from 2 to 4 marks. Figure 10 illustrates the candidates' performance in this question.

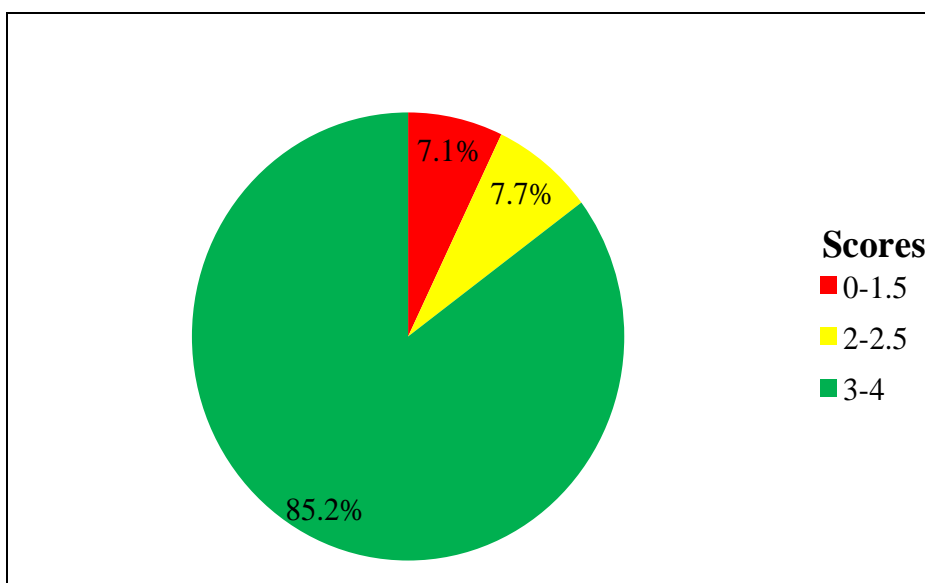


Figure 10: The candidates' performance in percentage.

The analysis of the candidates' performance in this question shows that 92.9 percent of the candidates performed well in this question. This is an indication that the candidates had sufficient knowledge on the English language assessment tools. Extract 10.1 shows the response of the candidate who managed to attempt this question correctly as per the instruction.

10	i) Test / Examination	
	ii) Portfolio	
	iii) Interview	
	iv) Observation	

Extract 10.1: A sample of a response from one of the candidates who managed to name four English language assessment tools correctly.

Furthermore, the analysis of the candidates' performance in this question shows that, 7.1 percent of the candidates who attempted this question failed to name the four English language assessment tools. This suggests that, these few candidates had little knowledge of assessment tools and they had poor command of English language. Some of them wrongly identified tools such as; *questions and answers*, *exercises* while others identified teaching methods such as *dialogue and debate*. Also, one of the candidates misunderstood the requirement of the question, hence he/she named the principles of teaching and learning of English language instead of four English Language assessment tools. His/her responses were: *use of four language skills*, *tolerance to errors*, *use of correct grammar and use language for communication*. Extract 10.2 shows a sample of one of the candidates' responses who failed to attempt this question correctly.

10	Assessment tools refer to the instrument that used to measure the language of an individual on a particular language. The following are ^{four} named English language assessment tools as:-
(i)	Speaking assessment tool
(ii)	Reading assessment tool
(iii)	Writing assessment tool
(iv)	Listening assessment tool
(v)	Performance assessment tool
	competence assessment tool.

Extract 10.2: A response of a candidate who wrongly named language skills instead of language assessment tools.

2.2 SECTION B: Essay Questions on Academic Content

This section had three questions. Questions 11, 12 and 13. The candidates were required to answer only two questions. All questions were required to be answered in essay form. The total marks allocated to this section was thirty (30) marks. Each question was allocated fifteen (15) marks.

2.2.1 Question 11: Writing in a Variety of Forms

The question required the candidates to explain the usefulness of information texts to students. The following was the outline of the answers for this question:

- Information texts provide the key to success in later schooling.*
- Information texts are useful in preparing students to handle real-life reading.*
- Information text appeals to readers' preference.*
- Information text addresses students' questions and interests.*
- It builds knowledge of the natural and social world.*
- It boasts vocabulary and other kinds of literacy knowledge.*

The question was attempted by 64.6 percent of the candidates. The analysis shows that, 14.6 percent scored from 0 to 5.5 marks, 81.0 scored from 6 to 10 marks and 4.4 percent scored from 10.5 to 15 marks. Generally, the performance of the candidates in this question was good because 85.4 percent of the candidates scored from 6 to 15 marks. The trend of the candidates' performance in this question is summarised in Figure 11.

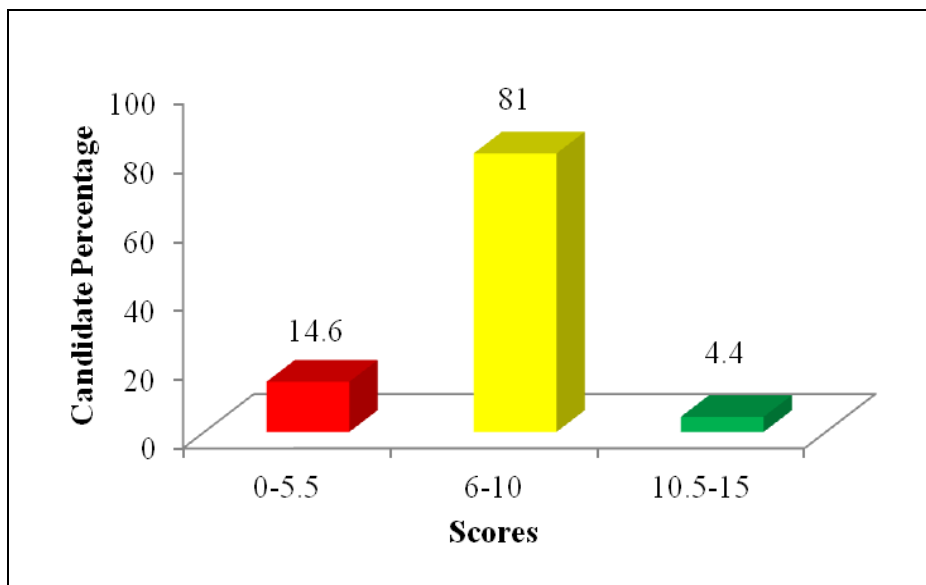


Figure 11: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that 85.4 percent of the candidates performed well in this question. This implies that the candidates had sufficient knowledge on the usefulness of reading information texts. The candidates were able to explain with examples the usefulness of information text. Extract 11 shows a sample of responses from one of the candidates who managed to attempt the question well.

11. Information texts these are texts which aim to inform people or society concerning a certain important thing. Students are also part of society, so they also read information texts. The following are the usefulness of informative texts to the students.

It helps students to become aware of the issue written down, since the aim of information text is to inform, therefore the students become aware of the matter written. Awareness is very important to the students.

Information texts help students to increase new vocabulary to their language. Through reading information texts, students may acquire new vocabulary which they had not have before. Therefore, information texts increase vocabulary to students.

Students extend knowledge through reading information texts. Students will be able to add some of the knowledge into their mind towards a certain matter which found in the information texts. Therefore, informative text is very important.

Information text increases creativity among students. Through reading or going through the information texts, students will be able to create different things that can help themselves in coping with the environment. Therefore, information text stimulates creativity to the students.

Information text helps students in decision making. Students can make decision about a certain matter due to the information they have obtained in the information text. Students become able to choose what is perfect due to the information they have.

Students get detailed information from the texts and therefore they will be able to ignore rumours. Detailed information will provide assurance to the students concerning a certain phenomenon. So students get detailed information through reading informative texts.

These are the usefulness of informative texts to the students. It is better for the students to build a habit of going through different writings so as to be updated with their society.

Extract 11.1: A response from a candidate who attempted the question correctly.

The analysis indicates that, the candidates who performed poorly in this question lacked knowledge on the usefulness of information texts to students. Some of the candidates failed to understand the concept of information texts. For instance, one of the candidates defined information texts as *the process of forming information in the different things*. Another one defined information texts as *the information used to direct or control the learner in the teaching and learning activity*. Others, provided irrelevant answers contrary to the demand of the question by writing: *it helps to build good relationship among the students. It helps to share different ideas among the students*. Their responses indicate that, these candidates did not understand the question. Extract 11.2 is a sample of the wrong answer provided by one of the candidates.

11	<p>Information text, refers to the information that are found from the texts example it can message, conflict or content, which are prepared by the play or drama writer or novelist as well as poet so as to reflect the social realities example corruption, love, conflict, protest, awareness and sacrifice. The following are the usefulness of information texts to the students.</p> <p>It enable student to understand the importance of awareness, example in the book or play of "Three sisters one husband" Juliett shows as the girl who played the part of having self awareness simply because she refused to get marriage with the husband whose forced to get marriage with them but she regret from such way which lead to stolen money for their parent so as to be payed as the bride price from his husband love.</p> <p>The negative impact of corruption, means the misusing of public fund for the private gain which can be through patronage or in relative since through corruption can lead to get unqualified people at the given position example in leadership position example mr. chief Nanga entered in leadership through corruption since he has not qualified to get chance to lead other group of work due to his education.</p>
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To understand the negative impact of betrayal, example chief Nanga betrayed his society from all promises which provide them during campaign since when became at power he forgot all promises giving to the citizen example he promises to ensure supply of water at all corner of their society when she became the leaders at the given position.

To understand the impact of prostitution, means having illegal sexual with other person example chief Nanga having wife but still having illegal sexual with other women at the society which are not good in developing society since it can cause underdevelopment of the country also it can resulted to the spread of diseases such as HIV hence death of people.

To understand the importance of unity, simply because through unity it can enable the learners to pour their assessment of the class because they can cooperate to each other hence high performance to the given class so through the passing different written text enable the learners to understand the different information concerning with the importance of unity.

Finally, the information text has big contribution to the learners and student simply because can enable to learners to understand various ways of solving existed conflict at their society especiall at the process of teaching and learning process hence it improve the development of performance among the learners.

To understand the importance of sacrifice, example in the poem of "Your pain" at the last verse it show direct how the persons sacrificed from the situation that are taking place to their life, that is why the person a complaining that

"Your blood

Not more my blood

We shall irrigate our victory" this show how person fighting against the existing situation.

Extract 11.2: A sample of poor response from one of the candidates who wrongly attempted the question.

2.2.2 Question 12: Conversation, Discussion and Oral Presentation

The question required the candidates to analyze six guidelines students should use to prepare and conduct their discussion. The outline of the answers for this question was; *Learn about the topic. Find out the people who will participate in the discussion. Find out the physical arrangement of the place for the discussion. Learn how to lead a group discussion. Learn how to be a discussant in a group-discussion. Learn how to be a good listener.*

The question was attempted by 46.5 per cent of the candidates. Among them, 4.4 percent scored from 0 to 5.5 marks, 74.3 percent scored from 6 to 10 marks and 21.3 percent scored from 10.5 to 15 marks. The general performance of the candidates in this question was good because 95.6 per cent scored from 6 to 15 marks. The candidates' performance in this question is summarised in Figure 12.

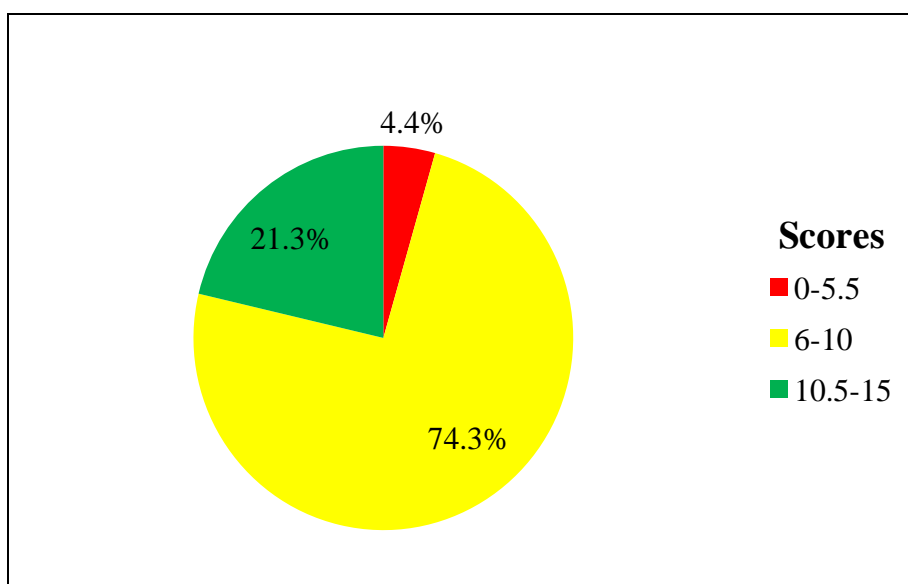


Figure 12: *The candidates performance in percentage.*

The analysis of the candidates' performance in this question shows that 95.6 percent of the candidates had good performance in this question. These candidates demonstrated sufficient knowledge and skills on conversation, discussion and oral presentation that enabled them to attempt the question well. They also interpreted the question well according to its demand thus, they managed to analyze six guidelines

students should use to prepare and conduct their discussion. Extract 12.1 shows a response from one of the candidates who attempted this question well.

12	<p>Discussion refers to interchangability of ideas in a group of people to reach the conclusion. In discussion each member has equal chance to contribute his or her thoughts/ideas</p> <p>The following are the guidelines the students should use to prepare and their discussion.</p> <p>Purpose of the discussion, firstly students must know the purpose for discussion, they should think why they want to conduct discussion, at they should know what are the advantage of their discussion</p> <p>Selection of Content for discussion that is to say after knowing the purpose of their discussion, now they come together to select the topic/content for their discussion so that each one of the member should contribute his/her ideas/thought concerning topic for discussion.</p> <p>Selection of group leaders, that is to say students may select a chair person and a chairman so as to supervise the discussion that conducted. those leaders are there to control the group, to maintain and make-sure the members of the group share each other ideas and thought equally</p> <p>Setting time for discussion, this comprises the time to start discussion and the time to end the discussion, that the discussion should be done under the time proposed by the group members and must be followed.</p> <p>Area for conducting discussion, that is to say students they should prepare the area that can be used to conduct that discussion, and the area prepared should be good and conducive to each member of the group discussion</p>
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	Therefore those above are some guidelines that students should use to prepare and conduct their discussion. And the students group discussion has a great significance for them, and some of the significance are	
	- It equip them/students with much confidence	
	- Helps to keep information for long term memory and other the like.	

Extract 12.1: A sample of a good response from one of the candidates.

Although some candidates obtained good performance, others failed to attempt this question appropriately. These candidates were 4.4 percent of the all candidates who attempted this question. The possible reasons for their failure were: lack of knowledge on the subject matter, poor proficiency of the English Language especially in spelling, grammar as well as writing skills, particularly essay writing skills. These candidates provided irrelevant points such as *don't talk about others and avoid what to talk*. Extract 12.2 shows a sample from one of the candidates who performed poorly in this question.

12.	Discussion; is the process of conducting conversation between group of people within the class. Discussion can be used in solving different problems faced by learners. Discussion can be categorized into many types like Group discussion, class discussion and other. Discussion for learners is very important because it help to have confidence and also it help in improving speaking skills to the learners, and hence can help to improve speaking skills and also to create confidence to the learners to stand in front of the mass to present anything. The following are the guidelines students should use to prepare and conduct their discussion as follows:-	
	Dialogue, Through dialogue conversation between two or more people can help students to prepare and conduct their discussion and solve a certain problem which they have faced towards their learning process. Students can make dialogue concerning about example the solution of preventing the spread of HIV or AIDS through that they can make discussion.	

Debate; By using debate learners or students can prepare and conduct their discussion. Example at a certain school students they can prepare a motion and prepare opposer side and proposer side where by through that can prepare a Motion like "Money is better than Education" Through that motion others can agree the motion and also others can go against the motion. Through that can help to make learners or students to prepare and conduct the debate themselves towards their discussion.

Speech; Through speech a student can be prepared him or herself in order to present in front of the class or in front of the audience. Example a student can prepare a topic concerning about how to conserve environment and then can explain what is environment, what are the causes of environmental degradation and also how to conserve our environment towards destruction of environment. Through that a student can prepare the speech and then educate their fellow students on how to conserve the environment in a way that environment can be good in looking and also the sphere of the environment.

Role play; Through this students they can prepare any play to act in the classroom where by can help them in the process of solving different problems. Example students can prepare a play to be shown in front of the class like on how they can make enjoyment to their learners. They can practice a play of educating their fellow students in the case of effects of soil erosion in the environment which can result to loss of biodiversity.

Songs; Through song also can help learners to have discussion concerning about a real situation of life. Example learners they can prepare a song concerning about anything through that can help them in making discussion concerning about what they want to present it in the class. Through that can help learners to make discussion.

	Conversation; This is due to that through conversation	
	on can help learners in solving a certain problem through	
	conversation between group of the people students within	
	the class. Example in group of three up to five can	
	make conversation concerning about any topic either topic	
	of word formation or a topic of sentence and through that	
	learners or students can make conversation on it.	
	Scientifically; Through all guidelines students can use to	
	prepare and conduct their discussion can help learners to	
	be critical thinker to increase active participation to the	
	learners, also for enjoyment and also for solving different	
	problems to be solved in the school classroom or school.	

Extract 12.2: A response by a candidate who failed to attempt the question correctly.

2.2.3 Question 13: Literary Analysis

The question required the candidates to examine five elements which constitute the form of the literary work. The outline of the answers for this question was: *plot, technique/style, setting, characterisation and language*.

The question was attempted by 86.95 percent of the candidates. The analysis indicates that 5.4 percent of the candidates scored from 0 to 5.5 marks, 60.4 percent scored from 6 to 10 marks and 34.2 percent scored from 10.5 to 15 marks. The general performance of the candidates in this question was good because, 94.6 percent scored from 6 to 15 marks. The candidates' performance is summarised in Figure 13.

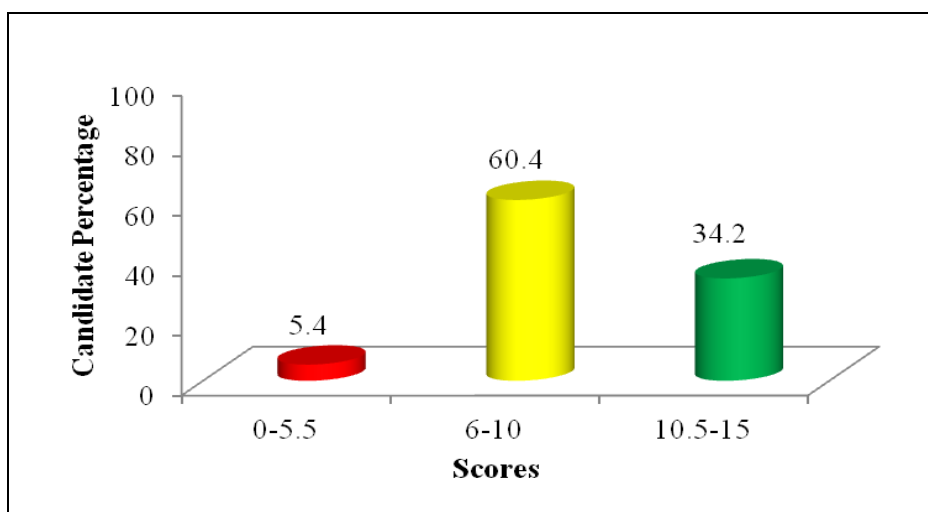


Figure 13: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that 94.6 percent of the candidates had good performance in this question. This shows that the candidates had enough knowledge on the form of the literary work. Also, they provided relevant examples from each form of literary work. Extract 13.1 shows a response from one of the candidates who managed to attempt the question well.

13.	Form is the super structure of literary works.	
	Form of the literary work involves different elements such as plot, language, style or techniques, characters and characterization. Therefore the following are five elements which constitute the "form" of the literary work.	
	Plot; this is the arrangement or sequence of events and actions occurred in a literary work. This involves through different acts in a work of art or chapters which are narrated or analysed in the literary work.	

	<p>Language or diction; this is the median for or means of communication that is used in a literary work. The artists employ different languages in their work of art for example they may employ figures of speech such as simile, metaphor, personification, imagery, symbolism, irony and so many in order to increase the beauty of their work of arts.</p> <p>Style or technique; this are is the technique that is used by the writer that is maybe poet, novelist or playwright so as to make their work effectively and to be so attractive that every one admire it. For example the author may employ different styles or techniques such as narrative technique, dialogical style, the use of style of songs or letter in his or her literary work.</p> <p>Setting; this is the place or environment where literary work take place. This is another important element that identifies different — areas for instance cities, towns, village (urban and rural areas) whereby work of art take place. This setting can occur in the office, ocean and so on.</p> <p>Character and characterization; this is also very important element because it make the work of art to to undergo. Characters and their characterization in the literary work annom- out or create the beauty of the literary work, because there are main characters and minor character which make the work of art to be effectively.</p>	
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	Above the explanation points show clearly	
	that form of the literary work involves different	
	elements such as Setting, language or diction,	
	Style or technique, plot and character and characteriza-	
	tion.	

Extract 13.1: A response from a candidate who managed to explain well the form of the literary work.

In spite of the good performance for some of the candidates, few of them performed poorly in this question. They constituted 5.4 percent of all the candidates who attempted this question. These candidates failed to demonstrate the knowledge required in the question asked. Also, these candidates had poor command of English Language especially on grammar and spelling. For instance, one of the candidates explained both "form" and "content" of the literary work instead of explaining about "form" as the question required. For example, they explained about *personification, conflict and themes*. Another candidate provided explanation about references of a book such as *name of the book (title of the book), the book publishers and the year of publication*. Extract 13.2 shows a sample of a response from one of the candidates who failed to attempt the question well.

13	Form is. Refers to the arrangement of structures in literary work. The following are element which constitute the form of the literary work as it follows.	
	Figure of speech. Actually due to the following figure of speech is another element which constitute literary work as. Example smile and Metaphor.	
	Imagery. Also due to the following point, imagery also is another constituent which forms elements of literary work in which a speaker uses imagery.	
	Irony. Also due to the following point is another element which constitute the form of literature work a speaker use an irony to express something Example An enemy of the people while it is opposite of its meaning which means a man of a people.	

	Themes. Actually due to the following point it is an element which constitutes form in literary work due to that used themes to constitute forms in literature work Example poverty, irresponsibility, Hypocrite and betrayal.	
	Due to the following themes it is another elements which constitutes the form of the literary work	
	Character and characterization	
	Also due to the following point character and characterization are actually the element which constitute the form of literary work	
	Therefore due to the following point above it was the element which constitute the literary work.	

Extract 13.2: A response from a candidate who provided wrong answers and demonstrated poor command of English Language.

2.3 SECTION C: Essay Questions on Pedagogy

This section had three questions. The candidates were required to answer two questions. Each question carried 15 marks, giving a total of 30 marks.

2.3.2 Question 14: Assessment

The question required the candidate to describe five importance of assessment in the teaching and learning process. The correct answers for this question were: *It provides diagnostic feedback to both teachers, learners, parents guardians and other educational stakeholders. It helps educators to set standards and to evaluate progress. Also it relates to a student's progress as well as motivates performance. It also helps parents to get academic report of their children.*

The question was attempted by 95.6 percent of the candidates. Among them, 4.6 percent scored from 0 to 5.5 marks, 61.0 per cent scored from 6 to 10 marks and 34.4 percent scored from 10.5 to 15 marks. The overall performance of the candidates in this question was good because 95.4 percent scored from 6 to 15 marks. The candidates' performance in this question is summarised in Figure 14.

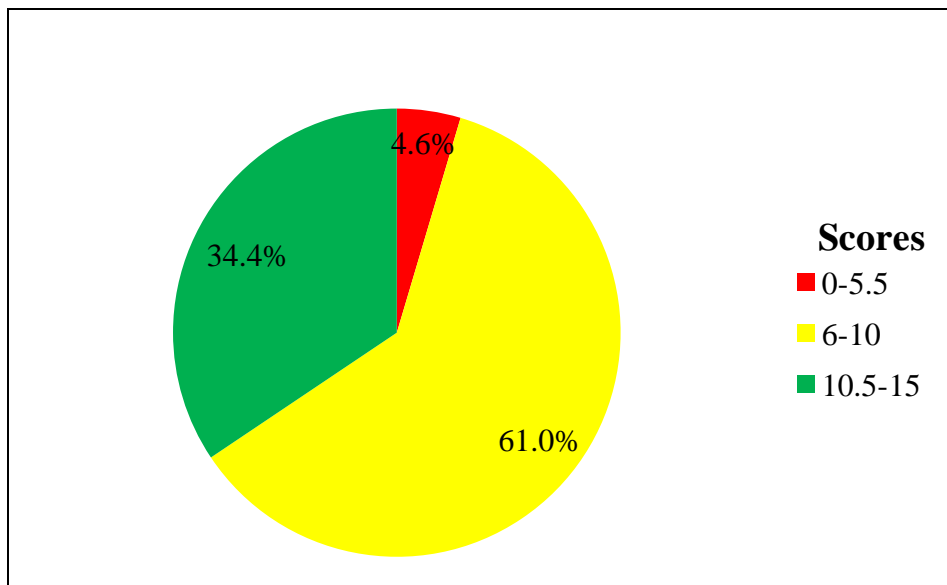


Figure 14: The candidates performance in percentage.

The analysis of the candidates' performance in this question shows that 95.4 percent of the candidates performed well in this question. This indicates that these candidates had sufficient knowledge on the subject matter. The candidates were able to describe the points with relevant examples. Extract 14.1 shows one of the candidates' response who was able to clearly describe the importance of assessment in teaching and learning process.

14.	Assessment is a process of judging or evaluating the achievement of students in teaching and learning process. This can be done by using different assessment tools such as portfolio, Test or examination, Interview or observation.
	The following ground shows some of importance of assessment in teaching and learning process:
	It helps to identify teaching and learning problems. Through assessment, various difficulties can be identified among children or students. For example, by using test or examination, teacher can identify what concepts students have not yet mastered.

It is a way of informing parents about their student progress. Also through assessment parents get informed about their children performance at school. For example, After test or examination, Results of performance is exposed and parents can be informed through result report.

It helps to evaluate the effectiveness of teaching and learning methodologies. Through assessment the teacher can evaluate him or herself about the methods or approach he or she used. It helps him or her to achieve specific objectives. For example, teacher can provide an exercise or ask oral question in the class to evaluate his or her methods.

It enables to make curriculum ^{or academic} decisions. Through assessment, learner can be selected for further ~~decision~~ study. This is done through making decision in accordance with their performance. For example, ~~For~~ through summative assessment student can be selected to join another class or level.

Also assessment is ~~used~~ ^{helps} to grade and stream student. By using different tools such examination students can be grouped into various class according to their ability or performance. For example stream A, B, C, D or E.

Generally, ~~Assessment~~ is useful in teaching and learning process because it is used to improve the effectiveness of teaching and learning process. For example, improvement of teaching methods and approach.

Extract 14.1: A response from one of the candidates who attempted the question correctly.

Further analysis of the candidates' performance in this question shows that few candidates (4.6 percent) who attempted this question performed poorly due to lack of sufficient knowledge on the importance of assessment as well as poor command of English Language. This can be seen from the responses provided by some of the candidates. For example, one candidate described the importance of assessment in the teaching and learning process as: *it create confidence during teaching and learning process. It develops language skills. These language skills are speaking, reading, writing and listening. Also, it increase knowledge and it also keeps memory.* Extract 14.2 shows one of the candidates' response who failed to describe the importance of assessment in teaching and learning process.

14	<p>Assessment is the process which the student teacher perform to teach something in the classroom or subject in the classroom. And the following are the importance of assessment in teaching and learning process.</p> <p>It help to create confidence among the members, also through having assessment help the teacher or student to have more confidence among the people and other majority. because all the time can express without fear of something in different way.</p> <p>It help to know your weakness after assessing, also assessment are very important because through assessment many teacher or student were help to know their weakness after assessing so there are very important in teaching and learning process.</p> <p>It help the teacher to prepare Scheme of work, also having assessment in their schools help the teacher to prepare Scheme of work for all year which can help for teaching and learning process. the teacher should prepare Scheme of work and notes every day.</p>	
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It help the Teacher to prepare lesson plan, also having assessment in teaching and learning process help the teacher to prepare lesson plan every day before going in teaching in the classroom.
Assessment it help the teacher to prepare teaching aids and lesson notes, also assessment help the people to prepare teaching aids and lesson notes for teaching and learning process because without having assessment the teacher can teach roundly many without following the syllabus.
Therefore, assessment are very importance in teaching and learning process because through having assessment many teacher were smart and attention in preparing the teaching methods and their followed the format of their syllabus.

Extract 14.2: A sample of a poor response from one of the candidates in question 14.

2.3.3 Question 15: Theories of Language Teaching and Learning

The question required the candidates to highlight five factors which hinder the teaching and learning of pronunciation in English language. The outline of the answers for this question was: *learner's age, learner's exposure, learner's native language, the learner's attitude and sense of identity and motivation.*

The question was attempted by 49.8 percent of the candidates. The analysis shows that 9.8 percent of the candidates scored from 0 to 5.5 marks, 48.3 percent scored from 6 to 10 marks and 42.0 percent scored from 10.5 to 15 marks. Generally, the performance of the candidates in this question was good since 90.3 percent scored from 6 to 15 marks. The trend of the candidates' performance is summarised in Figure 15.

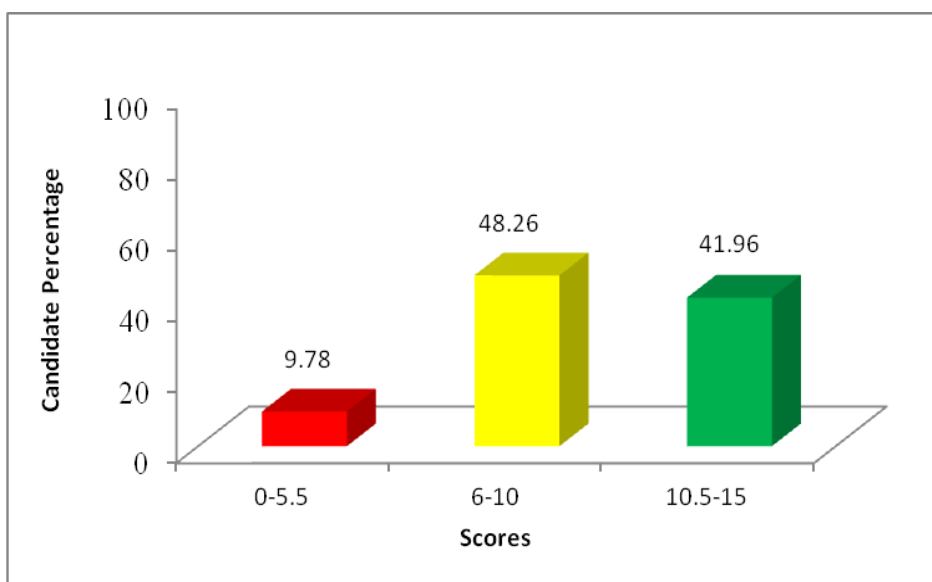


Figure 15: The candidates' performance in percentage.

The analysis of the candidates' performance in this question shows that 90.3 percent of the candidates performed well in this question. This means, these candidates were knowledgeable on the factors that hinder the teaching and learning of pronunciation in English Language. Also, they were able to interpret the demand of the question hence they provided relevant answers. Extract 15.1 shows correct responses from one of the candidates.

15	<p>Pronunciation is used to show how words are pronounced in a language. Pronunciation can be affected with spelling, sentence structure and also grammar of a language. The following factors which hinder the teaching and learning of pronunciation in English language, as follows:-</p> <p>The effect of mother tongue; there are some speakers they have been affected by mother tongue like Ngoni speaker and Sukuma speakers they could affect the pronunciation in English language and mostly it may cause a problem of violation of grammar rules of using English language to the speakers.</p>	
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Lack of enough teaching and learning materials like books, Journals and printed materials, that could enable the users to get different knowledge related with pronunciation skills. Hence Tanzania education we should improve in education system so as to improve pronunciation skills.

Incompetent teachers also it is another factor that could hinder the learning and teaching pronunciation in English language. Hence we should prepare competent teachers who could emphasize learning and teaching Pronunciation of English.

Poor teaching and learning environment, also there is no good environment which could support good teaching and learning of the pronunciation skills to the speakers. Hence the use of video and audio video, pictures and animation could enable in teaching vocabulary ~~pron~~ pronunciation to the learners.

Negative attitude to the society toward learning and teaching English language, also pronunciation hindered by some people who creates negative attitude toward learning English language so that it makes difficult of understanding this pronunciation to the learners.

Therefore, Pronunciation could be used the following ways to teach; by using mirrors, by using audio visual and tongue twist can develop in pronouncing different words in English language and later on it could emphasize both language skills like speaking, writing, listening and also reading skills.

Extract 15.1: A response from one of the candidates who attempted the question correctly.

Although many candidates had good performance in this question, 9.8 percent of the candidates performed poorly due to inadequate knowledge on teaching pronunciation, especially on the factors that hinder the teaching of English Language pronunciation. Some of the candidates provided irrelevant answers

such as *difficult vocabularies, ambiguity of the words, problem of grammar*. These candidates failed to give the reasons why there is a problem of teaching and learning of pronunciation in English Language. Extract 15.2 shows a sample of a response from one of the candidates who explained teaching methods instead of highlighting factors which hinder teaching and learning of pronunciation of English Language.

15	Highlight five factors which hinder the teaching and learning of pronunciation in English Language	
	English Language is the language which used in the country but the English language is not a native language in a country. There are factors which can be conducted such as,	
	Debate as well as a technique which can help the teacher to prepare well the subject when introduce the pronunciation, it can be help that method to prepare the learners in two into two groups to practice well then the teacher can be employ a good pronunciation to the learners to avoid the poor pronunciation when they use the English language, it creates the high capacity to the learners to practice when they use the pronunciation	
	Dialogue also as well as introduced to the learner to practice by using Dialogue to help them to remove the weakness when they use the Pronunciation in Learning and Teaching process. The teacher should be able to organize the learners to practice the words without any errors in learning of pronunciation. The learners should be attentively and competent in learning of pronunciation	

DISCUSSION also it was the factor which	
Conducted to Support the Teaching and Learning	
Process. Discussion is the good way to help	
the Learners to Participate in groups on how	
to Learning of pronunciation in English Language	
Discussion can be help the Learners and Teachers	
to Simplify the Subject when can be difficult	
to Pronounce the word. Discussion can be Support	
the Student to Solve the Problem when they Use	
the Pronunciation Method	
Role play is the process technique which	
can be help the teacher and Learners to participate	
the Subject well. When the teacher prepared the	
Pronunciation in English Language. It helps to remove	
the poor Intonation and poor pronunciation when	
the Learners Make Role play in Systematic way so.	
It can be Support to Improve the pronunciation in	
English Language	
Drammatization as well as good method	
to Support the teacher when prepare the Subject	
according to the topic occur. Drammatization is the	
Method can be help in Learning of pronunciation	
to Solve the problem to the Learners when	
get the difficult time to pronounce the word	
in English. The Learners should be able to practice	
by using grammatical rule without Making the errors	
in pronunciation words. It helps them to be fluently	
and effectively to the Learning pronunciation	
Generally, Pronunciation in English Language	

Extract 15.1: A response from a candidate who misunderstood the requirement of the question.

2.3.4 Question 16: Teaching Reading

The candidates were required to analyse five ways to use in teaching the meaning of a new word to learners. The outline of the answers for this

question was: *use of visual aids, pictorial schemata, definitions, explanations and examples, contexts, word roots and suffixes and word relations.*

The question was attempted by 54.2 percent of all the candidates. The analysis indicates that, 25.2 percent of the candidates scored from 0 to 5.5 marks, 33.9 percent scored from 6 to 10 marks and 40.9 percent scored from 10.5 to 15 marks. The overall performance of the candidates in this question was good because 74.8 percent of the candidates scored from 6 to 15 marks. The candidates' performance in this question is summarised in Figure 16.

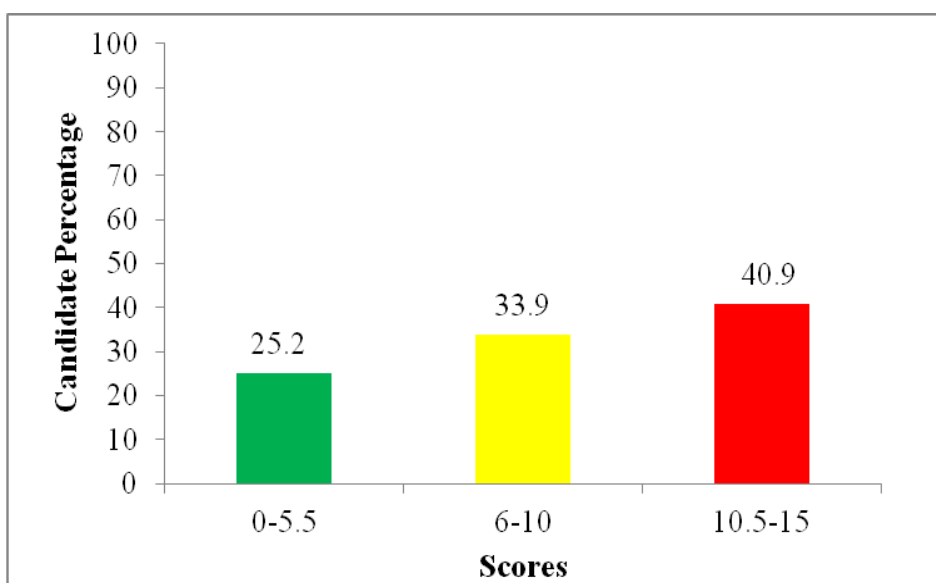


Figure 16: *The candidates' performance in percentage.*

The analysis of the candidates' performance in this question shows that, 74.8 percent of the candidates had good performance. This implies that the candidates had enough knowledge on teaching reading especially on the part of teaching the meaning of a new word to learners. They provided relevant points with examples. Also, they demonstrated their ability in essay writing as well as good command of the language. Extract 16.1 shows a sample of a candidates' response who managed to attempt the question well

16.	New word: This is also known as Vocabulary. This is the word which is used to form a language.	
	The following are the ways used -	
	to teach the meaning of a new word to learner's.	
	Real object. This is among the ways where by the teacher use to teach new word. Teacher can use real object or Realia to teach by explain to the student's what is, the / she can take a real thing in front of the class and provide its meaning. example the word Computer can take a computer and teach the meaning by using it as a real object.	
	Picture. It is another way of teaching new word. This is where by a teacher use picture of certain things which he/she want to teach and provide the meaning of that object by using that picture. Student can use the sense of sight to see that picture and learn it.	
	Drawings. In drawing here the teacher can draw some picture of certain thing example the word House, the teacher can draw the something which resembled to the house and can use that drawing in teaching lesson in the class.	
	Synonyms. This is the word of similar meaning we can use this word to provide explanation by providing the other meaning of the word in which he/she want to teach example. Big - Fat.	

	Diagram. This is another way
	used to teach new word to learner's.
	Teacher can use a diagram which have
	a set of word which he/she want -
	to teach about by explain one to-
	another in correctly and its meaning.
	∴ The teaching of New word its
	can be simply understand when he/she
	passes the step of teaching. example.
	1) write the word on the black board 2)
	Read the word correctly loudly and good pro-
	nunciation then let the learner's pronouncing
	its correctly, provide the meaning then
	tell learner's to write on his/her exercise-
	book correctly and his meaning of that-
	words.

Extract 16.1: A response from one of the candidates who attempted the question correctly.

Further analysis of the candidates' performance in this question shows that 25.2 percent of the candidates who attempted this question had poor performance. These candidates lacked enough knowledge of the ways to be used to teach the meaning of a new word to learners. This can be seen from one of the candidates' responses who explained the stages of teaching a new word instead of analysing ways to be used to teach the meaning of a new word. He/she explained about *introduction of a word, read loud a word, to write a word on the chalk board, to ask learners to write a word, let a learner to write on their exercise books*. Extract 16.2 shows a sample of a candidates' response who failed to attempt the question correctly.

16	Meaning is the things which are
	given truths information. There are different
	way of teach the meaning of new word to
	the learners because in order to introduce the
	meaning to the learner there are variety way
	used to teach the meaning of new word

The following are the way you can use to teach the meaning of new word as follows:-

Affixation, is the way of forming new word when added the affixes before and after the root or base. The learner are able to understand new meaning of a word through affixation for example of affixation prefixes, suffixes, co-affixes and inflection for example of affixation international prefixes and suffixes are dis- prefixes in the suffixes word

Compounding word, is the way of forming new word through combine two word for example compounding categorized into three solid, open and hyphenated both used to forming new meaning of a word for example of compounding we sister in law, student teacher, ~~water~~ and other word.

Clipping Blending, also is the word process that deals with forming new word after clipping for example of blending international + police = intropol this also used to form new meaning of the word.

Clipping, is the process / way of forming new meaning of a word through shortened without changing the meaning of word for example examination = exam, this used to teach the new meaning of the word but clipping forms new meaning at beginning, and also both side.

	<p>breakformation, also used to forming new meaning when the affixes removed at the end of the sentence for example Television - Televiser, international - internationalisation thus why formed a new word when the some affixes removed for the purpose of forming or teaching new word to learners.</p> <p>Therefore all this used to teach a new meaning of a word to learner others were redublication, borrowing, coinage, those are the way of forming a new word to learners on how word are formed according to the way used in forming a teach new meaning.</p>	
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Extract 16.2: A response from one of the candidates who wrongly attempted the question.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

In this examination, 12 topics were tested. Such topics included: *The English Language Sound System, Teaching Methods, Word forms and Meanings, Theories of Language Teaching and Learning, Conversation, Discussion and Oral Presentation, Preparation for Teaching, Literary Analysis, Sentence types and Punctuation, Writing in a variety of Forms, Assessment, Comprehension of a Variety of Information Texts, and Teaching Reading.*

The topics that had good performance included Conversation, Discussion and Oral Presentation (97.15 percent), Assessment (94.15 percent), Theories of Language Teaching and Learning (90.22 percent), Literary Analysis (87.71 per cent), Comprehension of a Variety of Information Texts (85.40 percent), Preparation for Teaching (83.65 percent), Teaching Reading (74.80 percent), Writing in a Variety of Forms (73.49 percent) and Sentence Types and Punctuation (73.20 percent). The question numbers for these topics were: 5, 12, 10, 14, 15, 7, 13, 12, 6, 16, 9 and 8 respectively.

The topics which had average performance were: *Teaching Methods* (65.90 percent), *The English Language Sound System* (55.50 percent) and *Word Forms and Meanings* (44.80 percent). The question numbers for these topics were: 2, 4 and 1 and 3, respectively.

4.0 CONCLUSION

Generally, the overall performance in English Language subject for Diploma in Secondary Education Examination (DSEE) in 2020 was good since 99.2 percent of the candidates passed the examination. The analysis shows that the candidates' good performance was caused by their ability to interpret the requirement of the questions, sufficient knowledge on the subject matter and good proficiency of the English Language.

A few candidates who failed to score good marks, demonstrated little knowledge on the topics from which the questions were taken or/and they failed to understand questions' requirements. A number of the candidates who performed poorly had poor mastery of the English language.

5.0 RECOMMENDATIONS

Based on the analysis of the Candidates' Item Response, the following are recommended in order to improve the performance of the candidates in this subject in the future.

- (a) Tutors should ensure that all topics in the English Language Syllabus are well covered so as to equip them with necessary knowledge and skills needed for answering examination questions.
- (b) Tutors should guide learners on how to identify the demands of questions and equip them with necessary skills by giving sample questions on weekly or monthly basis. This could be done in terms of homework, assignments, classroom tests, and inter-classroom or college examinations. Also, tutors are encouraged to give timely and constructive feedback. This will enable learners to understand their strengths and weaknesses, hence guiding them accordingly.
- (c) More emphasis is needed on the topics of "The English Language Sound System" and "Word forms and Meanings" because the

candidates' performance in these topics were 55.50 percent and 44.80 percent respectively.

- (d) Finally, tutors and students are encouraged to inculcate a culture of reading English books and the use of English Language in all forms of communication at colleges. This will help the students to improve their language in terms of grammar and spelling and thus, enable them do better in their exams.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN ENGLISH
LANGUAGE SUBJECT**

S/N.	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Conversation, Discussion and Oral Presentation	5	98.70	97.15	Good
		12	95.60		
2.	Assessment	10	92.90	94.15	Good
		14	95.40		
3.	Theories of Language Teaching and Learning	15	90.3	90.22	Good
4.	Literary Analysis	7	83.82	87.71	Good
		13	94.60		
5.	Comprehension of a Variety of Informational Texts	12	85.40	85.40	Good
6.	Preparation for Teaching	6	83.65	83.65	Good
7.	Teaching Reading	16	74.80	74.80	Good
8.	Writing in a Variety of Forms	9	73.3	73.49	Good
9.	Sentence Types and Punctuation	8	73.2	73.20	Good
10.	Teaching Methods	2	94.18	64.07	Average
		4	33.96		
11.	The English Language Sound System	1	55.4	55.50	Average
12.	Word Forms and Meanings	3	44.80	44.80	Average

