THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE GRADE A TEACHERS' 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.
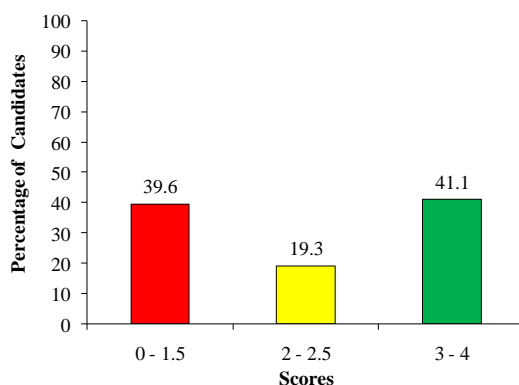

Figure 1: Percentages of the Candidates' Performance in Question 1.

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

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; *A'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.

Extract 1.2

1 (a) Miss Rose have many book always

(b) Sometime i will do every things myself.

(c) Playing foot ball usually done at evening

(d) He is Sleeping Every day at night.

Extract 1.2: The response by the candidate who failed to construct the
required sentences and scored zero.

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'
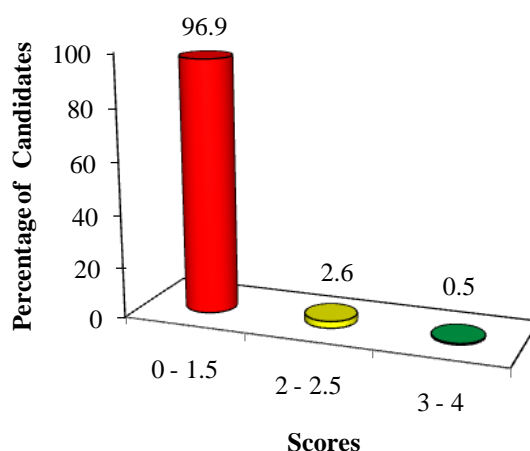performance in this question.

Figure 2: Percentages of the Candidates' Performance in Question 2.

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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

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

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.
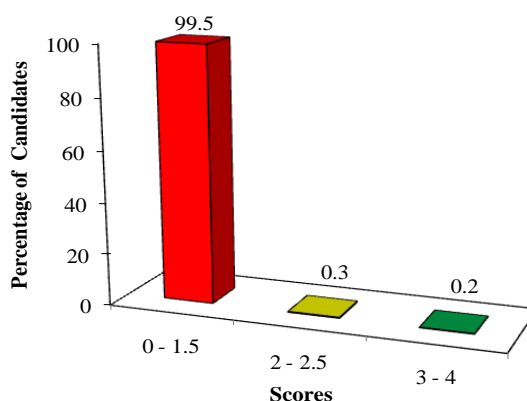

Figure 3: Percentages of the Candidates' Performance in Question 3.

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.

Extract 3.1

Extract 3.1: The response by the candidate who defined the words instead of transcribing them.

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

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.
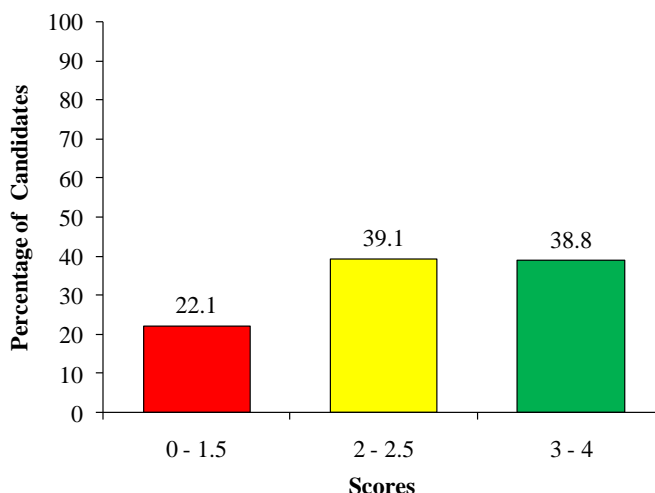

Figure 4: Percentages of the Candidates' Performance in Question 4.

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

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

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.
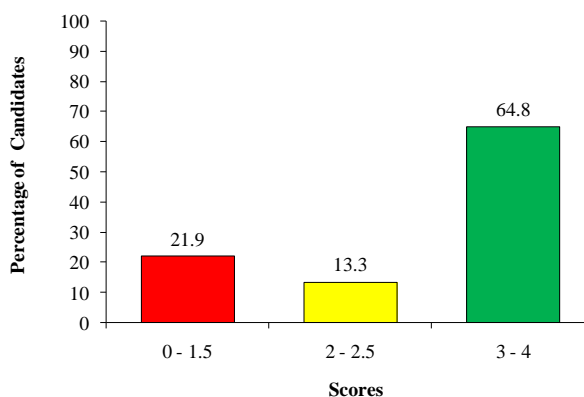

Figure 5: Percentages of the Candidates' Performance in Question 5.

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

5.	Regular Verbs		Irregular Verbs
	(b) Wash		@ Do
	(d) Jump		(c) Bite
	(e) Cook		(g) Throw
	(f) Work		(h) Take

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

5.	a) regular verb
	b) regular verb
	c) Bite Irregular verb
	d) regular verb
	e) regular verb
	f) regular verb
	g) Irregular verb
	h) Irregular verb

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.

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

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

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.

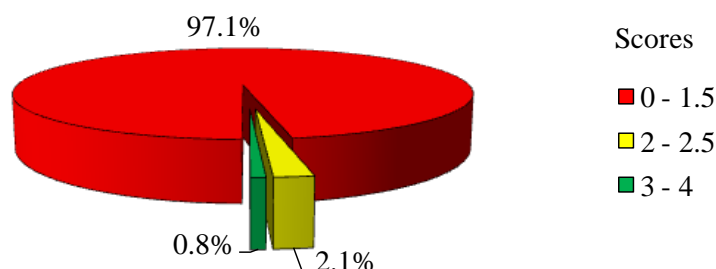**Figure 7:** Percentages of the Candidates' Performance in Question 7.

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

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

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.
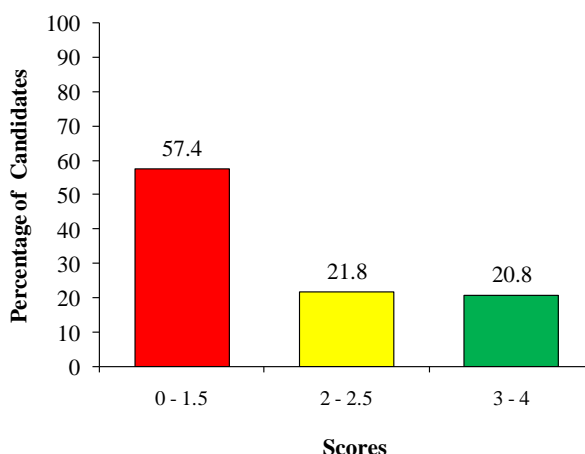
Figure 8: Percentages of Candidates' Performance in Question 8.

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

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.

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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

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.
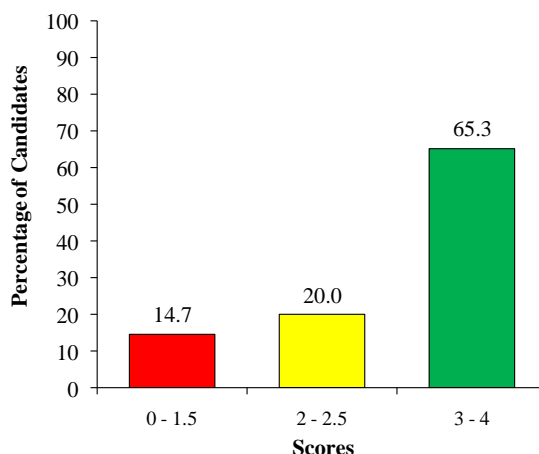
Figure 9: Percentages of Candidates' Performance in Question 9.

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

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.

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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

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.
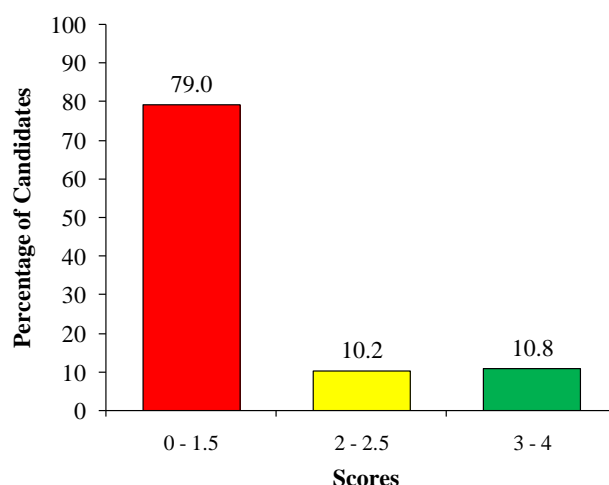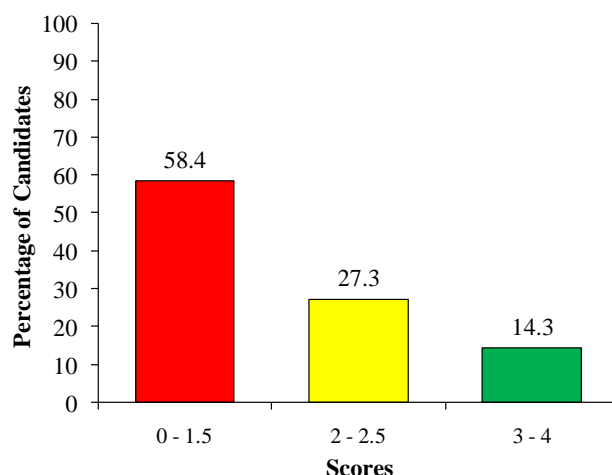
Figure 10: Percentage of Candidates' Performance in Question 10.

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

10   Help teacher to remember the procedu
r to pro explain in proper, this is cause a teacher
can forget to explain their knowlege that has been
prapare to represent to the student/pupil so
from the what he/she prepare on the lesson plan.
      Make teacher to be comfortable for
what he/she presenting, also help teacher has
a ability to explain well the lesson their
pupils cause of the comfortabity comforblely
he/she has.
      Help to be in a line, this makes a
teacher to be in the point that want to give
their pupils cause when tend to give the things
out of the lesson seddenly get a lesson plan and
turn back to the key point.
      Say Save of time of teaching, also
it helps a teacher to get aenough time to train
them well because when she/he introduce the
gstage help to use a little minutes to explain
their ideas their student/pupils.

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

10.	importance of introduction stage '
	i) It help student to ~~meet~~ judge meaning of the last period.
	ii) help teacher to create attentive of the class.
	iii) It pripared pupils mind for the presentation stage '
	iv) It help teacher to make revision of the past period.

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.
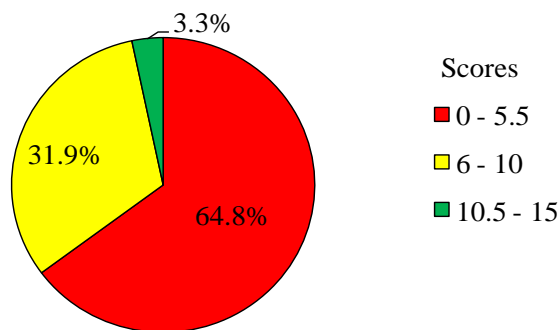
Figure 11: Percentages of Candidates' Performance in Question 11

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, giamnastic, 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.

Extract 11.1

Extract 11.1: The response by the candidate who failed to elaborate the five types of drama.

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)traged drama and (v)melod drama*. This candidate mentioned correctly items *(i), (ii) and (iii)*. Item *(iv)* was supposed to be *tragic-comedy* and item (v) *melo drama*. Another candidate wrote (*i*) *tragidy drama (ii) comedy (iii) tragic drama (iv) historical drama and (v) melo drama.* 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

> 11. Drama. Is the spesfic mode of friction that Presented by Perfomance. The following are the types of drama.
>
> Tragedy drama. Is the kind of drama which show the serious action and the always a hero ende nger him self.
>
> Comedy drama, Is the kind of drama which is homorous or funy because always make the audience lourh.
>
> , Tragic and Comedy drama, This is the kind of drama which. Comprises Tragedy and Commedy drama, it join the features in Commedy and Tragedy drama.
>
> Historical drama, Is the kind of drama which express a certain society history, Forexample it may express the problem of female discrimation in the society.
>
> Melo drama, Is the kind of drama which is for Intertainment, During its Performance it Comprisess many features which make always audience to intatain on it.
>
> Drama has different futures, forexample of that futures are: must have the character and outher, have a tittle. So drama also have imporra nt for teaching insue forexample it may be help to make learner to be active and more attention when teaching and learning through using drama as the method to represent objectives to the pupils.

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.
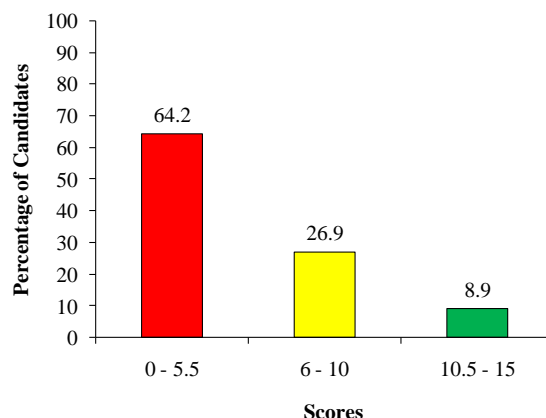
Figure 12: Percentages of Candidates' Performance in Question 12.

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

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.

Extract 12.2

```
12.  a) - That is Jane's car.
        - This is Mr. Malima's Jacket.
        - Did you see Jack's new shoes?
        - These are my brother's books
        - This is Halima's pen.

     b) - Whose car is that?
        - Whose clothes are these?
        - Whose camera is that?
        - Whose dress is this?
        - Whose skirt is this?

     c) - This is our car.
        - This book is mine.
        - That cup is hers.
        - Those books are ours.
        - Those things are yours They are not mine
```

Extract 12.2: The response by the candidate who was able to construct fifteen correct sentences.

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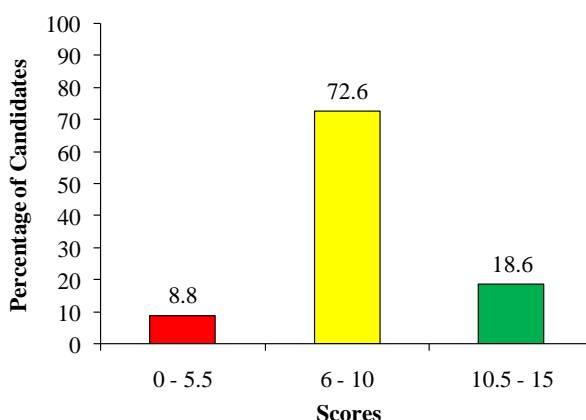
Figure 13: Percentages of Candidates' Performance in Question 13

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 proper 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 tought 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 consonalt* as the factors. Extract 13.1 exemplifies a poor response from one of the candidates.

Extract 13.1

13	English Language, H H
	IS the tool of communication in given society
	The following are rensons why many primary
	pupils connot speak proper English language.
	The pupils their cannot speak proper english
	language through pronunciation problems
	for some pupils during pronounce word
	Through Lowel level for Yearning some pu-
	pils is throw Learner do is very diffuct to
	manager proper english language in
	primary school also availeable of diffu
	cate word which cose many pupils to unble
	to read or writing in primary pupils
	also shortage of reading materials for
	many primary school pupils il lead to

13	not understand different structure in
	english language in many primary pupils
	also shortage of competent english teach-
	er 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.

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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

Extract 13.2: The response by the candidate who was able to explain the reasons why primary school pupils cannot speak proper English.

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.
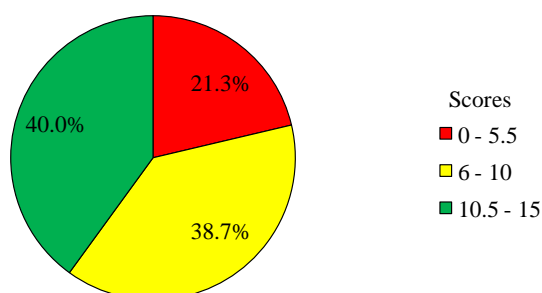
Figure 14: Percentages of the Candidates' Performance in Question 14

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.

Extract 14.1

4. Stages of teaching a structural pattern.

Structural pattern; This are the ways of teaching different words. of english lang uage. when a teacher teach this topic may use the following stages.

Introduction; when a teacher start to tea ch the topic he/she can start by introduction he can use his ways of starting to introduce may be by asking the questions 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 dup about this topic teache r is this section is the main talk that give the students all notes about this topic a teacher can write to them in chalk board or other place.

Reinforcement; In this section a teacher can use teaching aids to tell them in dup about the structural pattern he/she can use real objects, chats, cards etc. so that his/ her students may get the general ideas abou t this topic also a teacher can arrage them in groups to discuss about the topic.

Reflection; In this section teacher ma y 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 that day is achieved.

> Conclusion ; In this section or stage a teach
> er may conclude by giving the students an ex
> ercise to do or may be by writting them no
> tes in a black board on that they can copy to
> their exercise books. In giving the exercise tea
> cher may mark it in class and measure that
> his topic are affective.
>
> These are the stage which teacher can use
> in a teaching a structural pattern. when a
> teacher teacher in good or systematic way
> it can help the student to be better.

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

14. Structural pattern is the arrangement of part of sentences into system to form a meaning whole or whole meaning. The arrangement of sentences have to show the meaning in chronological order. The following are the stages of teaching a structural pattern:

Drill something into somebody. In this stage the teacher have use the power of drilling something into somebody where by we repeate the same sentence until somebody understand it.

Transformation drilling. Also this stage of teaching a structural pattern we can use to pronounce the words or sentences and explain it into more information.

Chain drilling. This shows that you choose somebody to conduct a sentence then after that you choose the other until all of them understand the plen sentence well.

Dialogue: This is the conversation between two parts. This also may be use during teaching structural pattern where by you can group two side so that to make a conversation by using sentence.

Recitation. In recitation the teacher can conduct sentence and arrange it after that, he/she have to read the sentence in words so that the students may recite what have been spoken.

Therefore, when the stages of teaching structural pattern are fallowed we can make sentence which are correctly and understood to peoples.

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.
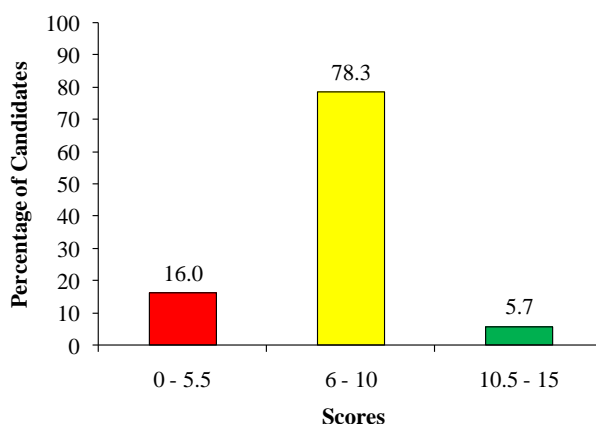
Figure 15: Percentages of Candidates' Performance in Question 15.

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.

Extract 15.1

15 Teaching and learning of english Language is the process of provide knowledge about english Language. The following are the problem which hindering the teaching and learning of English Language as the second Language are

Pronounciation aspect its one of the pro factor which hinder to learn english Because some word are very difficult to pronounce. That while make to be difficult to pronounce it.

Phonemes aspect in english we have twenty four phonemes while in kiswahili we have ten phoneme which wh will make englsh 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 kiswahili

Intonation aspect The rise and fall of sound in english its not equal to rise and fall of to sound in kiswahili.

Syllabic aspect in english we have open and closed syllable while in kiswahili we

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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.

Extract 15.2

15. 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:

Lack of enough English books, Means that schools are many but books are not enough which can help in teaching and Learning English language.

Lack of enough English teachers by proffesional also this can be a big problem because you can not teach english language while you didn't study English by professional that they specify you that your English teacher.

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 As we know that through those teaching and Learning Aids the lesson can be simple and understoot to each and every body in class or outside the class.

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

15	Lack of enough capital, Here I can say that those books are which are being provided are by the government are not enough to all school of Tanzania, but due to that there is enough capital English teachers can buy other materials of English which can be used to pupils but in self studying.
	Therefore above are problems hinderi ng teaching and Learning of English language as a second Language; But in order to impr rove this problem the government, should put principles or strategies of teaching and learning English language.

Extract 15.2: The response by the candidate who was able to account for five problems hindering the teaching and learning of English a second language.

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.
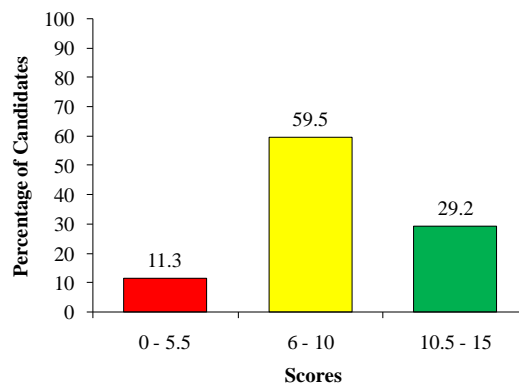
Figure 16: The Percentage of the Candidates' Performance in Question 16.

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

16. Teaching writing skill-is the process of providing knowledge on how to creat the spering which can be well to learn and under stand while writing is the way of execuding spering which can be learned and understand stu. the school their always teaching on how to learn but their is an impotant to teach even to write

the following fellow are the impotance of teaching

16. writing skill which can make the student to know what their surpose to know how to arrange the spering, when teaching the writing skill can help the student to arrange the spering according to alphebetico order To understand different sign Saugh when teaching. Example to know full stop, coma, question mark. this are the importance of teaching writing skill

To know alphabetical order, when teaching the writing the learner must know how alphabetical is and how is arranged

To simplefy teaching this are the importance of teaching writing skills, when some of ripat or information writen can bring easy the teacher to to read well

To simplefy teaching, when the teacher teaching must use the nots and when the nots is being writen well can make the teacher to lean and well teaching well.

from the above explanation these are the importance of teaching writing skill which can help the student to fellow each step when writing or leading and this should be considerd.

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.	'Writting Skills. Those are the techniques and ability of writting. Writting Skille is among the english language skile that are taught and are very important to pupils during teaching and learning. pupils can use a pen to write on a paper of a p book or on the surface area, be low are the importance of teaching writting skille
	Help pupils to communicate by writtings or in written form. Writting skille can help pupils to exchange information from one pupil to another or with any other people or instituation example by writting a letters, writting cards, and othe r 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 skille now they will be able to take notes especially important ones by wri' tting them well and arraenging them in a good order as required. Example pupil or learner can take notes by using vocabulary log notes during the proces of learning and teaching.
	Help learners to be creative. Writting skille create creativity among learners especially pupil s example a pupil can't write a nover or a story that is attractive and designing it in a mann er that he/she uses his/her ability and skille of writting, and as long as the learner is a creative he/she can develop knowledge and Ma de new things day by day during learning.
	Help pupils and learners to consider Simbo ls and signs of writting. Writting skille is wi dely and also involves the signs and Symbols

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16. of writting. So by a pupil to learn writting skill he/she will be able to use these sign an d symbols when writting anything may be on the paper or ground example. quotes, full, stop and comma where by quote is used to show and describe important thing or saying in a sen tence " ", comma is used to separate mentiona d things in a sentence.

Help to improve thinking capacity of pupils. We can not write anything who without thinki ng first how to write it and how to put it in an understanding manner. now by learning writting skills a learner or a pupil will impro ve his/her skills of thinking example. A poet takes time to think and narrate a poem is the same as a learner that needs to think and writ e by understanding writting skills.

Although writting skills is very important to pupils and learners, it is not over it is impo rtant for a pupil to get aware with any other language skills like speaking, listenin g that resembles and work together with wr itting skills during the process of teaching and learning.

Extract 16.2: The response by the candidate who was able to elaborate the importance of teaching writing skills.

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.

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

S/N	Topic	Question Number	The percentages of Candidates who scored 40% or Above	% Average performance	Remarks
1	The role of English Language	8	85.3	84	Good
		15	84		
2	Teaching Structural pattern	14	78.7	78.7	Good
3	Developing English language skills	13	91.2	67	Average
		16	88.7		
		9	21.1		
4	Expressing frequency	1	60.4	60.4	Average
5	Principles of language teaching	4	77.9	59.7	Average
		10	41.6		
6	Expressing past events	5	78.1	41.2	Average
		7	42.8		
		6	2.9		
7	Expressing possessions	12	35.8	35.8	Poor
8	Reading literary works	11	35.2	35.2	Poor
9	Teaching Pronunciation	2	3.1	1.8	Poor
		3	0.5		