



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2022**

FRENCH LANGUAGE



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FOREWORD

This report presents Students' Items Response Analysis (SIRA) on Form Two French Language National Assessment which was conducted in November 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in French Language.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning respectively. This analysis shows justification for the students' performance in the French Language subject. The students who attained high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary to use in different contexts and the ability to interpret simple stories to understand multiple choice questions and choose correct responses and to match the occupational descriptions with their common names. However, students who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the French Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an analysis of the performance of the students who sat for the Form Two National Assessment (FTNA) in French Language subject in November, 2022. The assessment was set according to the 2010 French Language syllabus.

The assessment paper had four sections, namely; A, B, C and D with a total of 10 questions. The students were required to attempt all the questions. Section A had 2 questions with a total of 20 marks, whereas question 1 carried 15 marks and question 2 carried 5 marks. Section B had 5 questions; questions 3, 4, 5, 6 and 7 and each of them carried 5 marks. Question 5 carried 10 marks whereas question 6 carried 20 marks hence making a total of 45 marks in this section. Section C had 2 questions which were question 8 and 9. Question 8 carried 10 marks whereas question 9 carried 5 marks, hence making a total of 15 marks. Section D had only one question which carried 20 marks. The students were tested in four topics, namely; Comprehension, Language Patterns/Structure, Language Use (Vocabulary) and Composition/Written Expression.

A total of 9227 students sat for Form Two National Assessment in November 2022, out of which, 4,699 (50.95%) students passed, whereas in 2021, 3,727 (36.47) students passed. These results indicate an increase of 14.48 percent in the students' performance.

The students' performance is categorised into three (3) groups, namely; good, average and poor. The performance ranging from 65 to 100 percent is considered as *good*, 30 to 64 percent as *average* and 0 to 29 percent as *poor*. Three basic colours have been used to represent this performance: *green* indicates good performance; *yellow* indicates average performance and *red* indicates poor performance. The Students' performance in each topic is summarised in the appendix.

The analysis shows the students' performance in each item by indicating the students' weaknesses and strengths in answering the questions. Also, it highlights the requirements of each question by indicating the expected responses, how the students answered the questions and the analysis of the students' responses. The focus is on the percentages of students with high, average and low marks. Extracts from the scripts of the students' responses have been shown so as to provide a general overview on how the students responded to the questions in relation to the tasks of each question.

Table 1: Students' Performance in French Language Subject in the FTNA-2022

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	111	115	533	1,346	1,966	2105	51.71
F	68	98	598	1,830	2,557	2594	50.36
Total	179	213	1,131	3,176	4,523	4,699	50.95

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

The analysis of the students' performance in each question has been presented in this report. The analysis highlights the requirements of each question as well as the strengths and weaknesses of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses extracted from the students' scripts are presented to illustrate some of the cases.

2.1 Question 1: Multiple Choice Items (Vocabulary, language use and Expressions)

In this question, students were given ten multiple choice items and they were required to choose the correct answer from the four alternative responses given. Considering the competence based curriculum, items in this question assessed the students' ability to use vocabulary and French language expressions. Each item carried 01 mark. The total marks for this question was 10.

This question was attempted by 100 percent of the students, out of whom 40.8 per cent scored from 0 to 2 marks; 55.8 percent scored from 3 to 6 marks and 3.4 percent scored from 7 to 10 marks. The general performance of the students in this question was average, since 59.2 percent of the students scored from 3 to 10 marks. Figure 1 shows the students' performance in this question

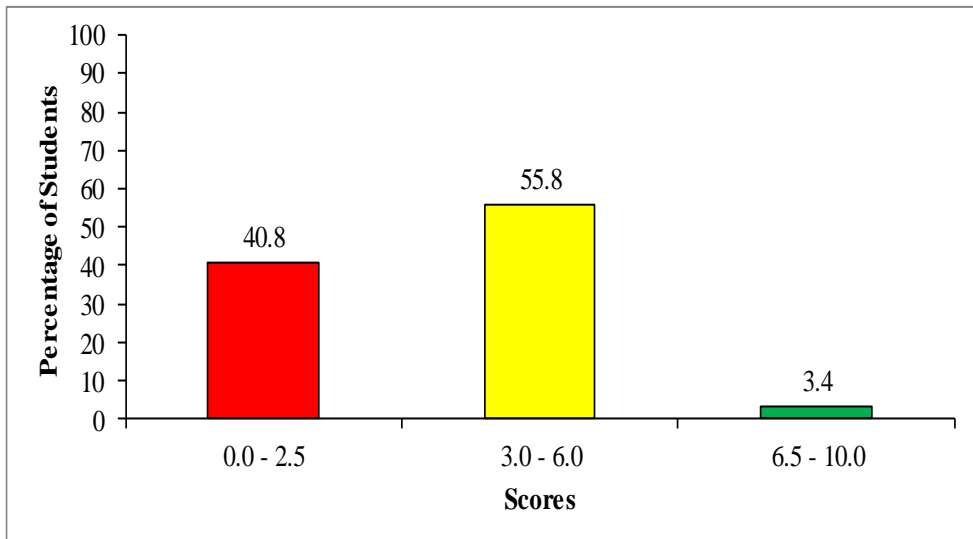


Figure 1: Percentages of the Students' Performance in Question 1

The analysis shows that 3.4 percent of the students had high performance in this question. They scored from 7 to 10 correct items. The responses of students who scored high marks were as follows:

In item (i), students were required to choose the correct vocabulary from the four given alternative responses regarding the requirement of the item. The item intended to assess the students' ability to use the correct vocabulary in a certain environment. The question was constructed with an aid of scenario that involved teaching environment and teaching tools used by a teacher in the class. The item was as follows: *Lequel parmi les suivants est utilisé par le professeur pour écrire sur le tableau noir?* (Which among the following is used by the teacher to write on the blackboard?). The following were the alternative responses from which students had to choose the correct alternative response: A *stylo* (a pen) B *craie* (a chalk), C *crayon* (a pencil), D *marqueur* (marker pen). The correct answer was alternative B *craie* (a chalk) because *le tableau noir* (blackboard) one can only use chalk for writing on it.

The students' responses analysis indicates that, there were students who managed to respond correctly to this item because they had sufficient vocabulary skills as well as good command of the French language. Therefore, these students selected the correct alternative B *craie* (a chalk) because *le tableau noir* (Blackboard) which is made of the materials that only allow chalk for writing. Students were knowledgeable about *le tableau blanc*

(Whiteboard) as another vocabulary related to the question which normally uses *marqueur* or *feutre* (marker pen or white board marker pen) for writing and knew that, it is impossible to use *stylo* (a pen), *crayon* (a pencil) and *marqueur* (marker pen) for writing on the blackboard.

However, some of the students selected letter D *marqueur* (marker pen). which was incorrect because they didn't understand the meaning of the vocabulary given as one of the alternative responses given against the question due to insufficient vocabulary skills.

On the other hand, there were some students who chose letter C *crayon* (a pencil) and others chose alternative letter A *stylo* (a pen) which were all incorrect responses because a pencil and a pen can be used by teacher or students for writing or drawing on the paper materials and not on the blackboard or white board. Therefore, these students didn't understand the scenario of the question and the meaning of the given vocabulary.

In item (ii), students were required to choose the correct adjective that agreed with the given noun in the question which they were given. The question intended to assess the students' ability to use French language adjectives regarding the given noun. The item was constructed using the normal circumstance and read as *Pendant le cours de Français, votre professeur a apporté quelle règle?* (What kind of a ruler did your teacher carry during the French language lesson?). The following were the alternative responses from which students had to choose the correct one: A *un long*, B *des longues*, C *des longs* and D *une longue*. All of these alternative responses refer to (long) as an English adjective. Therefore, in this item, the correct response was D *une longue* because the noun *règle* (a ruler) was a feminine singular noun that agreed with *une longue* as a feminine singular adjective. French adjectives change according to gender and numbers where the letter sound "e" is generally added to the masculine adjective to form feminine adjective and letter sound "s" is added for plural adjectives. However, there are some few processes involved in changing the masculine adjectives to feminine adjectives.

The students' responses analysis shows that there were some students who chose the correct alternative which was alternative D *une longue* because they knew that, the noun *règle* (a ruler) was a feminine singular noun and therefore other distracters does not agree with the noun *règle* as in the other alternative responses given as in A *un long* was incorrect because it only

agree with the masculine singular noun, B *des longues*, was incorrect because it only agreed with the feminine plural noun and C *des longs* was incorrect because it only agreed with the masculine plural noun. Therefore, the students who selected one of the incorrect responses were not aware that French adjectives change according to gender and numbers of the noun they qualify. The students who failed in this item had poor understanding of the topic covered of *Characteriser les objets par leurs couleurs et leur formes* (Characterising things by their colours and forms) where adjectives are mostly used. In addition to that these students, had poor understanding of the nouns and their gender considering that they were given a feminine noun *règle* that agrees with feminine singular adjective *une longue*. On the other hand, some students managed to choose the correct response only because they were aware of the uses of indefinite articles such as *un* (a, an) used with singular masculine noun, *une* (a, an) used with singular feminine noun and *des* (the) used with plural masculine or feminine noun. These articles are normally followed by adjectives as in *un long* (a long) where *un* is an article and *long* is an adjective. These students managed to respond correctly by concentrating only on the articles used as they knew that, *règle* was a feminine noun and therefore they chose an alternative D *une longue* without being sure that, adjective *longue* was the correct adjective or not that agree with the noun *règle*. This case appeared to some few of students who had partial knowledge of the topic of adjectives but good knowledge of the indefinite articles.

In item (iii), students were required to select the correct comparative expression used to refer to equality. The item intended to assess the students' ability to compare things in different situations. The item was constructed as follows: *Parmi les expressions suivantes, laquelle exprime un comparaison d'égalité?* (Which among the following expressions shows comparison of equality?). The following were the alternative responses from which students had to choose the correct one: A *plus...que* (more... than), B *moins... que* (les... than), C *aussi... que* (as ... as) and D *plus et moins... que* (more and less ...than). The alternative C *aussi... que* (as... as) was the correct response because *aussi... que* (as ... as) is used for *comparaison d'égalité* (equality). The students' responses analysis indicates that, some students chose the correct alternative which was alternative C *aussi... que* (as... as) because they had a good command of French language and sufficient knowledge of the topic covered which was *Faire la comparaison* (Comparing).

These students knew that alternative responses such as; A *plus...que* is used for *comparaison de supériorité* (superiority), B *moins... que* is used for *comparaison d'infériorité* (inferiority), *aussi... que* is used for *comparaison d'égalité* (equality) and D *plus et moins... que* does not exist in French language and therefore, they didn't chose them. However, some students chose incorrect responses because they had inadequate vocabulary skills and poor command of the French language.

In item (iv), students were required to select the correct expressions used in the context of buying and selling of goods in the shop. The question intended to assess the students' ability to use correct expressions when asking for the price of goods or products. The item was constructed as follows: *Quand on est au magasin, comment on demande le prix?* (When we are at the shop, how do we ask the price of goods?). The following were the alternative responses from which students had to choose the most correct one; A *combien je paye?* (How much do I pay?), B *combien tu vends?* (How much do you sell?), C *combien de shillings?* (How much shillings?), D *ça coûte combien?* (How much does it cost?)

The students' responses analysis indicates that there were students who selected the correct response. These students selected letter D *ça coûte combien?* which was the correct expression required because they were familiar with the common expressions, verbs and vocabulary used in the business context. They knew that, the verb *coûter* (to cost) is used to ask for the price and it is conjugated into third personal pronoun Il/elle (he/she/it) as in *ça coûte* where *ça* refers to (it) and *coûte* (cost) and they didn't chose alternative A *combien je paye?* because the verb *paye* which is written *payer* (to pay) in infinitive form does not show how to ask about the price rather than making payment. They also didn't chose B *combien tu vends?* because the verb *vends* which is written *vendre* (to sell) in infinitive form does not show how to ask for the price but rather selling and C *combien de shillings?* was not the correct response because the noun *shillings* was just a currency which still doesn't show how to ask about the price.

Therefore, these students had sufficient vocabulary skills as well as good command of the French language which helped them to choose the correct answer.

In item (v), students were required to choose the correct expression used to express needs. The item assessed the students' ability to express themselves

when they need something. The item was set from the topic of *Exprimer des besoins et des désirs simples* (To express simple needs).

The item was set as follows: “*Ma famille veut acheter une voiture blanche pour amener mon petit frère à l’école*” *c’est-à-dire la famille a...* (My family wants to buy a white car for taking my young brother to school” this means that my family...). The following were the alternative responses from which students had to choose the most correct one; A *besoin d’acheter* (need to buy), B *opinion d’acheter* (opinion to buy), C *joyeux d’acheter* (happy to buy) and D *haine d’acheter* (dislike to buy).

The correct response was letter A *besoin d’acheter* (needs to buy) because the verb *veut* (wants) which is written *vouloir* in an infinitive form had the same meaning as the expression constructed with the verb *avoir* (to have) as in *avoir besoin de* (to have a need of) which replaces *veut* (wants) in third person pronoun *il/elle* (he/she) equivalent to the *Ma famille* (my family).

The students’ responses analysis indicates that some students managed to choose A *besoin d’acheter* as the correct response because they understood that, *Ma famille veut acheter...* (My family wants to buy) ...and *Ma famille a besoin d’acheter...* (My family need to buy...) have the same meaning. These students were knowledgeable about the vocabulary used in the sentence.

Alternative response B *opinion d’acheter* was incorrect because *opinion* (opinion) was not a verb and does not have the same meaning as *veut* (wants), others opted for alternative response C *joyeux d’acheter* which was also incorrect because *joyeux* (happy) was an adjective indicating positive emotional feeling and did not have the same meaning as *veut* (wants) and D *haine d’acheter* was incorrect because *haine* (dislike) did not have the same meaning as *veut* (wants) rather it expresses negative emotional feeling. Students who chose the incorrect alternatives B, C and D had poor command of the French language and inadequate vocabulary in the topic.

In item (vi), students were required to select the correct French language expression constructed with a verb in imperative form giving direction to someone. The item assessed the students’ ability to follow directions.

The item was as follows *Vous êtes chauffeur de taxi et vous ne connaissez pas la route, la police vous dit; « allez tout droit! »* cela signifie... (You are the taxi driver and you don’t know the way, the police officer tells you “Go straight!” this means...). The following were the alternative responses from

which students had to choose the most correct one; A *tournez derrière* (turn back), B *tournez à droite* (turn right), C *tournez à gauche* (turn left) and D *allez directement* (go straight). In this item, the correct alternative response was D *allez directement* because the words *directement* and *tout droit* had the same meaning.

The students' responses analysis indicates that some of the students managed to choose the correct response. These students who opted for D *allez directement* had adequate knowledge of the topic from *Donner des directions* (Giving Directions), mastery of the vocabulary and good command of French language. They understood that, *tout droit* and *directement* have the same meaning as they can be used to give the direction of going straight.

Nevertheless, some students failed to select the correct response due to inadequate vocabulary skills and poor command of French language. These students chose alternative response B *tournez à droite* (turn right) because they confused *à droite* and *tout droit* by thinking that both had similar meaning. Students who chose alternative responses A *tournez derrière* (turn back) and C *tournez à gauche* (turn left) were incorrect because *derrière* and *à gauche* were not giving a direction of going straight. These students chose incorrect responses because they had insufficient vocabulary skills that resulted to guessing of the correct answer.

In item (vii), students were required to choose the correct sentence that is similar to the imperative sentence in the item. The item intended to assess students' ability to give an order or rejection. The item was written as follows: *Ne fume pas! C'est un ordre qui signifie* (Don't smoke! this order means...). The following were the alternative responses from which students had to choose the most correct one: A *Il est interdit de jeter des papiers par terre* (It is not allowed to throw papers on the ground), B *Tu peux fumer* (You can smoke), C *Il est interdit de fumer* (It is not allowed to smoke) and D *Il est interdit de ramasser des papiers* (It is not allowed to collect papers).

In this item, the correct response was C *Il est interdit de fumer* (It is not allowed to smoke) because this expression contained the verb *interdire de* (not allowed to) which was conjugated with verb *être* (to be) using third personal pronoun followed by the main verb in infinitive form. For example, *Il est + interdit de + fumer Il est interdit de fumer.*

The students' responses analysis indicates that there were students who managed to select alternative response C *Il est interdit de fumer* because they were knowledgeable about the verb *fumer* in infinitive and in the imperative sentence *Ne fume pas!*

However, some students chose alternative response A *Il est interdit de jeter des papiers par terre* which was incorrect because the verb *jeter* had a different meaning compared to the main verb *fumer* used in the imperative form *Ne fume pas!* Alternative response B *Tu peux fumer* (You can smoke) was incorrect simply because this was just an affirmative sentence allowing someone to smoke contrary to the given imperative sentence *Ne fume pas!* Students who chose alternative D *Il est interdit de ramasser des papiers* were wrong because the order did not match with the imperative sentence *Ne fume pas!* Students who chose incorrect responses had insufficient vocabulary and were not able to conjugate verbs. They were not aware of the verbs used to give an order.

In item (viii), students were required to choose the correct response which indicated an appreciation of an offer. The item intended to assess the students' ability to accept or refuse an offer using the correct French expression or vocabulary based on what they have been asked. The item was written *Comment tu vas répondre à quelqu'un qui te pose une question; « Tu veux un chocolat ? »* (How will you respond to someone who asks you ("Do you want a chocolate?"). The following were the alternative responses from which students had to choose the most correct one; A *Non avec plaisir* (no with pleasure), B *Oui avec plaisir* (Yes with pleasure), C *Oui c'est nul* (Yes it's nothing) and D *Bon appétit* (enjoy your meal).

In this item, the correct response was B *Oui avec plaisir* (Yes with pleasure) because the word *Oui* (Yes) indicates a positive response which has been correctly followed by the *avec plaisir* (with pleasure) indicating positive feelings.

These students managed to select the correct response because they knew that the word *Oui* is followed by words indicating the positive feelings as in the alternative B *Oui avec plaisir*. They were aware that alternative response A *Non avec plaisir* (no with pleasure) was contradicting itself because of the negative response *Non* which cannot be followed by a positive appreciation *avec plaisir*. Alternative C *Oui c'est nul* (Yes its nothing) is not an answer to the question « *Tu veux un chocolat?* » (Do you want a chocolate?) because

the expected answer could start with *Oui* or *Non* followed by what relates to the question. Whereas the following could be the possible answers *Oui avec Plaisir*, *Oui j'en veux un* or negatively *Non, je n'en veux pas*, *Non merci!* Nevertheless, students who chose alternative D *Bon appétit* (enjoy your meal) opted for an incorrect response because it was not responding to the question "Do you want a chocolate?". Most of the students who provided incorrect responses were not conversant with the French language.

In item (ix), students were required to choose the correct adverb of time from the alternative responses given which was similar to the one used in the item. The item tested the students' ability to use different adverbs of time in imperative sentences. The item was as follows: *Le professeur donne un ordre aux élèves. Il dit, sortez de la classe avant l'heure! Cela signifie;* (The teacher gives an order to the students. He says, get out of the class before the leaving time! This means). The following were the alternative responses from which students had to choose the most correct one; A *sortez de la classe en avance* (get out of the class before time), B *sortez de la classe à l'heure* (get out of the class on time), C *sortez de la classe plus tard* (get out of the class later on) and D *sortez de la classe en retard* (get out of the class late). The correct response was letter A *sortez de la classe en avance* (get out of the class before time).

The students' responses analysis indicates that some students managed to choose the correct response because they were aware of the adverbs of time and their equivalents. The students knew that *avant l'heure* and adverb *en avance* from alternative A had the same meaning. These students were knowledgeable about the vocabulary used in the sentence.

However, some students chose incorrect responses. Those who chose the alternative B *...à l'heure* (...on time) did not understand that *à l'heure* and *avant l'heure!* had different meanings. Those who opted for alternative C *...plus tard* (...later on) did not understand that *plus tard* and *avant l'heure!* had different meaning. On the other hand, students who selected alternative D *...en retard* (...late time) were not aware that *en retard* and *en avance* were different in meaning. This indicates that these students had inadequate vocabulary skills, poor command of the French language and insufficient knowledge of the topic.

In item (x), students were required to select the correct adverb of time from the given alternative responses by considering the tense of the verb used in

the item. The item assessed the students' ability to use adverbs of time. The item was set as follows: *Juma a eu un accident de voiture. Quand est-ce qu'il a eu cet accident?* (Juma got a car accident. When did Juma get that accident?). The following were the alternative responses from which students had to choose the most correct one; A *hier* (yesterday), B *la semaine prochaine* (next week), C *Demain* (Tomorrow) and D *aujourd'hui* (Today).

The correct response was alternative A *hier* (yesterday) because the main verb *eu* (got) was in the Past Tense (*Passé Composé*) conjugated with the auxiliary verb *avoir* (to have).

The students who managed to select the correct response were knowledgeable about the past tense and the adverbs of time. These students were aware that the main verb *eu* (got) in the sentence was in in the Past tense (*Passé Composé*) and therefore it required the adverb *hier* (yesterday). Extract 1.1 shows students' good response to question 1.

1. Choisissez la bonne réponse et écrivez sa lettre dans l'espace donné.

- (i) Le quel parmi les suivants est utilisé par le professeur pour écrire sur le tableau-noir ?
 A stylo B craie.
 C crayon D marqueur. B
- (ii) Pendant le cours de Français, votre professeur a apporté quelle règle ?
 A Un long B Des longues
 C Des longs D Une longue D
- (iii) Parmi les expressions suivantes, laquelle exprime une comparaison d'égalité ?
 A Plus...que B Moins...que
 C Aussi...que D Plus et moins...que C
- (iv) Quand on est au magasin, comment on demande le prix ?
 A Combien je paye ?
 B Combien tu vends ?
 C Combien de shillings ?
 D Ça coûte combien ? D
- (v) Ma famille a veut acheter une voiture blanche pour amener ma petite frère à l'école, c'est-à-dire, la famille a
 A Besoin d'acheter B Opinion d'acheter
 C joyeux d'acheter D haine d'acheter A
- (vi) Vous êtes chauffeur de taxi et vous ne connaissez pas la route, la police vous dit : « Allez tout droit ! » Cela signifie
 A tournez derrière B tournez à droite
 C tournez à gauche D allez directement B
- (vii) Ne fume pas ! C'est un ordre qui signifie ;
 A Il interdit de jeter des papiers par terre.
 B Tu peux fumer.
 C Il est interdit de fumer.
 D Il interdit de ramasser des papiers. B
- (viii) Comment tu vas répondre à quelqu'un qui te pose une question « Tu veux un chocolat? »
 A Non avec plaisir B Oui avec plaisir
 C Oui c'est nul. D Bon appétit B
- (ix) Le professeur donne un ordre aux élèves. Il dit, Sortez de la classe avant l'heure ! Cela signifie :
 A Sortez de la classe en avance.
 B Sortez de la classe à l'heure.
 C Sortez de la classe plus tard.
 D Sortez de la classe en retard. A
- (x) Juma a eu un accident de voiture. Quand est-ce qu'il a eu cet accident ?
 A Hier. B La semaine prochaine.
 C Demain. D Aujourd'hui. A

Extract 1.1: A Sample of the Correct Response to Question 1

Extract 1.1 is a sample response from a student who chose correctly the letters of the correct responses in eighty items out of ten.

Furthermore, the analysis shows that there were some students who failed to provide the correct response. Some of these students chose alternative B *la semaine prochaine* (next week) in item (x) which was incorrect because the main verb didn't indicate future tense. Also, the item was incorrectly responded to by some of the students as they selected alternative C *demain* (tomorrow) because they had poor command of the French language and mastery of the topic of Past tense (*Passé Composé*). They failed to discover

the past action verb *a eu* (got) which required an adverb *hier*(yesterday). *Demain* could only be used to indicate the future action in the sentence as in *Juma aura un accident demain...* (Juma will get an accident tomorrow). In this item, there were some students who ended up confusing the present tense and the past tense of the verb *avoir* (to have) and selected D *aujourd'hui* (today) which was incorrect. These students lacked knowledge of how to form the past. They were confused with *a* used in *a eu* which was an auxiliary verb and *eu* a past participle by assuming that *a eu* was in present tense. The analysis of responses indicates that students failed to provide the correct responses because they lacked adequate mastery of the topic of Past tense, adequate vocabulary and had poor command of the French language. Extract 1.2 shows the students' poor responses to question 1.

1. Choisissez la bonne réponse et écrivez sa lettre dans l'espace donnée.

(i) Le quel parmi les suivants est utilisé par le professeur pour écrire sur le tableau-noir ?
 A stylo B craie.
 C crayon D marqueur. C

(ii) Pendant le cours de Français, votre professeur a apporté quelle règle ?
 A Un long B Des longues
 C Des longs D Une longue D

(iii) Parmi les expressions suivantes, laquelle exprime une comparaison d'égalité ?
 A Plus...que B Moins...que
 C Aussi...que D Plus et moins...que A

(iv) Quand on est au magasin, comment on demande le prix ?
 A Combien je paye ?
 B Combien tu vends ?
 C Combien de shillings ?
 D Ça coûte combien ? D

(v) Ma famille a veut acheter une voiture blanche pour amener ma petite frère à l'école, c'est-à-dire, la famille a
 A Besoin d'acheter B Opinion d'acheter
 C joyeux d'acheter D haine d'acheter C

(vi) Vous êtes chauffeur de taxi et vous ne connaissez pas la route, la police vous dit : « Allez tout droit ! » Cela signifie
 A tournez derrière B tournez à droite
 C tournez à gauche D allez directement C

(vii) Ne fume pas ! C'est un ordre qui signifie ;
 A Il interdit de jeter des papiers par terre.
 B Tu peux fumer.
 C Il est interdit de fumer.
 D Il interdit de ramasser des papiers. A

(viii) Comment tu vas répondre à quelqu'un qui te pose une question « Tu veux un chocolat? »
 A Non avec plaisir B Oui avec plaisir
 C Oui c'est nul. D Bon appétit D

(ix) Le professeur donne un ordre aux élèves. Il dit, Sortez de la classe avant l'heure ! Cela signifie :
 A Sortez de la classe en avance.
 B Sortez de la classe à l'heure.
 C Sortez de la classe plus tard.
 D Sortez de la classe en retard. B

(x) Juma a eu un accident de voiture. Quand est-ce qu'il a eu cet accident ?
 A Hier. B La semaine prochaine.
 C Demain. D Aujourd'hui. D

Extract 1.2: A Sample of the Incorrect Responses to Question 1

Extract 1.2 is a sample response from a student who failed to choose the correct responses except for items (ii) and ((iv) in question 1.

2.2 Question 2: Matching Items (Vocabulary)

This question had two columns with list A and list B. In list A, students were given five functions of different objects which are used in the kitchen and in the list B, they were given seven names of the different objects used in the kitchen. In this question, the students were required to match those five functions from list A with any of the five correct objects from list B. The question intended to test the students' knowledge about tools which are used in the kitchen.

This question was attempted by 100 percent of the students, out of whom 65.4 percent scored from 0.0 to 1.0 mark; 30.1 percent scored from 2.0 to 3.0 marks and 4.5 percent scored from 3.5 to 5.0 marks. The general performance of the students in this question was average, since 34.6 per cent of the students scored from 2.0 to 5.0 marks. Figure 2 shows the students' performance in this question.

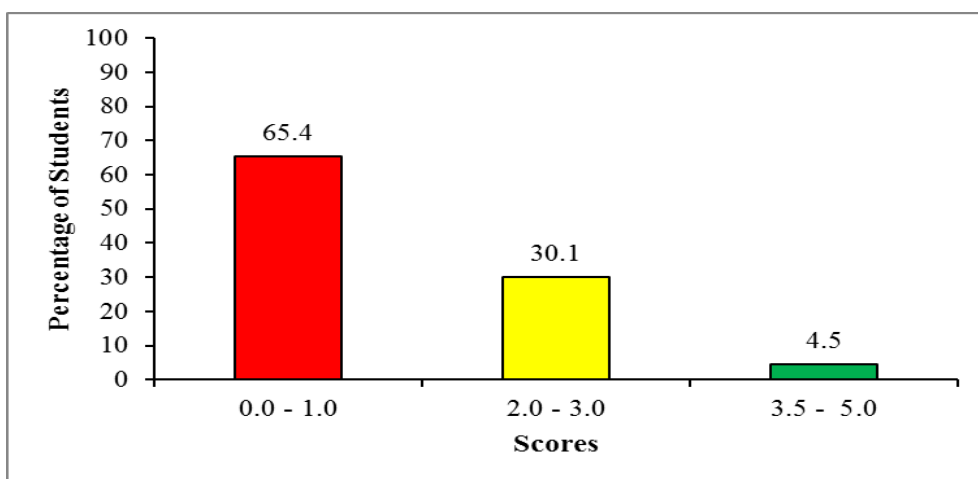


Figure 2: Percentages of the Students' Performance in Question 2

The students' responses analysis indicates that 4.5 per cent of the students scored from 3.5 to 5 marks. The students who scored high marks were able to read and understand the given statements because they had good comprehension skills, good command of the French language and sufficient vocabulary. The students were able to match correctly all of the five functions in list A with their corresponding kitchen tools in list B. For example, in item (i), the students managed to match *On utilise cet objet pour couper les oignons* (We use this tool for cutting onions) with the correct

response D *couteau* (knife). In item (ii), the students managed to match *On utilise cet objet pour boire de l'eau* (We use this tool to drink water) with the correct response G *un verre* (a glass). Similarly, in item (iii), the students were able to match *On utilise cet objet pour metre du riz quand on mange* (We use this tool to put some rice when eating) with the correct response which was A *une assiette* (a plate).

Further analysis indicates that in item (iv), the students were able to match *On utilise cet objet pour metre du thé ou du café chaud* (We use this tool to keep hot tea or coffee) with the correct response which was E *un thermos* (a thermos). Moreover, in item (v), the students were able to match *On utilise cet objet pour boire du thé chaud* (We use this tool to drink hot tea) with the correct response C *une tasse* (a tea cup).

The students who managed to match the five functions in list A with the five correct objects from list B had adequate knowledge of kitchen vocabulary as well as the functions of the tools. Extract 2.1 shows the student's good responses to question 2.

2. Associez les fonctions des objets de la cuisine de la **Liste A** à leurs noms de la **Liste B**. Écrivez la lettre de votre réponse dans la boîte donnée ci-dessous.

Liste A		Liste B	
(i)	On utilise cet objet pour couper les oignons	A	Une assiette.
(ii)	On utilise cet objet pour boire de l'eau	B	Une fourchette.
(iii)	On utilise cet objet pour mettre du riz quand on mange	C	Une tasse.
(iv)	On utilise cet objet pour mettre du thé ou du café chaud	D	Un couteau.
(v)	On utilise cet objet pour boire du thé chaud	E	Un thermos.
		F	Une cuillère.
		G	Un verre.

Réponses

Liste A	(i)	(ii)	(iii)	(iv)	(v)
Liste B	D	G	A	E	C

Extract 2.1: A Sample of the Correct Responses to Question 2

Extract 2.1 is a sample response from a student who matched correctly the functions of kitchen tools with their corresponding names in list B.

Further analysis indicates that 65.4 per cent of the students had weak performance in this question. These students were able to match 1 item. For example, some of the students provided the following responses.

In item (i), the students failed to match *On utilise cet objet pour couper les oignons* (We use this tool to cut onions) as they matched it with an incorrect response *une fourchette* (fork) or *un verre* (a glass).

In item (ii), the students failed to understand the meaning of the verb *boire* (to drink) from list A or the meaning of the word *un verre* (a glass) from list B as they students matched it with words such as *un couteau* (a knife), *un thermos* (a thermos).

In item (iii), the students failed to select the correct name from list B which corresponded to the function...*mettre du riz quand on mange* (...putting some rice when eating) found in list A.

In item (iv), the students did not understand the meaning of the words ...*mettre du thé ou du café chaud* (...to keep hot tea or coffee) found in list A and that were to be matched with the word *une tasse* (a tea cup) found in list B. As a result, these students matched them with incorrect responses such as *une fourchette* (a fork) and *un thermos* (a thermos).

In item (v), the students did not understand the meaning of the words ...*boire du thé chaud* (...drinking hot tea) found in list A as they failed to match it with the corresponding word *une tasse* (a tea cup) from list B. Due to this reason, the students matched with incorrect names such as *un couteau* (a knife), *une fourchette* (a fork) and other incorrect responses. Extract 2.2 shows a student's poor responses in question 2.

2. Associez les fonctions des objets de la cuisine de la **Liste A** à leurs noms de la **Liste B**. Ecrivez la lettre de votre réponse dans la boîte donnée ci-dessous.

Liste A		Liste B	
(i)	On utilise cet objet pour couper les oignons	A	Une assiette.
(ii)	On utilise cet objet pour boire de l'eau	B	Une fourchette.
(iii)	On utilise cet objet pour mettre du riz quand on mange	C	Une tasse.
(iv)	On utilise cet objet pour mettre du thé ou du café chaud	D	Un couteau.
(v)	On utilise cet objet pour boire du thé chaud	E	Un thermos.
		F	Une cuillère.
		G	Un verre.

Réponses

Liste A	(i)	(ii)	(iii)	(iv)	(v)
Liste B	D	C	F	E	G

Extract 2.2: A Sample of the Incorrect Responses to Question 2

Extract 2.2 is a sample response from a student who failed to match correctly the functions of kitchen tools with their corresponding names in list B.

On the other hand, the analysis shows that, there were students who had an average performance as they were able to match correctly some of the items ranging from 2 to 3. For example, one of the students matched correctly items (iii) and (v) with the names *une assiette* (a plate) and *une tasse* (a cup) and provided incorrect responses in items (i), (ii) and (v). Such responses indicate that these students had partial knowledge in the topic.

2.3 Question 3: Short Answer Question (Comprehension)

In this question, the students were given a short comprehension text of a single paragraph and they were required to read the text and respond correctly o the given five questions. The questions tested the students' ability to read and understand a short text written in the French language.

This question was attempted by 100 per cent of the students, out of whom 25.2 per cent scored from 0.0 to 2.5 marks, 54.3 per cent scored from 3.0 to 6.0 marks and 20.5 per cent scored from 6.5 to 10 marks. The students' general performance in this question was good, since 74.8 per cent of the students scored from 3.0 to 10.0 marks. Figure 3 shows the students' performance in this question.

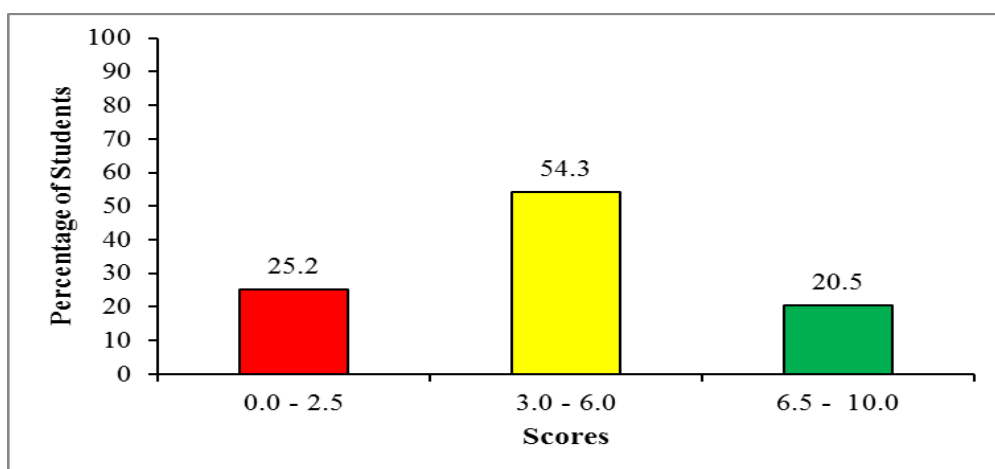


Figure 3: Percentages of the Students' Performance in Question 3

The analysis of the students' responses indicates that 20.5 per cent of the students had good performance as they managed to score high marks in this question.

In item (a), the students were asked *Kazana kusoma a combien des frères et sœurs?* (How many brothers and sisters does Kazana kusoma have?). The students with high marks managed to answer this question correctly because they read and understood the meaning of the third sentence in the given text *J'ai deux frères* (I have two brothers) and the seventh sentence *J'ai aussi une petite sœur* (I also have a little sister). As a result, those students provided the correct response which was *Il a deux frères et une sœur* (He has two brothers and one little sister).

In item (b), the students were required to give a description of the house of Kazana Kusoma *Comment est la maison de Kazana kusoma?* (How does the house of Kazana Kusoma look like?). The correct response provided by some students with high marks was *La maison de Kazana Kusoma est grande, blanche et très jolie* (Kazana Kusoma's house is big, white and very beautiful). These students managed to read and understand the meaning of the sixth sentence which was; *J'habite dans une grande maison blanche, tres jolie...* (I live in a big white house, very beautiful).

In item (c), the students were asked such a question as *Est-ce que les frères de Kazana Kusoma étudient dans quelle université ?* (at which university do Kazana Kusoma's brothers study?). The Students managed to answer this question correctly because they read and understood the demand of the question, and finally, they were able to give the correct answer by writing the name of the university where Kazana Kusoma's brothers study. These students provided the following correct responses as: *Ils sont étudiants à l'université de Dodoma* or *ils étudient à l'université de Dodoma* (They study at the University of Dodoma).

Item (d) required the students to give the description of Kazana Kusoma's sister *Comment est la sœur de Kazana Kusoma?* The correct response was *Elle est mignonne et très amusante* (She is beautiful and charming). These students managed to understand the personal pronoun *Elle* (she) which represents the sister of Kazana Kusoma.

In item (e), the students were required to explain the reason which makes the parents of Kazana Kusoma to be proud *Pourquoi les parents de Kandida et*

Neema sont fiers? (Why do the Kandida and Neemas' parents feel so proud?). The students with high scores managed to respond correctly as they understood the text. These students knew that the answer was in the last sentence of the text, hence provided the following response *les parents de Kandida et Neema sont fiers d'elles parce qu'elles font bien à la maison et à l'école* (Kandida and Neema's parents are proud of them because they do well both at home and at school). Extract 3.1 shows a good response to question 3.

3. Vous arrivez à l'école pour la première fois, un élève se présente devant la classe. Écoutez sa présentation et répondez aux questions dans les espaces données.

Je m'appelle Kazana Kusoma, je suis en deuxième année au collège. J'ai quinze ans. J'ai deux frères. Ils sont grands maintenant. Ils sont étudiants à l'université de Dodoma. J'habite dans une grande maison blanche, très jolie, dans un village à côté de Dodoma. J'ai aussi une petite sœur ; elle s'appelle Kandida. Elle est mignonne et très amusante. Elle aime jouer avec son amie Neema. Chaque samedi, toutes les deux amies aident leurs parents à préparer la nourriture pour la famille. Leurs parents sont fiers de eux parce qu'elles font bien à la maison et à l'école.

Questions

(a) Kazana Kusoma a combien de frères et sœurs ?

Kazana Kusoma a deux frères et une petite sœur

(b) Comment est la maison de Kazana Kusoma ?

Il habite dans une grande maison blanche et très jolie

(c) Est-ce que les frères de Kazana Kusoma étudient dans quelle université?

les frères de Kazana Kusoma étudient dans Dodoma Université

(d) Comment est la sœur de Kazana Kusoma ?

Elle est mignonne et très amusante

(e) Pour quoi les parents de Kandida et Neema sont fiers?

Parce qu'elles font bien à la maison et à l'école

Extract 3.1: A Sample of the Correct Response to Question 3

Extract 3.1 is a sample response from a student who managed to respond correctly to the questions asked from the passage.

Further analysis shows that 25.2 per cent of the students had weak performance since they were able to respond correctly to only one out of five items.

In item (a), the students did not understand the question. For example, some of these students provided incorrect responses by repeating the same word *combien* as they did not write the number of brothers and sisters that Kazana Kusoma has. The incorrect answer provided was *Kazana Kusoma combien de frères et sœur sont mignonne et très amusante*.

Another incorrect response provided by another student was *Ils sont grands maintenant*. This student did not write the number of brothers and sisters that Kazana Kusoma has, instead, he/she wrote how big the brothers of Kazana Kusoma are. Additionally, another student in item (a) added the word *trois* (three) to the end of the question by writing *Kazana Kusoma a combien de frères et sœur trois*.

Apart from that, another student wrote the following: *Kazana Kusoma a combien de frères et sœurs s'appelle jolie et Kandida*. The student copied the question and added the characteristics of Kazana Kusoma's house which led to an incomprehensible sentence.

In item (b), the students were required to describe the characteristics of the house of Kazana Kusoma. One of the students wrote the incorrect answer such as *de Dodoma*. Another incorrect response was *Kazana Kusoma suis en deuxième année au college*. The response was incorrect because it was explaining about the characteristics of the sister of Kazana Kusoma and not the features of the house.

Another student copied questions by writing *Comment est la maison de Kazana Kusoma ils sont étudiants à l'université de Dodoma*. This was incorrect response because the student failed to supply the correct response per the demand of the question.

In item (c), the students were required to write the name of the university where the two brothers of Kazana Kusoma were studying. Instead of responding to the requirement of the question, for example, one student wrote the features of the house and its location *dans une grande maison blanche, très joie, dans un village à côté de Dodoma*. Another incorrect response was *elle s'appelle Kandida et Neema* which were the names of two friends. Some students copied a part of the question. For example, one of them wrote incorrect response which was *Oui, les frères de Kazana Kusoma étudient dans quelle université*.

In item (d), the students were required to give a description of the sister of Kazana Kusoma. For instance, one of the students wrote the name of Kazana Kusoma's sister *La sœur de Kazana Kusoma s'appelle Kandida* instead of describing her. Another poor response was *Je m'appelle Kazana Kusoma, je suis deuxième année au collège*. This response was incorrect because the sentence concerned the introduction of Kazana Kusoma.

In item (e), the students were required to explain the reason why the parents of Kandida and Neema are proud. One of the student wrote such an incorrect answer as *Oui, les parents Kandida et Neema sont fiers*. This student copied a part of the question. The same case happened to a student who wrote *Oui, elle parents pour quoi les*. Another example was from a student who wrote *à preparer la nourriture pour la famille*. These students failed to give the reason why the parents were proud. Extract 3.2 shows a poor response to question 3.

3. Vous arrivez à l'école pour la première fois, un élève se présente devant la classe. Écoutez sa présentation et répondez aux questions dans les espaces données.

Je m'appelle Kazana Kusoma, je suis en deuxième année au collège. J'ai quinze ans. J'ai deux frères. Ils sont grands maintenant. Ils sont étudiants à l'université de Dodoma. J'habite dans une grande maison blanche, très jolie, dans un village à côté de Dodoma. J'ai aussi une petite sœur ; elle s'appelle Kandida. Elle est mignonne et très amusante. Elle aime jouer avec son amie Neema. Chaque samedi, toutes les deux amies aident leurs parents à préparer la nourriture pour la famille. Leurs parents sont fiers de eux parce qu'elles font bien à la maison et à l'école.

Questions

(a) Kazana Kusoma a combien de frères et sœurs ?
 de frères et sœurs elle s'appelle Kandida

(b) Comment est la maison de Kazana Kusoma ?
 de Kazana Kusoma, je suis en deuxième année au collège

(c) Est-ce que les frères de Kazana Kusoma étudient dans quelle université ?
 de Kazana Kusoma étudiant dans quelle université de Dodoma

(d) Comment est la sœur de Kazana Kusoma ?
 La sœur de Kazana Kusoma a combien de frères

(e) Pourquoi les parents de Kandida et Neema sont fiers ?
 de Kandida et Neema sont fiers la famille.

Extract 3.2: A Sample of the Incorrect Response to Question 3

Extract 3.2 is a sample response from a student who failed to respond correctly to the questions asked from the passage. The student copied some sentences from the passage.

On the other hand, the analysis of the students' responses indicates that there were students who had an average performance. These students were able to score 2 to 3 items. Most of them provided correct responses which had some grammatical errors that hindered them from scoring high marks.

2.4 Question 4: Numbers

This question, required students to write the missing dates in the month of December by imitating the given example.

This question was attempted by 100 per cent of the students, out of whom 16.7 per cent scored from 0 to 2.5 marks; 20.7 percent scored from 3.0 to 6.0 marks and 62.6 percent scored from 6.5 to 10.0 marks. The general performance of the students in this question was good, since 83.3 percent of the students scored from 3.0 to 10.0 marks. Figure 4 shows the students' performance in this question.

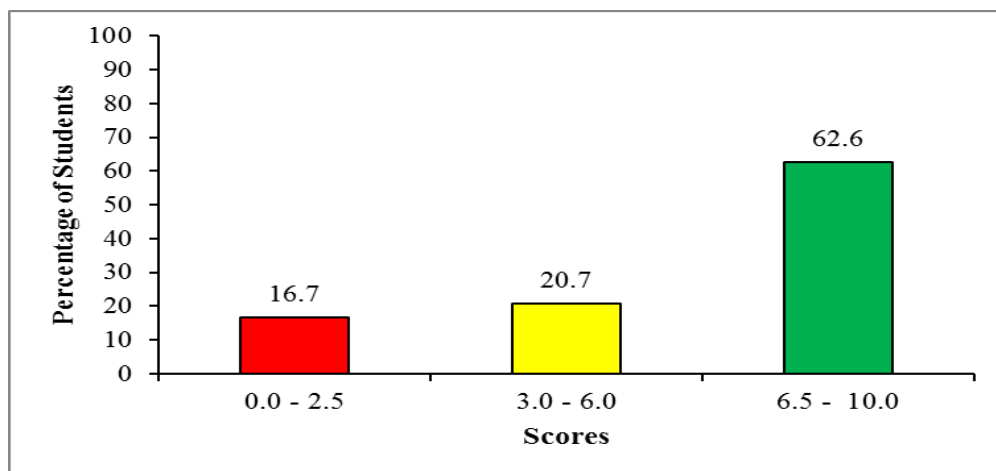


Figure 4: Percentages of the Students' Performance in Question 4

The analysis of the students' responses indicates that the students who scored high marks in this question had sufficient knowledge of writing numbers in words. These students managed to provide the correct responses as per the question requirement.

The correct responses for this question were as follows: (ii) *Mardi, le neuf décembre 2022* (Tuesday, 9th December 2022), (iii) *Vendredi, le douze décembre 2022* (Friday, 12th December 2022), (iv) *Lundi, le quinze décembre 2022* (Monday, 15th December 2022), (v) *Samedi, le vingt décembre 2022* (Saturday, 20th December 2022) and (vi) *Jeudi, le trente et un décembre 2022* (Thursday, 31st December 2022).

These responses show that these students had a good mastery of the topic. Extract 4.1 shows a good response to question 4.

4. Observez le calendrier suivant et écrivez correctement les dates qui manquent dans le livret donné. La première question est faite comme l'exemple.

Décembre 2022

Lundi	Mardi	Mercredi	Jeudi	Vendredi	Samedi	Dimanche
1	2	3	Exemple (i)	5	6	7
8	(ii)	10	11	(iii)	13	14
(iv)	16	17	18	19	(v)	21
22	23	24	25	26	26	27
28	29	30	(vi)			

(i) **Exemple :** Jeudi, le quatre décembre 2022

- (ii) Mardi, le neuf décembre 2022
- (iii) Vendredi, le douze décembre 2022
- (iv) Lundi, le quinze décembre 2022
- (v) Samedi, le vingt décembre 2022
- (vi) Jeudi, le trente et un décembre 2022

Extract 4.1: A Sample of the Correct Response to Question 4

Extract 4.1 is a sample response from a student who managed to write correctly the missing dates by starting with the day, date, month (in small letters starting with definite article “le”) and the year.

However, there were students who scored average marks in this question. The students’ responses analysis indicates that these students had partial knowledge of the topic. They were able to respond correctly to some of the items. For example, some of them responded correctly by writing the missing numbers in words but failed to write the correct month as it indicated in the calendar. Some of them responded correctly by writing the days, month and the year but they failed to correctly write in words the missing numbers of dates.

Furthermore, the analysis indicates that the students who had weak performance in this question had insufficient knowledge of the topic and poor command of the French language, given that they provided incorrect responses. The following are samples of incorrect responses provided by one of the students in this question.

In item (ii), some students wrote such incorrect answers as *Vendredi, le quatre decembre 2022, mardi le quatre decembre 2022 and neuf*. In item (iii), others wrote *Mardi, le quatre February 28, vendredi, le quatre octobre 2022 and deunze*. Likewise, in item (iv), some of the students wrote *Lundi, le quatre janvier 31, Samedi, le cinq decembre and quatonze* which was

incorrect responses. In item (v), some of the students wrote *Samedi, le uatre Saturday 30, Samedi and dix-neuf*. In item (vi), some of them wrote *Mercredi, le quatre decembre 2021, Jeudi and Vndredi trois decembre 2022*.

The analysis shows that these students had insufficient knowledge of the topic as some of them just repeated the same number given in the example and others failed to use the given calendar showing the month of December. Extract 4.2 shows a poor response to question 4.

4. Observez le calendrier suivant et écrivez correctement les dates qui manquent dans le livret donné. La première question est faite comme l'exemple.

Décembre 2022						
Lundi	Mardi	Mercredi	Jeudi	Vendredi	Samedi	Dimanche
1	2	3	Exemple (i)	5	6	7
8	(ii)	10	11	(iii)	13	14
(iv)	16	17	18	19	(v)	21
22	23	24	25	26	26	27
28	29	30	(vi)			

(i) **Exemple** : Jeudi, le quatre décembre 2022

(ii) Lundi, le deux décembre 2022

(iii) Vendredi, dix décembre 2022

(iv) Jeudi, cinq décembre 2022

(v) Samedi, six décembre 2022

(vi) Lundi, un décembre 2022

Extract 4.2: A Sample of the Incorrect Response to Question 4

Extract 4.2 is a sample response from a student who failed to write correctly the dates, for example, the definite article “le” was missing before the date and the month.

2.5 Question 5: Comparisons

In this question, students were required to use the comparative forms given to make a correct comparison by using the instruction given in each sentence. The forms of comparison which the students had to use were as follows: *moins...que* (less...than), *plus...que* (more... than) and *autant de que* (as much as/ as many as). The question intended to assess the students’ ability to use the comparative expressions in different situations.

The question was attempted by 100 per cent of the students, out of whom 88.9 per cent scored from 0 to 2.5 marks; 7.2 per cent scored from 3.0 to 6.0

marks and 3.9 per cent scored from 6.5 to 10.0 marks. The general performance of the students in this question was poor, since only 11.1 per cent of the students scored from 3.0 to 10.0 marks. Figure 5 shows the students' performance in this question.

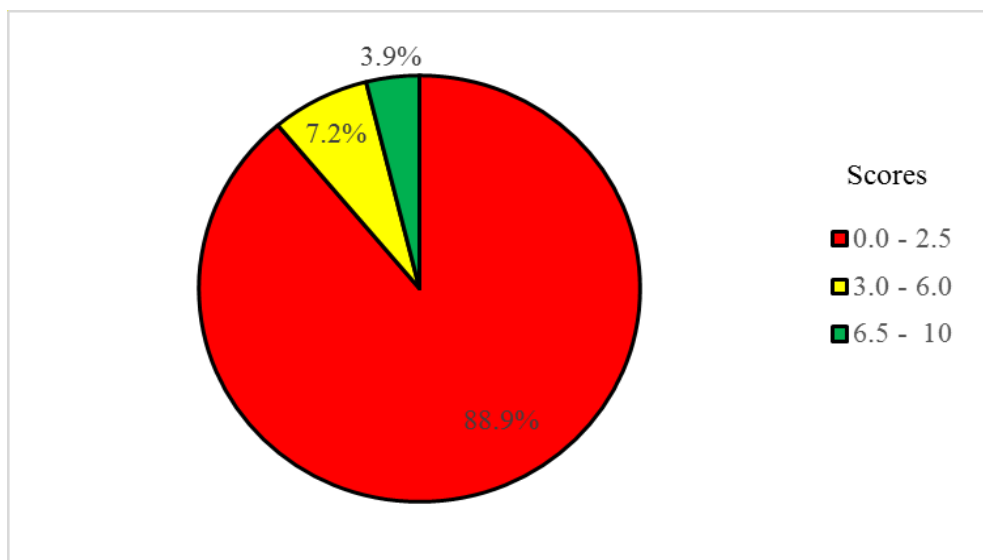


Figure 5: Percentages of the Students' Performance in Question 5

The students' responses analysis reveals that there were students who performed well in this question because they managed to answer 4 to 5 items correctly. The students' responses analysis indicates that these students had sufficient knowledge of comparison in the French language and knew how to link the ideas of the sentences, words, nouns and pronouns which are being compared.

The analysis of the students' responses in this question shows that the students with good performance scored from 6.5 marks to 10.0 marks. Most of these students responded correctly to the third, fourth and fifth items. In the first item, the question was *Il y a beaucoup de bruits à l'église mais il y en a peu au marché* (There is much noise at the church but there is little at the market). The students were instructed to begin with *A l'église...* (At the church ...) where the correct response was *A l'église il y a plus de bruits qu'au marché* (At the church there is much noise than at the market). However, some of the students wrote *A l'église il y a moins de bruits que au*

marché (At the church there is little noise than at the market) which was an incorrect response.

These students were attracted by the word *beaucoup* (a lot of) which was used to express the quantity in the example given, as they responded by using *moins de...que* (less/little...than) to refer to the response given in the example instead of using *plus de...que* (more...than).

The analysis shows that the students who scored high marks had good mastery of the French language and good understanding of the topic as they managed to give 3 to 4 correct responses to question 5. Extract 5.1 shows a good response.

5. Réécrivez les phrases suivantes en utilisant les mots donnés.
Moins de...que, plus de...que, autant de...que
Exemple : La Tanzanie a beaucoup de richesses naturelles mais le Rwanda a en peu.
(Commencer par le Rwanda...)
Le Rwanda a moins de richesse naturelles que la Tanzanie.

(i) Il y a beaucoup de bruits à l'église mais il y en a peu au marché.
(Commencez par à l'église...)
A l'église il ya plus de bruits que au marché.....

(ii) Au Burundi, il y a 700.000 habitants mais en Ouganda il y a 500,000 habitants.
(Commencez par Au Burundi...)
Au Burundi il ya plus de habitant que en Ouganda.....

(iii) Nous avons 20 vaches et vous avez 10 vaches (Commencez par vous...)
P Vous avez moins de vachez que nous.....

(iv) Moi, j'ai 5 cours par semaine mais toi, tu as 10 cours par semaine.
(Commencez par moi, j'ai...)
Moi, j'ai moins de cours par semaine que toi.....

(v) Juma achète cinq livres de français et Fikiri achète cinq livres de français.
(Commencez par Fikiri...)
Fikiri achète autant de livres de français que Juma.....

Extract 5.1: A Sample of the Correct Response to Question 5

Extract 5.1 is a sample response from a student who managed to use comparison words correctly as well as correct structure of the sentences.

However, in this question, there were students who performed averagely. The analysis of the students' responses indicates that, these students had partial knowledge and understanding of the topic. They managed to provide two to three correct responses.

Further analysis shows that, the students with poor performance provided incorrect responses to almost all items. This indicates that these students had poor mastery of the French language and lacked sufficient knowledge of the topic. The following are the samples of incorrect responses provided by students who had poor performance.

In item (i), the students were given the sentence; *Il y a beaucoup de bruits à l'église mais il y en a peu de au marché* (There is much noise at the church but there is little at the market) which they were required to rewrite it by beginning with *A l'église...* (At the church ...). Some of the students wrote *il a beaucoup A l'église en a peu au marché*, while others wrote *A l'église mais il y en a beaucoup de bruits*, and another student wrote incorrectly by giving the following answer *A l'église moins de il y en a peu au que marché* instead of *A l'église, il y a plus de bruits qu'au marché* (At the church, there is much noise than at the market) which was the correct response.

In item (ii), the students were given the sentence; *Au Burundi, il y a 700.000 habitants mais en Ouganda, il y a 500.000 habitants* (In Burundi, there are 700,000 habitants but in Uganda, there are 500,000 habitants) which they were required to rewrite beginning with *Au Burundi...*

Some of these students wrote *Une Burundi et Ouganda il pas a habitants de Ouganda que il y a habitant* and *Au Burundi habitants a 700.000 en Ouganda habitants a 500.000* instead of the correct comparison which was *Au Burundi, il ya plus d'habitants qu'en Ouganda* (In Burundi, there are more habitants than in Uganda).

In item (iii), students were given the sentence; *Nous avons 20 vaches et vous avez 10 vaches* (We have 20 cows and you have 10 cows) which they were required to rewrite beginning with *Vous...* (You...). Some of these students wrote *Nous avons 20 et 10 vaches vous avez*, *Vous avez moins de vaches que nous avons* and *Nous avons vingt vaches et vous avez dix vaches*. All these responses were incorrect as students wrongly arranged the words in the sentences which has in turn resulted into meaningless sentences. The correct response was *Vous avez moins de vaches que nous* (You have less cows than us).

In item (iv), the students were given the sentence *Moi, j'ai 5 cours par semaine mais toi, tu as 10 cours par semaine*. (Me, I have 10 periods per week and you have 10 periods per week) and they were required to rewrite it

beginning with *Moi, j'ai....* (Me, I have...). Some of these students wrote *Semaine moi, j'ai pas cours 10 que a cours 5* and another one wrote *Moi, j'ai moins cours par semaine que toi tu as 100 cours par semaine* instead of *Moi, j'ai moins de cours par semaine que toi* (Me, I have less periods per week than you) which was the correct response.

In item (v), the students were given the sentence *Juma achète cinq livres de français et Fikiri achète cinq livres de français* (Juma is buying five French textbooks and Fikiri is buying five French textbooks) which they were required to rewrite beginning with *Fikiri ...* Some of these students wrote *Fikiri autant de livre de Français que Juma* while others wrote *Fikiri achète cinq livres autant de français que Juma*, and *Fikiri a autant de cinq livres de français que Juma* which were incorrect responses. These students had to write *Fikiri achète autant de livres de français que Juma* which was the correct sentence.

The analysis shows that, most of these students were unable to write correct sentences expressing comparison. Their sentences had grammatical errors which affected the clarity of their responses. This indicates that, these students had insufficient knowledge of the topic. Extract 5.2 shows a poor response to question 5.

5. Réécrivez les phrases suivantes en utilisant les mots donnés.
 Moins de...que, plus de...que, autant de...que

Exemple : La Tanzanie a beaucoup de richesses naturelles mais le Rwanda a en peu.
 (Commencer par le Rwanda...)
 Le Rwanda a moins de richesse naturelles que la Tanzanie.

(i) Il y a beaucoup de bruits à l'église mais il y en a peu au marché.
 (Commencez par à l'église...)
 A l'église plus de bruits que au Marché

(ii) Au Burundi, il y a 700.000 habitants mais en Ouganda il y a 500.000 habitants.
 (Commencez par Au Burundi...)
 Au Burundi plus de 700 000 habitants que en Ouganda

(iii) Nous avons 20 vaches et vous avez 10 vaches (Commencez par vous...)
 Vous avez autant de 10 vaches que nous
 plus

(iv) Moi, j'ai 5 cours par semaine mais toi, tu as 10 cours par semaine.
 (Commencez par moi, j'ai...)
 Moi j'ai moins de 10 Cours par semaine que tu

(v) Juma achète cinq livres de français et Fikiri achète cinq livres de français.
 (Commencez par Fikiri...)
 Fikiri autant de Cinq livres de français que Juma

Extract 5.2: A Sample of the Incorrect Responses to Question 5

Extract 5.2 is a sample response from a student who failed to use comparison words correctly by misplacing the words that resulted to ungrammatical sentences.

2.6 Question 6: Expressing Family Relation (Vocabulary)

In this question, students were given a short passage explaining about family relations. The students were required to read the whole passage and fill in the blanks by writing the correct vocabulary related to members of the family or family relation. The question intended to assess the students' knowledge pertaining to the use of French language vocabulary related to members of the family or other family relationship.

The question was attempted by 100 per cent of the students, out of whom 74.2 per cent scored from 0.0 to 2.5 marks; 18.8 per cent scored from 3.0 to 6.0 marks and 7.0 percent scored from 6.5 to 10.0 marks. The general performance of the students in this question was poor, since only 25.8 percent of the students scored from 3.0 to 10.0 marks. Figure 6 shows the students' performance in this question.

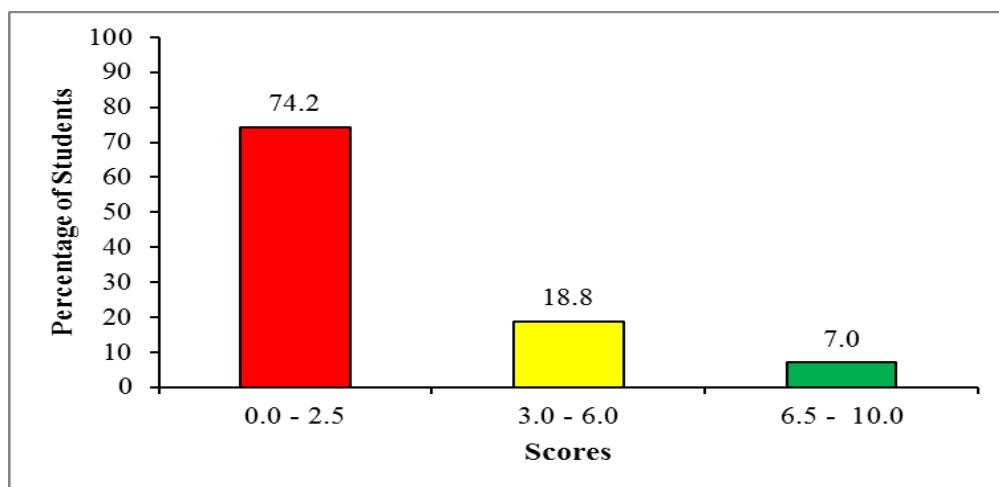


Figure 6: *Percentages of the Students' Performance in Question 6*

The students' responses analysis indicates that the students who performed well by scoring from 6.5 to 10.0 marks had good mastery of French language vocabulary and sufficient knowledge of the topic. These students had good understanding of the passage given. They were able to provide the correct responses related to vocabulary expressing family relationship because they

mastered well the topic of family which enabled them to performed well in this question. Extract 6.1 shows a sample of the correct response to question 6.

6. Lisez le texte dans la case suivante et complétez les espaces vides en montrant les relations entre les membres de la famille.

Baraka et Aisha ont trois enfants : Fatou, Helene et Paul. Fatou est mariée avec Jean. Ils ont un enfant unique, Mbwana. Paul est marié avec Maria et ils ont deux enfants ; Marie et Mpoto. Helene n'a pas d'enfant.

(i) Fatou est Sœur de Paul.

(ii) Baraka est Grand-père de Mpoto.

(iii) Marie est Cousine de Mbwana.

(iv) Mpoto est Frère de Marie.

(v) Mbwana est Neveu de Maria.

(vi) Baraka et Aisha sont Grand-parents de Marie.

(vii) Paul et Maria sont Parents (père et mère) de Mpoto et Marie.

(viii) Mpoto et Marie sont les Cousins de Mbwana.

(ix) Fatou est Femme de Jean.

(x) Paul est Mari de Maria.

Extract 6.1: A Sample of the Correct Response to Question 6

Extract 6.1 is a sample response from a student who managed to provide the correct responses to almost all items except in (v).

The analysis of the students' responses in this question also shows that, there are students who performed averagely by scoring from 3.5 to 6.0 marks because they had partial knowledge of the topic and average mastery of the French language which enabled them to score averagely. For example, these students were able to respond correctly from 5 to 6 items.

The analysis also shows that most of the students who scored average marks responded correctly to some of the items as follows: in the first blank, the students were required to write the word *sœurs* (sister) and the word *grand-père* (grandfather). In the second blank the students were required to write the word *frère* (brother). In the sixth blank, the students were required to write the word *grand-parents* (grandparents) and the word *parents* (parents) in the sixth bank. Also, in the tenth blank the students were supposed to write the word *mari* (husband). These words are familiar to the students since they are the commonly used in their families.

Further analysis of the students' responses indicates that 74.2 per cent of the students had poor performance. These students provided 1 to 2 correct

responses out of 10. The following are samples of the responses from the students who filled in the blanks with incorrect vocabulary.

In item (i), the correct response was *sœur* (sister), but some of these students wrote *frère* (brother), *brother in law*, *friend*, *Helene* and *enfants* (children). This shows that these students had poor mastery of the French language which hindered them from understanding the passage. For example, in the passage there is a sentence *Fatou est mariée avec Jean*, (Fatou is married to John), but most of these students filled in the blank by writing *Fatou est frère de Paul* (Fatou is Paul's brother) instead of *Fatou est la sœur de Paul* (Fatou is Paul's sister).

In item (ii), the correct response was *grand-père*(grandfather), but some of the students wrote *père* (father), *grands enfants* (grandchildren), *cousine* (female cousin), *grand-mère* (grandmother), *Aisha* and *grandson*. Therefore, these responses indicate that these students had little knowledge of the topic and poor mastery of the French language.

In item (iii), the correct response was *cousine* (female cousin), but some of the students wrote *unique*, *uncle*, *frère*, *avec maria*, *Mpoto*, and *ils ont deux enfants*. The responses from these students show that the students were filling in the blanks by just copying some of the words and sentences from the passage.

In item (iv), the correct response was *frère* (brother), but some of the students wrote *sister*, *ils ont*, *Helene*, *moins*, *mère*, *Helene n'a pas d'enfant* and *mère*. The sample of the students' responses indicates that these students were responding to the item by copying some of the words from the passage and question paper.

In item (v), the correct response was *neveu* (nephew) but some of these students wrote *Aunt*, *grand-mère*, *mère*, *nephew*, *oncle*, *frère*, *le fils*, *voisine*, *enfant*. These responses indicate that most of these students did not understand the passage given and some of them failed to write the correct responses in the French language, as they wrote their responses in the English language.

In item (vi), the correct response was *grands-parents* (grandparents), but some of the students wrote *grand-père*, *Fatou*, *les parents*, *maman*, *grand fille*, *troi enfants* and *tente*. These responses indicate that the students who provided incorrect responses in this item failed to associate their response

with the question. The question was *Baraka et Asha sont...de Marie* (Baraka and Asha are Mary's...). The response must be in plural form because Baraka and Asha are two persons, but yet some of the students' responses indicates that the chosen words are in singular forms: *grand-père* (grandfather), *maman*, (mother), *grand fille* (granddaughter) and *tante* (aunt).

In item (vii), the correct response was *parents* (parents), but some of the students wrote such incorrect responses as *enfants*, *frère*, *deux enfants*, *in-law*, *grandparents* and *belle-sœur*. These responses show that the students failed to interpret correctly the family relations among family members as it was described in the passage. This problem hindered them from providing correct responses.

In item (viii), the correct response was *cousins* (cousins), but some of the students wrote incorrect responses such as *mon oncle*, *frère*, *grand-mère*, *perré*, *marie*, *grand-père*, *nièce* and *tente*. The sample of students' responses in this item indicate that students had poor mastery of the French language. They failed to realise that there has to be the agreement between the gender and the number. In this item, the question was *Mpoto et Marie sont les ____de Mbwana* (Mpoto and Marie are Mbwana's ____) where the correct response was *Mpoto et Marie sont les cousins de Mbwana* (Mpoto and Marie are Mbwana's cousins), but one of the students provided such an incorrect response as *Mpoto et Marie sont les tente de Mbwana* (Mpoto and Marie are Mbwana's aunt).

In item (ix), the correct response was *femme* (wife) but some of the students wrote incorrect response such as *wife*, *mariée*, *mon père*, *mari*, and *fille*. This sample of the students' responses in this item indicate that they had insufficient vocabulary pertaining to family relationships as they resorted to providing their responses in the English language.

In item (x), the correct response was *mari* (husband), but some of the students wrote incorrect response such as *wife*, *frère*, *ma mère*, *homme*, *le femme*, *avec*, *mariée avec* and *mariée*. These students' responses indicate that they failed to provide the correct response because they had insufficient knowledge of the topic on family relationship. Extract 6.2 shows a sample of incorrect responses to question 6.

6. Lisez le texte dans la case suivante et complétez les espaces vides en montrant les relations entre les membres de la famille.

Baraka et Aisha ont trois enfants : Fatou, Helene et Paul. Fatou est mariée avec Jean. Ils ont un enfant unique, Mbwana. Paul est marié avec Maria et ils ont deux enfants ; Marie et Mpoto. Helene n'a pas d'enfant.

- (i) Fatou est Helena de Paul.
- (ii) Baraka est grand-pere de Mpoto.
- (iii) Marie est est de Mbwana.
- (iv) Mpoto est et de Marie.
- (v) Mbwana est Paul de Maria.
- (vi) Baraka et Aisha sont grand-mere de Marie.
- (vii) Paul et Maria sont grand-pere et grand-mere de Mpoto et Marie.
- (viii) Mpoto et Marie sont les enfant unique de Mbwana.
- (ix) Fatou est mariée avec de Jean.
- (x) Paul est frère-mere de Maria.

Extract 6.2: A Sample of the Incorrect Responses to Question 6

Extract 6.2 is a sample response from a student who failed to provide the correct responses to most of the items. The student did not master well the topic of family and this hindered them from providing correct responses to the respective items.

2.7 Question 7: Jumbled Words

In this question, students were given jumbled words in each item and they were required to rearrange the words given so as to form a complete meaningful. The question intended to assess students' ability to create a clear and meaningful sentence in the French language.

The question was attempted by 100 percent of the students, out of whom 74.6 percent scored from 0.0 to 2.5 marks; 20.0 percent scored from 3.0 to 6.0 marks and 5.4 percent scored from 6.5 to 10.0 marks. The general performance of the students in this question was poor, since only 25.4 percent of the students scored from 3.0 to 10.0 marks. Figure 7 shows the students' performance in this question.

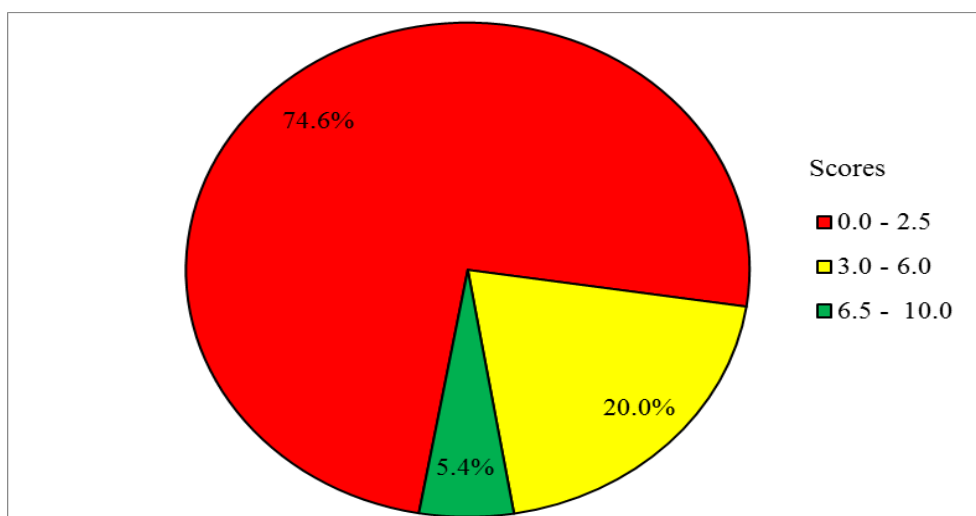


Figure 7: Percentages of the Students' Performance in Question 7

In order to respond correctly to items containing jumbled words, students were required to be aware of some grammatical rules that guide a speaker to produce correct and meaningful sentences. Also, they had to be knowledgeable about French language structure rules and language use that could have guided them to rearrange correctly the given jumbled words.

The students were required to identify a correct position of a subject or doer of the action in the sentence. In French language structure, the subject can be either a personal pronoun or a noun which is normally placed before the verb in declarative sentences. For example, the noun *mes amis* is a subject in the sentence *Mes amis écoutent la radio maintenant* (My friends are listening to the radio right now).

Students were required to identify the position of the verb in declarative sentences in which it is always placed after the subject. For example, in *Mes amis écoutent la radio maintenant* (My friends are listening the to the radio right now), the verb *écoutent* (are listening) has been placed after the noun phrase *mes amis* (my friends). In some forms of interrogative sentences, the verb can be placed before the subject as in *Parlez-vous avec votre voisin?* (Do you talk to your neighbour?). Here, the verb *parlez* (talk) has been placed before the subject pronoun *vous* (you).

To identify the position of the articles and possessive adjectives. It is important to note that these two grammatical elements are always placed

before the nouns in the French language. For example, the sentence *Mes amis écoutent la radio maintenant* (My friends are listening to the radio right now) has the plural possessive adjective *mes* and the definite article *la* placed before the nouns *amis* (friends) and *radio* (radio).

The students were required to differentiate between direct and indirect objects. In this regard, students were required to understand that direct objects are positioned after the verb which is not followed by the preposition *à*, *au*, *aux*. For example, in the sentence *Mes amis écoutent la radio* (My friends are listening to the radio), the word *la radio* has been used as a direct object preceded by the definite article *la* (the). Also, they had to know that indirect objects are positioned after the verb associated with the preposition *à*, *au* or *aux*. For example, in the sentence *Mes amis parlent aux enfants* (My friends are talking to the children) the word *aux enfants* has been used as an indirect object preceded by the preposition *aux* (to the). Generally, the object or complement of the verb in the sentence is placed after the main verb.

Students were also required to understand that adverbs such as *maintenant*, *hier*, *demain* (now, yesterday, tomorrow) and other adverbs of time can be placed either at the beginning of the sentence followed by a comma, or at the end followed by a full stop in a sentence. For example, in the sentence *Maintenant, mes amis écoutent la radio* (Now, my friends are listening to the radio), the adverbs of time *Maintenant*, (Now,) has been placed at the beginning of the sentence followed by a comma, while in *Mes amis écoutent la radio maintenant* (My friends are listening to the radio now.), the adverbs of time *maintenant*. (now.) has been placed at the end of the sentence followed by a full stop.

Adjectives were also among the grammatical elements which the students had to understand the way they are used. They had to understand that French adjectives agree in gender and number with the noun they qualify. Therefore, they had to be aware that, some of the adjectives are placed after nouns and others before nouns. For example, the adjectives *prochaine*, *grande*, *blanche* are positioned differently as in *La semaine prochaine, j'achèterai une grande maison blanche* (Next week, I will buy a big white house) where the adjective *prochaine* has been placed after the noun *semaine* contrary to the adjective *grande* that has been placed before the noun *maison*.

Another important element was infinitive verbs. The students had to understand that infinitive verbs are sometimes placed after the modal auxiliary verbs such as *aller* (to go), *pouvoir* (to can), *vouloir* (to wish/to want), *devoir* (to be obliged to) and *falloir* conjugated in the present tense + infinitive verb as the main action in the sentence. For example, *Je vais écrire une lettre* (I am going to write a letter) and *nous pouvons manger ensemble* (we can eat together) where the verbs *écrire* in the first sentence and *manger* in the second sentence are the main verbs written in infinitive forms. In the aforementioned sentences, the verbs *vais* (going to) *pouvons* (can) have been used as modal auxiliary verbs.

With regards to reflexive verbs, the students were to be aware that this kind of verbs are formed by two elements in their simple form. These elements are reflexive personal pronoun *se/s'* and the main verb as in *se coucher*, *s'habiller*, *se laver* etc. In simple present tense, the reflexive personal pronoun *se/s'* changes according to the subject which may be *me* for first personal pronoun singular *je* (I), *te* for second personal pronoun singular *tu* (you), *se/s'* for third personal pronoun singular *il/elle/on* (he/she/it), *nous* for first personal pronoun plural *nous* (we), *vous* for second personal pronoun plural *vous* (you) and *se* for third personal pronoun plural *ils/elles* (they) placed before the main verb. For example, *elle se lave les mains* (she washes her hands) where *se lave* is a present tense of the reflexive verb *se laver*. In simple past tense, these reflexive personal pronouns are placed before the auxiliary verb *être* (to be) conjugated in present tense followed by the past participle of the main verb without reflexive personal pronoun *se/s'* as in *elle s'est lavée les mains* (she washed her hands) where *s'* is a reflexive personal pronoun placed before the auxiliary verb *est* and *lavée* as the past participle of the main verb *se laver*.

Moreover, the students had to be aware of the correct sentence structure regarding the use of small as well as capital letters and orthographic signs in French language. In the French language, a sentence begins with a capital letter and ends with a full stop as in many language structures. Apart from proper nouns which always begin with capital letters like names of people, city, country and the like, students had to observe the word that begins with a capital letter if provided, so that it should be the first word in rearranging jumbled words in a sentence.

Last but not least, students were required to be aware of some common French expressions which are unchangeable so as to preserve the required meaning. For example, *à bientôt*, *à demain*, *au revoir*, *très bien* and the like. It is grammatically incorrect to write the preposition *à* after the word *demain* or *bientôt* and so on. It is also grammatically incorrect to write the preposition *au* as in *au revoir* or adverb *très* after the adverb *bien*.

The analysis of the students' responses indicates that 5.4 per cent of the students had good performance as they managed to score high marks in this question. Their good performance is attributed to their ability to adhere to the rules guiding the arrangement of jumbled words as explained above.

In this question, the students were given the following jumbled words in each item and were required to rearrange them to form meaningful sentences.

For example, in item (i), students were given the following jumbled words: *à la/maintenant/monsieur/rentrer/au revoir* (at the/now/sir/getting back/goodbye). The students with high scores managed to rearrange the given words and formed a meaningful sentence which was *Au revoir monsieur, je rentre à la maison maintenant* (Goodbye sir, I am going back home now).

In item (ii), students were given the following jumbled words: *se voit/A bientôt /amis/mes/on/ demain* (shall meet/goodbye/friends/my/we/tomorrow) which were to be appropriately rearranged sentence into a meaningful sentence. Some of the students who had good performance in this item wrote *A bientôt mes amis, on se voit demain* (Goodbye my friends, we shall meet tomorrow) which was a correct sentence.

In item (iii), some of the students with high marks managed to rearrange the given jumbled words. In this item, the words given were: *étudier/A demain/vais/je/mon/avec/frère* (to study/see you tomorrow/going to/I am /my/with/brother). The students managed to rearrange the given words and produced a meaningful sentence which was *A demain, je vais étudier avec mon frère* (See you tomorrow, I am going to study with my brother).

Additionally, in item (iv), the students were given the following jumbled words: *prochaine/la/On /semaine/rencontre/se/* (next/the/We/week/shall meet) and they had to arrange them into a meaningful sentence. Some of the students who had good performance in this item wrote: *On se rencontre la*

semaine prochaine (We shall meet next week) which was the correct sentence.

Item (v) was the last item in question 7 where students were given the jumbled words such as: *monsieur/merci/au revoir/très/bien* (sir/thank you/goodbye/very/good). Some students managed to produce the correct and meaningful sentence as they wrote *Très bien merci, au revoir monsieur*. (Thank you very much, goodbye sir.) Extract 7.1 shows a sample of the correct responses provided by a student in this question.

7. Mettez les mots suivants en ordre pour constituer une phrase correcte.	
Exemple : dans / enfants / village / Dodoma / un / ces / habitent / petit / de Ces enfants habitent dans un petit village de Dodoma.	
(i)	à la / maintenant / monsieur / rentre / Au revoir / je / maison. <i>Au revoir monsieur. Je rentre à la maison maintenant.</i>
(ii)	se voit / A bientôt / amis / mes / on / demain. <i>A bientôt mes amis on se voit demain.</i>
(iii)	étudier / A demain / vais / je / mon / avec / frère. <i>A demain, je vais étudier avec mon frère.</i>
(iv)	prochaine / la / On / semaine / rencontre / se. <i>La semaine prochaine on se rencontre.</i> <i>On se rencontre la semaine prochaine.</i>
(v)	monsieur / merci / au revoir / Très / bien <i>Très bien monsieur. Merci au revoir.</i>

Extract 7.1: A Sample of the Correct Responses to Question 7

Extract 7.1 is a sample response from a student who managed to rearrange the words in a correct order which generated meaningful sentences.

Further analysis shows that 74.6 per cent of the students had poor performance because they provided meaningless sentences almost in all items. The students failed to rearrange correctly the given jumbled words due to poor mastery of the French language vocabulary and lack of sufficient knowledge of French language grammar and structure. The students were only able to correctly rearrange 1 to 2 items out of 5 items. The following are samples of incorrect responses provided by students who had poor performance.

In item (i), one of the students in this category produced the following sentence: *Je à la maison au revoir rentre monsieur maintenant*. In this

sentence, the words *à la maison* was correctly connected by the word *à la* and *maison*. Also, the word *maintenant* was placed in the right position, but the verb *rentre* was not placed after the subject *je*. Furthermore, the expression *au revoir* had not been placed at the correct position which was at the beginning of the sentence.

Another incorrect sentence was *Au revoir, je maintenant maison rentre à la monsieur*. In this sentence, only the word *au revoir* was placed in the correct position. The word *maintenant* had to be placed at the end of the sentence and not after the subject pronoun *je*. The preposition *à la* was correctly placed after the verb *rentre* because this verb needs a preposition *à*.

Moreover, there were some students who incorrectly rearranged the jumbled words in this item. These students wrote *Je maison maintenant au monsieur au revoir rentre*. In this sentence, the phrase *au revoir* was to be placed at the beginning of the sentence followed by the word *monsieur*. The noun *maison* was placed after the subject *je* as a verb. In a declarative sentence, the verb is placed after the subject, but not a noun as shown in this wrongly formed sentence. Likewise, the sentence *Je au revoir monsieur maison à la rentre maintenant* was written incorrectly by a student who scored low marks. Only the adverb *maintenant* was properly positioned. On the other hand, the sequence *au revoir monsieur* was meaningful because it was correctly connected. However, they were supposed to be placed at the beginning of the sentence and not after the subject pronoun *Je* as in *Au revoir monsieur, je rentre à la maison maintenant* (Goodbye sir, I am going back home now) which was the correct meaningful sentence.

In item (ii), a sentence which was incorrectly written was *A bientôt se voit mes on amis demain*. In this sentence, only words *A bien tôt* and *demain* were placed at their proper position in the sentence. The verb *se voit* was placed before the pronoun *on* and the possessive adjective *mes* was placed after the plural noun *amis*. Also, another student who scored low marks provided an incorrect sentence which was *Mes se voit on A bien tôt amis demain*. Here, only one word *demain* was placed at the proper position. These students capitalized the word *Mes* and made it to play the role of the subject in a sentence which was not correct. The pronoun *on* was to be placed before its verb *se voit*.

In addition to that, the sentence *A bientôt Amis mes on se voit demain* was partially written incorrectly. In this sentence, the student was supposed to place the possessive adjective *mes* before the noun *amis* so as to have a noun phrase *mes amis*. The rest of the words were correctly arranged into their positions. Another student incorrectly arranged the given jumbled words. This student failed to arrange only one word *demain* but the other words were placed in their proper position as he/she wrote *A bientôt demain mes amis on se voit*. However, this student did not insert a comma after the word *mes amis* as in *A bientôt mes amis, on se voit demain* (Goodbye my friends, we shall meet tomorrow) which was the correct sentence.

In item (iii), one of the students who scored low marks provided the following incorrect sentence: *Je vais étudier, A demain frère mon*. In this sentence, the student was required to start with *A demain* followed by comma, but he/she placed it after the infinitive verb *étudier* which was incorrect. The possessive adjective *mon* was placed after the noun *frère*. As a result, the sentence did not make sense. The student also forgot to write the preposition *avec*. Another poorly constructed sentence was *Je mon étudier avec frère vais a demain*. In this sentence, all words were incorrectly arranged. The preposition *à* before the adverb *demain* was written as conjugated verb *avoir* because it lacks the accent on the preposition *à*. Also, the possessive adjective *mon* was to be placed neither after the subject *Je* nor before the infinitive verb *étudier*. Finally, the verb *vais* was supposed to be placed after the pronoun *Je* and before the infinitive verb *étudier*.

Moreover, another student had incorrectly rearranged some words in the sentence. The sentence was *Je vais avec à demain mon frère étudier*. The infinitive verb *étudier* was placed after the noun *frère* instead of being placed immediately after the verb *vais*. Also, the adverb *à demain* was to be placed at the beginning of the sentence, and the preposition *avec* was to be placed immediately after the noun phrase *mon frère*.

In item (iv), there were different examples of the sentences which were wrongly rearranged. For example, one of the students wrote *La rencontre on se prochaine* whereby the word *semaine* was omitted. Also, the definite article *La* was used before the verb *rencontre*. It was the same case with the pronoun *on* which was placed after its verb instead of being placed before the verb *rencontre*.

Another student wrote incorrectly the sentence by giving the following answer: *se La renter semaine on prohaine*. In this sentence, the student started with the word *se* instead of *on*. The correct verb *rencontre* was wrongly written as *renter*. The word *semaine* was placed before the pronoun *on* instead of the word *prochaine*. Moreover, there were two examples from two different students who wrote correctly only the verb *se rencontre* but failed to place it immediately after the pronoun *on*. As a result, they scored low marks. The examples of incorrect responses were *prochaine on la semaine se rencontre* and *la prochaine se rencontre on semaine*.

In item (v), the sentence *Au revoir monsieur merci très bien* was incorrectly written by one of the students. The adverb *très bien* was supposed to be placed before the interjection *merci* and the sequence *au revoir monsieur* was to be placed at the end of the sentence.

Another student wrote *très /bien monsieur merci ou revoir*. In this sentence, the student had written the slash back / between the adverb *très* and *bien* which is incorrect instead of writing *au revoir*. For example, the student wrote *ou revoir* which made this part of the sentence meaningless. Extract 7.2 shows a sample of incorrect responses provided by one of the students to this question.

7. Mettez les mots suivants en ordre pour constituer une phrase correcte.
Exemple : dans / enfants / village / Dodoma / un / ces / habitent / petit / de
 Ces enfants habitent dans un petit village de Dodoma.

(i) à la / maintenant / monsieur / rentre / Au revoir / je / maison.
Je Maintenant Au revoir Monsieur rentre à la Maison

(ii) se voit / A bientôt / amis / mes / on / demain.
Mes amis A bientôt Se voit on demain

(iii) étudier / A demain / vais / je / mon / avec / frère.
Je Vais étudier A demain avec Mon frère

(iv) prochaine / la / On / semaine / rencontre / se.
~~*la rencontre se prochaine on semaine*~~
la prochaine se rencontre on semaine

(v) monsieur / merci / au revoir / Très / bien
Au revoir Monsieur très bien Merci

Extract 7.2: A Sample of the Incorrect Response to Question 7

Extract 7.2 is a sample response from a student who failed to rearrange the words in a correct order to form meaningful sentences.

Further analysis indicates that 20.0 percent of the students had average performance in this question. The students were able to rearrange correctly 2 to 3 items out of 5 items given. However, in this question, there were students who did not manage to arrange all words in some of the items. The students were able to rearrange some of the words because they had partial knowledge and understanding of the vocabulary and French language structure.

For example, in item (iii), one of the student, wrote correctly half of the sentence as follows: *Je vais étudier A demain frère mon*. In this sentence, the student was required to begin with the word *A demain* followed by a comma and end up with the word *mon frère*. Again, the student forgot to write the preposition *avec* before *mon frère*. Another example in item (ii) was from a student who wrote *A bientôt demain mes amis on se voit*. The student was required to insert a comma after the word *amis* and place the adverb *demain* at the end of the sentence. However, the students who the performed averagely in this item wrote *se La semaine prochaine on rencontre*.

2.8 Question 8: Imperative sentences (Grammar)

In this question, students were instructed to study the five sentences given and then transform them as per the given example. The question intended to assess the students' ability to transform the sentences from declarative form to imperative form.

The question was attempted by 100% of the students, out of whom 91.7% scored from 0.0 to 2.5 marks; 7.7% scored from 3.0 to 6.0 marks and 0.6% scored from 6.5 to 10.0 marks. The general performance of the students in this question was poor, since only 8.3% of the students scored from 3.0 to 10.0 marks. Figure 8 shows students' performance in this question.

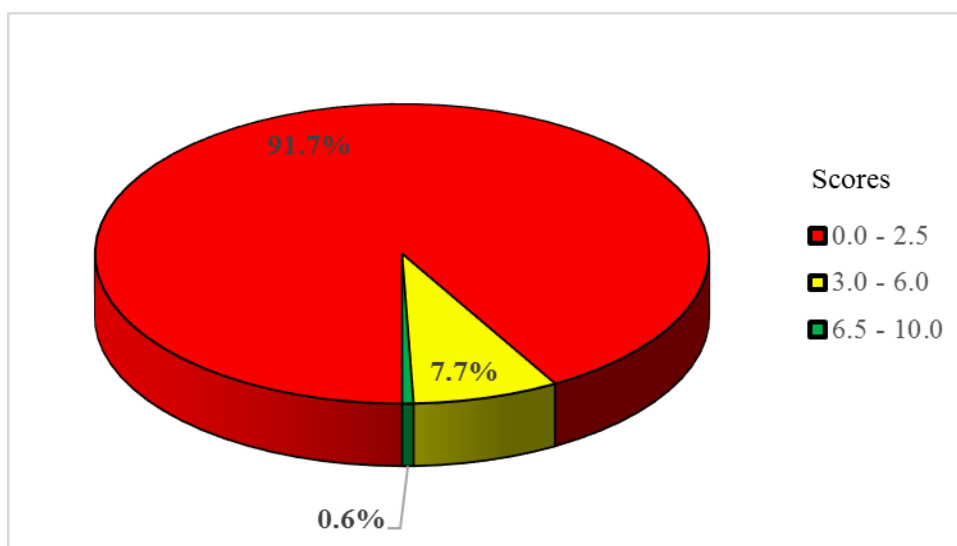


Figure 8: Percentages of the Students' Performance in Question 8

The students' responses analysis in this question shows that 8.3 per cent of the students scored high marks. These students were familiar with the imperative forms as they were able to provide the correct imperative sentences which resulted into scoring high marks as shown below:

In item (a), the declarative sentence given was *Il faut sortir ton livre de français* (You have to take out your French book). The students with high marks wrote *Sors ton livre de francais!* which was the correct imperative sentence. These students managed to write correct imperative sentences because they were aware of the use of possessive adjective *ton* and the main verb which was *sortir* and changed it to *sors* which was an imperative form to the second person singular pronoun *tu*.

In item (b), the following was a declarative sentence indicating an obligation given to the students: *Il faut faire du sport* (you have to do sports). Having sufficient knowledge about the imperative rules, these students knew that there was a possibility of providing three correct imperative sentences since there were no indicators that required students to provide a specific imperative form. The first possibility was *fais du sport!* the second was *faites du sport!* and the third was *faisons du sport!* These students were aware of the way the verb *faire* (to do) is conjugated in the imperative form. As they had good understanding of the topic of imperative sentences, the students wrote a correct imperative sentence because they knew that using

the subject pronoun *tu*, *vous* and *nous* could guide them to write the correct sentence.

In item (c), students with high scores managed to transform the sentence given which was: *Il faut prendre le bus pour aller en ville*. Given the fact that there were no indicators that required students to provide specific imperative form, *Prends le bus pour aller en ville!* *Prenez le bus pour aller en ville!* or *Prenons le bus pour aller en ville!* were the possible correct imperative forms of the verb *prendre*. These students understood that the sentence given had the main verb which was *prendre* and changed it correctly into an imperative sentence as required.

In item (d), students were given an obligation sentence written as: *Il faut ouvrir les fenêtres de la classe*. Due to the absence of a specific indicator that could guide students to transform the sentence given into a specific imperative sentence, students had a choice to provide one of the following three correct possible imperative sentences: *Ouvre les fenêtres de la classe!* *Ouvrez les fenêtres de la classe!* or *Ouvrons les fenêtres de la classe!*

In item (e), there was a possibility of answering this item in three different ways similar to items (b), (c) and (d). The sentence was, *Il faut préparer une salade pour le dîner*. The possible correct imperative sentences were *Prépare une salade pour le dîner*, *Préparez une salade pour le dîner !* or *Préparons une salade pour le dîner !* The students with high scores were able to understand the requirement of the question as they identified the infinitive verbs used in the declarative sentences and transformed them into correct imperative sentences. Extract 8.1 shows a sample of the correct response.

8. Observez les phrases données ci-dessous et faites comme dans l'exemple.
 Exemple : Il faut (ranger) ta chambre.
 Range ta chambre !

(a) Il faut sortir ton livre de français.
 Sors ton livre de français !

(b) Il faut faire du sport.
 Fais du sport

(c) Il faut prendre le bus pour aller en ville.
 prends le bus pour aller en ville !

(d) Il faut ouvrir les fenêtres de la classe.
 Ouvres les fenêtres de la classe !

(e) Il faut préparer une salade pour le dîner.
 prépare une salade pour le dîner !

Extract 8.1: A Sample of the Correct Response to Question 8

Extract 8.1 is a sample response from a student who managed to transform declarative sentences into correct imperative sentences. The students had sufficient knowledge on imperative sentences.

Moreover, the analysis of the students' responses in this question indicates that 91.7 per cent of the students had poor performance. These students provided 1 correct response out of 5 given items. The following are samples of the responses from some of the students who had a poor performance in this question.

The analysis shows that these students performed poorly because they were unable to understand the requirement of the item, had poor grammatical skills and insufficient vocabulary. The students' responses were as follows:

In item (a), students with poor performance did not understand the requirement of the given item. Thus, they provided different wrong responses. For example, one of the students wrote an imperative sentence as *Sorti ton livre de francais!* Here, the student removed only letter *r* from an infinitive verb *sortir*. Another student provided such an incorrect response as writing *Faut de sortir ton livre de francais*. This student did not understand what was supposed to be done as he/she only removed the subject pronoun *il* from the declarative sentence. Another incorrect response was from the student who wrote *Sortir ton livre livre de français*. The student started with infinitive verb *sortir* instead of transforming it into the correct imperative form. The last example was from a student who wrote *Livre de français*. In

this sentence, the student wrote neither the verb *sortir* as the main verb that had to be transformed, nor the possessive adjective *ton*.

In item (b), the students were required to transform the verb *faire* into the correct form of imperative mood, but some of them failed. For example, one of the students wrote *Fairer du sport!* The verb *faire* was incorrectly written in the French language. This was similar to the sentences *fair du sport* and *fairé du sport*. The verb *faire* was incorrectly transformed into imperative forms. This shows that the students who scored low marks did not have enough knowledge of transforming the verb *faire* into correct imperative forms which are *fais*, *faisons* or *faites*.

In item (c), the students were required to transform the verb *prendre* into correct imperative form as *prends*, *prenons* or *prenez*. One of the poor responses in this item was *Le bus pour aller en ville*. The student omitted the verb *Prendre* and ended up providing an incorrect imperative sentence. Two other students wrote the following answers: one of them wrote *Prendir le bus pour aller en ville* and the other one *Prendré le bus pour aller en ville*. In these two examples, the words *Prendré* and *Prendrir* were incorrect. Consequently, the students scored low marks in this question.

In item (d), the verb *ouvrir* was supposed to be transformed into *ouvre*, *ouvrez* or *ouvrons* forms. Various incorrect answers were provided by the students who scored low marks. For example, one student wrote *Faut de la ouvrir les fenetres classe!*. The student started with *faut* instead of the imperative form of the verb *ouvrir*, then added the preposition *de* and the definite article *la* before the verb *ouvrir*. In addition to that, another student wrote *Ouvrions le fenêtres de la classe!* In this example, the student changed the verb *Ouvrir* into imperfect (*Imparfait*) *ouvrions*. Another example was from a student who did not use any verb and wrote *Les fenêtres de la classe!* which was incorrect too.

In item (e), students were required to transform the verb *Préparer* into imperative form, but one of these students changed it into past participle as in *Préparé une slade pour le diner!* Another incorrect response was from a student who wrote *Faut une preparer salade pour le dinner!* In this sentence, the student did not understand what was required because the pronoun *il* was removed from the declarative sentence. The student also placed the article *une* before the verb *Préparer* which is grammatically incorrect. Another

student wrote a sentence without using any verb *Salade pour le dîner*. Extract 8.2 shows a sample of the incorrect response.

8. Observez les phrases données ci-dessous et faites comme dans l'exemple.

Exemple : Il faut (ranger) ta chambre.
Range ta chambre !

(a) Il faut sortir ton livre de français.
Sorti ton livre de français!

(b) Il faut faire du sport.
fait du sport!

(c) Il faut prendre le bus pour aller en ville.
prendre le bus!

(d) Il faut ouvrir les fenêtres de la classe.
Ouvre les fenêtres!

(e) Il faut préparer une salade pour le dîner.
prépare une salade!

Extract 8.2: A Sample of the Incorrect Response to Question 8

Extract 8.2 is a sample response from a student who failed to transform the declarative sentences into imperative sentences.

On the other hand, the analysis of students' responses shows that there were students who scored average marks as they were able to transform correctly from 2 to 3 items out of the 5 given items. The following are the samples of the responses from some of the students who had an average performance in this question. For example, one of the students who scored 6 marks answered correctly the following three items: (b) *Fais du sport!* (d) *Ouvre les fenetres!* and (e) *Préparez une salade!* Another student scored 4 marks by writing correctly 2 items out of 5 items. The two items which were correctly answered were item (d) *Ouvrez les fenêtres de la classe!* and item (e) *Préparez une salade pour le dîner!*

2.9 Question 9: Interrogatives (Grammar)

In this question, the students were required to provide questions for the answers given in each item. The question intended to assess the students' ability to construct sentences in the French language.

The question was attempted by 100 percent of the students, out of whom 83.5 percent scored from 0.0 to 2.5 marks; 13.7 percent scored from 3.0 to 6.0 marks and 2.8 percent scored from 6.5 to 10.0 marks. The students' general performance in this question was poor, since only 16.5 percent of the students scored from 3.0 to 10.0 marks. Figure 9 shows the students' performance in this question.

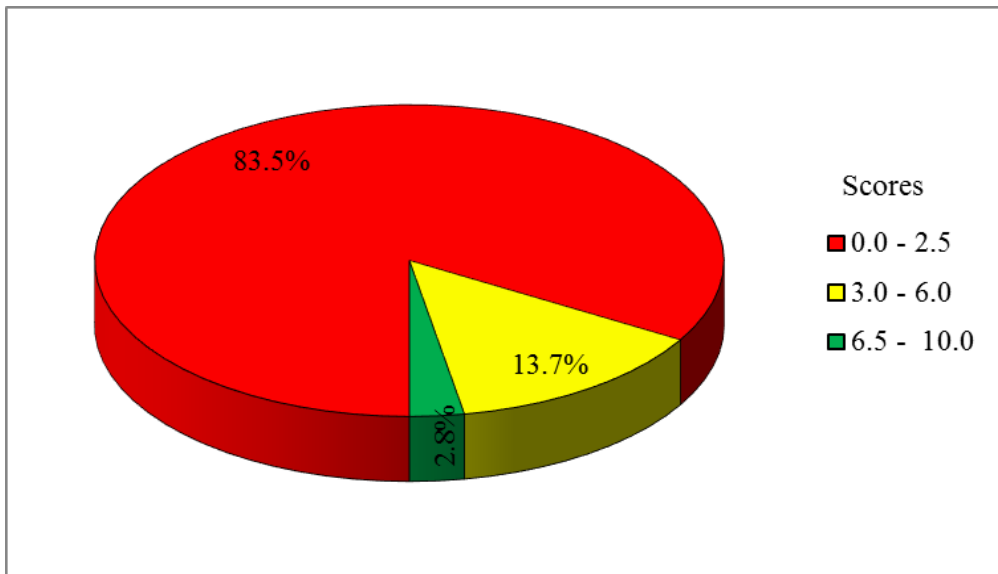


Figure 9: *Percentages of the Students' Performance in Question 9*

The students' responses analysis indicates that 2.8 per cent of the students had good performance as they were able to score from 6.5 marks to 10.0 marks. This indicates that these students had good mastery of the French language, adequate vocabulary and the knowledge on the topic. They also understood the sentences provided as they managed to provide correct responses with minor grammatical errors. Others provided correct sentences to all of the items given. Extract 9.1 shows a sample of the correct response to this question.

9. Posez des questions à l'aide des réponses données.
Exemple : Ça coûte **combien ce pantalon** ?
 Ça coûte 1500 shillings.

(a) Quelle est-heure ?
 Il est dix heures.

(b) Vous avez Combien de vaches ?
 Nous avons soixante vaches.

(c) Il y a Combien d'élèves dans ta classe ?
 Il y a quarante élèves dans ma classe.

(d) L'avion arrive à quelle heure ?
 L'avion arrive à dix-huit heures.

(e) Il a Combien d'enfants ?
 Il a trois enfants

Extract 9.1: A Sample of the Correct Response to Question 9

Extract 9.1 is a sample response from a student who managed to ask correct.

Moreover, 13.7 per cent of the students had average performance. This indicates that these students had partial knowledge of the topic since they managed to score 4.5 to 6.0 marks. Most of these students provided 2 to 3 correct responses out of 5 items with some grammatical errors.

Further analysis of the students' responses indicates that 83.5 per cent of the students had poor performance in this question. The analysis indicates that the students who had poor performance in this question lacked knowledge pertaining to forming interrogative sentences in the French language. As in the case with other languages, the French language also has interrogative words which are used to form questions such as *quelle* (what/which), *comment* (how), *combien* (how many/how much), and *que* (what).

In this question, the students were required to use two words to form interrogatives which are *combien de* and *quelle*. The following were the samples of responses taken from the students who had poor performance.

In item (a), the students were required to tell the time. Some of these students provided incorrect responses as follows: *quelle qui heure?* *quelle heure il est?* *quelle heures-t-il?* and *quelle combien heures?* instead of *quelle heure est-il?* (What time is it?) which was the correct answer. The students' responses indicate that these students had insufficient knowledge of time telling.

In item (b), the students were required to ask about the quantity of something by using the word *combien de* (how many). The following are the samples of

the responses from the students who provided incorrect answers: *Vous avez combien ces vaches? Vous avez combien une vache?* All these were incorrect answers because in the French language, the word *combien* should be followed by *de* in interrogative forms to express the quantity of countable nouns.

Therefore, when *combien de* is used in a sentence, articles such as *un, une, des, la, le, l'* and *les* or qualifiers such as *ces, cet, ces* etc are omitted and replaced by the preposition *de*. In this item, the correct response was *Vous avez combien de vaches?* (How many cows do you have?), but one of the students provided an incorrect response as follows: *Vous avez combien que vaches?*

The analysis shows that, these students had insufficient knowledge about the use the word *combien de* to ask about quantity in the French language.

In item (c), the students were required to use expression *Il y a...* (there are...) to ask a question using also *combien de* (how many) in relation to the answer given which was *Il y a quarante élèves dans ma classe*. (There are forty students in my class). In asking a question, students had to perform some transformations. For example, when the expression *combien de* is followed by a word beginning with a vowel, the preposition *de* in the *combien de* changes into *d'*. Therefore, the correct interrogative sentence was *Il y a combien d'élèves dans ta/votre classe?* (How many students are there in your class?) The following are the samples of the incorrect interrogative sentences provided by some of the students: *Combien élève dans ma classe? Combien de élève*. These responses indicate that the students lacked knowledge about the use of the expression *combien de* which could help them in the construction of an interrogative sentence asking about the quantity of something.

In item (d), the students were required to ask a question by starting with the word *L'avion ...* (The plane...) using *à quelle heure* (at what time) which corresponds to the given answer as in *L'avion arrive à dix-huit heures*. (The plane arrives at eighteen hours).

In constructing an interrogative sentence asking the time at which the plane will arrive, students were supposed to add the preposition *à* before the word *quelle heure*. Therefore, the correct interrogative sentence was *L'avion arrive à quelle heure?* (The plane arrives at what time?). The analysis of students'

responses shows that there were some students who responded to this item incorrectly. The following are the samples of the responses from the students who provided incorrect interrogative sentences: *L'avion arrive quelle que heure?*, *L'avion que heure?*, *L'avion arrive a quelle(s) heures?*, *L'avion arrive a quell heure?* instead of *L'avion arrive à quelle heures?* (The plane arrives at what time?). These responses indicate that, the students with poor performance in this question had insufficient knowledge on the topic, since they failed to correctly use the expression *à quelle heure* (at what time) to form a question.

Other students provided wrong forms of the words *quelle* and *heure*, as they wrote them in plural forms *quelles* and *heures*, which made them sound both grammatically and semantically odd.

In item (e), the students were required to construct a question seeking to the number of children someone has starting with the words *Il a ...* (He has) using the word *combien de* (how many) in accordance to the given answer *Il a trois enfants*. Students had to make some changes when writing the interrogative sentence as in item (c). When *combien de* is followed by a word beginning with a vowel, the preposition *de* in the *combien de* changes into *d'*. Therefore, the correct interrogative sentence was *Il a combien d'enfants?* (How many children does he have?). The following are the samples of the incorrect interrogative sentences provided by some of the students: *Il a combien enfants?* *Il a combien ces enfants?* *Il a combien la enfants?* *Il a combien ces enfants?* The students' responses analysis in this item shows that most of the students wrote their answers referring to the example given without knowing that the expression *combien de* may change grammatically into *combien d'* when followed by a word beginning with a vowel.

These students failed to answer question 9 because they did not understand the requirement of the question. Consequently, they copied sentences from the given example and treated them as answers. Furthermore, they had poor performance in this question due to the lack of mastery of the French language and insufficient vocabulary. Extract 9.2 shows a sample of an incorrect response from one of the candidates.

9. Posez des questions à l'aide des réponses données.
Exemple : Ça coûte **combien ce pantalon** ?
 Ça coûte 1500 shillings.

(a) Quelle heure?
 Il est dix heures.

(b) Vous.....?
 Nous avons soixante vaches.

(c) Il y a Combien élèves dans la classe?
 Il y a quarante élèves dans ma classe.

(d) L'avion Comme heure?
 L'avion arrive à dix-huit heures.

(e) Il a Combien des enfants?
 Il a trois enfants

Extract 9.2: A Sample of the Incorrect Response to Question 9

Extract 9.2 is a sample response from a student who failed to construct correctly the interrogative sentences.

2.10 Question 10: Written Expression/Composition

In this question, the students were required to write a composition by using the guiding questions given. A student was required to rewrite a composition about what he/she did during the holiday. The question intended to test the students' ability to express themselves in written form. These guiding questions were as follows:

10. Vous êtes un/une étudiant(e) et vous êtes allé(e)s en vacances de fin de l'année passée en décembre. À l'aide des activités suivantes, écrivez **une composition** sur ce que vous avez fait pendant les vacances.

- Commencer les vacances
 - Le 5 décembre 2020.
- Aller / rester
 - à la maison / au village / en ville / quelque part d'autre.
- Travailler au champ / arroser les fleurs au jardin tout seul ou avec
 - la mère/ le père / la sœur / le frère.
- Garder les animaux de la famille tout seul ou avec
 - la mère/ le père / la sœur / le frère etc.
- Aider les parent / les grands-parents
 - les activités ménagères comme faire la lessive / faire la cuisine etc.
- Jouer / regarder
 - un match du football / de net ball avec les amis.
- Aller en ville / au cinéma / au magasin pour
 - acheter les affaire scolaires ou regarder un film / rendre visite à mes amis.
- Aller au parc national de Ngorongoro pour
 - regarder les animaux sauvages comme le lion, la girafe, l'hippopotame, le zèbre etc.
- Faire les révisions des cours de
 - Math, Géographie etc.

The question was attempted by 100 percent of the students, out of whom 93.0% scored from 0.0 to 4.0 marks; 4.5 percent scored from 4.5 to 8.5 marks and 2.5 percent scored from 9.0 to 15.0 marks. The general performance of the students in this question was poor, since only 7 percent of the students scored from 4.5 to 15.0 marks. Figure 10 shows the students' performance in this question.

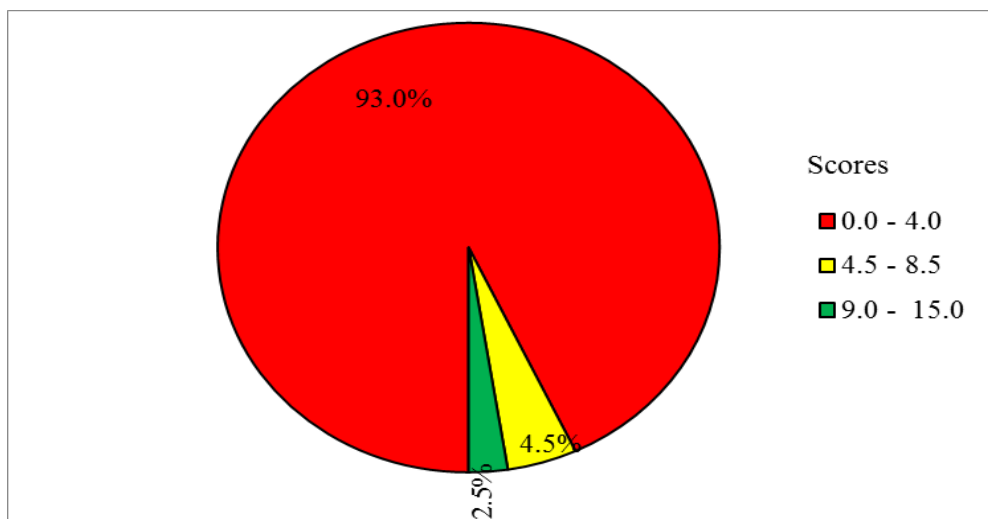
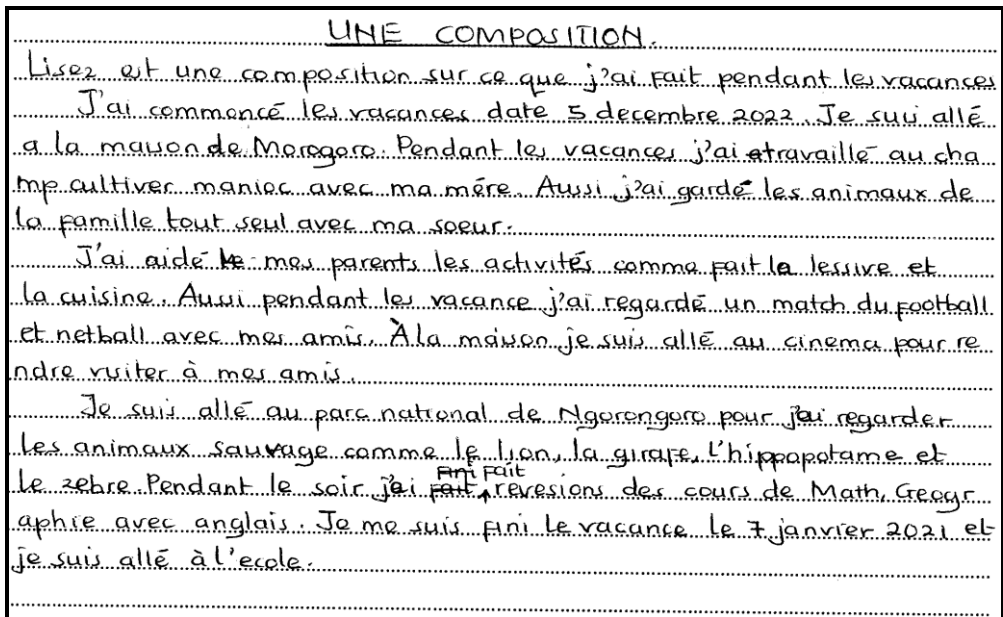


Figure 10: *Percentages of the Students' Performance in Question 10*

The analysis of the students' responses shows that there were few students who performed well in this question; these students had sufficient knowledge about composition writing skills, good command of the French language in terms of vocabulary and grammar. The students were aware of all principles that govern composition writing. The good written composition should include the introduction, main body and the conclusion. A comprehensive composition should have good organization of ideas and logical flow of information.

The students who scored high marks in this question were aware of the rules for writing a good composition. They managed to write a composition organized in paragraphs, good use of conjunctions and logical flow of ideas from one idea to another. In addition to that, these students had good mastery of French grammar and adhered to the appropriate use of vocabulary regarding the context. However, their essays had some few errors including improper use of punctuation marks, conjugations of verbs and grammar. Extract 10.1 is a sample of response from a student who provided correct

responses by adhering to the composition writing rules but had some few errors.



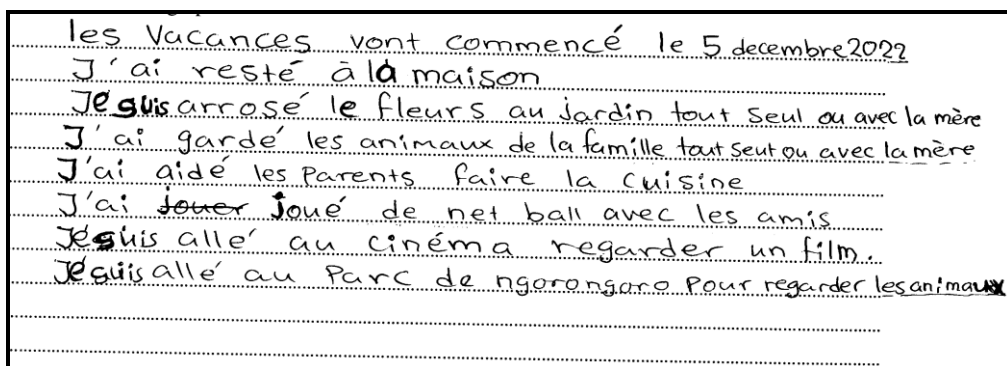
Extract 10.1: A Sample of the Correct Response to Question 10

Extract 10.1 is a sample of response from a student who wrote a good essay on what he/she did during the holiday by adhering to the composition writing rules.

Further analysis indicates that, students with average performance had partial skills of writing compositions. For example, one of them wrote a composition in the form of answering short answer questions instead of using them as a guide to write a composition. Other students responded to few guiding question while leaving other questions unanswered. This hindered them from scoring high marks. Likewise, some students wrote full essays but with some grammatical errors. This made them to be penalised, hence they ended up scoring averagely.

Also, there were students who had poor performance in this question. They wrote compositions which were of poor quality due to inappropriate use of vocabulary and grammatical rules. Some of them copied randomly some words from the questions while others were just listing their answers. This

shows that they were incompetent in expressing themselves in writing. One of the students wrote the following response as shown in extract 10.2



Extract 10.2: A sample of the student's incorrect response to question 10

Extract 10.2 is a sample of a poor response from a student who listed the responses with inappropriate vocabulary and poor grammar instead of writing an essay.

3.0 STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of the students' performance indicates that out of the 4 topics that were assessed in the French Language, there was a good performance in the topic of *Vocabulary and Expressions* (in questions number 1 and 2). Students performed well in the topic of *Vocabulary and Expressions* compared to other topics because they had sufficient vocabulary and grammatical skills. The performance in this topic has decreased by 6.6 percent when compared to that of 2021. In 2022 the performance was 62.3 percent whereas in 2021 was 68.9 percent as indicated in appendix B.

Further analysis shows that there was an average performance in the topics of *Language Pattern/Structure* (in questions 3, 4, 5, 6 and 7) and *Language Use* (in questions number 8 and 9). The performance in these two topics shows that there was a decrease of performance in the topic of *Language Use*. The performance decreased by 21.5 percent whereas in 2022 the performance was 12.4 as opposed to that of the last year 2021 which was 33.9.

Also, there was a decrease of performance in the topic of *Language Pattern/Structure*. In 2021, the performance was 44.5 percent whereas in 2022 it was 44.1 percent, showing a decrease of 0.4 percent. The students had

average performance in this topic because they had partial knowledge on grammar and principles governing the transformation of some elements in a sentence.

In contrast, the students performed poorly in the topic of *written expression* (question number 10). The students' poor performance in this topic was due to inadequate knowledge on the principles of writing a composition. These students were unable to express themselves in writing as they had inadequate knowledge of grammatical rules and insufficient vocabulary to use in different contexts.

Appendix A indicates the students' performance which is grouped into three categories; good, average and poor. This analysis is based on the average percentage of students who scored 30 percent and above of the marks allocated to each question.

4.0 CONCLUSION

The students' general performance in the Form Two National Assessment in the French Language subject was average, since 36.4 percent of the students passed. This is because most of the students lacked competences and the required knowledge in some of the topics taught in forms I and II. The analysis of the responses in this report further reveals that the students had average performance due to lack of adequate knowledge and skills in Vocabulary and Expressions, principles and grammatical rules; particularly in constructing sentences from jumbled words, transforming sentences from singular to plural forms and changing words from infinitive to past tense.

Moreover, the students lacked adequate knowledge of key concepts related to the topics covered in the assessment. Some students had poor command of the French Language which hindered them from choosing appropriate vocabulary in their composition and so could not express themselves well in their responses. Also, there were students who code-switched from French Language to English Language.

5.0 RECOMMENDATIONS

Taking into account the analysis of the students' responses, the following recommendations are given so as to improve the students' performance in the French Language subject:

- (a) French is a foreign language; therefore, teachers should be encouraged to use a variety of interactive teaching methods (rich environment) which will motivate students to learn the language. Teaching of certain concepts can be done through role plays, group work, imitation and tours to different places.
- (b) Students should be encouraged to read short stories, books and other educative French language materials so that they can acquire enough vocabulary. This will enable them to express themselves fluently in the French Language, particularly in writing composition.
- (c) French Language subject clubs should be formed to assist students in practicing the spoken aspect of the language.
- (d) Students should be encouraged to study hard and make all the necessary revision so as to master various topics, particularly those that appear to be so demanding, for example, jumbled words, transforming sentences from singular to plural and use of tenses.

*Appendix A:***Summary of Students' Performance in Each Topic in 2022**

S/N	Topic	Question number	Percentages of students who scored 30% or above	Average performance by topic (%)	Remarks
1	Vocabulary and Expressions	2	65.4	62.3	Average
		1	59.2		
2	Language Patterns/Structure	3	74.8	44.1	Average
		4	83.3		
		5	11.1		
		6	25.8		
		7	25.4		
3	Language use	8	8.3	12.4	Poor
		9	16.5		
4	Written Expression/Composition	10	2.5	2.5	Poor

Appendix B:

Comparison of the students' Performance per Topic Between the FTNA 2021 and 2022

