CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR GRADE A TEACHER CERTIFICATE EXAMINATION (GATCE) 2018

622 ENGLISH LANGUAGE
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FOREWORD

The Candidates’ Item Response Analysis (CIRA) report on the performance of candidates in the English Language subject in the Grade A Teacher Certificate Examination (GATCE) for 2018 has been prepared in order to provide feedback to educational administrators, college managers, tutors and other educational stakeholders about candidates’ abilities in the English Language subject.

The analysis provided in this report is intended to contribute towards understanding of possible reasons behind the candidates’ performance in the English Language examination. The report highlights the challenges faced by the candidates in answering questions correctly. These include: inability to identify the tasks of the questions, lack of knowledge of tenses and grammar, inadequate basic vocabulary for use in different contexts and insufficient or lack of knowledge on various topics. However, the analysis indicates that some of the candidates scored high marks because they were able to identify the tasks of the questions, they had adequate knowledge of tenses and grammatical rules, they had sufficient basic vocabulary for use in different contexts, and they had sufficient knowledge on various topics.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable the educational administrators, college managers, tutors, and other stakeholders to identify proper measures to be taken in order to improve the teaching and learning of English Language in Grade A Teacher Colleges. This will eventually improve the candidates' performance in the upcoming examinations administered by the Council.

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

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

Dr. Charles E. Msonde

EXECUTIVE SECRETARY
1.0 INTRODUCTION

This report is an analysis of the performance of candidates, who sat for the Grade A Teacher Certificate Examination in the English Language subject in May, 2018. The analysis indicates strengths and weaknesses of the candidates during the answering of questions. The analysis focused on good performance, average performance and poor performance. The analysis also focused on the questions which were not attempted by most of the candidates.

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

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

The English Language Examination for GATCE 2018 tested the candidates’ competences in expressing frequency, teaching pronunciation, principles of language teaching and learning, expressing past events, developing English language skills, expressing possessions, teaching structural patterns and reading literary works. The paper had three sections A, B, and C, with a total of 16 questions. Section A had 10 compulsory questions, each carrying 4 marks, making a total of 40 marks. Section B and C had 3 optional questions each. A candidate was supposed to answer any two questions from each section, making a total of sixty (60) marks. All questions were set basing on the English Language Syllabus for the Certificate Course in Primary Education of 2009.
The total number of candidates who sat for the GATCE in English Language Examination in May 2018 was 4896 out of which 4,696 candidates (96.31%) passed this examination while 180 candidates (3.69%) failed.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Short Answer Questions

There were ten compulsory questions in this section, each carrying 4 marks making a total of 40 marks.

2.1.1 Question 1: Expressing Frequency

In this question, the candidates were instructed to construct one sentence expressing frequency for each of the given adverbs namely: always, sometimes, usually and every day. The question tested candidates' ability to use frequency adverbs in actual context.

The question was attempted by 4896 candidates (100%), out of which 39.6 percent scored from 0 to 1.5 marks, 19.3 percent scored 2 marks while 41.1 percent scored from 3 to 4 marks. The general performance of the candidates was therefore average since 60.4 percent of the candidates scored from 2 to 4 marks. The overall candidates' performance in the question is summarised in Figure 1.

![Figure 1: Percentages of the Candidates' Performance in Question 1.](image)

The analysis of the candidates' responses shows that 41.1 percent of the candidates who scored high marks in this question were able to construct the required sentences correctly. The sentences were meaningful and grammatically correct. The responses that they gave suggests that the
candidates had enough knowledge on the topic "expressing frequency". Extract 1.1. below is an example of the best response.

**Extract 1.1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Sume and Ali always go to school on Monday</td>
</tr>
<tr>
<td>(b)</td>
<td>Sometimes John comes to school by car</td>
</tr>
<tr>
<td>(c)</td>
<td>They usually go to school on foot</td>
</tr>
<tr>
<td>(d)</td>
<td>She goes to school every day</td>
</tr>
</tbody>
</table>

Extract 1.1: The response by the candidate who managed to construct the required sentences correctly.

Further analysis shows that 19.3 percent of the candidates with average performance (2 marks) were able to construct two correct sentences. The answers that they provided demonstrated their low mastery of the English language because most of the sentences that they constructed were ungrammatical. Candidates constructed sentences such as; 'I'm wake up at 12 O'clock in everyday, I always eating food, we walked as usually etc.'

On the other hand, the analysis shows that 39.6 percent of the candidates who scored low marks fall into two groups. Some candidates were able to construct at least one grammatically correct sentence and score 1 mark while others failed completely to construct any grammatically correct sentence and scored zero (0). The responses that these candidates provided suggest that they understood the question but due to their low mastery of the English language, they could not construct grammatically correct sentences. Extract 1.2 below shows one of such responses.
2.1.2 Question 2: Teaching Pronunciation

In this question, the candidates were required to mention four ways that they can use to teach learners to discriminate sounds. The question tested the candidates' knowledge on the ways to teach learners to discriminate sounds.

The question was attempted by 4896 candidates (100%), out of which 96 percent scored from 0 to 1.5 marks; 2.6 percent scored from 2 to 2.5 marks; while 0.5 percent scored 3 marks. There was no candidate who scored 4 marks in this question. The general performance of the candidates in this question was therefore poor because only 3.1 percent of the candidates scored from 2 to 3 marks. Figure 2 summarises the candidates' performance in this question.

Figure 2: Percentages of the Candidates' Performance in Question 2.
The analysis of candidates’ responses shows that 96.9 percent of the candidates failed this question. Out of the 96.9 percent, 89.7 percent failed completely to mention the four ways demanded by the question and scored zero. These candidates gave responses such as, *through songs, through dramatize, through using dictionary and through poems* which some are the methods for teaching and learning English in general. Extract 2.1 below is an example of poor response.

**Extract 2.1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a) Songs</td>
</tr>
<tr>
<td></td>
<td>b) Dialogue</td>
</tr>
<tr>
<td></td>
<td>c) Drama</td>
</tr>
<tr>
<td></td>
<td>d) Question and Answers</td>
</tr>
</tbody>
</table>

Extract 2.1: The response by the candidate who failed to mention the four ways demanded by the question.

The candidates with average performance in this question were able to mention two correct ways out of the required four and scored 02 marks. For example, one candidate mentioned three ways, two of which were correct: *(i) same or different (ii) listening and writing (iii) stop me.* Item (ii) of the candidate's response is not correct. These candidates had partial knowledge on the topic.

On the other hand, 3.1 percent of the candidates who scored the highest marks (3 marks) in this question were able to mention three correct ways that a teacher can use to teach learners to discriminate sounds. For example, in extract 2.2 a candidate mentioned four ways but the answer in item (iv) is not correct. There was no candidate who scored 4 marks in this question. Extract 2.2 shows one of the best responses.

**Extract 2.2**

<table>
<thead>
<tr>
<th></th>
<th>Four ways to teach learners to discriminate sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>i) Minimal pairs</td>
</tr>
<tr>
<td></td>
<td>ii) stop me</td>
</tr>
<tr>
<td></td>
<td>iii) same / different</td>
</tr>
<tr>
<td></td>
<td>iv) I'm thinking of a word</td>
</tr>
</tbody>
</table>

Extract 2.2: The response by the candidate who was able to mention three correct ways of teaching learners to discriminate sounds.
2.1.3 Question 3: Teaching Pronunciation

In this question, the candidates were required to transcribe phonemically the following words:

a) Here
b) Father
c) Read
d) Butter.

The question tested candidates' ability to transcribe phonemically the given English words.

The question was attempted by 4896 candidates (100%), out of which 99.5 percent scored from 0 to 1 mark; 0.3 percent scored 2 marks; while 0.2 percent scored from 3 to 4 marks. The general performance of the candidates in this question was therefore poor because only 0.5 percent of the candidates scored from 2 to 4 marks. Figure 3 summarises the candidates' performance in this question.

![Figure 3: Percentages of the Candidates' Performance in Question 3.](image_url)

The analysis of the candidates' responses shows that 99.5 percent of the candidates who attempted this question failed, out of which 98.6 percent failed totally to transcribe the given words and scored zero. These candidates gave answers that were quite different from those required by the question. For example, one candidate responded by assigning the words to their word-classes, another one tried to define them instead of transcribing as instructed in the question. This suggests that the candidates had no knowledge on the subject matter. Extract 3.1 is an example of such responses.
Further analysis indicates that 0.3 percent of the candidates who scored average marks were able to transcribe only 2 items correctly. These candidates demonstrated their little knowledge on the subject matter.

On the contrary, 0.2 percent of the candidates who scored high marks (3 and 4 marks) were able to transcribe three to four words correctly. However, there was only one candidate who transcribed correctly all the four words. Extract 3.2 illustrates the case.

Extract 3.2: The response by the candidate who managed to transcribe all of the given words correctly.

### 2.1.4 Question 4: Principles of Language Teaching and Learning

In this question, the candidates were required to explain briefly four criteria they can use to choose a teaching method. The question tested candidates' comprehension skills.

The question was attempted by 4896 candidates (100%), out of which 22.1 percent scored from 0 to 1.5 marks; 39.1 percent scored from 2 to 2.5 marks; while 38.8 percent scored from 3 to 4 marks. The general performance of the candidates in this question was good since 77.9 percent
scored from 2 to 4 marks. Figure 4 summarises the candidates' performance in this question.

![Bar chart showing percentages of candidates' performance in Question 4.]

**Figure 4:** Percentages of the Candidates' Performance in Question 4.

The analysis of the candidates' responses indicates that 38.8 percent of the candidates with high (3 to 4) marks were able to explain the criteria that they should use to choose a teaching method. Most candidates with high scores in this question got 4 marks. Extract 4.1 is an example of one of the best answers.

**Extract 4.1**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Number of students:</strong> you can use number of students for your class to choose a teaching method. For example, when students are few, you can use discussion.</td>
<td>2. <strong>Age and background of student:</strong> when you choose teaching method, you should consider the age and background of your student. For example, the use of songs for the lower classes.</td>
<td>3. <strong>Time of period:</strong> when you choose teaching method, you should consider the time for your period. There are some methods that need much time and others need little time. For example, study tours need much time.</td>
</tr>
</tbody>
</table>

Extract 4.1: The response by the candidate who briefly explained the criteria as required and scored 4 marks.
Further analysis indicates that 39.1 percent of the candidates who scored average marks managed to explain clearly two criteria. Other candidates just mentioned the criteria without explaining them briefly as required by the question. For example, one candidate mentioned the following four criteria: *level of the learners, availability of the teaching and learning materials, the number of the learners and the content* and scored 2 marks. Their responses suggest that they had a partial knowledge on the topic.

It was further noted that, 22.1 percent of the candidates failed this question, out of which 11 percent scored 0. These candidates failed completely to mention the criteria as required by the question. Their responses suggest that the candidates either lacked the knowledge of the subject matter or misunderstood the question. For example, one candidate wrote the functions of a teaching method which was contrary to the requirement of the question.

Other candidates explained the language skills; *writing, reading, speaking and listening* as criteria while others mentioned *the syllabus, scheme of work, teacher's guide and references*. Extract 4.2 is a sample of poor response from one of the candidates.

**Extract 4.2**

<table>
<thead>
<tr>
<th>4/1</th>
<th>Teaching method. Is the process teacher chooses teaching learners the subject. The criteria you can use to choose a teaching method is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1.1</td>
<td>It help a teacher teaching subjects. Because teacher choose good mette teaching method help to improve teaching student and student in whole.</td>
</tr>
<tr>
<td>4/1.2</td>
<td>It help student to like subject. Also through exercises help student to like subject then to understanding subject and increases grade into the subject.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>It help a teacher prepare subject before teaching learners: Also help teacher to teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Students confidence in to the class. Objective: Through objective of subject to force teacher to choose a teaching method.</td>
</tr>
</tbody>
</table>

Extract 4.2: The response by the candidate who misunderstood the requirement of the question and scored zero.
2.1.5 Question 5: Expressing Past Events

In this question, the candidates were required to identify the regular and irregular verbs from the following list;

(a) Do  
(b) Wash  
(c) Bite  
(d) Jump  
(e) Cook  
(f) Work  
(g) Throw  
(h) Take

The question tested candidates' knowledge on the ability of identifying the regular and irregular verbs.

The question was attempted by 4896 candidates (100%), out of which 21.9 percent scored from 0 to 1.5 marks; 13.3 percent scored from 2 to 2.5 marks while 64.8 percent scored from 3 to 4 marks. The general performance of this question was good since 78.1 percent of the candidates scored from 2 to 4 marks. Figure 5 summarises the candidates' performance of this question.

![Chart showing percentages of candidates' scores](image)

**Figure 5:** Percentages of the Candidates' Performance in Question 5.

The analysis of candidates' responses indicates that 64.8 percent of the candidates who scored 3 to 4 marks in this question were able to identify the regular and irregular verbs. Extract 5.1 is an example of response by the candidate who scored 4 marks.
Extract 5.1

<table>
<thead>
<tr>
<th></th>
<th>Regular Verbs</th>
<th>Irregular Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Wash</td>
<td>Do</td>
</tr>
<tr>
<td>(b)</td>
<td>Jump</td>
<td>Bite</td>
</tr>
<tr>
<td>(c)</td>
<td>Cook</td>
<td>Throw</td>
</tr>
<tr>
<td>(f)</td>
<td>Work</td>
<td>Take</td>
</tr>
</tbody>
</table>

Extract 5.1: The response by the candidate who identified correctly the regular and irregular verbs.

Analysis of the responses also shows that 13.3 percent of the candidates who scored average marks, got some of the answers correct. Some candidates got four items right while others got five items right and scored 2 and 2.5 marks respectively. The answers that they gave suggest that the candidates had partial knowledge on the subject.

However, 21.9 percent of the candidates who scored low marks lacked the knowledge of regular and irregular verbs. Some candidates failed completely to identify correctly even a single verb and got zero (0) marks. Other candidates misunderstood the question and gave wrong answers. For example, one candidate wrote the past forms of the verbs instead of classifying them as required by the question. Extract 5.2 illustrates one of the poor responses.

Extract 5.2

<table>
<thead>
<tr>
<th></th>
<th>Regular verb</th>
<th>Regular verb</th>
<th>Regular verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>b)</td>
<td>c)</td>
<td>d)</td>
</tr>
<tr>
<td>f)</td>
<td>g)</td>
<td>h)</td>
<td>i)</td>
</tr>
</tbody>
</table>

Extract 5.2: The response by the candidate who failed to identify regular and irregular verbs and scored zero.
2.1.6 Question 6: Expressing Past Events

In this question, the candidates were required to use two examples to differentiate strong from weak verbs. The question tested candidates' comprehension of the two concepts.

The question was attempted by 4896 candidates (100%) out of which 97.1 percent scored from 0 to 1.5 marks; 2.1 percent scored from 2 to 2.5 marks; while 0.8 percent scored from 3 to 4 marks. The general performance of this question was therefore poor because only 2.9 percent of the candidates scored from 2 to 4 marks. Figure 6 is a summary of the candidates' performance in this question.

![Score Distribution Graph]

**Figure 6:** Percentages of the Candidates' Performance in Question 6.

The analysis of candidates' responses indicates that 97.1 percent of the candidates who scored low marks, including zero, lacked the knowledge and ability to answer the question. Some considered strong verbs as main verbs and auxiliary verbs as weak verbs. Others misunderstood the question and provided the past and past participle forms of some verbs. Extract 6.1 below is an example of a poor response.

**Extract 6.1**

<table>
<thead>
<tr>
<th></th>
<th>Pay - Paid - pays</th>
<th>Dance - Danced - Danced</th>
</tr>
</thead>
</table>

Extract 6.1: The response by the candidate who misunderstood the terms strong and weak verbs and gave wrong answers.
Further analysis of the candidates' responses shows that 2.1 percent of the candidates who scored average marks provided incomplete answers. Some were able to provide only examples without explanations or with incorrect explanations while others gave explanations without examples which was contrary to the demands of the question. For example, one candidate defined a *strong verb as a verb which cannot change their form*, which was wrong, but was able to give two examples (*do* and *teach*) which were correct and scored 2 marks. This may suggest that the candidates had partial knowledge on the subject matter.

On the contrary, the analysis shows that 0.8 percent of the candidates who scored high marks (3 to 4) were able to differentiate and give correct examples of strong and weak verbs. However, the quality of most of the best responses was compromised by candidates' low mastery of the English language which led to incorrect grammar. Extract 6.2 illustrates the case.

**Extract 6.2**

|   | Examples | Strong verb - Are verb that do not added "ed" example put - put, but - but while weak verb - Are verb that added "ed" example rack - ranked, wash - washed |

Extract 6.2: The response by the candidate who was able to differentiate strong and weak verbs despite the low mastery of the English language

### 2.1.7 Question 7: Expressing Past Events

In this question, the candidates were required to put the verbs in brackets into the correct tenses. The question tested candidates’ ability to use the correct forms of verbs in the given contexts.

(a) Miss Lulu (make) a good teaching aid yesterday.
(b) We (work) in the garden every morning.
(c) Musa (wake) early last Sunday.
(d) Rose often (come) to school late.

The question was attempted by 4896 candidates (100%) out of which 57.4 percent scored from 0 to 1 mark; 21.8 percent scored 2 marks; while 20.8 percent scored from 3 to 4 marks. The general performance of candidates in
this question was therefore average considering that 42.6 percent of the candidates scored from 2 to 4 marks. Figure 7 summarises the candidates' performance in the question.

![Bar Chart: Percentage of Candidates' Scores](chart)

*Figure 7: Percentages of the Candidates' Performance in Question 7.*

The analysis of candidates' responses shows that 57.4 percent of the candidates who scored low marks including zero were not able to provide the correct tenses. For example, some candidates added -ed to the irregular verbs to make them past; for instance, the verbs make and wake up were changed to *maked* and *waked up* respectively. Other candidates failed to provide the correct forms of the simple present which agree with the subjects in the given sentences and ended-up scoring zero. The kind of responses given by the candidates suggest that they lacked knowledge on tenses as well as subject-verb agreement. Extract 7.1 illustrates one of the poor answers.

**Extract 7.1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td><em>Miss Lulu maked a good teaching aid yesterday</em></td>
</tr>
<tr>
<td>(b)</td>
<td><em>We works in the garden every morning</em></td>
</tr>
<tr>
<td>(c)</td>
<td><em>Miss Waked up early last Sunday</em></td>
</tr>
<tr>
<td>(d)</td>
<td><em>Rose often cored to school late</em></td>
</tr>
</tbody>
</table>

Extract 7.1: The response by the candidate who failed to provide the correct tenses and scored zero.
Furthermore, the analysis indicates that 21.8 percent of the candidates who scored average marks were able to put only two verbs into the correct tenses. The answers given by these candidates suggest that they had partial knowledge on the use of tenses.

On the other hand, 20.8 percent of the candidates who scored high marks were able to give correct tenses of three to four verbs. Only few candidates (6.2%) were able to score all the 4 marks. The responses given by the candidates imply that they had knowledge on tenses as well as on the subject-verb agreement. Extract 7.2 exemplifies one of the responses with high marks.

**Extract 7.2**

|  |  
|---|---|
| a. Miss Lulu made a good teaching act yesterday |  
| b. We work in the garden every morning |  
| c. Musa wakes up early Musa woke up early last Sunday |  
| d. Rose often comes to school talk |  

Extract 7.2: The response by the candidate who was able to put all the verbs in the correct tenses.

### 2.1.8 Question 8: The Role of English Language in Tanzania

In this question, the candidates were required to briefly elaborate four ways that they can use to improve the standard of teaching and learning English language in Tanzania. The question tested candidates' comprehension on best ways to teach a language.

The question was attempted by 4896 candidates (100%) out of which 14.7 percent scored from 0 to 1.5 marks; 20 percent scored from 2 to 2.5 marks; while 65.3 percent scored from 3 to 4 marks. The general performance of this question was therefore good since 85.3 percent of the candidates scored from 2 to 4 marks. Figure 8 summarises the candidates' performance in the question.
The analysis of candidates' responses indicates that 65.3 percent of the candidates who scored high marks in the question were able to elaborate four ways that they can use to improve the standard of teaching and learning English language in Tanzania. The responses given by the candidates imply that they had knowledge on the subject matter. Extract 8.1 is a sample of a good answer by one of the candidates.

**Extract 8.1**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) To give awards to the pupils who perform English language. If a teacher gives the awards to the pupils who performed well all pupils will improve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) To use teaching aids.</td>
<td>Also if a teacher use teaching aids into acting English pupils must love subject and perform well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) To use participatory methods.</td>
<td>Also if pupils participate with a teacher. When a teacher teach pupils must understand well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) To use principle of teaching.</td>
<td>Example surveying method, pupils will enjoy and understand more the subject and his or her performance will be in high level.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extract 8.1: The response by the candidate who managed to elaborate briefly four ways to be used to improve the teaching and learning of English language in Tanzania.
Moreover, 20 percent of the candidates who scored average marks were able to provide correctly two of the four ways that they can use to improve the teaching of English language in Tanzania. This suggests that the candidates had partial knowledge on the topic.

On the other hand, 14 percent of the candidates who scored low marks were able to elaborate one of the ways or failed completely to elaborate any of them. Some candidates came up with responses which were not related to the question. For example, one candidate mentioned *by printing, by store in a cool place, by store in shelve and by store in a special room* as ways to improve the standard of teaching and learning English in Tanzania. Another candidate wrote *by use knowledge of education, by organise content of the lesson, by organise teaching materials, by learning and teaching.* The responses given by these candidates imply that the candidates had no knowledge on the subject matter or they misunderstood the question. Extract 8.2 is a sample of one of such cases.

**Extract 8.2**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | *By printing*
|   | *By store in cool place*
|   | *By store in shelve*
|   | *By binding store in special room*

Extract 8.2: The response by the candidate who failed to elaborate the four ways as required.

### 2.1.9 Question 9: Developing English Language Skills

In this question, the candidates were required to list down the four sub skills of the listening skills. The question tested candidates’ knowledge on listening skills.

The question was attempted by 4896 candidates (100%) out of which 79 percent scored from 0 to 1.5 marks; 10.3 percent scored from 2 to 2.5 marks; while 10.8 percent scored from 3 to 4 marks. The general performance of this question was therefore poor as only 21.1 percent of the candidates scored from 2 to 4 marks. Figure 9 summarises candidates' performance in this question.
Figure 9: Percentages of Candidates' Performance in Question 9.

The analysis of candidates' responses indicates that 79 percent of the candidates who scored low marks were not able to answer the question correctly. Some listed types of teaching methods such as dialogue, questions and answers, song, others mentioned purposes of listening, for example, to understand information, to get education, and others misunderstood the question and gave answers which were completely contrary to the question such as debate, question and answer, dialogue as well as conservation. Such answers suggest that the candidates either lacked knowledge on the sub skills of listening or they misunderstood the question. Extract 9.1 is a sample of poor response by one of the candidates.

Extract 9.1

<table>
<thead>
<tr>
<th>A. Sub-skills of listening skills.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>skimming</td>
<td></td>
</tr>
<tr>
<td>scanning</td>
<td></td>
</tr>
</tbody>
</table>

Extract 9.1: The response by the candidate who failed to list the sub skills of the listening skills and mentioned the types of reading.

The analysis of candidates' responses further shows that 10.3 percent of the candidates with average scores were able to list correctly only two sub skills instead of four required by the question. This may suggest that the candidates either forgot the answers or they had partial knowledge on the subject matter.
On the other hand, 10.8 percent of the candidates with good performance were able to list three to four sub skills of the listening skills correctly. This implies that the candidates had knowledge about listening skills. Extract 9.2 is a sample of a candidate who was able to list all the four sub skills and scored 4 marks.

Extract 9.2

<table>
<thead>
<tr>
<th>Subskills of Listening Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sound discrimination</td>
</tr>
<tr>
<td>2. Understanding of stress and information</td>
</tr>
<tr>
<td>3. Recognition of the signals (intonation, connectors)</td>
</tr>
<tr>
<td>4. Understanding of the non-verbal signals</td>
</tr>
</tbody>
</table>

Extract 9.2: The response by the candidate who listed down the four sub skills of the listening skills.

2.1.10 Question 10: Principles of English Language Teaching

In this question, the candidates were required to use four points to describe briefly the importance of introduction stage in the lesson during the teaching and learning process. The question tested candidates' understanding of the importance of introduction in the teaching and learning process.

The question was attempted by 4896 candidates (100%) out of which 58.4 percent of the candidates scored from 0 to 1.5 marks; 27.3 percent scored from 2 to 2.5 marks; while 14.3 percent scored from 3 to 4 marks. The general performance of the question was therefore average considering that 41.6 percent of the candidates scored from 2 to 4 marks. Figure 10 summarises the candidates' performance in this question.
The analysis of the candidates' responses shows that 58.4 percent of the candidates who scored low marks were not able to give four points to describe the importance of introduction in the teaching and learning process. The answers that these candidates gave suggest that they either lacked knowledge on the subject matter or they misunderstood the question. For example, one candidate wrote the following; *the introduction helps the teacher to use time effectively and also helps the teacher to know what is going to taughts in a certain topics and a certain class.* This candidate scored zero. Extract 10.1 is a sample of poor response by one of the candidates.
Extract 10.1: The response by the candidate who answered the question differently from what was expected.

Further analysis indicates that 27.3 percent of the candidates who scored average marks were able to mention two points correctly and mentioned the other two wrongly. These candidates demonstrated partial knowledge on the topic.

On the other hand, 14.3 percent of the candidates who scored good marks were able to describe three to four points to describe the importance of the introduction stage in the teaching and learning process. Their answers imply that they had knowledge on the subject matter. However, the quality of their answers was compromised by candidates' low mastery of the English language. Extract 10.2 is a sample of one of the best answers.
Extract 10.2

Extract 10.2: The response by the candidate who was able to describe the importance of the introduction stage in the lesson.

2.2 SECTION B: Essay Questions on Academic Content

This section consisted of three questions 11, 12 and 13. These questions were optional and each carried 15 marks. A candidate was required to answer two questions making a total of 30 marks.

2.2.1 Question 11: Reading Literary Works

In this question, the candidates were required to elaborate five types of drama. The question tested candidates’ ability to elaborate five types of drama.

The question was opted by 1861 candidates (38%), out of which 64.8 percent scored from 0 to 5.5 marks; 31.9 percent scored from 6 to 10 marks; while 3.3 percent scored from 10.5 to 15 marks. The general performance of this question was therefore poor as only 35.2 percent of the candidates scored from 6 to 15 marks. Figure 11 summarises the candidates' performance in this question.
The analysis of candidates' responses shows that the candidates who scored low marks were not able to elaborate the five types of drama. The responses given by these candidates suggest either lack of knowledge on the topic or misunderstanding of the question. For example, one candidate mentioned and elaborated the following as types of drama; *drama of laughing, action drama, continues drama, and horoscope drama*. Another candidate wrote *traditional drum, songs, giannastic, and imitation drama*. These candidates who failed to elaborate five types of drama scored zero. Extract 11.1 is a sample of a poor response from one of the candidates.

**Figure 11:** Percentages of Candidates' Performance in Question 11
Extract 11.1

Furthermore, 31.9 percent of the candidates with average performance were able to write an introduction and elaborated clearly some types of drama in the main body. For example, one candidate mentioned and elaborated (i) comedy (ii) tragedy, (iii) historical drama, (iv) tragedy drama and (v) melodrama. This candidate mentioned correctly items (i), (ii) and (iii). Item (iv) was supposed to be tragic-comedy and item (v) melodrama. Another candidate wrote (i) tragedy drama (ii) comedy (iii) tragic drama (iv) historical drama and (v) melodrama. This candidate had three responses correctly written. Item (i) was misspelt and item (iii) was supposed to be
tragic comedy. The elaborations that these candidates gave, demonstrated that they had partial knowledge on the topic. Other candidates scored average marks because they could not elaborate clearly the types of drama because of a low mastery of the English language.

On the other hand, 3.3 percent of the candidates with high marks were also able to elaborate clearly three to five types of drama as required. Most of them were able to mention the five types of drama but they scored different marks depending on the quality of their explanations. Extract 11.2 presents one of the best responses.
## Extract 11.2

<table>
<thead>
<tr>
<th></th>
<th>Drama is the specific mode of fiction that is presented by performance. The following are the types of drama.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Tragedy drama is the kind of drama which shows the serious action and there is always a hero who endangers himself.</td>
</tr>
<tr>
<td></td>
<td>Comedy drama is the kind of drama which is humorous or funny because it always makes the audience laugh.</td>
</tr>
<tr>
<td></td>
<td>Tragic and Comedy drama. This is the kind of drama which comprises Tragedy and Comedy. Comedy and Tragedy drama.</td>
</tr>
<tr>
<td></td>
<td>Historical drama. It is the kind of drama which expresses a certain society history. For example, it may express the problem of female discrimination in the society.</td>
</tr>
<tr>
<td></td>
<td>Melodrama. It is the kind of drama which is for entertainment. During its performance, it comprises many features which make always the audience to entertain on it.</td>
</tr>
<tr>
<td></td>
<td>Drama has different futures, for example, that futures are: must have the character and either have a title. So drama also have important for teaching issue. For example it may be help to make learner to be active and more attention when teaching and learning through using drama is the method to represent objectives to the pupils.</td>
</tr>
</tbody>
</table>

Extract 11.2: The response by the candidate who was able to elaborate five types of drama.

### 2.2.2 Question 12: Expressing Possessions

In this question, the candidates were required to construct five sentences for each of the following:

a) An apostrophe and an s to express possessions

b) Whose to express possessions

c) Possessive pronouns to express possessions.
The question tested candidates' ability to express possessions.

The question was opted by 3083 candidates (63%), out of which 64.2 percent scored from 0 to 5.5 marks; 26.9 percent scored from 6 to 10 marks; and only 8.9 percent scored from 10.5 to 15 marks. The general performance of the question was therefore poor since only 35.8 percent of the candidates scored from 6 to 15 marks. Figure 12 summarises the candidates' performance in this question.

![Figure 12: Percentages of Candidates' Performance in Question 12.](image)

The analysis of the candidates' responses indicates that 64.2 percent of the candidates failed to construct five correct sentences using the instructions given in the question. The responses that they gave suggest that the candidates had no knowledge on possessives or they did not understand the requirements of the question. For example, one candidate constructed the following five sentences; *Juma cooks ugali everyday, Joshua plays football every monday, This is the car whose mariam drove every morning, she belong to him and This book is theirs*. All these sentences were grammatically incorrect. This candidate lacked knowledge on the subject matter and did not understand the requirements of the question.

Another candidate understood the requirements of the question and constructed five sentences for each item. However, the candidate was able to construct five correct sentences using the apostrophe and s and failed to construct correct sentences using whose and possessive pronouns. Extract 12.1 is a sample of one of the poor answers.
Extract 12.1: The response by the candidate who didn’t understand the requirement of the question hence constructed wrong sentences.

Further analysis indicates that 26.9 percent of the candidates who scored average marks were able to construct at least six to ten correct sentences.

On the contrary, 8.9 percent of the candidates with high marks were able to construct at least eleven correct sentences. Their responses demonstrated that they had sufficient knowledge on expressing possessions. Only ten candidates (0.2% out of 8.9%) were able to construct fifteen correct sentences and scored 15 marks. Extract 12.2 is a sample of one of the best responses.
2.2.3 Question 13: Developing English Language Skills

In this question, the candidates were required to write a composition of not less than 300 words on “Why many primary pupils can’t speak proper English language”. This question tested candidates' ability to synthesise their thoughts and express them logically through compositions.

This question was opted by 4636 candidates (94.7%) out of which 8.8 percent scored from 0 to 5.5 marks; 72.6 percent scored from 6 to 10 marks; while 18.6 percent scored from 10.5 to 15 marks. The general performance of this question was therefore good because 91.2 percent of
the candidates scored from 6 to 15 marks. Figure 13 summarises the candidates' performance in this question.

![Bar chart](chart.png)

**Figure 13:** Percentages of Candidates' Performance in Question 13

The analysis of candidates' responses indicate that 72.6 percent of the candidates who had average marks had knowledge on the subject since they were able to mention factors that make primary school pupils fail to speak English properly but they failed to explain clearly these factors due to poor mastery of the English language. For example, one candidate mentioned **lack of materials** and explained it as follows; *primary schools fail to speak English properly because of English materials a very few then the students cannot get the reference book for reading and to master the language properly.*

Another candidate wrote **negative attitude** as one of the factors, but failed to explain it clearly, *that in primary school have negative attitude because most of the subject taught in school language therefore they distorting for reading English language and become less speak English.*

Further analysis shows that 8.8 percent of the candidates with low marks including zero were not able to follow the principles of writing a composition starting with an introduction, main body and ending with a conclusion. Also their responses suggest lack of knowledge on the topic and low mastery of the English language which made them fail to write anything meaningful.

Some other candidates were able to explain only one factor that hinders primary school pupils from speaking proper English. For example, one candidate wrote three aspects of the phonological factor and treated them as
different factors: the presence of short and long vowels, English has many vowel sounds and also the way English language is written is different from pronunciation.

Another candidate got one mark for writing an introduction and could not score any marks in the body of the composition. The candidate wrote: structure of the vowel, an equal number of sound, and an equal number of consonants as the factors. Extract 13.1 exemplifies a poor response from one of the candidates.

Extract 13.1

| 13 | English Language, It is the tool of communication in given society. The following are reasons why many primary pupils cannot speak proper English language. The pupil themselves cannot speak proper English language through pronunciation problems for some pupils during pronunciation word. Through vowel level for learning some pupils is throw learner so it is very difficult to manage proper English language in primary school also available of difficult word which case many pupils unable to read or writing in primary pupils also shortage of reading materials for many primary school pupils it lead to not understand different structure in English language in many primary pupils also shortage of competent English teacher at primary school inorder to teach the primary pupils English language. In general that composition is about the reason why many primary pupils cannot speak proper English language. |

Extract 13.1: The response by the candidate who failed completely to write the composition on the subject required and scored zero marks.
On the contrary, 18.6 percent of the candidates with good performance were able to write compositions as required by the question. These candidates started their compositions with introductions and finished with conclusions. The points that they raised imply that they had sufficient knowledge on the topic. These candidates highlighted factors such as:

- lack of teaching and learning materials
- lack of competent teachers
- lack of pupil's motivation
- insufficient opportunities to practice speaking English in the classroom
- lack of rich environment for teaching and learning as well as the impact of the mother tongues which lead to poor pronunciation.

These candidates were able to explain clearly most of these factors and scored good marks. Extract 13.2 presents one of the best responses.

**Extract 13.2**

<table>
<thead>
<tr>
<th>13</th>
<th>PROPER ENGLISH LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English language is the international language used for communication, education, and more. Science and technology and important. Many primary pupils cannot speak proper English language due to the following reasons:</td>
</tr>
<tr>
<td></td>
<td>Lack of English language materials: This is the main cause of this problem. Because many schools have insufficient or poor learning materials.</td>
</tr>
<tr>
<td></td>
<td>Lack of rich environment: Many schools have not enough rich environment for learning.</td>
</tr>
<tr>
<td></td>
<td>Lack of competent and qualified teaching: Many schools do not have enough number of teachers who can teach English language effectively.</td>
</tr>
<tr>
<td></td>
<td>Lack of motivation from the teachers: Student/pupils does not take exercise to speak English language because teachers does not motivate pupils to speak English.</td>
</tr>
<tr>
<td></td>
<td>Some pupils seem English language difficult: - Among the pupil does not want late to speak English language as a difficult language.</td>
</tr>
</tbody>
</table>
2.3 SECTION C: Essay Questions on Pedagogy

This section consisted of three questions 14, 15 and 16. These questions were optional and each carried 15 marks. A candidate was required to answer two questions making a total of 30 marks.

2.3.1 Question 14: Teaching a Structural Pattern

In this question, the candidates were required to analyse five stages of teaching a structural pattern. This question tested analysis.

The question was attempted by 563 candidates (11.5%) out of which 21.3 percent scored from 0 to 5.5 marks; 38.7 percent scored from 6 to 10 marks; while 40 percent scored from 10.5 to 15 marks. The general performance of this question was therefore good because 78.7 percent of the candidates scored from 6 to 15 marks. Figure 14 summarises the candidates' performance in this question.

![Figure 14: Percentages of the Candidates' Performance in Question 14](image)

Extract 13.2: The response by the candidate who was able to explain the reasons why primary school pupils cannot speak proper English.
The analysis of candidates' performance indicates that 40 percent of candidates with good marks were able to mention correctly three to five stages for teaching a structural pattern. The stages include; *introduction, new knowledge, reinforcement, reflection and consolidation*. The responses that the candidates gave imply that they were familiar with the stages for teaching a structural pattern though they scored different marks depending on the clarity of their answers. For example, some candidates were able to mention correctly all five stages but they were not able to score the highest marks because they could not explain them clearly.

Other candidates were able to mention correctly four stages but were able to score the highest marks because they could clarify their answers. Extract 14.1 is a sample from one of the candidates who was able to mention correctly four stages but scored the highest marks. The candidate mentioned; (i) *introduction*, (ii) *new knowledge*, (iii) *reinforcement*, (iv) *reflection* and (v) *conclusion*. The correct term for stage (v) is *consolidation stage* and not *conclusion* as written by the candidate.
**SECTION C**

14. Stages of teaching a structural pattern

**Structural pattern:** This is the ways of teaching different words of English language. When a teacher teach this topic many use the following stages:

**Introduction:** When a teacher start to teach the topic he/she can start by introduction he can use his ways of starting to introduce may be by asking the question about the last topic or he/she can ask if any student first here the structural pattern and tell them to express it or to explain it.

**New knowledge:** A teacher after start with introduction and measure how his/her students knows about structural pattern he/she then tells them in deep about this topic teacher is this section is the main talk that gives the students all notes about this topic a teacher can write to them in chalk board or otherplace.

**Reinforcement:** In this section a teacher can use teaching aids to tell them in deep about the structural pattern he/she can use real object, charts, cards etc. so that his/her students may get the general ideas about this topic also a teacher can arrange them in groups to discuss about the topic.

**Reflection:** In this section teacher may use it by giving his/her pupils chance to ask question about the topic so that he/she can measure if his/her lesson of this day is achieved.
Extract 14.1: The response by the candidate who analysed five stages of teaching a structural pattern and scored good marks.

Furthermore, the analysis shows that 38.7 percent of the candidates with average performance were able to analyse correctly at least two of the stages and failed others. Their responses suggest that the candidates had insufficient knowledge on the topic concerned. For example, one candidate mentioned correctly the introduction and new knowledge stages and then mentioned the third stage to be giving more examples, and the fourth stage to write examples of the structure on the chalk board which basically fall under the new knowledge stage.

On the other hand, the analysis indicates that 21.3 percent of the candidates with low marks lacked knowledge on the subject matter. Some failed completely to elaborate any of the five stages and scored 0. For example, one candidate mentioned the following stages;

(i) prepare a structural context (ii) Demonstrate or illustrate or show the meaning of the context (iii) write the context on the chalk board (iv) lead the pupils to demonstrate the structural context in groups (v) Each and every pupil to write the structural pattern in his/her exercise book.

Other candidates misunderstood the question. Instead of analysing stages of teaching a structural pattern, they presented different methods of teaching such as; question and answer, discussion method, role play and dramatization. They also mentioned the use of pictures and real objects.
Other candidates were not able to mention the main stages of teaching a structural pattern instead they mentioned some aspects of the stages. For example, one candidate listed the following stages:

(i) show the students a picture of the things related to the structure, (ii) ask pupils what the picture is about, (iii) guiding students to know what is in the picture, (iv) asking the students to make sentences from the structure and (v) finally ask the students to write sentences in their exercise books.

Items (i) to (iv) can be classified under new knowledge stage, and item (v) falls under consolidation stage. Other stages are the introduction stage, reinforcement stage and reflection stage. Extract 14.2 illustrates a poor response from one of the candidates.
Extract 14.2: The response by the candidate who failed to analyse completely the five stages of teaching a structural pattern.
2.3.2 Question 15: The Role of English Language in Tanzania

In this question, the candidates were required to account for five problems hindering the teaching and learning of English as a second language. The question tested candidates' ability to evaluate real life situations.

The question was attempted by 4802 candidates (98.1%) out of which 16 percent scored from 0 to 5.5 marks; 78.3 percent scored from 6 to 10 marks; while only 5.7 percent scored from 10.5 to 15 marks. The general performance of the candidates in this question was therefore good as 84 percent of the candidates scored from 6 to 15 marks. Figure 15 is a summary of the candidates' performance in this question.

![Figure 15: Percentages of Candidates' Performance in Question 15.](image)

The analysis of candidates' responses reveals that 78.3 percent of the candidates with average performance were able to account for at least two problems hindering the teaching and learning of English as a second language. These candidates demonstrated average mastery of the topic.

Moreover, the analysis indicates that 16 percent of the candidates who scored low marks lacked knowledge or they had scanty knowledge on the topic or they had language problems. For example, some candidates were able to mention the reasons but failed to explain them due to poor language skills. One candidate mentioned four problems; *shortage of teaching and learning materials, lack of competent teachers, inadequate exposure and negative attitude of the community*; but could hardly explain any of them and scored low marks. Extract 15.1 is a sample of one of the poor responses.
Teaching and learning of English language is the process of providing knowledge about English language. The following are the problem which hinder the teaching and learning of English language as the second language are:

Pronunciation aspect is one of the problems which hinder to learn English because some words are very difficult to pronounce that while make it to be difficult to pronounce.

Phonemes aspect in English we have twenty-four phonemes while in Hausa we have ten phonemes which will make English to make to be difficult to teach the pupils.

Stress aspect means that the way pronouncing the word in English by using force are very different to the way of pronouncing the word by using Hausa.

Intonation aspect is the rise and fall of sound in English it's not equal to rise and fall of sound in Hausa.

Syllable aspect in English we have open and closed syllable while in Hausa, we
Extract 15.1: The response by the candidate who was not able to account for five problems hindering the teaching and learning of English as a second language.

On the contrary, 5.7 percent of the candidates with high marks were able to account for three to five problems hindering the teaching and learning of English as a second language. The candidates mentioned and explained more clearer factors such as; shortage of teaching and learning materials, lack of competent teachers, inadequate exposure, influence of the mother tongue and lack of motivation. These candidates scored different marks depending on the clarity of their explanations. Extract 15.2 exemplifies one of the best responses.
Teaching and Learning of English language as a second language is the process of teaching and learning language like English. The following are the problems hindering the teaching and learning of English language as follows:

1. Lack of enough English books. Mean that schools are many but books are not enough which can help in teaching and learning English language.

2. Lack of enough English teachers by profession also this can be a big problem because you can not teach English language while you did not study English by professional that they specify you that your English teacher.

3. Lack of enough teaching and learning aids or materials where by aids are materials which can be used in the process of teaching and learning. As we know that through these teaching and Learning Aids the lesson can be simple and understandable to each and every body in class or outside the class.

4. Lack of government support here I can say that the government should support that may be the teacher should take like a serious issue that each and every body should know to speak, to read, and write English language.

Motivation: Also this can hinder the teaching and learning of English because a pupil can not be motivated with English language because she or he don't know to read, speak and to write.
2.3.3 Question 16: Developing English Language Skills

In this question, the candidates were required to elaborate the importance of teaching writing skills. The question tested candidates’ ability to analyse the importance of teaching writing skills.

The question was attempted by 4382 candidates (89.5%) out of which 11.3 percent scored from 0 to 5.5 marks; 59.5 percent scored from 6 to 10 marks; while 29.2 percent scored from 10.5 to 15 marks. The general performance of this question was therefore good because 88.7 percent of the candidates scored from 6 to 15 marks. Figure 16 summarises the candidates' performance in this question.
Figure 16: The Percentage of the Candidates' Performance in Question 16.

The analysis of candidates' responses reveals that 59.5 percent of the candidates who scored average marks were able to elaborate the importance of teaching writing skills by giving at least two points.

Further analysis shows that 11.3 percent of the candidates with low marks were not able to elaborate the importance of teaching writing skills. Their responses suggest that the candidates had no knowledge on the topic or they did not understand the question. For example, one candidate mentioned five points but all of them were wrong. The candidate had the following points;

- writing skills can translate a speaking skill to be written,
- helps to know how spellings are written, helps to differentiate the words and to know on how the form of words are written,
- helps to develop the speed of hand writing and helps to present the speaking skills to be in the written forms.

Extract 16.1 is a sample of poor response from one of the candidates.
Extract 16.1: The response by the candidate who failed to elaborate the importance of teaching writing skills.
On the other hand, the analysis indicates 29.2 percent of the candidates with good performance understood the requirements of the question and had sufficient knowledge on the topic. The candidates used at least three points to elaborate the importance of teaching writing skills to the learners. For example, one candidate explained the following points; writing skills help learners to: express themselves well, acquire grammar of the language, acquire new vocabulary during the writing process and have good handwriting. However, the last point is not important. Extract 16.2 presents a sample from one of the best answers.

Extract 16.2

| 16. | Writing Skills. Those are the techniques and ability of writing. Writing skills is among the English language skills that are taught and are very important to pupils during teaching and learning. Pupils can use a pen to write on a paper, a book or on the surface area to show the importance of teaching writing skills.

Help pupils to communicate by writings or in written form. Writing skills can help pupils to exchange information from one pupil to another or with any other people or institution. Example pupils write letters, writing cards, and other information that is intended by the sender.

Help learners to take notes during the process of teaching and learning. Since learners have and will have the skills now, they will be able to take notes especially important ones by writing them well and arranging them in a good order as required. Example pupil or learner can take notes by using vocabulary log notes during the process of learning and teaching.

Help learners to be creative. Writing skills create creativity among learners especially pupil. For example, pupils can write a novel or a story that is attractive and designing it in a manner that he/she uses his/her abilities and skills of writing, and as long as the learner is a creative he/she can develop knowledge and make new things day by day during learning.

Help pupils and learners to consider symbols and signs of writing. Writing skills is daily and also involves the signs and symbols.
3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

Nine topics were examined in 622 English Language subject in GATCE 2018. These were: The role of English Language, Teaching Structural pattern, Developing English language skills, Expressing frequency, Principles of language teaching, Expressing past events, Expressing possessions, Reading literary works and Teaching pronunciation.

The analysis shows that the candidates’ performance in two topics (The role of English Language and Teaching Structural pattern) was good. Questions set from these topics were questions 8, 14 and 15. In these topics more than 75 percent of the candidates scored 40 percent and above.
Moreover, the analysis reveals that four topics had average performance. Questions which were constructed from these topics were; 1, 4, 5, 6, 7, 9, 10, 13 and 16. The percentages of candidates who scored 40 percent and above in these topics were as follows; Developing English language skills (67%), Expressing frequency (60.4%), Principles of language teaching (59.7%) and Expressing past events (41.2%). This performance implies that the candidates had insufficient knowledge on the four topics.

On the other hand, the candidates had weak performance in three topics which were covered in question 2, 3, 11 and 12. In these topics, less than 40 percent of the candidates scored 40 percent and above. These were; Expressing possessions (35.8%), Reading literary works (35.2%), and Teaching pronunciation (1.8%). The performance of the candidates in different topics is summarised in the attached appendix.

4.0 CONCLUSION
The analysis of candidates' responses in the English language subject GATCE 2018 indicates that, the general performance of the candidates was average. It has been noted that candidates who performed well had adequate knowledge on various topics, understood the requirements of the questions and had comparatively good command of the English language.

It was further revealed that the candidates’ weak performance was due to partial or lack of knowledge on different topics, failure to identify and understand the requirements of the questions as well as poor mastery of the English language which negatively affected candidates' responses in terms of clarity.

5.0 RECOMMENDATIONS
Taking into account the analysis of candidates' responses and conclusions drawn on the performance in this subject, it is recommended that:

(a) Student teachers should be given ample time to practise using English language so as to improve their ability to both write and speak English.
(b) Student teachers should be encouraged to study hard and make all the necessary revisions so as to master various topics, particularly the topics they find difficult.
(c) During the teaching and learning process, tutors and student teachers should identify areas of difficulty in the syllabus and put more effort through exercises, tests and necessary revision to enhance better performance. More attention should be paid to topics that were poorly performed.

(d) The Ministry of Education in collaboration with the President’s office (Regional Administration and Local Government) should provide colleges with competent English language teachers who will equip student teachers with essential language skills.
## Appendix

### Summary of the Candidates' Performance in 622 English language per Topic

<table>
<thead>
<tr>
<th>S/N</th>
<th>Topic</th>
<th>Question Number</th>
<th>The percentages of Candidates who scored 40% or Above</th>
<th>% Average performance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The role of English Language</td>
<td>8</td>
<td>85.3</td>
<td>84</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teaching Structural pattern</td>
<td>14</td>
<td>78.7</td>
<td>78.7</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Developing English language skills</td>
<td>13</td>
<td>91.2</td>
<td>67</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>88.7</td>
<td></td>
<td></td>
</tr>
<tr>
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