

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
THE GRADE A TEACHERS' CERTIFICATE EXAMINATION
(GATCE) 2018**

624 COMMUNICATION SKILLS

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

624 COMMUNICATION SKILLS

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the Communication Skills subject for the Grade A Teachers' Certificate Examination (GATCE) 2018 has been prepared in order to provide feedback to educational administrators, college managers, teachers, student-teachers and other educational stakeholders about candidates' abilities in Communication Skills.

The analysis provided in this report is intended to show the candidates' performance in the Communication Skills examination. The report highlights the challenges that faced the candidates in answering questions correctly. These include: inability to identify the tasks of the questions, lack of knowledge of tenses and rules of grammar, inadequate basic vocabulary, and inability to use vocabulary according to context. 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 the rules of grammar and had sufficient basic vocabulary and ability to use vocabulary.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable the educational administrators, college managers, teachers, student-teachers and other stakeholders to identify proper measures to be taken in order to improve the teaching and learning of Communication Skills in teachers' colleges. This will eventually improve the candidates' performance in future examinations administered by the Council.

The Council will highly appreciate comments and suggestions from student-teachers, teachers, college 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 Teachers' Certificate Examination (GATCE) in the Communication Skills subject in May, 2018. The analysis indicates the strengths and weaknesses of the candidates' answers. The analysis provided in this report bases on three criteria, namely good performance, average performance and poor performance. The focus of the analysis was on well-performed questions, those with average performance and those with poor performance. The analysis also focused on the questions which were avoided 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 marks, average marks 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 0 to 39 percent is categorised as *poor*, from 40 to 69 percent is *average*, while from 70 to 100 percent is categorised as *good*. Three colours have been used to represent the performances: *red* denotes poor performance, *yellow* indicates average performance while *green* indicates good 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 Communication Skills for GATCE 2018 tested the candidates' competences on how to communicate in English language. The Communication Skills paper had two sections which are A and B with a total of 16 questions. Section A had 10 compulsory questions each with 4 marks making a total of 40 marks. Section B had 6 questions out of which the candidates had to choose any 4. Each question in this section carried 15 marks, making a total of 60 marks. All questions were set based on the Communication Skills' Syllabus for Grade A Teachers' Certificate of 2009.

The total number of candidates who sat for the GATCE in Communication Skills in May 2018 was 1,094 out of which 1,085 candidates (99.27%) passed this examination while 8 candidates (0.73%) failed.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective questions

This section had ten compulsory questions, each carrying 4 marks making a total of 40 marks.

2.1.1 Question 1: Communication theory

In this question, candidates were instructed to mention four types of noises that can interfere communication. The question was intended to test candidates' ability to identify the principles and barriers to effective communication.

The question was attempted by all candidates (1094) which was an equivalent of 100 percent. The performance indicates that, 77.2 percent of the candidates who attempted this question performed poorly by scoring 0 to 1.5 marks, 7.6 percent performed on average by scoring 2.0 to 2.5 marks, while 15.2 percent of the candidates who attempted this question scored 3.0 to 4.0 marks, which was a good performance. The overall performance by candidates on this question was 22.8 percent, which was a poor performance. Figure 1 summarises the candidates' performance in this question.

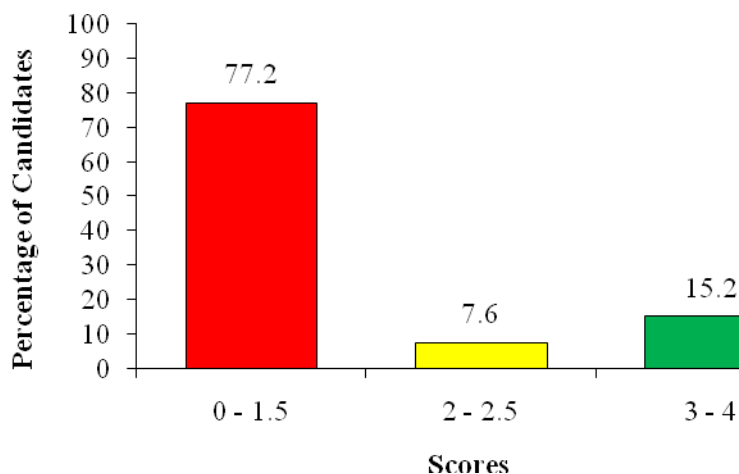


Figure 1: The percentages of the candidates' performance

The analysis of the candidates' responses shows that 77.2 percent of the candidates who performed poorly failed to mention the four types of noises. For example, one of the candidates mentioned the elements of communication in the communication model instead of the four types of noises, which was incorrect. Extract 1.1 is a sample of such a poor response.

Extract. 1.1

1.	(i) NOISE is it is first noise that interfer communication.	
	(ii) Sender the message it too much knowledge than receiver	
	(iii) No channel if not understood pass message hand to side	
	(iv) Appearance of the sender and background at the receiver.	

Extract 1.1 is the response from the candidate who failed to mention four types of noises which are: physical noise, psychological noise, physiological noise, semantic noise and syntactical noise.

The analysis also shows that 7.6 percent of the candidates who scored on average were able to mention two types of noises. These candidates scored 2 marks. The candidates who scored on average under this category were very few compared to those who performed poorly, (77.2%) and those whose performance was good (15.2%).

The candidates with good performance (15.2%) demonstrated their mastery of the principles and barriers to effective communication, as they correctly mentioned four types of noises which were; *physical noise, psychological noise, physiological noise and semantic noise*. Extract 1.2 shows one of the best responses by the candidate who correctly mentioned four types of noises as the question demanded.

Extract 1.2

i/ physical noise	
ii/ physiological noise	
iii/ psychological noise	
iv/ Semantic noise.	

Extract 1.2 is the response from the candidate who mentioned correctly the four types of noises that can interfere communication

2.1.2 Question 2: Searching information

This question required the candidates to differentiate a dictionary from an encyclopaedia. The question intended to test the ability of the candidates on the differences between the two sources of information, the dictionary and the encyclopaedia.

All (1094) candidates, which was 100 percent attempted this question. The analysis of the candidates' performance on this question indicates that 78.2 percent of the candidates performed on average by scoring 2.0 to 2.5 marks, 6.8 percent had a good performance by scoring 3.0 to 4.0 marks, while 15.0 percent of the candidates who attempted this question performed poorly by scoring 0 to 1.5 marks. The general performance was good because 85 percent of the candidates who attempted this question scored 2.0 to 4.0 marks. The summary of the performance by the candidates is presented in Figure 2.

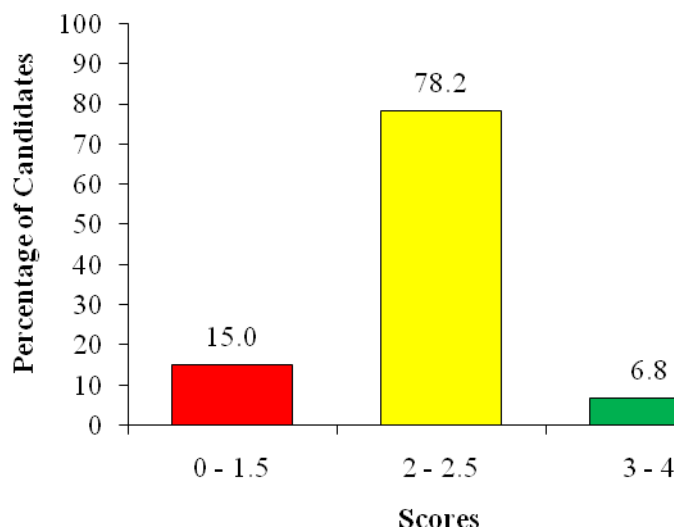


Figure 2: The percentages of the candidates performance in question 2

The analysis indicates that the candidates whose performance was good, were able to distinguish a dictionary from an encyclopaedia as the question required. Extract 2.1 is a sample of a response provided by one of the candidates who performed well in this question.

Extract 2.1

2	A dictionary: This is a document which show the meaning, Pronunciation, Spelling, origin of the word, word class and usage.	
	While	
	Encyclopedia: This mean a Publication which contain information of all the subjects. It also show illustration, elaboration, identification of the words.	

Extract 2.1 is the response from one of the candidates who was able to distinguish between, a dictionary and an encyclopaedia although there were some grammatical errors

The candidates who performed on average by (78.2%) were able to mention two differences between a dictionary and an encyclopaedia. Many candidates who scored 2 marks were at least able to define the two sources of information without providing a distinction, hence scoring 1 mark for each definition.

The analysis further indicates that, the candidates who performed poorly by scoring 0 to 1.5 marks failed to differentiate a dictionary from an encyclopaedia. Their responses suggest that the candidates had no sufficient knowledge on the subject matter. Extract 2.2 is a sample of a poor response from one of the candidates who performed poorly .

Extract 2.2

2ii	Dictionary, does not take a long time while ency dopedia take long time
ii	Dictionary contain information of one subject WHILE Encyclopedia contain information for all subjects

Extract 2.2 is the response from the candidate who failed to distinguish between a dictionary and an encyclopaedia

2.1.3 Question 3: Oral presentation

This question required a candidate to state four qualities of a good speaker. This question intended to test the candidate's mastery of speaking skills.

The question was attempted by 1094 candidates, which was 100 percent. 72.8 percent of the candidates performed well by scoring 3.0 to 4.0 marks. 19.9 percent performed on average by scoring 2.0 to 2.5 marks, while 7.3 percent performed poorly by scoring 0 to 1.5 marks. The general performance was good since 92.7 of the candidates scored from 2.0 to 4.0 marks. Figure 3 summarises the candidates' performance on this question.

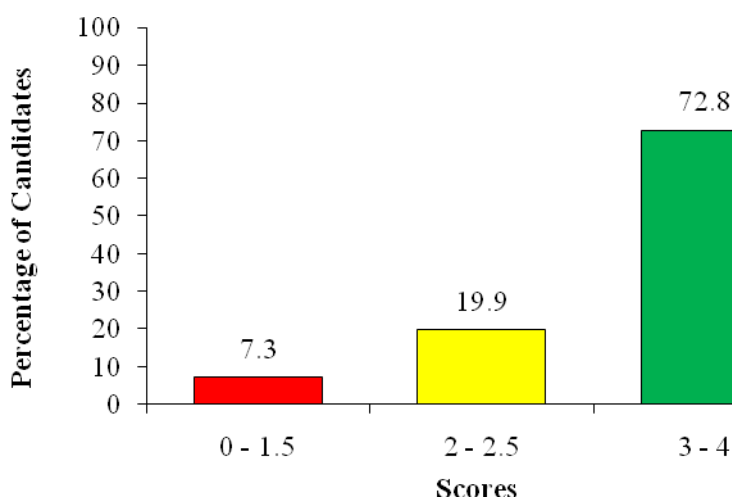


Figure 3: The percentages of candidates performance in question 3

The analysis of scores indicates that 72.8 percent of the candidates who scored high marks (3.0 to 4.0) managed to respond to the question by

stating the qualities of a good speaker. Although some responses were better than others, they had their quality compromised by poor mastery of English, involving errors of grammar or poor word choice. As Extract 3.1 shows, the choice of the adjective *enough* does not collocate with the noun *voice* which is attached to express the idea on how one uses the voice matters in making effective communication. Although the candidate intended to advance the fact that a good speaker should use his/her voice appropriately, the use of the word *enough*, as a *quantifier*, does not collocate with *voice*. For that matter the correct concept is compromised by inappropriate choice of the word.

Extract 3.1

3	i) A good speaker must have enough voice	
	ii) A good speaker must know how to pronounce words	
	iii) A good speaker must know how to manage the time	
3	iv) A good speaker must use polite language	

Extract 3.1 is the response from the candidate who was able to state four qualities of a good speaker despite poor mastery of the language

The candidates who performed on average by (19.9%) were able to state two qualities of a good speaker, which enabled them to score 2 marks. This is equivalent to 50 percent of the marks allotted to this question.

The candidates who scored low marks (7.3%) failed to state the qualities of a good speaker. Some of the candidates who responded incorrectly either did not understand the question or had no enough knowledge, or failed to understand the requirement of the question. For example, one of the candidates who scored zero provided the qualities of a good message, instead of the qualities of a good speaker, which was incorrect. Extract 3.2 is a sample of such a response.

Extract 3.2

3	Qualities of a good speaker.	
	i/ content	
	ii/ structure	
	iii/ Packaging.	
	iv/ Human element	

Extract 3.2 is the incorrect response from the candidate who failed to state four qualities of a good speaker which are: having good posture, being confident, being properly dressed, having enough voice, managing time.

2.1.4 Question 4: Tests and examinations

In this question, candidates were required to identify four types of objective questions. This question intended to test the candidates' abilities on tests and examinations.

The question was attempted by 1094 candidates, which was 100 percent. The analysis indicates that 46.8 percent performed well by scoring 3.0 to 4.0 marks, 16.3 percent performed on average by scoring 2.0 to 2.5 marks, while 36.9 percent performed poorly by scoring 0 to 1.5 marks. The general performance on this question was average because 63.1 percent of the candidates scored 2 to 4 marks. Figure 4 summarises the candidates' performance on this question.

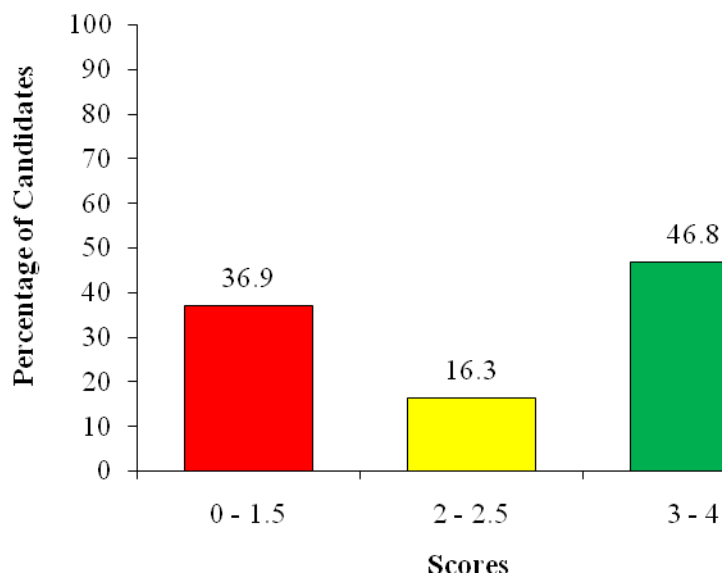


Figure 4: The percentage of the candidates' performance on question 4

Candidates with high marks were able to identify the four types of objective questions, therefore, demonstrating their knowledge on this type of the assessment tools. One of the best responses is shown in Extract 4.1.

Extract 4.1

4	(i) Filling the blanks	
	(ii) Matching item	
	(iii) Match Multiple choice	
	(iv) True or false	

Extract 4.1 is the response from the candidate who correctly identified four types of objective questions

Candidates who performed on average were able to state 2 types of the objective questions. Some candidates under this category failed to grasp the concept, that objective questions are classified based on their tendency to demand facts rather than the respondent's free response (or opinions). Consequently, the structural appearance of the question and its answer seem to have been used as the base to determine objective questions. For example, some of the candidates were able to correctly mention *true or false* and *matching items* as types of questions, but also mentioned *Essay question* and *short answer questions* as types of objective questions, which was wrong.

The candidates who performed poorly (36.9%) failed to identify four types of objective questions as the question required. Some of the candidates got only 1 item right, but missed the rest 3. For example, one candidate was only able to correctly mention *matching item* as the type of objective question, while incorrectly mentioning *question and answers* and *short notes* as types of objective questions.

The analysis shows that some of candidates who responded incorrectly did not understand the question as they provided answers which were inappropriate in relation to the demands of the question. For example, one of the candidates provided the stages through which questions are attempted in tests or examinations by mentioning, *thinking of question*, *writing speed* and *understanding the question* which was incorrect according to the requirement of the question. Another evidence of misconceptions by candidates under this category is presented in Extract

4.2 where the candidate identified the four language skills instead of four types of objective questions. Such misconceptions entail that the candidate lacked knowledge regarding the classification of questions.

Extract 4.2

4	four types of objectives question are	
i	listening	
ii	speaking	
iii	writing	
iv	reading	

Extract 4.2 is the response from the candidate who mistook four language skills instead of the four types of objective questions which are: multiple choices, matching items, true/false and filling in blanks.

2.1.5 Question 5: Searching information

In this question candidates were required to name four internet search engines that may be used to access information. The question was intended to test the candidates' information searching skills using internet search engines.

This question was attempted by 1094 candidates, which was 100 percent. The analysis indicates that 50.5 percent of the candidates scored 0 to 1.5 marks, which was translated as poor performance, 35.1 percent performed on average by scoring 2.0 to 2.5 while, 14.4 percent of the candidates scored 3.0 to 4.0 marks, which was considered to be a good performance. The general performance by candidates on this question was average as 49.5 percent of the candidates scored from 2.0 to 4.0 marks. Figure 5 summarises the candidates' performance on this question.

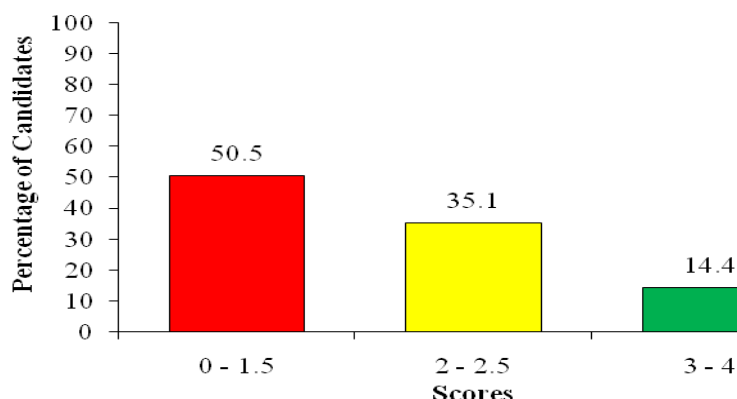


Figure 5: The percentage of the candidates' performance on question 5

The candidates who scored high marks were able to mention correctly the four internet search engines, as Extract 5.1 shows. However, these candidates were few (14.4%). This performance indicates that few candidates were exposed to information search engines in the internet. Extract 5.1 is one of the good responses from one of the candidates.

Extract 5.1

5.	The internet search engines that may be used to access information as the following	
	i) Yahoo	
	ii) Google	
	iii) Ask.com	
	iv) Answer.com	

Extract 5.1 is a sample of a response from the candidate who mentioned correctly the four search engines.

The analysis indicates further that the candidates who performed on average (35.1%) were able to mention only two search engines hence scoring 2 marks. Most of the candidates under this category mentioned Google and Yahoo which indicates that they had partial knowledge.

Some of the candidates who scored poorly, failed to mention any internet search engines while some others managed to mention 1 search engine. Most of the candidates who got one item right under this category mentioned *Google* as the only search engine. This indicates that candidates had limited knowledge on existing search engines in the internet.

The analysis of the candidates' responses indicates further that some of the candidates scored 0 because of providing incorrect responses. Their responses which did not correspond to the requirements of the question indicated the lack of knowledge on the topic of Searching Information. Extract 5.2 is a sample of such a poor response.

Extract 5.2

5.	(i) Computer		
	(ii) Cellutaphone.		
	(iii) E-mail		
	(iv) Teleconferencing.		

Extract 5.2 is the response from the candidate who failed to mention four internet search engines which are: google, yahoo, ask com, amazon and you tube

2.1.6 Question 6: Communication theory

This question demanded the candidates to briefly explain the importance of studying communication skills to a student-teacher using four factors. The question intended to test the candidates' ability in explaining the importance of communication skills to a student-teacher.

This question was attempted by 1094, which was 100 percent. The analysis indicates that 27.1 percent performed poorly with scores ranging from 0 to 1.5 marks, 52.1 percent scored 2 to 2.5 marks, which was interpreted as average, and 20.8 percent of the candidates scored 3.0 to 4.0 marks, which indicates a good performance. The general performance of the candidates was good since 72.9% of the candidates scored 2.0 to 4.0 marks. Figure 6 summarises the performance by the candidates on question 6.

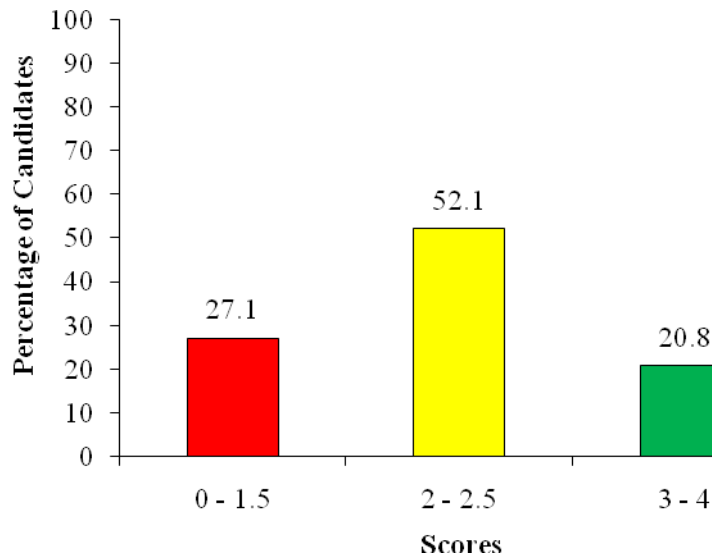


Figure 6: The percentages of candidates' performance on question 6

The analysis of candidates' responses indicates that those who scored high marks (3.0 to 4.0) were able to explain the importance of communication skills to a student-teacher. However, in terms of percentage, the candidates who performed better were few compared to those who performed poorly or on average. Extract 6.1 shows one of the best response from one of the candidates.

Extract 6.1

6.	To explain four importance of studying communication skills to a student-teacher.	
	Communication skills - is the ability of transmit information from one person to another effectively and efficiently.	
	Four importance of studying communication skills	
	i, Helps to a student-teacher to get new information from different place	
	ii, Helps the student-teacher in searching source different materials in his/her studies.	
	iii, It helps to solve different conflict among student and teacher.	
	iv, It helps to create a friend relationship among teacher and student.	

Extract 6.1 is one of the best responses for question 6

The analysis suggests further that the candidates who scored on average (2.0 to 2.5 marks), who formed 52.1 percent of the candidates were able to explain two points on the importance of studying communication skills to a student-teacher. Some candidates scored just two points because they repeated their answers. For example, one of the candidates under this category repeated the same point in two responses as the quoted examples show; i) *it helps in transmission of information* and ii) *it helps to pass information*. This indicates that, candidates under this category had poor mastery of the language, hence failed to understand that the word 'transmit' and 'pass' are almost the same. The failure to relate and differentiate points resulted into scoring low marks.

The candidates who performed poorly on this question, were either able to explain one point or failed completely to explain even a single point hence, scoring zero. Poor mastery of English was also the challenge to some of the candidates. The analysis indicates that some of the candidates could not provide clear explanation of their responses due to poor mastery of the language. This can be clearly seen in the quoted response from one of the candidates, where one can hardly work out the message in a quoted response from one of the candidates; *"the student teachers to applying*

and answering the information of oral and written sources to the learners". Poor mastery of language played a negative role in the candidates' performance in this question. Extract 6.2 shows one of the poor responses from one of the candidates.

Extract 6.2

6	Communication skills is the process of sending and receiving the information from the sender to the receiver. The importance of studying communication skills to a student-teacher is: To informal to transfer sufficient information from the teacher to the student or from the student to the teacher. To direct is being used as direction about different thing that can use teacher and student during learning process. help in division making communication help to make division through changing information. It help to communicate in class teacher and student.
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Question Number	SUBJECT NAME COMMUNICATION SKILLS	INDEX NUMBER	For Examiners' use only
6	Student during communication learning activities		

Extract 6.2 is the poor response from the candidate who failed to explain four points on the importance of studying communication skills to a student-teacher

2.1.7 Question 7: Tests and examinations

The candidates were instructed to outline four purposes of giving tests to pupils. The question intended to test the candidates' knowledge on the purposes of tests.

The question was attempted by 1094, which was 100 percent. 77.1 percent of the candidates scored 3.0 to 4.0 marks, which was a good performance, 18.1 percent of the candidates performed on average by scoring 2.0 to 2.5 marks while 4.8 percent of the candidates performed poorly by scoring 0 to 1.5 marks. The general performance on this question was good, as 95.2 percent scored 2.0 to 4.0 marks. This indicates that candidates had knowledge on the importance of tests and examinations. Figure 7 summarises the performance by the candidates on question 7.

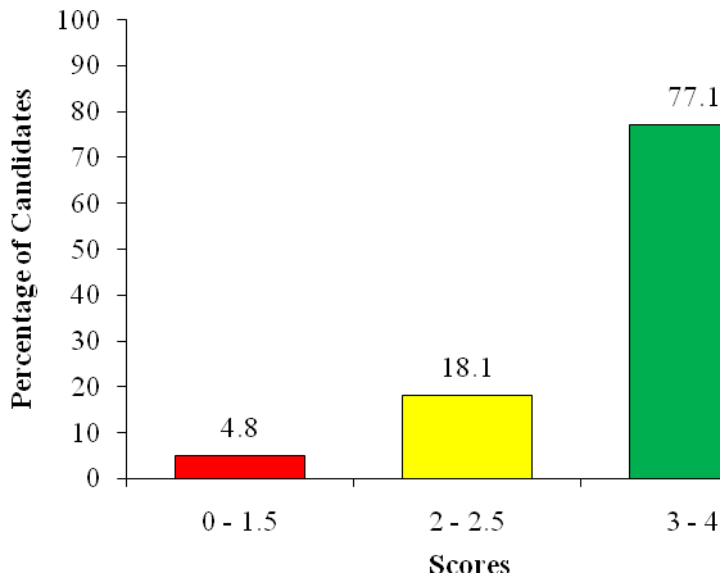


Figure 7: The percentages of the candidates' performance on question 7

The analysis of candidates' responses indicates that those who scored high marks (3.0 to 4.0), were able to outline the four purposes of tests and examinations. These purposes were; *determine the learner's progress, determine the learner's problems, to grade and evaluate learners and motivate learners to study*. In terms of percentage, most of the candidates performed well by scoring all 4.0 marks allotted to this question. This attests the fact that many candidates were conversant with the topic of testing and examination. Extract 7.1 shows the response from one of the candidates who performed well.

Extract 7.1

7.	a/ Helps a teacher to know if the topic was understood or not by the student	
	b/ To motivate students in learning process	
	c/ Help a teacher to decide on a good method or technique of teaching after do doing evaluation	
	d/ To understand and know problem which pupils have and to decide on the best ways of solving them.	

Extract 7.1 is the best response from the candidate who correctly outlined four purposes of giving tests and examinations to pupils

The candidates who scored on average (18.1%) ranging from 2.0 to 2.5 marks managed to outline two points correctly. Some of the candidates repeated some responses, as the result, they lost some marks. The candidates with average scores demonstrated partial knowledge on testing skills.

On the other hand, the candidates who performed poorly on this question, were not able to outline even a point, thus they scored zero. Some of the candidates failed to communicate their answers due to poor mastery of English, as the following responses show; i) *to measure pupils on one topic which has learned*, ii) *to know those who can be perform well on the next examination*. These responses from one of the candidates illustrate the effects of poor mastery of the language which consequently caused poor performance to the candidates. Some other candidates could not understand the question, hence provided incorrect answers, as a sample of Extract 7.2 shows.

Extract 7.2

78.	v/ drawing	
	in/ group discussion	
	iii/ Songs activities	
	iv/ Counting	

Extract 7.2 is the poor response from one of the candidates who failed to outline four purposes of giving tests to pupils

2.1.8 Question 8: Reading skills

The candidates were required to list down four types of reading. The question intended to test the candidates' reading skills.

The question was attempted by 1094 candidates, which was 100 percent. The analysis indicates that 90.8 percent of the candidates scored 3.0 to 4.0 marks, which was a good performance, 5.1 percent scored 2.0 marks, which indicated average performance. Some other candidates (4.1 percent) performed poorly by scoring 0 to 1.0 mark. The general performance on this question was good, since 95.9 percent scored 2 to 4 marks. Figure 8 summarises the candidates' performance on question 8.

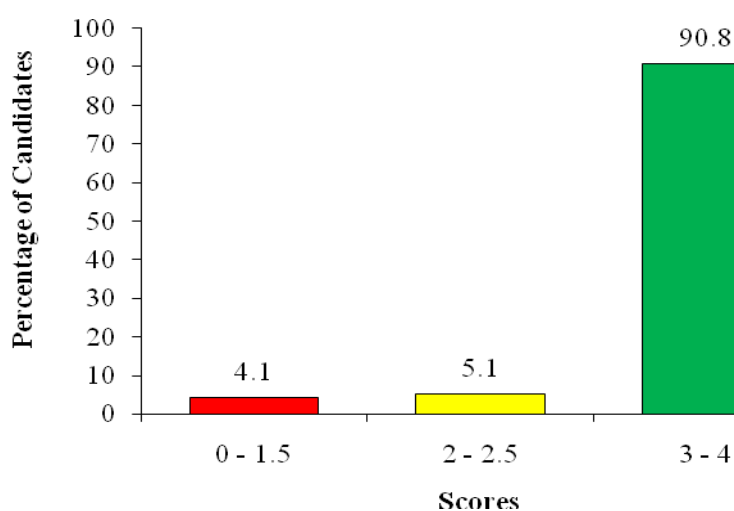


Figure 8: The percentages of the candidates' performance on question 8

The analysis of candidates' responses indicates that those who scored high marks (3.0 to 4.0) were able to list four types of reading. These were; *Scanning*, *Skimming*, *Extensive* and *Intensive reading*. In terms of percentage, most of the candidates performed well (90.8%). The analysis indicates further that 81 percent out of 90.8 percent of the candidates who performed well scored 4 marks. This reveals that a number of candidates were knowledgeable on reading skills. Extract 8.1 shows the response by one of the candidates who performed well.

Extract 8.1

8.	Four types of reading are:-	use only
	a) Scanning reading	
	b) Skimming reading	
	c) Intensive reading	
	d) Extensive reading	

Extract 8.1 is the best response from one of the candidates who correctly listed down four types of reading

The candidates who scored on average (2.0 to 2.5 marks) were able to list down two items. This analysis indicates that only few candidates scored on average (5.1%). It was revealed that *scanning and skimming were mentioned more compared to intensive and extensive reading*.

The candidates who performed poorly on this question managed to list down one correct item or had none. Some candidates failed to score even one item right, thus ended up producing wrong answers. For example one candidate listed down *independent reading*, *reading aloud to students*, *shared reading* and *silent reading* as types of reading. This misconception is also seen in Extract 8.2, where the candidate listed down four language skills, instead of types of reading.

Extract 8.2

8	(i) Listening	
	(ii) Speaking	
	(iii) Reading	
	(iv) Writing	

Extract 8.2 is the poor response from one of the candidates who listed down four language skills instead of the types of reading which are: extensive reading, scanning, skimming and intensive reading.

2.1.9 Question 9: Writing skills

Candidates were required to state the function of the four selected punctuation marks; *comma* (,) *the full stop* (.) *the question mark* (?) and *semi-colon* (;). The question intended to test the candidates' ability to use punctuation marks.

The question was attempted by 1094 candidates which were 100 percent. The analysis indicates that 69.6 percent of the candidates had good performance scoring 3.0 to 4.0 marks, 28.1 performed on average by scoring 2.0 to 2.5 marks, while 2.3 percent performed poorly, by scoring 0 to 1.0 marks. The general performance on this question was good since 97.7 percent of the candidates scored 2 to 4 marks. Figure 9 summarises the candidates' performance on question 9.

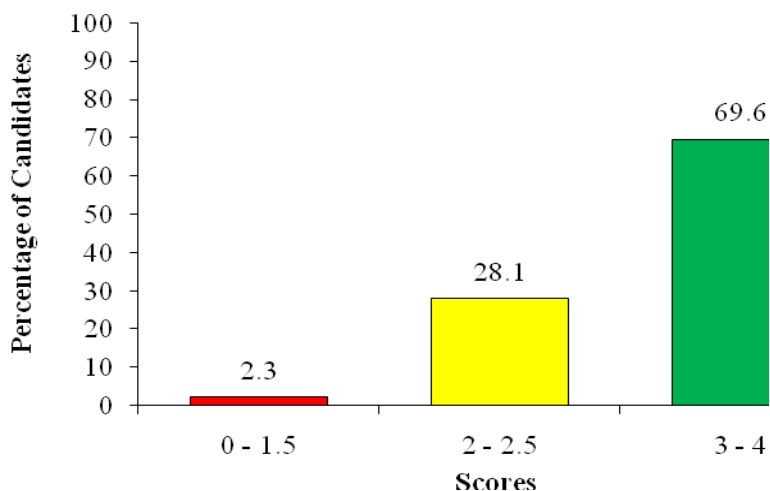


Figure 9: The percentages of the candidates' performance on question 9

The analysis of candidates' responses indicates that those who scored high marks (3.0 to 4.0) were able to state the functions of the given punctuation marks correctly. This suggests that candidates under this category had a good mastery on the use of punctuation marks as part of writing skills. Extract 9.1 shows the response of one of the candidates who performed well on this question.

Extract 9.1

9(c)	The question mark is the punctuation mark	
	which we put at the sentence to show that	
	the sentence or statement is a question.	
	(It used to ask the question) eg.	
	Are you Marking?	

Extract 9.1 is a part of the best response from one of the candidates who responded correctly as the question required.

The candidates' responses analysis indicates that the average performance was of 28.1 percent in that, the candidates in this category were able to state the functions of two punctuation marks. Most of the candidates under this category managed to state the functions of *question marks* and *full stop* more than they did on *coma* and *semi-colon*.

The candidates who performed poorly managed to state one function or lacked the knowledge even to state a single function hence scoring zero mark. Candidates who managed to score 1 mark were able to state the function of either a *full stop* or a *question mark* than they did on the *semi-colon* or *coma*. This implies that the candidates under this category lacked the ability to use punctuation marks in general. Extract 9.2 is a sample of a poor response.

Extract 9.2

9.	(a) (c) question mark used to	
	ask question to the sentences	
9	(b) full stop used to close the	
	sentences	

Extract 9.2 is one of the poor responses from one of the candidates

2.1.10 Question 10: Taking and making notes

This question required the candidates to describe four techniques which should be taken into account during note-taking. The question intended to test the candidates' ability on note-taking skills.

The question was attempted by 1094 candidates which was 100 percent. The analysis indicates that 65.9 percent had a good performance as they scored 3.0 to 4.0 marks, 19.4 percent performed on average by scoring 2.0 to 2.5 marks, while 14.7 percent of the candidates performed poorly by scoring 0 to 1.5 marks. The general performance by the candidates on this question was good since 85.3 percent scored 3.0 to 4.0 marks. This indicates that many candidates had sufficient knowledge on note-taking. Figure 10 summarises the candidates' performance on question 10.

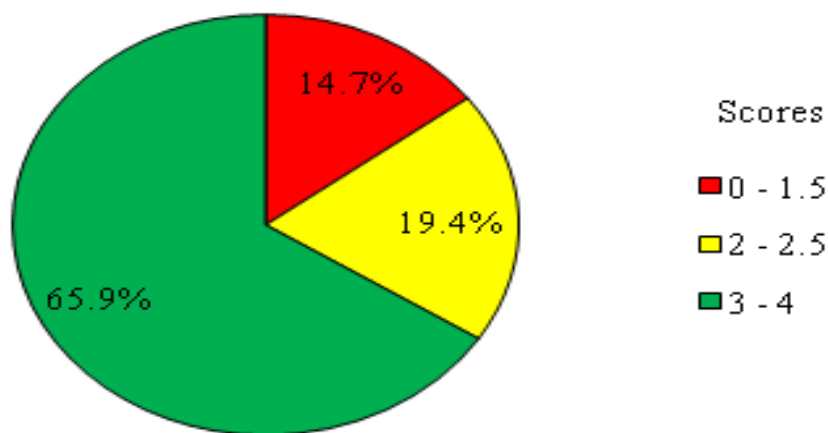


Figure 10: The percentages of the candidates' performance on question10

The analysis of candidates' responses indicates that those who scored high marks (3.0 to 4.0) were able to describe the techniques to be considered when taking notes. This implies that many candidates had skills on note taking. Extract 10.1 shows the response by one of the candidates who performed well.

Extract 10.1

10.	The following are the four techniques which should be taken into account during note taking.
(i)	Use sign and symbols. Example of signs are, '!', 'E' and 'C'. Through this the note taking can save time.
(ii)	Use abbreviations of word. Example, M.B. which means note book.
(iii)	Making summary. Also note taking it can be used use a making summary soon to save time.
(iv)	Omitting some words, due to this also when a person take note can omitting some word.

Extract 10.1 is the best response from one of the candidates who correctly responded according to the requirement of the question.

The analysis also indicates that some candidates performed on average (19.4%) scoring 2 to 2.5 marks. The candidates under this category were able to describe two techniques which should be taken into account during note-taking.

The candidates who performed poorly scored zero because they did not describe any technique on note taking. The analysis indicates that some of the candidates failed to understand the requirement of the question, hence providing wrong answers such as; (i) *pass through different books, when your taking notes you have to read different books for inner understanding*. However, some other candidates were able to interpret the question demands but failed to communicate their ideas because of poor language skills, as the sentence from one of the candidates shows; (iv) *prepare your self mentall and physically fit; also in taking note you have to prepare your mind and physical ready for taking note*. Extract 10.2 shows a poor response from a candidate who failed to meet the question demands.

Extract 10.2

10.	<p>✓ Split page method - This is the method that is recording can be used while your taking a note you can divide the page of exercise into two part.</p> <p>Group not taking method, this is the way of taking note in group for reference use while your constructing the notes.</p> <p>Recording lecture, is the method of taking note that you can use a tape recorder for future use.</p> <p>Asking for your answer not a</p> <p>Avoid to write each and everything in note taking because the speed of speaker it would be high and then you never tend the goal.</p>	
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Extract 10.2 is the poor response from one of the candidates

2.2 Section B: Essay questions

This section had six questions and the candidates were required to choose any four. Each question carried 15 marks, making a total of 60 marks.

2.2.1 Question 11: Oral presentation

The candidates were required to elaborate six types of oral presentation. The question intended to test the candidates' ability to analyse six types of oral presentation.

The question was attempted by 305, which was 27.9 percent of candidates. The analysis indicates that 55.4 percent had the average performance, scoring 6.0 to 10.0, 29.2 percent performed poorly by scoring 0 to 5.5 marks, while 15.4 percent of the candidates who had a good performance scored 10.5 to 15 marks. The general performance was good because 70.8 percent scored 10.0 to 15.0 marks. Figure 11 summarises the candidates' performance on question 11.

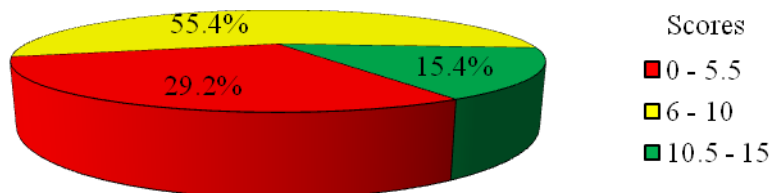


Figure 11: The percentages of the candidates' performance on question 11

The analysis indicates that 55.4 percent of the candidates who scored on average were either able to elaborate correctly at least two types of oral presentation or mentioned four points but could not provide clear elaboration. For example, one of the candidates was able to mention *discussion* as a type of oral presentation but failed to elaborate it. The candidate wrote; *Discussion, is the discussion which done in the group then presented orally.*

The analysis of the candidates' responses indicates that some of the candidates managed to attempt the question by introducing the question appropriately. The quoted introduction from one of the candidates illustrates this fact;

Oral presentation is the process whereby there is the delivering of message through the use of mouth from one person to another or group of people. Therefore, oral presentation can be different types, some of them are as follows.....

Such performance demonstrates the candidate's ability to respond to the question demands. Extract 11.1 shows the best response from one of the candidates whose performance was good.

Extract 11.1

11	<p>Oral Presentation is the one which involve speech to present the information. In order to have a good Presentation a speaker should make a full Preparation of the topic that he/she is going to present. Oral Presentation is in many forms that can be presented, the followings are the types of oral Presentation to which a speaker can present as:-</p> <p>The Interview. The interview is the one among the types of presentation in which the speaker has to be asked the questions by the interviewer. Through those questions a speaker must to give answer the questions as it has asked by the questioner/interviewer.</p> <p>Conference. This involves the meeting of the difference people from different country or nation. Through the conference, the presenter has to use oral words to present the ideas to the majorities in order to be understandable by the majorities around.</p> <p>Meeting. This involve the coming together of the people from within or out of the authority or organization for the purpose of making negotiation of about the facing problems.</p> <p>Discussion. The oral presentation can be also be presented during group discussion. On this, one member of the group, must present the data</p>
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11	or ideas that the have discussed in their group. Through this discussion the members have to choose the one member from the group in order to present.	
	Conversations: This is the talk among two or people, through this conversation, the people can talk many things about. The conversation is given through orally means and that is why the conversation is termed as the one among the types of oral presentation.	
	Debate: Debate is an antagonistic among two sides which they negotiate about the given topic to talk about. For example the motion of about education is better than money. The other side will talk about the importance of money while the other side will also talk about the importance of education. Through this is done by oral presentation and not otherwise.	
	A teacher must to give the student the daily practise about oral presentation so as to make the student to be very active in speaking process.	

Extract 11.1 is the best response from one of the candidates who responded according to the demands of the question although there were some grammatical errors

The candidates who performed poorly failed to meet the question requirements. Some candidates under this category were not able to identify or elaborate types of oral presentation, while some other candidates were able to identify but failed to elaborate them. Failure by the candidates in elaborating concepts was also affected by poor mastery of language or lack of knowledge on the subject matter. The analysis indicates that some of the candidates performed poorly just because they could not understand the question. For example, one of the candidates elaborated the uses of oral presentation instead of elaborating six types of oral presentation. Extract 11.2 is a sample of such a response.

Extract 11.2

11.	Oral presentation: Is the delivering an address of a public audience.	
	The following are the types of oral presentation these are follows	
	To solve problem; This is used when there is problem some area of the district or region in the country.	
	To used question system; This means that speaker have used speed for question system goal purpose to get conclusion for some thing.	
	To make freedom; This means that any person that is trader some area have speed for situation of freedom in the country.	
	To touch dangerous information; This is express the situation that some one there is touch some area about dangerous or on starting some area.	
	Discussion presentation; This is the type of presentation that improve ability of training and studying some thing.	

11.	To determine goals; The person whom present some thing there is brought from the determination of goals which it make positive situation in the society.	
	Therefore the types of oral presentation it show ability of some person that to speaking some thing.	

Extract 11.2 is one of the poor responses from one of the candidates who did not respond to the demands of the question correctly. The types of oral presentation are: lectures, meetings, interviews, workshops, seminars, dialogues and conferences

2.2.2 Question 12: Taking and making notes

In this question candidates were required to examine the importance of note making. The question intended to test the candidates' ability on note making skills in terms of significance.

The question was attempted by 883, which was 80.7 percent of the candidates. The analysis indicates that 50.5 percent performed well, by scoring 10.5 to 15.0 marks, 46.6 percent performed on average by scoring 6.0 to 10.0 marks, while 2.9 percent performed poorly by scoring 0 to 5.5 marks. The general performance was good because 97.1 percent of the candidates scored 6.0 to 15 marks. This was one of the questions with good performance to most candidates. The performance suggests that the candidates had good mastery of note making skills. Figure 12 summarises the candidates' performance on this question.

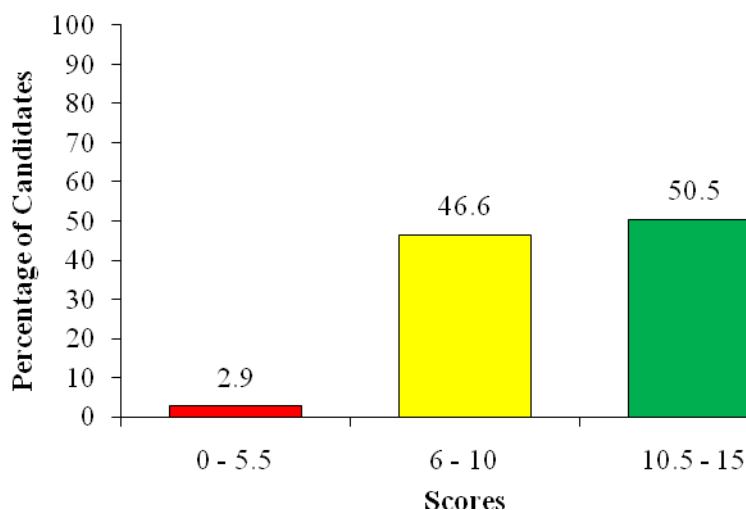


Figure12: The percentages of the candidates' performance on question 12

The analysis indicates that 50.5 percent of the candidates whose scores were good were able to offer and elaborate at least three points. These candidates were able to score 10.5 to 15 marks on this question. Extract 12.1 shows the best response from one of the candidates whose performance was good.

Extract 12.1

12.	<p>Note making is the process of making summary from the reading. Note making used with many people because it's very important. The following are the importances of note making:</p> <p>First of all helps making a summary. This means you take only important information or taking only important points and making them as a notes.</p> <p>Helps to make a memory. Someone who makes notes he or she will make a memory that will show that he passed through that certain issue that's why he made notes of it.</p> <p>Helps to improve writing skills. When someone making a notes he or she use his or her skill on writing it so he or she increase his or her skill and overall on making notes and his writing skills.</p> <p>Note making helps students to make revision. Students make notes for the purpose to review them without passing everything. Instead only important information or just only the main points from the reading.</p>
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12

12.	Helps to arrange information properly.
	When someone making notes will arrange the
	information from the reading properly from
	the starting point to the ending point accord-
	ing to the he want.
	Generally those are the importance of
	note making. So students and other people
	must make notes in order to get such kind
	of importances.

Extract 12.1 is the best response from one of the candidates who responded according to the requirement of the question

The analysis indicates further that the candidates who performed on average (46.6 percent) were able to score 6.0 to 10.0 marks. They were able to give two points on note making, thus demonstrated that their mastery of the subject matter was relatively good.

The candidates who performed poorly on this question, either got one point or scored zero. Some candidates simply mentioned one or two points without offering any explanation. For example, one of the candidates just mentioned one point which was; *it develops language skills*, and other three incorrect points which were; *it gives experience of making many notes so its be easy to you in making notes* and *it help to.....*. The analysis indicates that not only that the responses from those candidates were incorrect and unelaborated, but also, they contained errors of grammar. This suggests that poor mastery of English was one of the factors that contributed to the failure of some candidates. Extract 12.2 shows one of the poor responses by one of the candidates.

Extract 12.2

12	Not-making: It the process of making in the class when teacher touch so that when your response to lesson which are touch.
	The following are Importance of note making as the follow:
	Information Encoding: When you make not during lecture touch it help to encode the information so that when the information help to review it must be not making
	Ability to organise: When you make not it help to ability in be fitness and also it help to understand and to review the information part so that when you make not it help to understand well.
	Improvement in Performance: When when teacher in the class and stand making not it help you to review the information according not teacher touch and finally you perform well so that when teacher in class it must be making - not
	Tips in achievement when you not make you help few to understand fortune helps present in the class you help us to explain more in order to examine your think's capacity to explain for the same not-making it help to be come and follow to get advantage

Extract 12.2 is an example of the poor response from one of the candidates. The candidate's response is incorrect in terms of facts and grammar.

2.2.3 Question 13: Writing skills

In this question, the candidates were required to write an application letter using the details given. The question was intended to test the candidates' writing skills.

The question was attempted by 914 candidates, which was 83.5 percent. The analysis indicates that 75 percent of the candidates performed on average scoring 6.0 to 10.0 marks, 22.2 percent had good performance, as they scored 10.5 to 15.0 marks, while 2.8 percent performed poorly by scoring 0 to 5.5 marks. The general performance was good because 97.2 percent scored 6.0 to 15 marks. The analysis suggests that question 13 was one of the questions in section B which was performed well by many candidates. Figure 13 summarises the candidates' performance on question 13.

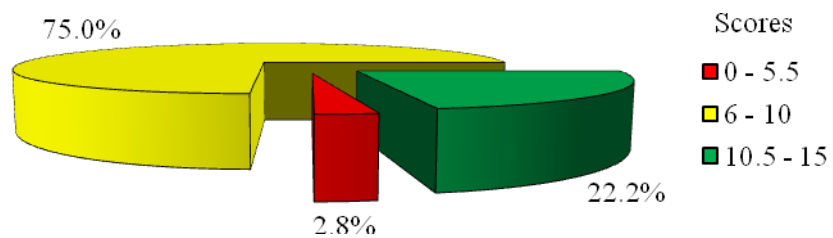


Figure13: The percentages of the candidates' performance in question 13

The analysis indicates further that the candidates whose performance was good (22.2%) were able to score 10.0 to 15.0 marks. The candidates under this category correctly wrote the application letter by abiding to the requirements of writing an application letter. These candidates were able to include important parts of the letter such as; *sender's address, receiver's address, salutation, heading, introduction, the body of the letter, attention to grammar, vocabulary and coherence*. Extract 13.1 shows one of the best responses.

Extract 13.1

13.	AMANI SONGAMBELE
	P.O. BOX 100,
	KISARAWA
	17 TH MAY 2018.
	PERMANENT SECRETARY,
	MINISTRY OF EDUCATION,
	SCIENCE AND TECHNOLOGY,
	P.O. BOX 10,
	DODOMA.
	Dear Sir/Madam.
	RE: TO APPLICATION FOR TEACHING
	AT PRIMARY SCHOOL.
	Refer to the above heading which it
	express itself, I am a young boy who have
	26 years old which completed and get
	Certificate of education and copy
	by scored good average which is B
	I hope that according to my
	experience which getting in the College
	I will happy when I will be chosen
	to be a teacher of primary at
	any place within the country.
	Yours faithfully
	Amani
	Amani Songambele.
	Form student-teacher

Extract 13.1 is a sample of a good response although it has some grammatical errors

The analysis shows that the candidates who performed on average (75 percent) were able to score 6.0 to 10.0 marks. These candidates managed to write a letter with at least five elements including the main body, which enabled them to score 6.0 to 10.0 marks. Their letter writing ability was on average for that matter.

The candidates who performed poorly (2.8%) scored 0 to 5.5 marks. Some of these candidates managed to indicate one element of the letter, mostly the address of either the writer or that of the addressee or both. The analysis suggests that the candidates under this group had not enough knowledge on writing skills, particularly on application letter writing.

Extract 13.2

Extract 13.2 is a sample of a poor response from one of the candidates who indicated only three elements of the letter

The question was attempted by 553, which was 50.5 percent of the candidates. The analysis indicates that 55.3 percent performed on average

by scoring 6.0 to 10.0 marks, 32.2 percent performed well by scoring 10.5 to 15.0 marks, while 12.5 percent performed poorly by scoring 0 to 5.5 marks. The general performance was good, because 87.5 percent of the candidates managed to score 6.0 to 15.0 marks. Figure 14 summarises the candidates' performance on this question.

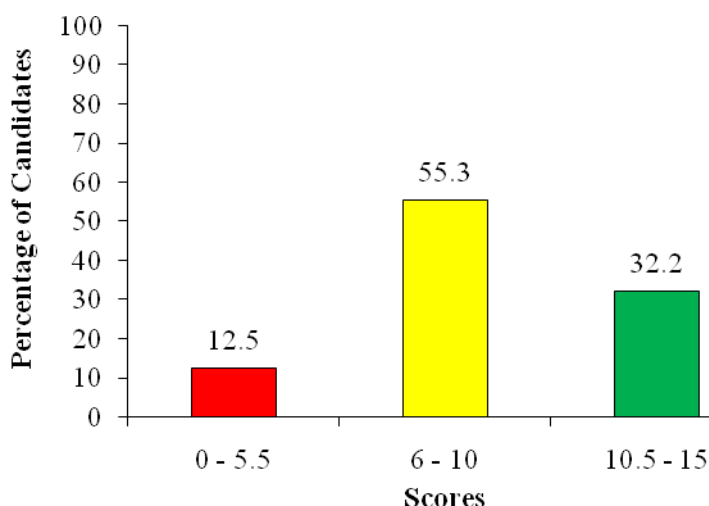


Figure 14: The percentages of the candidates' performance on question 14

The analysis shows that the candidates who performed on average (55.3%) were able to score 6.0 to 10.0 marks. The candidates under this category managed to write the introduction, and two features of a CV. Most of the candidates under this category were able to describe *personal information* and *contacts as* features of a CV.

The analysis shows further that the candidates whose performance was good (32.2%) scored 10.5 to 15.0 marks. The candidates under this category correctly described 5 features of a CV and provided the introduction. These candidates demonstrated their ability in CV writing. Extract 14.1 shows one of the responses from one of the candidates who scored good marks.

Extract 14.1

14.	<p>It should show the education background or qualification of the person. In this part of curriculum vitae of characteristics show the or count the education of the person from the top to the beginning in the term of education and its qualification in education. For instance person show that from 2016 to 2018 certificate in primary education and other level of education.</p> <p>It should show the work experience, the curriculum vitae show the work or count the life of a person in work experience. In this part a person should show how experienced in working it depend on the work applying for or job look for. For instance person should show that he or she experienced in teaching for how long.</p> <p>It should show the personal interest, curriculum vitae show the interest or hobbies of the person. In this part people should show thing like to do in his or her life. For instance if she or he like to read book, watching movies, playing games it should shown in the curriculum vitae.</p> <p>It should show the language use curriculum vitae count a</p>
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the candidate had the elements of the CV right but poorly explained them due to poor language mastery.

Extract 14.2

14	<p>Curriculum vitae (CV). This is the process in which a person passed when is studying.</p> <p>The following are any six features of the curriculum vitae (CV):</p> <p>personal particular, curriculum vitae it show personal particular a back ground of a people, sex, year, nationality and date of birth</p> <p>Education back ground. curriculum vitae must show how a people passed through when is studying at different institution for example 2012-2016, studying at Muxamba secondary school, at 2017-2018 joining with teacher training colleg at mbuyuni</p> <p>job experience this shows that before studying which job where taken to do with this people may be teaching at primary school</p>
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Extract 14.2 is a sample of poor response from one of the candidates who failed to give correct details due to poor language mastery.

2.2.5 Question 15: Searching information

This question required the candidates to identify six functions of a dictionary to a student-teacher. The question intended to test the candidates' ability to use a dictionary in their teaching profession.

The question was attempted by 1036, which was 94.7 percent of all candidates. The analysis indicates that 48.6 percent performed on average by scoring 6.0 to 10.0 marks, 47.5 percent performed well as they scored 10.5 to 15.0 marks, while 3.9 percent performed poorly by scoring 0 to 5.5 marks. The general performance was good, because 96.1 percent of the candidates scored from 6.0 to 15.0 marks. Figure 14 summarises the candidates' performance on this question.

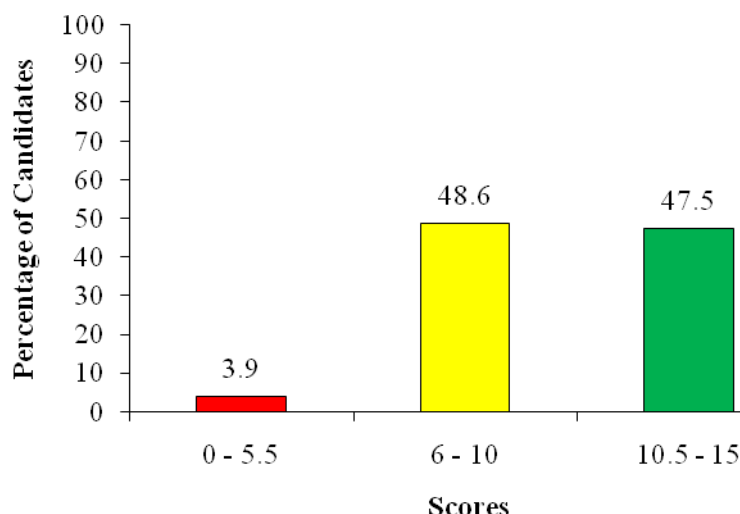


Figure 15: The percentages of the candidates' performance on question 15

The analysis indicates that the candidates who performed on average (48.6%) were able to score 6.0 to 10.0 marks. The candidates under this category managed to write the introduction and provided two functions of a dictionary. Some candidates were able to mention and describe two to three functions but their explanations were poor due to poor mastery of English, as one of the quoted candidate's response shows;

"It is used to helps in capitalization; due to that dictionary used to see about capital and small letter in different words which found in a dictionary. For example the word Tanzania -tanzania."

The analysis also shows that the candidates whose performance was good (47.5%) managed to score 10.5 to 15.0 marks. The candidates under this category correctly identified at least 4 functions of a dictionary. The candidates demonstrated their ability on the importance of a dictionary to

a student-teacher. Extract 15.1 shows one of the responses from the candidates who scored good marks.

Extract 15.1

15.	<p>Dictionary refers to the book that show the arrangement of words from letter A upto Z and gives their meaning. we have two major kinds of dictionary namely a general dictionary and specialized dictionary. In institution like colleges we use dictionary in different ways. Dictionary enable the user to get meaning of complex vocabulary. Dictionary have many functions. The following are the some of the uses of dictionary.</p> <p>It help us to get the meaning of the words. Through dictionary a student teacher can get meaning of complex words or vocabularies. Example a student teacher during (btp) block teaching practice they face different complex words that he/she can't get meaning otherwise he/she has a dictionary. So through dictionary we get meaning of words.</p> <p>It helps to know how word is spelt. A student teacher can use a dictionary to see how word is spelt it means spelling of words. Example the word 'extremeous', somebody can find that it is difficult to write it because he/she do not know the spelling of it. So by using a dictionary a student teacher can able to write correct spelling of the words. Example spelling of the word 'characteristics' are c-h-a-r-a-c-t-e-r-i-s-t-i-c-s. through dictionary we get that</p>
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15	<p>It helps to know how to pronounce words. Example, Tanzanian student they have affected with this problem of pronunciation that is caused by the effect of mother tongue language. Example you can find somebody who fail to pronounce the word like heard instead of hard.</p> <p>It helps to know word classes of the words. This is another benefit that we get from or by using a dictionary, that through dictionary we know word class of the certain word. Example word class of Dodoma is noun, word class of the word play is the verb, so all of that we know due to the use of dictionary.</p> <p>It helps us to understand the etymology of words. Through a dictionary we find that it is easy to know the etymology of a certain vocabulary or word by looking its nature. It show example this words comes from swahili language like legal.</p> <p>It to show develop language to student teacher. Through using dictionary and get difference vocabulary. It helps a teacher to develop language even to be a good speaker of english language.</p> <p>Therefore, student teacher as a teacher to be helped is supposed to use dictionary in order to develop language, even to find get meaning of complex vocabulary. The use of dictionary especially for english teacher to be it is good because it can help a teacher to be competent in english language.</p>	use only
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Extract 15.1 is one of the best response from one of the candidates who responded correctly by identifying the functions of the dictionary

The candidates who performed poorly on this question scored 0 to 5.5 marks (3.9 percent). Some candidates managed to mention only two functions of a dictionary, but failed to offer some details. Other candidates failed to give details because of poor mastery of the language although they were able to mention some points. Other candidates failed to address the demands of the question, as the result they presented incorrect responses as the quoted example from one of the candidates shows; *"To know the frequency of the word for example a, b, c, d, e, through dictionary the word shown in their frequency for example onion they frequency is o"*. Extract 15.2 shows one of the poor responses.

Extract 15.2

15	A dictionary - is the book which contain word and their meaning which are arranged in alphabetical order. the following are the functions of dictionary to a student teacher.
	To know different words, one of the functions of dictionary is to know different word and a student teacher can use these word to speak or write or reading.

15	To know spelling of words, also a dictionary help a student teacher to spell different words in dictionary for example spelling of the word meeting.
	To know how to pronounce words, and a student teacher he or she will get a knowledge of know to pronounce words from a dictionary for example to pronounce the word shopkeeper
	To know meaning of words, and the functions of dictionary to a student teacher to help to know the meaning of different word
	To recognize symbols, also in dictionary the user can recognize different symbols and sign found in dictionary
	All in all the dictionary is important to a student teacher to use.

Extract 15.2 is a sample of the poor responses from one of the candidates who did not respond to question correctly

2.2.6 Question 16: Communication theory

This question required the candidates to identify the principles of effective communication. The question intended to test candidates' knowledge on principles of effective communication. The candidates were supposed to identify and explain how a given principle contributes to effective communication once adhered.

The analysis indicates that 684 candidates out of 1094, which was 62.5 percent, of the candidates attempted this question. The analysis shows that

37.6 percent scored 10.5 to 15.0 marks, which was a good performance, 34.6 percent of the candidates performed on average by scoring 6.0 to 10.0 marks, while 27.8 performed poorly by scoring 0 to 5.5 marks. The general performance on this question was good because 72.2 percent of the candidates scored 6.0 to 15.0 marks. Figure 16 summarises the candidates' performance on this question.

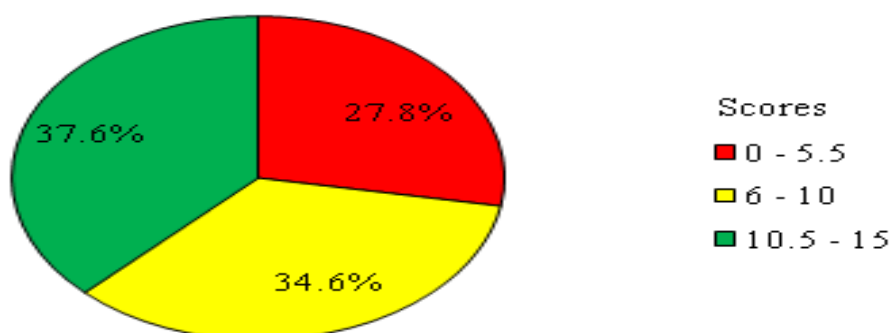


Figure 16: The percentages of the candidates' performance on question 16

The analysis indicates that 37.6 percent of the candidates whose performance was good were able to identify and explain the principles of effective communication such as; *courtesy*, *clarity*, *conciseness*, *concreteness*, *consideration* and *completeness*. The candidates under this category demonstrated their mastery of the principles of effective communication as well as the mastery of the subject matter. Extract 16.1 shows one of the best responses on this question by one of the candidates who performed well.

Extract 16.1

16	<p>Communication we should must fall the principles like.</p> <p>Time, that we needed to communicate on time, that by that time when you receive the message you need to send/ give feed back and not waiting if we communicate accordingly to the time we will overcome those communication barriers.</p> <p>Completeness of the message, that you need to send the message which is orderly complete and which have the full message and not the half-message which can confuse the receiver of that message.</p> <p>Clarity, that when we are communicating we needed to use the clearly message that can be understandable by the receiver if we communicate by using only clearly message it enhance effective communication.</p> <p>Understanding of the receiver, receiver is very important when communicating if the receiver have high understanding means that there will be effective communication between both sender and the receiver.</p> <p>Consistency, that there will be the clearly flow of the message the first message should relate with the message of that time corresponding ideas between messages that the previous message relate with the upcoming one.</p> <p>Element of feedback, that lack of feedback when communicating causes some</p>
16	<p>thing we call communication breakdown, but if there is feed back between them it will help to understand each other and hence communication done effectively makes effective communication.</p> <p>effective communication this communication is done by overcoming some mistakes/barriers of communication, so through this principle when communicating we will overcome communication breakdown and hence enhance effective communication.</p>

Extract 16.1 is one of the best responses from one of the candidates who responded correctly by identifying the principles of effective communication

The analysis indicates further that 34.6 percent of the candidates who attempted this question and scored on average (6.0 to 10.0 marks) were able to identify at least two principles or identified more than two principles but poorly explained them. As the results, they scored low marks just enough to make them pass on average.

The analysis also shows that the candidates who performed poorly on this question scored 0 to 5.5 marks, which was 27.8 percent. Some candidates just managed to mention some principles, but could not explain them properly on their roles in making communication effective. Some other candidates failed to address the demands of the question, as the results, they presented incorrect responses as one of the examples in the quoted candidate's response exemplifies, *"Power: This are the among of the principles of effective communication this means that the communicate should able to determine his or her goals in order make people to understand"*.

This suggests that some candidates performed poorly not because they could not understand the question but because they were poor in terms of language mastery hence scoring zero mark. Extract 16.2 shows a response from one of the candidates who failed to identify five principles of effective communication.

Extract 16.2

16	<p>Communication Refer to the process of passing information from one person or group of people to another person or group of people. This means that it transfer fact, opinion or information. The communication can be done due to the presence of the following communication model such as the presence of Sender, message, channel, Receiver and feedback. Each communication model depend to other. So through communication model can make to be an effectively communication.</p> <p>The communication to be effective must be consider the following principle, so the following are the principles of effective communication as follow:</p> <p>Presence of Audience. This it is very important part of making communication to be done effectively because Audience is the one who receive information by pay attention from the speaker. Example receiver pay attention and receive message also able to ask question to the speaker so as to run communication.</p> <p>Timing. Is the among of principles of effective communication. In order communication to be done effective must have locate the time limit of communication. Example, if the speaker may spent one hour the receiver must know.</p> <p>Plan your communication. A speaker must plan well about what is going to represent start from initial stage up to the final stage Example at initial start with</p>	use only
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Presentation, Tests and examinations and Searching Information. Questions from these topics were, 2,3,4,5,7, 8,9,10,11,12,13,14 and 15.

The analysis further reveals that a topic of the *Theory of Communication* had three questions which were 1, 6 and 16. The performance in this topic was average by 55.9 percent. In question 6 the performance was 72.9 percent, question 1 had the performance 22.8 percent while the performance in question 16 was 72.2 percent.

The comparison of performance of candidates in different topics in 2018 is summarised in the attached appendix.

4.0 CONCLUSION

The analysis reveals that the performance of the candidates was good in thirteen questions, average in two questions and poor in one question. The analysis of topics indicated that, the performance was good in six topics and average in one topic.

The analysis further indicates that the performance of the candidates was generally good. The candidates' good performance was due to mastery of the subject matter, correct interpretation of questions, mastery of language and writing skills.

However, it was also noted from the analysis that some candidates did not perform well because of insufficient knowledge on the subject matter, poor language mastery, failure to identify the requirement of questions and poor mastery of writing skills.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in future examinations, it is recommended that:

- (a) Student-teachers should intensively practise writing to perfect their writing skills. This may be done by giving them writing assignments on various themes. Writing Free composition may be most useful.

- (b) The teaching and learning of communication Skills should target to involve learners to create a room for language use. Interactive language teaching techniques like debate and discussion should be used.
- (c) Assignments and tests at colleges should target to assess and improve competence in language use rather than the mastery of grammatical rules.
- (d) Students-teachers should practice the interpretation of questions to improve question interpretation skills, particularly the meaning of the words that signal the task of the question.
- (e) Student-teachers should be encouraged to read widely and extensively, texts and reference books to improve their mastery of English language and Communication Skills.

ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Question Number	The percentages of Candidates who scored 30% or Above	% Average performance	Remarks
1	Reading Skills	8	95.9	95.9	Good
2	Writing Skills	9	97.7	94.1	Good
		13	97.2		
		14	87.5		
3	Taking and Making notes	12	97.1	91.2	Good
		10	85.3		
4	Oral Presentation	3	92.7	81.7	Good
		11	70.8		
5	Tests and Examinations	7	95.2	79	Good
		4	63.4		
6	Searching information	15	96.1	76.8	Good
		2	85		
		5	49.5		
7	Communication Theory	6	72.9	55.9	Average
		16	72.2		
		1	22.8		

