# THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR GRADE A TEACHER CERTIFICATE EXAMINATION (GATCE) MAY 2019

**622 ENGLISH LANGUAGE** 

## THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR GRADE A TEACHER CERTIFICATE EXAMINATION (GATCE) MAY 2019

**622 ENGLISH LANGUAGE** 

P.O. Box 2624,
Dar es Salaam, Tanzania.
© The National Examinations Council of Tanzania, 2019

Printed by:

All rights reserved

National Examinations Council of Tanzania,

# TABLE OF CONTENTS

FOI	REWOR	D	iv
1.0	INTR	ODUCTION	1
2.0		LYSIS OF THE CANDIDATES' PERFORMANCE IN EACH	2
2	.1	SECTION A: Short Answer Questions	2
	2.1.1	Question 1: Conditional Sentences	2
	2.1.2	Question 2: Preparation for Teaching	4
	2.1.3	Question 3: Expressing Past Events	7
	2.1.4	Question 4: Preparation for Teaching	10
	2.1.5	Question 5: Literary Works	13
	2.1.6	Question 6: Analysing the Primary School English Language	
		Syllabus	15
	2.1.7	Question 7: Expressing Habitual Events	17
	2.1.8	Question 8: Preparation for Teaching	20
	2.1.9	Question 9: Conditional Sentences	22
	2.1.10	Question 10: Preparation for Teaching	25
2	.2	SECTION B: Essay Questions on Academic Content	27
	2.2.1	Question 11: Literary Works	28
	2.2.2	Question 12: Expressing Habitual Events	
	2.2.3	Question 13: Possession	
2	.3	SECTION C: Essay Questions on Pedagogy	
	2.3.1	Question 14: Teaching Pronunciation	38
	2.3.2	Question 15: Analysing the Primary School English Language	
		Syllabus	43
	2.3.3	Question 16: Principles of English Language Teaching and Learn	_
3.0	PERF	ORMANCE OF THE CANDIDATES IN EACH TOPIC	
4.0		CLUSION	
5.0	RECO	OMMENDATIONS	52
Арр	endix		53

#### **FOREWORD**

The Candidates' Items Response Analysis (CIRA) report on the performance in the English Language subject in Grade A Teacher Certificate Examination (GATCE) for 2019 has been prepared in order to provide feedback to education administrators, college managers, tutors and other education stakeholders about candidates' performance in the aforementioned 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 understand questions requirements, lack of knowledge of English 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 performed well because they were able to identify the requirements of the questions, they had adequate knowledge on the grammar of the language, 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 education 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 future examinations administered by the Council.

Finally, the Council would like to thank all those who participated in processing and analysing the data used in this report.

Pa

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, 2019. The analysis indicates the strengths and the weaknesses of the candidates in answering the questions. The performance is graded into three categories namely good performance, average performance and weak 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 candidates who attempted the question and their scores. The focus is on the percentages of candidates with high, average and low marks. Extracts of responses from the candidates' scripts have been provided to illustrate their responses in relation to the requirements of each item.

Candidates' performance is categorised into three groups, namely good, average and weak. The performance from 70 to 100 percent is considered as *good*, from 40 to 69 percent is *average* and from 0 to 39 percent is regarded as *weak performance*. Three basic colours have been used to present this performance: *green* indicates good performance, *yellow* shows average performance and *red* denotes weak performance. Candidates' performance in each topic is summarised in the appendix.

The English Language Examination for GATCE 2019 tested the candidates' competences in *Analysing the Primary School English Language Syllabus, Possessions, Principles of English Language Teaching and Learning, Preparation for Teaching, Expressing Past Events, Expressing Habitual Events, Conditional Sentences, Literary Analysis and Teaching Pronunciation.* 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. Sections 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 2019 was 4,371 out of which 4,062

(92.99%) candidates passed this examination while 306 (7.00%) candidates failed.

# 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH OUESTION

### 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: Conditional Sentences

In this question, the candidates were required to use *if* or *unless* to complete the sentences given. The question aimed to test candidates' ability to use conditional sentences.

This question was attempted by 100 percent of the candidates, out of which 7.2 percent scored from 0 to 1.0 marks, which is a weak performance; 9.0 percent scored 2.0 marks, which is an average performance and 83.8 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was good as 92.8 percent of the candidates scored from 2.0 to 4.0 marks. This performance is illustrated in Figure 1.

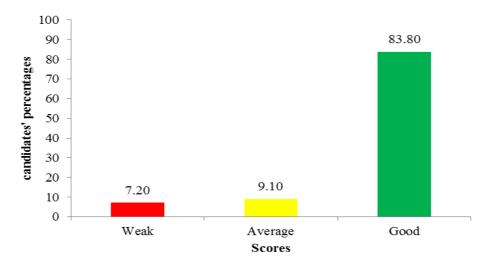


Figure 1: Percentages of the Candidates' Performance in Question 1.

The analysis of the responses shows that, the candidates who scored high marks in this question were able to construct correct sentences by using the conjunctions *if* or *unless*. For example, one of the candidates provided the following responses:

- (a) You will never get a good class position *unless* you work hard.
- (b) *Unless* you are tall, you will never enter the beauty competition.
- (c) If you are my friend, accompany me to the party.

The responses provided suggest that the candidates had sufficient knowledge on the topic of Conditional Sentences. Extract 1.1 below is an example of the best response.

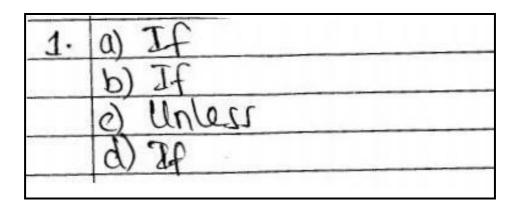
7	(d) Mulen	
	(b) Unless	
	(c) 1f	
	( ) Unless.	

Extract 1.1: A sample of a candidate's good response in question 1.

Extract 1.1 is a response from the candidate who filled in the blanks with the correct conjunctions "if or unless".

Further analysis shows that, 9.0 percent of the candidates with average performance (2 marks) were able to construct two correct sentences. The answers they provided demonstrated their low knowledge on the use of conditional sentences.

On the other hand, the analysis done shows that, 6.2 percent of the candidates scored low marks. These candidates were able to provide at least one correct sentence. The responses from these candidates suggest that they understood the question but due to their poor mastery of the English language, they could not use the correct conjunction in making conditional sentences. The candidates (1%) who scored zero in this question lacked knowledge of using the conjunctions "if or unless". Extract 1.2 is a sample of a response from a candidate who failed to use the correct conjunctions.



Extract 1.2: A sample of a candidate's poor response in question 1.

Extract 1.2 is a response from the candidate who failed to complete the sentences by using the correct conjunctions.

#### 2.1.2 Question 2: Preparation for Teaching

In this question, the candidates were required to briefly explain four importance of using English language syllabus in teaching and learning process. The question tested the candidates' knowledge on the use of English Language syllabus.

This question was attempted by 100 percent of the candidates, out of which 7.2 percent scored from 0 to 1.5 marks, which is a weak performance; 5.6 percent scored from 2.0 to 2.5 marks, which is an average performance and 87.2 percent scored from 3.0 to 4.0 marks indicating a good performance. Generally, the performance of the candidates in this question was good as 92.8 percent of candidates scored from 2.0 to 4.0 marks. Figure 2 illustrates the candidates' performance in this question.

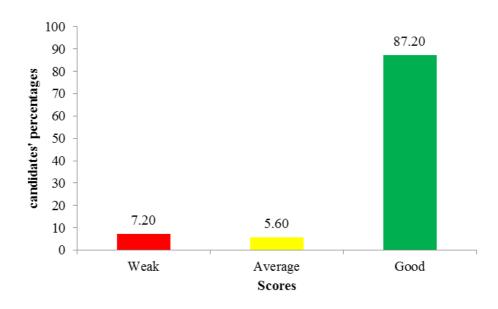


Figure 2:Percentages of the Candidates' Performance in Question 2.

The analysis of the candidates' responses shows that, 87.2 percent of the candidates who scored high marks in this question were able to briefly explain the four importance of using English Language syllabus. The responses suggest that, the candidates had sufficient knowledge on the importance of using syllabus in the teaching and learning of English Language. Extract 2.1 shows one of the best responses.

2.	importance of using english language syllabus.
_	UIt help the teacher to propare scheem of work
_	UIt help the teacher to prepare scheem of work and lesson plan. Syllabus help to prepare schee m of work and lesson plan for teaching and Learning which make the lesson be easy.
_	
	(i) It help to prepare teaching and, english Language help the teacher to prepare materials for teaching.
	(ii) It shows method or strategives used for teach
	ing and learning.
	Systematically by stating with easy topics to difficult topics.
	auxieur repocs.

Extract 2.1: A sample of a candidate's good response in question 2.

Extract 2.1 indicates a response from the candidate who managed to briefly explain the four importance of using English Language syllabus in teaching and learning process.

The candidates with average performance in this question were able to provide two importance of English Language syllabus out of the four required and scored 02 marks. For example, one of the candidates provided the following: (a) It lead to growth of English language (b) will help learners to have confident and to be fit on English speaking (c) It will help learners to build word power (d) It indicate number of period. Such responses indicate that, the candidate had partial knowledge on the topic.

On the other hand the candidates' responses analysis shows that, 4.7 percent of the candidates scored zero mark. These candidates had no knowledge on the four importance of using English Language syllabus in the teaching and learning process. Some of the candidates misinterpreted the requirements of the question. Therefore, instead of explaining the importance of using English Language syllabus; they explained things to consider during teaching and learning in the class. Some of the responses provided by these candidates were: (i) Teaching for arrangement (ii) Teaching with confidence (iii) Managing time (iv) Teaching understanding very fast. The correct responses for this question were: (i) it provides guidelines to examination bodies in setting tests and examinations (ii) It suggests teaching and learning aids (iii) It shows methods and techniques to be followed during teaching and learning process (iv) It indicates estimated number of periods per topic. Extract 2.2 below is an example of a poor response from one of the candidates.

2(1)	English language enable the student to express them selves.
	Is true that english sanguage help's the student to expr
	ess them selves ingrant of the people without any
	obstacle.
H-	It top the student to arcquire the basic needs
(1)	It help the student to apply different grammer, Through
	english language it easy to the student to apply
	different grammor
	" ]
iii)	English language Helps to develop four skill language
	skill forexample of skill which develops is like
	Reading, writing Listening, speaking
	3 3 3 3
in	It help the student with a futher person advanceme-
	nt through Teaching and tearning use and Usage it
	theo enalub language It alway used in Toaching
	and tearning process

Extract 2.2: A sample of a candidate's poor response in question 2.

Extract 2.2 shows the response from the candidate who explained the importance of using English Language instead of the importance of using English Language syllabus.

# 2.1.3 Question 3: Expressing Past Events

In this question, the candidates were required to define regular and irregular verbs and give two examples for each. The question tested candidates' competences in using regular and irregular verbs to express events using different tenses.

This question was attempted by 100 percent of the candidates, out of which 30.7 percent scored from 0 to 1.5 marks, which is a weak performance; 18.6 percent scored from 2.0 to 2.5 marks, which is an average performance and 50.7 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was average as 69.3 percent of candidates scored from 2.0 to 4.0 marks. Figure 3 illustrates the candidates' performance in this question.

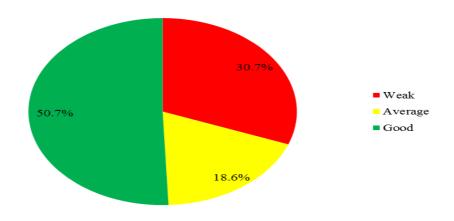


Figure 3: Percentages of the Candidates' Performance in Question 3.

The analysis of the candidates' responses shows that, 50.7 percent of the candidates who scored high marks in this question were able to define the concepts "regular and irregular verbs". These candidates also managed to give two examples of verbs for each concept. Their responses indicated that these candidates were knowledgeable on regular and irregular verbs as extract 3.1 illustrates.

3. (c) Kegular Verbs
These are verbs which allow the addition
n of fed, ed, and of to their & simple
past and past participle example of
regular verbs. Cry - cried - cried
cook - cooked - cooked
(b) Inregular Verbs
These are verts which do not allo
w the addition of feel, ed, d to
their simple part and part partice
Ple Example of inegular verbs
are write - wrote - written.
Eat - Ate - Eaten.
42

Extract 3.1: A sample of a candidate's good response in question 3.

Extract 3.1 indicates a response from a candidate who was able to define and provide correct examples of regular and irregular verbs.

Conversely, 18.6 percent of the candidates who scored average marks were able to define correctly one or both terms and either managed to give two correct examples of verbs for one term. For example, one candidate wrote

the following: "Regular verbs ended with "ed" example (i) Washed (ii) Closed, Irregular verbs are those words which are not ended with "ed", for example, (i) Goes (ii) Lay. These candidates demonstrated their little knowledge on the subject matter.

The analysis indicates further that, 30.7 percent of the candidates scored low marks. Those who scored zero (16.1 percent) were unable to give the definition of the two terms, namely regular and irregular verbs. Additionally, they failed to provide two examples as required. These candidates provided responses that were quite different from what the question required. For example, one of the candidates listed incorrect verbs as shown in the following:

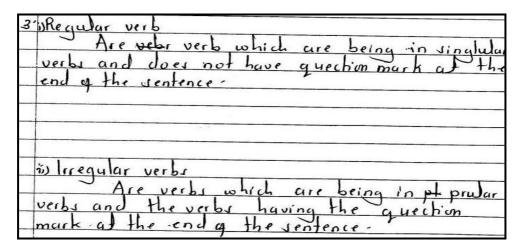
#### Regular

- (i) Go-Went
- (ii) Sing-Song

#### Irregular

- (i) Come-Coming
- (ii) Play-Played

This suggests that, the candidates had insufficient knowledge on the subject matter. Extract 3.2 is a sample of a response from a candidate who failed to give the definition of the two terms.



Extract 3.2: A sample of a candidate's poor response in question 3.

Extract 3.2 shows a response from a candidate who failed to define and exemplify regular and irregular verbs.

## 2.1.4 Question 4: Preparation for Teaching

In this question, the candidates were required to briefly elaborate four criteria to be considered when selecting appropriate teaching aids to be used in a lesson. The question tested candidates' ability to prepare a lesson.

This question was attempted by 100 percent of the candidates, out of which 18.8 percent scored from 0 to 1.5 marks, which is a weak performance; 29.4 percent scored from 2.0 to 2.5 marks, which is an average performance and 51.8 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was good as 81.2 percent of candidates scored from 2.0 to 4.0 marks. Figure 4 illustrates the candidates' performance in this question.

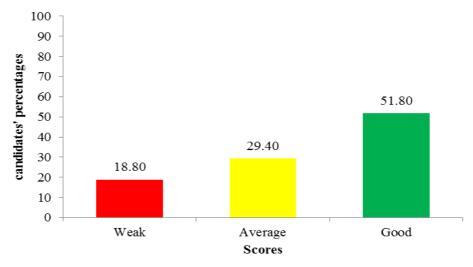


Figure 4: Percentages of the Candidates' Performance in Question 4.

The analysis of the candidates' responses indicates that, 51.8 percent of the candidates with high marks (3 to 4) managed to explain briefly the criteria that should be considered to select appropriate teaching aids. These candidates understood the requirements of the question and had sufficient knowledge on the lesson preparation. Extract 4.1 is an example of the best answers.

uses

Extract 4.1: A sample of a candidate's good response in question 4.

Extract 4.1 is a response from a candidate who was able to elaborate briefly four criteria to be considered when selecting teaching aids.

The analysis indicates further that, 29.4 percent of the candidates who scored average marks managed to elaborate two criteria out of the four required. Other candidates just mentioned the criteria without briefly elaborating them as required by the question. For example, one of the candidates mentioned as follows: (i) Number of pupil's (ii) Age of the pupil's (iii) The topic (iv) Relevance. The responses suggest that, these candidates had knowledge on the subject matter but could not provide explanations.

It was further noted that, 18.8 percent of the candidates failed this question, out of which 2.8 percent scored 0. Those who scored zero mark, failed completely to briefly elaborate four criteria to be considered when selecting appropriate teaching aids. The analysis shows that some candidates misinterpreted the requirements of the question, as they elaborated factors to consider when selecting a text book. For example, one the candidates wrote: (i) Language use must be simple and clear (ii) Coast- The cost of book must be easy to selling by teacher (iii) Introduction- The selecting appropriate teaching aids in lesson must be good introduction". These responses suggest that, these candidates lacked knowledge on the subject matter or misunderstood the question. Extract 4.2 is a sample of a poor response from one of the candidates.

<b>3</b> .	If the tools are designed to involved the Andert
	if the tools are designed to involved the student gromote interaction and promote faster learner
	and bether Comprehension.
	Teaching and assist children to tearning.
	111/ Student tend to get more il when learning
	it teaching and are implemented in to the
	Oder avercullarm

Extract 4.2: A sample of a candidate's poor response in question 4.

Extract 4.2 is a response from a candidate who elaborated the importance of teaching aids instead of elaborating the criteria to be considered when selecting the teaching aids.

#### 2.1.5 Question 5: Literary Works

In this question, the candidates were required to state the meaning of the following concepts as used in the literary works;

- (a) Literature
- (b) Written literature
- (c) Oral literature
- (d) Content

The question tested candidates' knowledge on Literary Analysis.

This question was attempted by 100 percent of the candidates, out of which 5.1 percent scored from 0 to 1.5 marks, indicating a weak performance; 15.3 percent scored from 2.0 to 2.5 marks, which is an average performance and 79.6 percent scored from 3.0 to 4.0 marks which is a good performance. The general performance of the candidates in this question was good as 94.9 percent of candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance in this question.

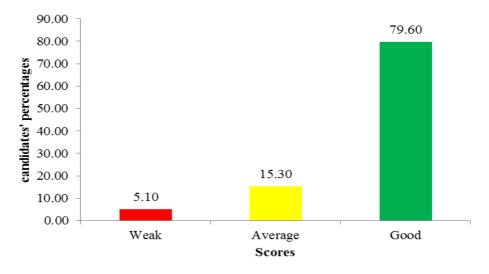


Figure 5: Percentages of the Candidates' Performance in Question 5.

The analysis of candidates' responses indicates that, 79.6 percent of the candidates who scored 3.0 to 4.0 marks were able to state the meaning of the literary terms: *Literature, Written literature, Oral literature and Content*. This indicates that the candidates understood the demand of the question and had sufficient knowledge on literary works. Extract 5.1 is a

sample of a response from a candidate who stated correctly the meaning of all four literary terms.

05 (	a Literature - 15 the a work of art that uses language -
	creatively to express human realities.
	b) Written literature - I the type of literature that is expressed
	(presented) in written form. forexample: novel
	plays and short stones.
(	(c) Oral literature - 1s the type of literature that is expressed-
	preunted in oral forms forexample: poetry,
	and songs.
(	d) content - 1s the part of literary works that which is-
	comprised of flumes, message etc.

Extract 5.1: A sample of a candidate's good response in question 5.

Extract 5.1 shows a response from a candidate who managed to state correctly the four concepts as used in literary works.

The analysis of the candidates' responses also shows that, 15.3 percent of the candidates who scored average marks stated correctly some of the literary concepts while missing others. For example, one of the candidates provided the following responses in which two points were correct, whereas the rest were wrong: (i) Literature is a work of art in language effectively in a social realities (ii) Written literature is a type of literature which involve written form (iii) Oral literature is a type of literature which involve oral oppression (iv) Content is a page which show any topic in the book". Their responses suggest that, the candidates had inadequate knowledge on the subject.

The analysis established that, 5.1 percent of the candidates who scored low marks failed to provide the meaning of the literary terms given. For example, some candidates stated as follows: "literature is a book and oral literature is a book which written oral stories". This indicates that the candidates had insufficient knowledge on literary works. The correct answers for this question were such as follows: (i) Literature: is a work of art that acts as a mirror for the society to reflect social realities using

language (ii) Written literature: it is expressed in writing (iii) Oral literature: is a literary work delivered through the word of mouth (iv) Content: it refers to what the literary work is talking about". Extract 5.2 illustrates one of the poor responses from one of the candidates who failed to state the meaning of literary terms.

5. content	r - 1J	used	to	show	all	things	that wn'
	++	en in	the	book.			

Extract 5.2: A sample of a candidate's poor response in question 5.

Extract 5.2 shows a response from a candidate who could not provide the meaning of the four literary terms.

#### 2.1.6 Question 6: Analysing the Primary School English Language Syllabus

In this question, the candidates were required to briefly describe the two major parts of a syllabus. The question tested candidates' understanding of the respective syllabus.

This question was attempted by 100 percent of the candidates, out of which 36.8 percent scored from 0 to 1.5 marks, which is a weak performance; 25.9 percent scored from 2.0 to 2.5 marks, which is an average performance and 37.3 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was average as 63.2 percent of the candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the candidates' performance in this question.

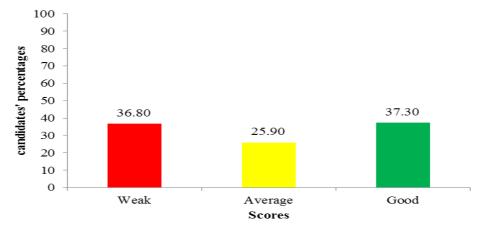


Figure 6: Percentages of the Candidates' Performance in Question 6.

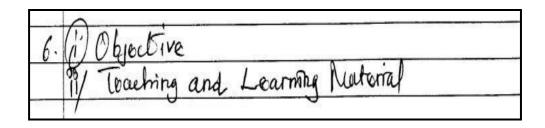
The analysis of candidates' responses indicates that, 37.3 percent of the candidates who scored high marks, including 4 marks, were able to briefly describe the two major parts of a syllabus. This indicates that, they understood the requirements of the question and they had sufficient knowledge on the analysis of Primary School English Language Syllabus. Extract 6.1 is a sample of a good response.

Syllabers have two parts which describe the	
Content which learners get. These are:	
Introductor parts; here it include the aims a	nd
objectives of teaching english In primary school,	
Objective of Subjects, specific objective and the	
am of teaching english language In Tangania.	17
Matrix parts, the these part the syllabus have	
Include the table of content which Include, Competer	nae
objective, Honth, week, number of period, specific	
objective, and remark.	

Extract 6.1: A sample of a candidate's good response in question 6.

Extract 6.1 indicates a response from a candidate who briefly described the two major parts of the primary school English Language syllabus.

The analysis of the candidates' responses shows further that, 36.8 percent of the candidates scored low marks (0 to 1.5). Those who scored zero (16.1 percent) were not able to briefly describe the two major parts of the syllabus which are: The introductory part that consists of information necessary to introduce the syllabus and the content part that consists information which provide details of the syllabus. Some candidates provided wrong responses such as: introduction part that involve the objects and the content part that involve all table and others wrote the following incorrect responses: (i) objective: This part it show the object of learn- and teaching for each topic (ii) participant: Also the syllabus it show the user of each syllabus if standard four, three and so on. The responses indicate that candidates had no knowledge on the topic. Extract 6.2 is an example of a poor response.



Extract 6.2: A sample of a candidate's poor response in question 6.

Extract 6.2 is a response from a candidate who provided responses not related to the demand of the question.

The analysis on the candidates' responses shows that, 25.9 percent scored average marks. Some of these candidates just mentioned the two parts of the syllabus without describing them. For example, one candidate wrote: (i) Introductory part (ii) content part. This suggests that the candidates had partial knowledge on the subject matter or they were incompetent in English Language, thus failed to provide brief descriptions.

#### 2.1.7 Question 7: Expressing Habitual Events

In this question, the candidates were required to mention four verbs that can take "s" and four others that can take "es" to express habitual actions in the third person singular. The question tested candidates' competences to express habitual actions.

This question was attempted by 100 percent of the candidates, out of which 24.3 percent scored from 0 to 1.5 marks, which is a weak performance; 34.2 percent scored from 2.0 to 2.5 marks, indicating an average performance and 41.5 percent scored from 3.0 to 4.0 marks, which is a good performance. The general performance of the candidates in this question was good as 75.7 percent of candidates scored from 2.0 to 4.0 marks. Figure 7 illustrates the candidates' performance in this question.

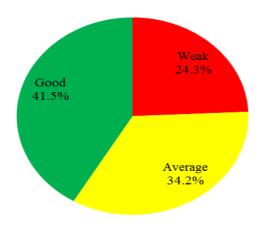


Figure 7: Percentages of the Candidates' Performance in Question 7.

The analysis of candidates' responses shows that, 41.5 percent of the candidates who scored high marks including 4 marks were able to mention four verbs that can take "s" and four others that can take "es" to express habitual actions in the third person singular. The responses provided imply that, candidates had knowledge on tenses as well as the ability to express habitual actions. Extract 7.1 exemplifies one of the good responses.

78 Verby that	tan le addes (2)
E/ COOKS	
a/ Talks	
ii/ Walks	
iv Says	
1	
Verbs The	et Can be added (es)
y Washer	
W Pushes	
in Brushe	3
iv) Watch	es

Extract 7.1: A sample of a candidate's good response in question 7.

Extract 7.1 shows a response from a candidate who managed to mention four verbs that can take "s" and four others that can take "es" in expressing habitual actions in the third person singular.

The analysis indicates further that, 34.2 percent of the candidates who scored average marks managed to mention only four verbs that take "s" in expressing habitual actions, but failed to provide those that can take "es". For example, one candidate wrote as follows:

Four verbs that you can add 's' to express habitual actions in the third person singular are:

- (i) Talk which becomes talks
- (ii) Eat which becomes eats
- (iii) Sing which becomes sings
- (iv) Play which becomes plays

Four verbs that you can add 'es' to express habitual actions in the third person singular are:

- (i) Elaborate which becomes elaborates
- (ii) Take which becomes takes
- (iii) Write which becomes writes
- (iv) Promote which becomes promotes

The answers given by these candidates suggest that they had partial knowledge on the use of tenses.

On the other hand, 24.3 percent of the candidates scored low marks. Those who scored zero (3.9 percent) provided wrong responses contrary to the demand of the question. For example, some candidates mentioned nouns such as: "pens, books and sentences" as verbs that can take "s" to express habitual actions. Other candidates listed some nouns and verbs as follows: add (s) (i) Friends (ii) welcomes (iii) persons (iv) subjects, add (es) (i) Examples (ii) Comes (iii) Please (iv) Sentences. These kind of responses suggest that, candidates had no knowledge on tenses hence their ability to express habitual actions was poor. Extract 7.2 illustrates one of the poor responses from a candidate who misinterpreted the requirements of the question.

7.	verbs the	ut	ean be	addled "s"
	a. Car	_	cars	
	b. Door	_	Door	
	c. lup		Cups	
	d - loom	_	Rooms	

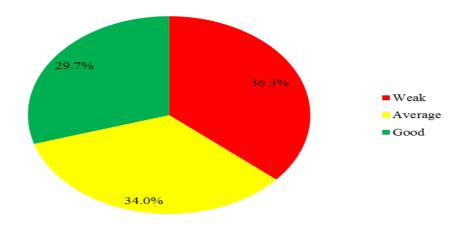
Extract 7.2: A sample of a candidate's poor response in question 7.

Extract 7.2 is a response from a candidate who mentioned nouns instead of verbs that can take "s" and "es" in expressing habitual actions in the third person singular.

#### 2.1.8 Question 8: Preparation for Teaching

In this question, the candidates were required to briefly explain four advantages of subject logbooks to a Head Teacher. The question tested the candidates' understanding on the topic of preparation for teaching.

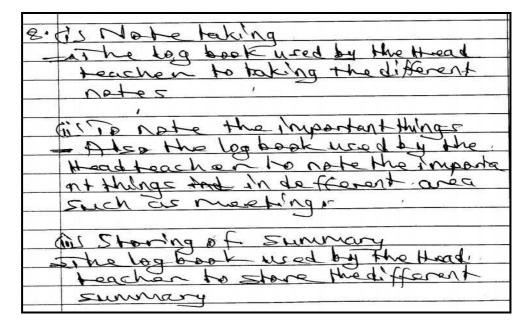
This question was attempted by 100 percent of the candidates, out of which 36.3 percent scored from 0 to 1.5 marks, which is a weak performance; 34.0 percent scored from 2.0 to 2.5 marks, which is an average performance and 29.7 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was average as 63.7 percent of candidates scored from 2.0 to 4.0 marks. Figure 8 illustrates the candidates' performance in this question.



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

The analysis of the candidates' responses indicates that, 36.3 percent of the candidates who scored low marks were able to briefly explain one advantage out of the four required or failed completely to explain any of them. Some candidates provided responses such as: (i) it help to write the information that meeting in our school activities (ii) it help to make revision of events that it can be starting to meet in our school area (iii) it help to remember and to know the number of pupils of our school (iv) it help to keep the document in our school location. Others misinterpreted the demand of the question by giving the definition of subject logbook instead

of providing the importance. For example, one candidate wrote "logbook is the book that summaries all topics that should be taught" while another candidate wrote the following: "a subject logbook is a syllabus". The responses provided by these candidates imply that, the candidates had no knowledge on the subject matter or they misunderstood the requirements of the question. Extract 8.1 is a sample of a response from a candidate who failed to explain the advantages of a subject logbook.



Extract 8.1: A sample of a candidate's poor response in question 8.

Extract 8.1 is a response from a candidate who wrote on the importance of a note book instead of explaining briefly the advantages of subject logbooks to a Head Teacher.

On top of that, 34.0 percent of the candidates who scored average marks were able to briefly explain correctly two of the four advantages of a subject logbook to a Head Teacher. For example, one of the candidates wrote as follows: "(i) It helps to know how the teacher is serious in teaching (ii) It helps the head teacher to know the topics and sub-topics taught (iii) It help a head teacher to preparing instructions when education depertiment entering in the school (iv) It help the head teacher to compare syllabus". This suggests that the candidates had partial knowledge on the topic.

It was further noted that 29.7 percent of the candidates who scored high marks in this question were able to briefly explain four advantages of a subject logbook to a Head Teacher. The responses given by the candidates imply that they had adequate knowledge on the subject matter. Extract 8.2 exemplifies this.

٥.		
i	It help in assessmetht, Logbook help teacher in the time of assesment when the assessor come in school want the log	
	book in order to know if feacher are tought well.	_
<u>n</u>	It help to keep record of teaching and learning process log book record all the topic which teacher tought at the first prenperiod to the last.	_
(5)	It help to know all the topic that covered. In log book therein show all topic that teacher covered.	
3	It help to know their speed up tearling, Because in the log book show all the popic that learning for first time to final ferm.	

Extract 8.2: A sample of a candidate's good response in question 8.

Extract 8.2 shows a response from a candidate who managed to explain briefly the four advantages of a subject log book to a Head Teacher although the responses had errors of grammar.

#### **2.1.9 Question 9: Conditional Sentences**

In this question, the candidates were required to complete the sentences by writing the correct form of the verbs. The question tested candidates' competences to use conditional sentences.

This question was attempted by 100 percent of the candidates, out of which 82.5 percent scored from 0 to 1.5 marks, which is a weak performance; 11.2 percent scored from 2.0 to 2.5 marks, which is an average performance and 6.3 percent scored from 3.0 to 4.0 marks indicating a good performance. The

general performance of the candidates in this question was poor as 17.5 percent of candidates scored from 2.0 to 4.0 marks. Figure 9 illustrates the candidates' performance in this question.

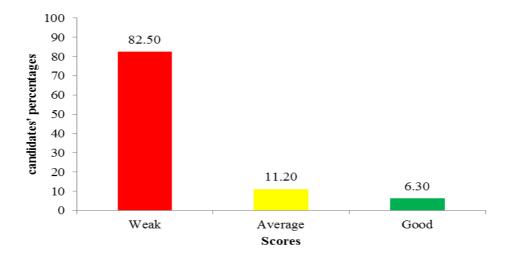


Figure 9: Percentages of Candidates' Performance in Question 9.

The analysis of the candidates' responses indicates that, 82.5 percent of the candidates scored low marks (0 to 1.5). Those who scored zero (55.1 percent) failed to provide the correct form of the verbs. For example, some candidates changed the verbs into simple past tense, as shown in the following examples;

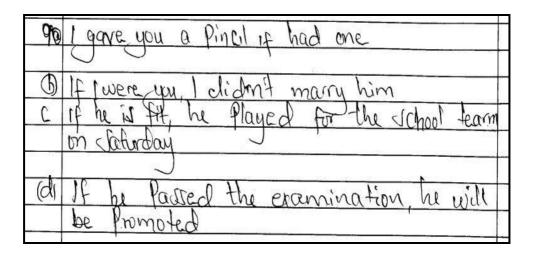
- (a) I gave you a pencil
- (b) He played for a school team

The correct responses for the above given examples were:

- (a) I would give you a pencil if I had one.
- (b) If he is fit, he will play for the school team on Saturday.

Others wrote ungrammatical sentences such as: "(i) If I was had one a pencil I give (ii) If I were you was not marry him (iii) If he was fit play for school team on Saturday (iv) If he pass the examination will be promoted".

Such responses suggest that the candidates either had no knowledge on the conditional sentences or they misunderstood the question. Extract 9.1 is a sample of a poor response from one of the candidates.

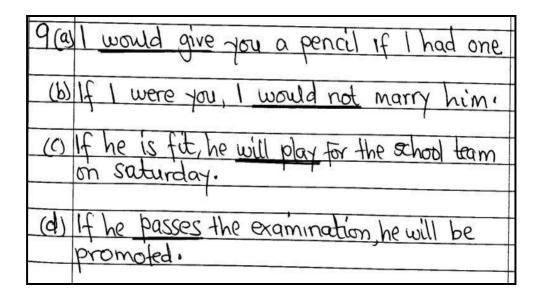


Extract 9.1: A sample of a candidate's poor response in question 9.

Extract 9.1 indicates a response from a candidate who wrote the verbs into simple past, instead of providing conditional sentences.

The analysis of candidates' responses shows that, 11.2 percent of the candidates with average scores were able to provide two correct forms of the verbs out of the four to complete the given sentences. For example, one candidate gave the following answers: "(i) I would give you a pencil if had one (ii) If I were you Iam (iii) If he is fit he plays for the school team on Saturday (iv) If he passes the examination, he will be promoted". This suggests that the candidates had partial knowledge on the subject matter.

Furthermore, the analysis of candidates' responses indicates that, 6.3 percent of the candidates who scored high marks managed to complete correctly each of the given sentences by writing the correct form of the verbs in brackets. This is an indication that the candidates had sufficient knowledge on the use of conditional sentences. Extract 9.2 is a sample of a response of a candidate who responded correctly.



Extract 9.2: A sample of a candidate's good response in question 9.

Extract 9.2 exemplifies a response from a candidate who provided the correct form of the verbs.

#### 2.1.10 Question 10: Preparation for Teaching

This question required the candidates to differentiate general objectives from specific objectives by giving two points. The question tested candidates' knowledge on the preparation for teaching.

This question was attempted by 100 percent of the candidates, out of which 60.4 percent scored from 0 to 1.5 marks, which is a weak performance; 31.4 percent scored from 2.0 to 2.5 marks, which is an average performance and 8.2 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was poor as 39.6 percent of candidates scored from 2.0 to 4.0 marks. Figure 10 illustrates the candidates' performance in this question.

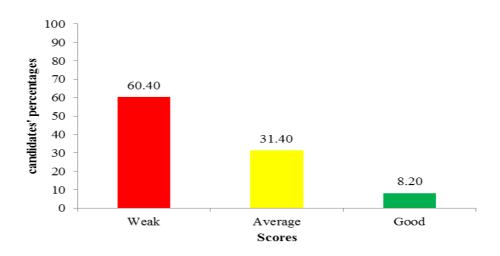


Figure 10: Percentages of Candidates' Performance in Question 10.

The analysis of the candidates' responses shows that, 60.4 percent of the candidates who scored low marks showed inability to differentiate general objectives from specific objectives. Those who scored zero (14.7 percent) provided wrong responses. For example, one of the candidates provided the following incorrect responses: "Objectives it founds to the old carcullam while specific objectives it found to the new carricullam". The answers that these candidates provided suggest that they either had no knowledge on the topic or they misunderstood the requirements of the question. Extract 10.1 is a sample of a poor response.

10	general objectives	
	general objectives they, I, him, them,	
	Specific Objectives.	
	-He	

Extract 10.1: A sample of a candidate's poor response in question 10.

Extract 10.1 is a response from a candidate who mentioned the personal pronouns instead of differentiating general objectives from specific objectives.

The analysis indicates further that, 31.4 percent of the candidates who scored average marks were able to provide only one correct difference between the general objectives and specific objectives. For example, one of

the candidates wrote: (i) The general objectives are covered by a long time-The specific objectives are covered by a short time like one or two periods (ii) The general objectives does not use the specific verbs like, To know-The specific objectives use specific verbs like, to identify, to clarify to show e.t.c Such responses demonstrated insufficient knowledge on the topic.

The analysis shows that, 8.2 percent of the candidates with high performance managed to differentiate correctly general objectives from specific objectives. Their answers imply that they had sufficient knowledge on the subject matter. However, the quality of some responses was compromised by candidates' low mastery of the English language. Extract 10.2 is a sample of the best responses.

10. General objectives are the objectives which should be
attained by the pupils after the end of the topic
WHILE Specific objectives are the objectives where
whereby pupils should attain or reached after jourty
attained by the pupils after the end of the topic  WHILE Specific objectives are the objectives where  whereby pupils should attain or reached after jourty  (40) Minutes.
reached WHILE in specific objectives it should be
reached WHILE in specific objectives it should be
reached after the end of each period.
, ,

Extract 10.2: A sample of a candidate's good response in question 10.

Extract 10.2 is a response from a candidate who managed to provide two differences between general and specific objectives although the responses had some errors of grammar.

# 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 thus making a total of 30 marks.

#### 2.2.1 Question 11: Literary Works

In this question, candidates were required to justify in three points on the statement that "Parents are trying to shape their children to be like them". The candidates were asked to use two readings "This Time Tomorrow" by Ngugi wa Thiong'o and "Three Suitors One Husband" by Oyono Mbia. The question tested candidates' analysis skills of literary works.

This question was attempted by 46.9 percent of the candidates, out of which 88.3 percent scored from 0 to 5.5 marks, which is a weak performance and 11.7 percent scored from 6.0 to 10.0 marks, which is an average performance. The general performance of the candidates in this question was poor as 11.7 percent of candidates scored from 6.0 to 10.0 marks. Figure 11 illustrates the candidates' performance in this question.

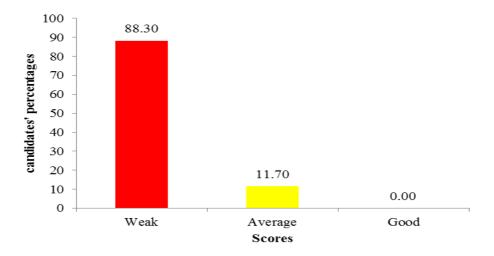


Figure 11: Percentages of Candidates' Performance in Question 11.

The analysis of candidates' responses shows that, 88.3 percent of the candidates scored low marks. Those who scored zero (0.8 percent) indicated inability to analyse literary works. For example, one of the candidates provided incorrect points such as: (i) humiliation (ii) poverty" while the correct points: for example in the play "This Time Tomorrow" Njago wants her daughter to acquire the following (i) She wants her daughter to be hardworking (ii) She wants her daughter to have self-awareness (iii) She wants her daughter to avoid Western culture e.t.c. On the other hand, in the play "Three Suitors One Husband", parents want their children: "(i) To abide by their customs (ii) They want the status of women

to remain inferior". The responses given by these candidates suggest either the lack of knowledge on the topic of literary analysis or they misunderstood the question. Extract 11.1 is a sample of a poor response from one of the candidates.

11	- Because they have chance to
	advice their parents where They
	going wrong by using three shitess one husband fullilete say to
	one husband fullilete say to
	he parent the fanit was be married
40 000	because still The student.
	- The choloffen children change
Aurel	The nagative attitude in the said,
	forexample pullnet in thee surtar
	one histand refused to engaged
	polyganist getene by more
	- The child to me mainly reduction
	- The children provide eduction
	those people who unaware unknown
	to know the problem facing society
	polygament .
	Spolygamit.
	/ / / /

Extract 11.1: A sample of a candidate's poor response in question 11.

Extract 11.1 demonstrates a response from a candidate who failed to justify the given statement by using the suggested readings.

Furthermore, 11.7 percent of the candidates with average performance provided unclear and poorly elaborated points. Some of the candidates managed to provide points. However, were of poor quality due to inappropriate choice of words and poor grammar. This indicates that, candidates had inadequate knowledge on the topic of literary analysis. Additionally, their low competence in English language contributed to their poor performance.

#### 2.2.2 Question 12: Expressing Habitual Events

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

- (a) Affirmative sentences
- (b) Negative sentences
- (c) Interrogative sentences

The question tested candidates' competences to express habits.

This question was attempted by 56.1 percent of the candidates, out of which 64.2 percent scored from 0 to 5.5 marks, which is a weak performance; 21.3 percent scored from 6.0 to 10.0 marks, which is an average performance and 14.5 percent scored from 10.5 to 15.0 marks indicating a good performance. The general performance of the candidates in this question was poor as 35.8 percent of candidates scored from 6.0 to 15.0 marks. Figure 12 illustrates the candidates' performance in this question.

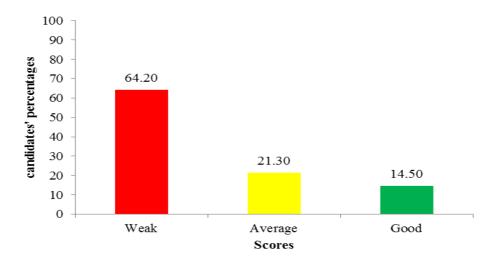


Figure 12: Percentages of Candidates' Performance in Question 12.

The analysis of the candidates' responses indicates that, 64.2 percent of the candidates scored low marks. For those who scored zero (23.6 percent), they could not construct any correct sentence in simple present tense for the given types, namely; Affirmative sentences, Negative sentences and Interrogative sentences. For example, some of the candidates provided the following responses: "(a) Affirmative sentences: (i) He is go to school (ii)

She is cooks ugali (iii) it is raining (iv) Juma sweem in sweeming pool (v) Mariam is walks faster (b) Negative Sentences: (i) She walk like a lion (iii) He sweeping the wall (iii) She do prostitution (iv) he is humaniser (v) He is a man of the people (c) Interrogative sentences (i) He run like tiger (ii) Juma is tall like giraffe (iii) Anna walks like graffe (iv) winds comes like rainfall". Others misinterpreted the requirements of the question by writing sentences into present continuous, instead of simple present tense, as one candidate wrote: Affirmative sentences: "(i) we are playing football (ii) iam cooking (iii) iam going to the market (iv) we are cleaning the environment (v) iam fetching water". The responses that they provided suggest that the candidates had no knowledge on expressing habitual events or they did not understand the requirements of the question. Extract 12.1 illustrates a poor response.

12. as is playing tootball
iv Asha is crying.
III/ Tomorraw will go the tarmer.
U) Allen is study styding
U) Allen is study, styding
U
b. 1) You are so intelegent, you tel examinations.
is you are da rought, you loukso beauty.
iii I shouted happy when I get zero of English test
I'v you have a good pronunciation, you speak
badly.
y You are toller, you look to shorter.
Us you are toller, you look to shorter.
cy is I will run while others walks,
is will eat while you read the book.
iii) will unite you to a letter while I reach home.
14) will buy goen while you write notes,
y will play football while you study.
174

Extract 12.1: A sample of a candidate's poor response in question 12.

Extract 12.1 illustrates a response from a candidate who failed to construct five sentences in simple present tense for "(a) Affirmative sentences (b) Negative Sentences (c) Interrogative sentences.

The analysis indicates further that, 21.3 percent of the candidates who scored average marks were able to construct at least six to ten correct sentences according to the instructions given. This indicates that, those candidates had some knowledge on expressing habitual events.

It was also noted that, 14.5 percent of the candidates with good performance were able to construct at least eleven correct sentences. Those who scored all the 15 marks were able to construct five sentences in simple present tense for each of the following; (a) Affirmative sentences (b) Negative sentences (c) Interrogative sentences. For example, one of them wrote as follows: "Affirmative sentences (i) I play football (ii) She sweeps the house (iii) He drinks safe water (iv) They watch television (v) We go to Mbagala, Negative sentences: I do no play football (ii) She does not sweep the house (iii) He does not drink safe water (iv) They do not watch television (v) We do not go to Mbagala, Interrogative sentences: (i) Do I eat ugali and banana? (ii) Does Okwi score the goal (iii) Do we travel to Mtwara (iv) Does she play football (v) Do I pass the examination?".

Their responses demonstrated that they had sufficient knowledge on expressing habitual events. Extract 12.2 is a sample of one of the best responses.

10	as is I play Football every saturday.					
102						
	is They go to school every day					
	,					
	iii) She cooles Ugali every time.					
	14 He sweeps a compaund every day.					
	y We Hance a music every sunday					
	bijl do not play a game every day.					
	ii) They do not go to the market.					
	in she does not cooks ugal every time					
-	19 It does not jump on the tree every time.					
	y We do not dance music every					
	day.					
	Ow Do I pray every day?					
	in Does the read . books?					
	ii) Do they sing a song every triday?					
	19 Does he play a draft on the					
	1) No You cut the tree in the Forest?					

Extract 12.2: A sample of a candidate's good response in question 12.

Extract 12.2 is a response from a candidate who constructed five sentences as instructed.

# 2.2.3 Question 13: Possession

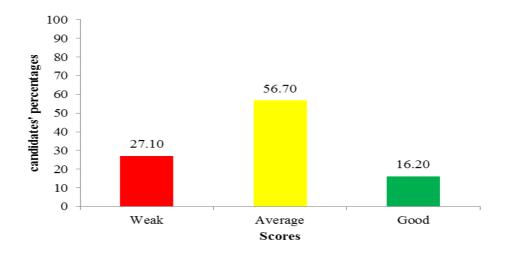
In this question, the candidates were required to do the following;

(a) by giving two examples, to identify two rules which guide the use of the possessive verb "have".

- (b) construct three sentences using the verbs (i) has and (ii) have.
- (c) read the dialogue and then identify statements which have possessive verbs.

This question measured the candidates' understanding of possessive verbs.

This question was attempted by 90.8 percent of the candidates, out of which 27.1 percent scored from 0 to 5.5 marks, which is a weak performance; 56.7 percent scored from 6.0 to 10.0 marks, which is an average performance. 16.2 percent scored from 10.5 to 15.0 marks indicating a good performance. The general performance of the candidates in this question was good as 72.9 percent of candidates scored from 6.0 to 15.0 marks. Figure 13 illustrates the candidates' performance in this question.



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

The analysis of candidates' responses indicates that, 56.7 percent of the candidates who had average marks had partial knowledge on the subject since they were able to; (a) identify one rule which guides the use of the possessive verb "have" (b) construct few sentences using; (i) Has (ii) Have (c) identify few statements which have possessive verbs from the given dialogue.

Further analysis shows that, 27.1 percent of the candidates with low marks including zero were not able to attempt any of the questions. For example, one of the candidates who scored zero in this question wrote: "(a) Doesn't using a things that can be natural, a passive verbs, a passive verbs can't

use in a things that can be natural like sun cloud Example I have see cloud (b) (i)—She has been a ministers officers-He has been a ball boy in a stadium—She has been see you last week (c) (ii)-I have been borrow me a pencil- I have go hospital last week—The visited have him in office e.t.c." Such responses is an indication that the candidates had no knowledge on the topic and their competences in English language was very low. Extract 13.1 exemplifies a poor response from one of the candidates.

10	0 ' 1 110 0 100 1
13	Possessive verb, Ithe werb which is show an
	action the example of possession verto de can be Ido,
	The do, Have should be used through the sentences of is
	plural form example They are singinging now.
	Have - It is used in asking question example
	Nou have my sen? The sentence
	The sentence which is show the possessive
	verb by three sentences,
	Have It is used in past pergect tense which
	can be used in he, she, It the following are the
	sentence which is whom the possessive verti
	she have went to uchool, she has bought the new shirt
	the has been the cooked the delicious meet.
	Have, it is used in past perfect tense which is
	can be used in We, I, They, the jullowing are the sente-
	new which whom the possessive how werk by
	using barrer They have adoller my near in my bag.
	Thouse my pen we have making noise.  The following is the statement which have
	The sollar rose is the statement which have
	possessive verbs round in the dialoque.
-	There can to how many tems the web is
DELIN MAN THE	come so it when the possessive verb of come.
	You are welcome the next is welcome
	100 at all and the rest to
	Hohow's the way of welcomed somedoody in his br
	Los he wish is out ed it shop topper towning the
	Doya fell Editate Boles from the
	The state of the s
	excercise book or not . Ido, hope.  All in all through dichaque the statement which
	All in all through distague the statement which
	is showing the next and then the uses of has and
	has should be lenam because have represent in single and have used in plural example of the sentences
	single and have used in plural example of the sentences
	estate III M S

Extract 13.1: A sample of a candidate's poor response in question 13.

Extract 13.1 shows a response from a candidate who was not able to respond correctly to any part of the question.

On the contrary, 16.2 percent of the candidates with good performance were able to (a) using two examples, identify two rules which guide the use of the possessive verb "have" (b) construct three sentences in each of the following possessive verbs; (i) Has (ii) Have (c) identify statements which have possessive verbs from the dialogue provided. The responses imply that, the candidates had sufficient knowledge on possessive verbs. Extract 13.2 exemplifies one of the best responses.

12@ Rules of parrecius verb have  1. 1- When possess in First and second perso  1. We Use "have"
"has" possess in third's person we Use
O(i) HAS. i-It has two legs
11- The has black pen
iii - he has a lot of money.
i-I have a ruler
11- You have a chair
ill - We have a good teacher
C) - Italiement which have possessive verb  - I have come to buy many items  - Do you have Cotair pencits?  - He always has colour pencits  - Lo you have small bags  - have all kinds of bags  - Cow have all items turisted  - Here is your money

Extract 13.2: A sample of a candidate's good response in question 13.

Extract 13.2 exemplifies a response from a candidate who was able (a) by giving two examples, to identify two rules which guide the use of the possessive verb

"have" (b) to construct three sentences in each of the following possessive verbs; (i) Has (ii) Have (c) to identify statements which have possessive verbs in the dialogue given.

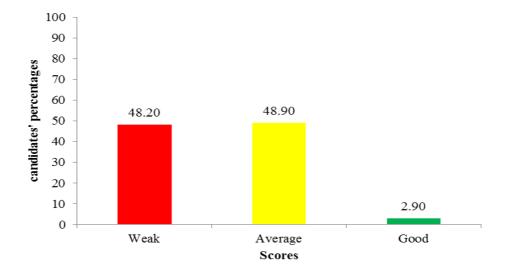
# 2.3 SECTION C: Essay Questions on Pedagogy

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 Pronunciation

In this question, the candidates were required to explain five ways of helping pupils with pronunciation problems in English Language. This question tested the candidates' ability to teach pronunciation.

This question was attempted by 42.1 percent of the candidates, out of which 48.2 percent scored from 0 to 5.5 marks, which is a weak performance; 48.9 percent scored from 6.0 to 10.0 marks, which is an average performance and 2.9 percent scored from 10.5 to 14.0 marks indicating a good performance. The general performance of the candidates in this question was average as 51.8 percent of candidates scored from 6.0 to 14.0 marks. Figure 14 illustrates the candidates' performance in this question.



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

The analysis of the candidates' performance indicates that, 48.9 percent of the candidates with average performance were able to explain correctly at least two of the ways, while missed the rest. Their responses suggest that the candidates had insufficient knowledge on the topic concerned.

Furthermore, the analysis shows that, 48.2 percent of the candidates with low marks were unable to explain five ways of helping pupils with pronunciation problems in English language. Some failed to provide a single point hence scored 0. Those candidates misunderstood the requirements of the question. Instead of explaining ways of helping pupils with pronunciation problems in English language, they explained the different ways of teaching vocabulary. For example, one of them wrote: (i) Real objects (ii) Pictures (iii) Using drawing (iv) using definition e.t.c.

Other candidates were not able to explain the main ways of helping children with pronunciation problems in English language instead, they provided irrelevant answers. For example, one of the candidates responded: (i) To know part of speech (ii) To recognise point of view to the pronunciation (iii) To conjugate verb properly to pronunciations (iv) To must be use proper word order. Such responses imply that, candidates had no knowledge on the topic.

Extract 14.1 illustrates a poor response from a candidate who was unable to explain five ways of helping pupils with pronunciation problems in English language.

uniber OCOVECT COMPANY
14 The Following are want of helping pupils
If The Following are ways of helping pupils is with pronducation problem in English
language They mrof
Your - in riswalill language they are only
tive vowel but in English language they
You'ld - In riswalide language they are only five vowel but in English language they are more than five vowel fot so that
Inorder to help pupil pupils in pronunciation teacher Chould be teach pupil how to pronu
teacher should be teach pupil how to pronu
nciate vowel. these vowel are a, E, Go, Ul
Consonant - In care of consonal teacher
Should teach very well how pupils how
to pronunciate Consonant in Study morder
pupils to Understand very well promunication
n of Consonant in English language.
Consonant Chucture = Teacher chould
teaching pupils the different of pronunciales
Consonant and consonant clusture morder
teaching pupils the different of pronunciales consonant and consonant clusture morder to remove all challege in pronunciation
This thing will be the time of time of time of the time of the time of tim
use mistate has opportunity of teaching and team learning when pupils try to
pronous the word teacher use the mistate
pronous the word teacher use the mistate to teach pupils to pronou very well?  Stree - Teacher may use oftee as the way of teach pronunciation in the class room
Stree - Teacher man 1100 street as the
way of teach pronunciation in the class room
and outspell of the class from that be
and oretspole of the class from that hop help pupil to promps the word when try
To speak English language.
0.00

Extract 14.1: A sample of a candidate's poor response in question 14.

Extract 14.1 is an illustration of a response from a candidate who could not explain five ways of helping pupils with pronunciation problems in English language.

The analysis shows that, 2.8 percent of candidates with good performance responded to the question correctly. Some of the points provided by one of the candidates were: "(a) Providing pupils with as many reading items. The teacher shall use story books, reading cards, tables e.t.c. on his/her teaching process (b) To build a rich environment. In normal ways a rich

environment we can say is talkative class. A class with a lot of reading cards, pictures and learning cards" e.t.c. However, some candidates could not score the highest marks because the quality of their responses was poor. The responses provided by candidates with highest score imply that, they understood the requirements of the question and they were knowledgeable on the topic. Extract 14.2 is a sample from one of the candidates who managed to explain five ways of helping pupils with pronunciation problems in English language.

you pronounce the word and pronounce demine or speak are that they a purple to the word of property. Most of the property failed to pronounce the property of the property failed to pronounce the property of pronounce of the two that your pronounce of the two the property of pronounce of the two property of pronounce of the two property of pronounce of the property of pronounce the property of the pronounce of the property of pronounce the property of the pronounce of the property of the pronounce of th	
you pronounce the word and propagated in a people of speed the think a people of the the think of properly their of the proper to promise the proper word of properly their of the people thild to promise the proper word of english danguar during and the way; if helping people with promise and the way; if helping people with promise the word they target to promote the word that tend to change and to promote the word to the promote the word to the the promote the tend to promote the proper word of the english argues; and falling out transfer the tend to the promote the proper word of the english that way and falling out transfer the tend to when you for the late the people the promote the word that when you find the state the promote the word that when you find the state the promote the word that were you ask the year promote the word the proper to promote the word the proper to promote the tend to promote the word the proper to promote the tend to proper a people the tend to promote the word the proper and the proper promote the proper to promote the tend to show and the promote the tend the short word they tend to show and the promote the tend to show and the promote the tends they tend the promote the tends they tend the promote the tends they tend the promote the tends they are the promote the promote that they are the promote that they are the promote the promote that they are the promote that they are the promote that they are the promote the promot	14. Pronunciation Is the way in which
problem are the throng that hinds a pupil to promine the word property. Not of the property highest of the property half of the property half of the property half of the property of the leavest of the property of the property of the leavest of the property of property of the property of the property of the property of property of the p	was some the word and promoved at an
proply falled to promine the proper word of eighth Jangues due to the Affected of the Mathe Tengues. The following are the way, of helping pupil, with prominent to word they have drill; when you guy those drill, for pupil, to promone to word they they ward, for the Affected to promone the proper word of the english argues of internation. But he recovered to promone the proper word of the english argues and falling at town when to acting your deport to help to pupil, her internation that when you put the internation the word when you put the softent the promones at the proper promound atom. Make seem that your promounce of the word the pupil, to promounce ut; they was a pupil to promounce ut; they was to know the proper promounce ut; they want to have proper promounce ut; they want to have a pupil, also lead to promounce the word properly a pupil, also lead to promounce the word properly a pupil, also lead to promounce the word properly as pupil, also lead to promounce the word properly and promounce the word properly at pupil, also lead to promounce the word properly at pupil, also lead to promounce the word properly a pupil, also lead to promounce the word flow particular afternation of the leaders after the leaves to promounce the word flow properly as pupil, also lead to show a and to promounce the word flow properly to the word, the way of before after the pupil, to know the way of before the pupil, to know the way of before the pupil to proper word and the promounce the word of part from that way, of before pupil the propers word flow are force of the promounce of interpret and fallower of interpretary aftered to word dained and long word forces word and force of interpretary aftered to word dained and long word forces and fallower of interpretary aftered toward dained and force of interpretary aftered toward dained a	a coplan are these things that hirder a pust
proply falled to promine the proper word of eighth Jangues due to the Affected of the Mathe Tengues. The following are the way, of helping pupil, with prominent to word they have drill; when you guy those drill, for pupil, to promone to word they they ward, for the Affected to promone the proper word of the english argues of internation. But he recovered to promone the proper word of the english argues and falling at town when to acting your deport to help to pupil, her internation that when you put the internation the word when you put the softent the promones at the proper promound atom. Make seem that your promounce of the word the pupil, to promounce ut; they was a pupil to promounce ut; they was to know the proper promounce ut; they want to have proper promounce ut; they want to have a pupil, also lead to promounce the word properly a pupil, also lead to promounce the word properly a pupil, also lead to promounce the word properly as pupil, also lead to promounce the word properly and promounce the word properly at pupil, also lead to promounce the word properly at pupil, also lead to promounce the word properly a pupil, also lead to promounce the word flow particular afternation of the leaders after the leaves to promounce the word flow properly as pupil, also lead to show a and to promounce the word flow properly to the word, the way of before after the pupil, to know the way of before the pupil, to know the way of before the pupil to proper word and the promounce the word of part from that way, of before pupil the propers word flow are force of the promounce of interpret and fallower of interpretary aftered to word dained and long word forces word and force of interpretary aftered to word dained and long word forces and fallower of interpretary aftered toward dained and force of interpretary aftered toward dained a	to a common the unord acommode Most of the
of english Longuage due to the affected of the history of the longuage. The following are the ways of the stage of the promonent to worst they have the property to promone to worst they tend to change and to promone the worst they were took to the stages the promone the worst they are the control to worst the program word of the anglesh language.  Make pupil, aware of internation. But he sairing and falling and torus when reaching your disport to help the pupil, her internation that we have the internation in the lands one you put the internation in the lands one, have that it affect the promonent of the section of the word ladger. You alt the pupil, to promone it; they have been able to promone it; they have been a the formation the word ladger, you alt the pupil, to promone it; they word to focuse when you promone it; they wond property as pupils also lind to promone the word reached to get a pupil also lind to problemate they word property a pupil also lind the problemate they word with the problematic spelling. This appears are help to proper promonents with the property of promonents the word property.  Proportion the word fargue and to promone the word they lead to change and to promone the word they lead to change and to promone the word they lead to change and to promone the word they lead to change and to promone the word they lead to change and to promone the formation doing that the pupil lead to promone the formation doing that the pupil lead to promone the property of form the way, of before a facility of larger proteon of facility proteon and they are the promone that the pupil to prove word form that way, of before a facility of interpretage flow are force of the promone of interpretage of files and and for your affect.  The program of these way they would said and and long would interpretage of proteon of fallow of interpretage of files and form would said the formation of interpretage of files and form would said the formation of interpretage of interpretage for the property of the property of	a law by account the potent want
helping pingil with promining are the ways of helping pingil with prominiation profile.  In English Language:  The Moor drill; when you ging more drill for pupil, he promouns the word they tend to change and to promount the carpet word, for the Madian lie learners tend to promount the program word of the english language;  Make pupil, aware of intension. But he saint and the help he pupil, he nationalism that when you field he pupil, he nationalism that when you field he pupil, he nationalism for example produce they after the promounce of the sample produce they after the promounce of the word heaper, you alt the pupil, to promounce the word heaper, you alt the pupil, to promounce of the word house the word property a pupil, also limb help leaves to know the proper promounce in the word property a pupil, also limb they problemate the year.  They particular afteriors of word with problemate the pelling: This also an help to leaves to promounce the word property and pupil, also limb he leaves to promounce the leaves to the leaves and to promounce the leaves to promounce the leaves to promounce the leaves to promounce the leaves to the fear and to promounce the leaves to promounce the leaves to the fear and the promounce the leaves to promounce the property gives proved the promounce the property of the form the service dained and the promounce of interpretage flow are come of the promounce of interpretage of promounce dained and form of interpretage of interpretage of firms and form of the property of the property of the property	phonis farmed to produce the Mentil of the
helping pupil will promineration problems in English Language.  Give horn drills when you give those drills for pupil to promone the word they tend to dange and to promone the word to promone the proper word of the english Language.  Make pupil, aware of internation. The harmone that pupil, aware of internation. The harmone when reaching your deport to help the pupil, her internation that when you put the strend when reaching your deport to help the pupil, her internation for example produce they after the promouncistion for example produce they after the promounce of the word beginning the promounce of the word heaves to know the proper pronounce of the word properly a pupil also led to nearly the word properly a pupil also tend for problemate like your.  Problemate like your to properly a pupil also tend to problemate the word properly a pupil also tend to problemate the word properly a pupil also tend to problemate the leavest of pronounces the word properly a pupil also tend to pronounce the word properly a pupil also tend the pronounces the word the produce of pronounces the word the properly of pronounces the word the properly of pronounces the word the produces of the properly of pronounces the word they give privately as pupil also the pronounces the properly given for the pupil tend to pronounce the properly given the feeting these shapes the properly of pronounces the pronounces the properly given the pupil tend to pronounce the properly given the pupil tend to pronounce the properly given the pupil tend to pronounce they have and for the pupil tend to pronounce they have properly given between they have properly given they are pupil to proper years of the supplies to your affects they proved to properly different to your affects of interpretary different toward and failure of int	of english surgices and to the comment
I king it language:  Arillo for people to pronounce the word they tend to change and to pronounce the word they word for this Alaction. The learners tend to pronounce the pronounce they we deport to help the pupil, her intendion that when you per the intendion in the societies, they led to affect the pronounce the section.  The example produce they affect the pronounce the section.  What seems that your pronounce the word before you alt the pupil, to pronounce it; then help learners to know the pronounce it; then help learners to know the pronounce it; then help learners to know the proper pronounce the word properly a pupil also tend to pronounce the word properly a pupil also tend to prohomate like your.  The pronounce like your,  The pronounce like your,  The properly the learner pay affection ap the learners to pronounce the pronounce the wood properly.  The properly the learner pay affection, when a pupil, also given the pronounce the wood properly.  The properly and to shane and to pronounce the wood from the content of the properly as a pupil, also because the pronounce the properly and to shane and to pronounce the the force of the pupil, to know the force of the properly of pronounce the properly against the pupil lead to pronounce the properly against the pupil lead to pronounce the properly against the pupil lead to pronounce the properly word the pupil lead to pronounce the properly defeat the pronounce of interpretary defeat there would and the properly defeat the proper	Make longue , the jorion in and the week of
driff for people to promone the word they beard to damp and to promone the correct word to damp and to promone the correct word to word for the proper word of the english larguage.  Make pupil, aware of internation hust receiving and filling and sound when reaching you deport to help the pupil, her internation that when you put the Internation in the word when you produce they after the promouncistion for example produce they after the promounce of the example produce they after the promounce of the heafter the promounce of the word heaven when you promounce the word heaven when you produce the word property a pupil, to promounce of the word heaven when you produce the word property a pupil, about tend to problemate the your.  Fay particular attention of word with problemate spelling. The about the large with property are former at in Simply the leaven pay afternation, when a property of pronounce the word property.  Programs the word, terough doing that the corner lead to change and to pronounce the word and so pronounce the word to share and to pronounce the word to share and to pronounce the word to share and to pronounce the word and so property at pronounce the word to share and to pronounce the through doing that the pupil to pronounce the through doing that the pupil tend to pronounce the through doing that the pupil tend to pronounce the property word and also the tendence of pronounce of interpretary of form that whey of helping the pronounce of interpretary different town of and property of interpretary different town of and property of interpretary different town of and pronounce of interpretary different town of and pronounce of interpretary different town of and pay would share of interpretary different town of and pay would also the failure of interpretary different town of and pay would share to the pronounce of interpretary different town of and pay would share to the pronounce of interpretary different town of the property of the pronounce of interpretary different town of the property and the	helping pupils with providenciation proson
driff for people to promone the word they beard to damp and to promone the correct word to damp and to promone the correct word to word for the proper word of the english larguage.  Make pupil, aware of internation hust receiving and filling and sound when reaching you deport to help the pupil, her internation that when you put the Internation in the word when you produce they after the promouncistion for example produce they after the promounce of the example produce they after the promounce of the heafter the promounce of the word heaven when you promounce the word heaven when you produce the word property a pupil, to promounce of the word heaven when you produce the word property a pupil, about tend to problemate the your.  Fay particular attention of word with problemate spelling. The about the large with property are former at in Simply the leaven pay afternation, when a property of pronounce the word property.  Programs the word, terough doing that the corner lead to change and to pronounce the word and so pronounce the word to share and to pronounce the word to share and to pronounce the word to share and to pronounce the word and so property at pronounce the word to share and to pronounce the through doing that the pupil to pronounce the through doing that the pupil tend to pronounce the through doing that the pupil tend to pronounce the property word and also the tendence of pronounce of interpretary of form that whey of helping the pronounce of interpretary different town of and property of interpretary different town of and property of interpretary different town of and pronounce of interpretary different town of and pronounce of interpretary different town of and pay would share of interpretary different town of and pay would also the failure of interpretary different town of and pay would share to the pronounce of interpretary different town of and pay would share to the pronounce of interpretary different town of the property of the pronounce of interpretary different town of the property and the	in English Language:
tend to change and to promounts the Correct wind for the standing the learners tend to pronounce the program word of the english larguage.  Make pupil, aware of internation. But he raining and felling af towned when reaching you support to help the pupil, for internation that when you put the internation in the Content, that help the promounce the word had such the programme after a promounce the word lactors, you at the pupil, to promounce it this help learners to know the program promou neighbor of the word property a pupil, also lead to growners, like your is promounce the word property a pupil, also lead to promounce the word property a pupil, also lead to promounce the learners to promounce, the proper promounce the problematic spelling. This also has been the the problematic spelling. This also has been the formulation of the corner to the learners per afternation after the wood progesty.  Pressore now the word, through doing that the learners tend to change and to promounce the word hay lead to sharps and to promounce the word hay lead to sharps and to promounce the word they lead to sharps and to promounce the theory of they lead to sharps and to promounce the through doing that the pupil lead to promounce the sharps are the pupil, the through doing that the pupil lead to promounce the sharps of the property word.  The property word the sharps lead to promounce the sharps of the property word the sharps the promounce of interpretage of the owner downed and town would also the promounce of interpretage different towned and failure over a fallenge of interpretage different towned and failure over a fallenge of interpretage different towned and failure over a fallenge of interpretage different towned and failure over a fallenge of interpretage different towned and failure over a fallenge of interpretage different towned and failure over a fallenge of interpretage different towned and failure over a fallenge of interpretage different towned and failure.	Give More drills; when you give more
word, for the steafin to learners level to promount the progen word of the english larguage.  Make pupil, aware of interation. But he reading you deport to help the pupil, her interation that when you fill the stepper to help the pupil, her interation that when you put the interation in the continue, they was to affect the promound atom.  Make two that your promounds the word lactory you get the pupil, to promound it; this help learners to know the proges, promound it is promounds to word headens when your promounds in help learners to know the proper promound with problematic like your.  Fay particular attention of word with problematic like your.  Fay particular attention of word with learners to promounce the learners to promounce the proper promounce the learners to promounce the learners per, aftention of when learners the promounce the wood projectly.  Freshow he word, thereast doing that the learners tend to change and to promounce the wood projectly.  Fingle property and promounciation, when a funct, as yours printly of promounce the word they lead to show a and to promounce the word they lead to show a function of the pupil, the trough the surface of the promounce the horizon doing that the pupil lead to promounce the promounce word.  The property given the function of the promounce of the promounce of the promounce after the promounce of interpretage them are formed and former of interpretage them are formed and failure of interpretage different torrue of and former or over the promounce of interpretage different torrue or plant due to word dark down or all failure or all fa	drille for pupils to prononce to word they
pronounce the project word of the english larguage.  Make pupil, aware of intension. But he raining and felling of town when reaching you disport to help the pupil, her intension that when you put the intension in the leadence, they led to affect the pronounce the word alon.  Make leve that your pronounce the word lasfore, you ask the pupil, to pronounce it this help leaves to know the proper, pronounce the word property a pupil, also led to pronounce to the profession of the word property a pupil, also led for pronounce tiefly your.  Fay particular attention of word with problematic Upelling: This also an help the leaves to promounce the proper pronounce to the word property. It is also an help the leaves to promounce the wood property.  Property the leavest pay attention af wood property.  Cincer privately at pronounceation, when a finish also gives privately to show and to pronounce the wood property.  Cincer word, and also the tester help the pupil, to know and the pronounce the two diversity and the pronounce the two diversity and the pronounce the two property and form the sentence helps the pupil, to know and also the tweeter helps the pupil, to know the sentence helps the pupil, to know the sentence helps the property and form that way, of helping their property word.  It property the form that way, of helping the property word.  The presence of hear are some and failure of interpretay, difference towned and failure of interpretay difference towned and failure.	tend to change and To pronounce the correct
Make pupil, awar of intension. But he saining and falling at sound when reaching you disport to help the pupil, for intension that when you put the intension in the sentence that when you put the internation for example produce that you promounce the word before you ask the pupil, to promounce it, the help beares to know the proges, pronounce it, the help beares to know the proges, pronounce it, the word property a pupil, about the product the product the word property a pupil, about the product the leaves to produce the product the leaves to produce the product to produce the wood property of production, when the wood property of production, when it finds also given to about and to produce the wood property, and to produce the wood property, and to produce the wood property, the classes and to produce the wood property, the class and to produce the wood property as private of produced the security of the pupil, to know the tendence these beds the product that the product the product the product the product that product the product the product that the product the product that the product the product that the product the product the product that the product the product the product the product that the p	word for this alkation the learners lend to
Make pupil, awar of intension. But he saining and falling at sound when reaching you disport to help the pupil, for intension that when you put the intension in the sentence that when you put the internation for example produce that you promounce the word before you ask the pupil, to promounce it, the help beares to know the proges, pronounce it, the help beares to know the proges, pronounce it, the word property a pupil, about the product the product the word property a pupil, about the product the leaves to produce the product the leaves to produce the product to produce the wood property of production, when the wood property of production, when it finds also given to about and to produce the wood property, and to produce the wood property, and to produce the wood property, the classes and to produce the wood property, the class and to produce the wood property as private of produced the security of the pupil, to know the tendence these beds the product that the product the product the product the product that product the product the product that the product the product that the product the product that the product the product the product that the product the product the product the product that the p	pronounce the progen word of the english
you deport to help the pupil, he intendion that when you put the intendion in the later when you put the intendion in the lantence, they led to affect the promounciation for example produce that you promounce the word ation.  Make two that you promounce the word lanform you ask the pupil, to promounce it; this help leaves to know the proper you promounce the word property a pupil, also led to promounce the word property a pupil, also led problematic spelling. This above an half to leaves to promounce to im simply the leaves pay afternion of word with problematic spelling. This above an half the leaves to promounce the word programs. We promounce the wood prograting.  Crive private as promounciation, when a function also gives private of promounce the wood prograting.  Crive private as promounciation, when the cornect word, and also the transmission the cornect word, and also the transmission the function given to a particular explicitly. The property given to a particular explicitly the property given to a particular explicitly the property given to a particular explicitly the property given the function problem in English the property word.  A part from that way, as helping to proper word the property word from the property of the property o	
you deport to help the pupil, he intendion that when you put the intendion in the later when you put the intendion in the lantence, they led to affect the promounciation for example produce that you promounce the word ation.  Make two that you promounce the word lanform you ask the pupil, to promounce it; this help leaves to know the proper you promounce the word property a pupil, also led to promounce the word property a pupil, also led problematic spelling. This above an half to leaves to promounce to im simply the leaves pay afternion of word with problematic spelling. This above an half the leaves to promounce the word programs. We promounce the wood prograting.  Crive private as promounciation, when a function also gives private of promounce the wood prograting.  Crive private as promounciation, when the cornect word, and also the transmission the cornect word, and also the transmission the function given to a particular explicitly. The property given to a particular explicitly the property given to a particular explicitly the property given to a particular explicitly the property given the function problem in English the property word.  A part from that way, as helping to proper word the property word from the property of the property o	Make pupil, aware of intenation; but to
looking they but to affect the promunication for example produce they affect the promunication for example produce that your promound the world lactors you alt the pupil, to promounce it; this help beares to know the proper promound neather, of the world because when you properly a pupil, also limb to promounce the world properly a pupil, also limb to problematic spelling. This are an help the leaves to promounce the leaves to promounce the leaves to promounce the world properly.  Promounce the world through doing that the leaves per affection up the wood projectly.  Corner tend to change and to promounce the world they lead to show a promounce the world they lead to show a promounce the world they lead to show a promounce they formed they lead to show a promounce they formed they lead to show a promounce they formed they lead to show a promounce they world they lead to show a past after explicitly the formed the pupil, to know the sentence of promounce they formed doing that the pupil lead to promounce the proper world.  The property of the are force of the promounce of interpretary different torse of and torse of interpretary different torse of and torse of interpretary different torse of and torse of interpretary different torse of and failure of interpretary different torse or plant distinct or protect of the promounce of the	raising and felling set lound when speaking
looking they but to affect the promunication for example produce they affect the promunication for example produce that your promound the world lactors you alt the pupil, to promounce it; this help beares to know the proper promound neather, of the world because when you properly a pupil, also limb to promounce the world properly a pupil, also limb to problematic spelling. This are an help the leaves to promounce the leaves to promounce the leaves to promounce the world properly.  Promounce the world through doing that the leaves per affection up the wood projectly.  Corner tend to change and to promounce the world they lead to show a promounce the world they lead to show a promounce the world they lead to show a promounce they formed they lead to show a promounce they formed they lead to show a promounce they formed they lead to show a promounce they world they lead to show a past after explicitly the formed the pupil, to know the sentence of promounce they formed doing that the pupil lead to promounce the proper world.  The property of the are force of the promounce of interpretary different torse of and torse of interpretary different torse of and torse of interpretary different torse of and torse of interpretary different torse of and failure of interpretary different torse or plant distinct or protect of the promounce of the	You deport to help the pupil, for Internation
for example produce they affect the pronounce alon.  Make some that your pronounce the word before your ask the pupil, to pronounce it; this help leagues to know the prome. pronounce it; this help leagues to know the prome. pronounce it is pronounce the word properly a pupil, also lend to grown, at word with problematic letter your.  Problematic spelling: The proper pronounce to leaves to pronounce the server to pronounce the leaves per aftention of the proper pronounce the wood properly.  Carrier to the word, through doing that the leaves lend to change and to pronounce the wood properly.  Give private of pronounciation, when a fusil, also gives private of pronounce the wood properly.  Give private of pronounciation, when a fusil, also gives to change and to pronounce the word thought and also the teacher help the pupil, the thought also the teacher help the pupil, the thought also the teacher help the pupil to the from the lenders they pronounce the proper word.  A part from that way, of before putility is pronounced to pronounce the proper word.  A part from that way, of before pronounce the pronounce the proper word.  The proper word the supil lead to pronounce the proper word the property of the property o	that when you put the interdior in the
for example produce they affect the pronounce alon.  Make some that your pronounce the word before your ask the pupil, to pronounce it; this help leagues to know the prome. pronounce it; this help leagues to know the prome. pronounce it is pronounce the word properly a pupil, also lend to grown, at word with problematic letter your.  Problematic spelling: The proper pronounce to leaves to pronounce the server to pronounce the leaves per aftention of the proper pronounce the wood properly.  Carrier to the word, through doing that the leaves lend to change and to pronounce the wood properly.  Give private of pronounciation, when a fusil, also gives private of pronounce the wood properly.  Give private of pronounciation, when a fusil, also gives to change and to pronounce the word thought and also the teacher help the pupil, the thought also the teacher help the pupil, the thought also the teacher help the pupil to the from the lenders they pronounce the proper word.  A part from that way, of before putility is pronounced to pronounce the proper word.  A part from that way, of before pronounce the pronounce the proper word.  The proper word the supil lead to pronounce the proper word the property of the property o	anterior than led to allect the promunciation
ation. Make terre that yers promounce the word before your alt the pupil, to promounce it; this help learnes to know the promounce it; this help learnes to know the promounce of the word property a pupils also lead to grown of the word property a pupils also lead to problematic spelling: This also know help the learnest to proper promounceath in Simply the learnest pay afterdion of word promounce the wood progesty.  Give private of promounceation, when a fusit, also gives private of promounce the wood progesty.  Give private of promounceation, when a fusit, also gives private of promounce the wood progesty.  Give private of promounceation, when a fusit, also gives private of promounce the wood progesty.  Give private of the short and also the teacher help the pupil. The from the lenders these teachers the pupil to proper word. And also the teacher help the pupil to promounce the property given to a past, also explicitly through doing that the pupil lead to promounce the past from that way, of before the promounce of past from that way, of before the promunity of the produce of the promunity problem. It has to the promunity problem of the promunity problem and form to your afterly the prospert of problem, afterned town of and failure of Interpretay different town of and failure of Interpretay different town of and failure of Interpretay different town of the failure of Interpretay different tow	for example Disolute they after the pronounce
Make seine that your promounce the word before you ask the pupil. To promounce it; the pupil to promounce it; this help learnes to know the proges, promoun neistion, of the word property a pupil, also lend promounce the word property, a pupil, also lend to promounce like your than particular attention of word with problematic spelling: This also an help the learnest to promounce the profess promounce to leave to promounce the promounce the wood property.  Proply the leavest pay afternion, when a function at a promounce the wood property.  Give priority at promouncation, when a function they lead to show and to promounce the word hay lead to show and the promounce the fire cornect word, and also the teacher help the pupil to know the lending thest because the property gives for a past when explicitly through doing that the pupil lend to promounce the property word.  A part from that way, of before the promounce they have word to promounce they have a form of the property word.  The property word the subject to your affect the property of problem in the form of the property of the property affects the story and they are sheet they problem of form of the story of the property of the property of the story they are affected to prove affect they problem of form that would and they would some affections of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later to would and failure of later problem of later problem to would and failure of later problem to the later to would and failure of later problem to the later to would and failure of later problem to the later to would and failure of later problem to the later	of 's
before you ask the pupil to pronounce it; this help learner to know the proper pronou nicotion of the word properly a pupil, also lend president like your  Pay particular attention of word with problematic spelling. This also has help the learners to pronounce the proper pronounceats in Simply the learner pay aftention of prosource the word through doing that the corners tend to change and to pronounce the wood progesty.  If we priority of pronunciation, when a function they tend to change and to pronounce the word they tend to change and to pronounce the twood they tend to change and to pronounce the five pupil, to know the sentence short the pupil, to know the sentence short the pupil, to know the sentence short the proper word. The proper word  The property there are some of the pronounce and they related the super tend to pronounce and they related the super tend to pronounce the property word.  The prosoner of their store of the pronounce and they related the property of the proper	Make the Bot very promoners the word
number he word properly a pupils also lend to pronounce the word properly a pupils also lend to problematic spelling: This also has been to problematic spelling: This also has been to promounced in Simply the leaves pay aftersion af pronounce the word properly.  pronounce the word, through doing that the leaves tend to change and to pronounce the wood proposity.  Give priority at pronunciation, when a fuel, also give priority of pronounce the wood they lend to shape and to pronounce the word they lend to shape and to pronounce the the pupil, to know the lenking shops because the properly given to a past also explicate syllate. The properly given to a past also explicate syllate. The proper word that subject that pronounce is proton to pronounce the proper word.  A past from that subject to specify of beginning the proper word.  The prospers of these are some of the pronounce of interpreting different torse of the pronounce of interpreting different torse of failure of interpreting different time or pilet due to	It was at the quil to pronounce it.
number he word properly a pupils also lend to pronounce the word properly a pupils also lend to problematic spelling: This also has been to problematic spelling: This also has been to promounced in Simply the leaves pay aftersion af pronounce the word properly.  pronounce the word, through doing that the leaves tend to change and to pronounce the wood proposity.  Give priority at pronunciation, when a fuel, also give priority of pronounce the wood they lend to shape and to pronounce the word they lend to shape and to pronounce the the pupil, to know the lenking shops because the properly given to a past also explicate syllate. The properly given to a past also explicate syllate. The proper word that subject that pronounce is proton to pronounce the proper word.  A past from that subject to specify of beginning the proper word.  The prospers of these are some of the pronounce of interpreting different torse of the pronounce of interpreting different torse of failure of interpreting different time or pilet due to	the promise according
nonne the word property a pupils abo lend to promonal like your .  Fay particular attention of word with Pay particular attention of word with problematic spelling. This also has held to leaves to promone the proper promonents in Simply the leaves pay attention of the promoner the wood projectly.  Preserve he the word through doing that the leaves for they exist a pronounce the wood projectly.  Give priority of pronunciation, when if you they lead to shange and to pronounce the word they lead to shange and to pronounce the two formed word, and also the teacher help the pupil to know the lending they because the complexity given to a past after syllally. The presence word the pupils lead to pronounce the proper word.  The presence word hat way, of before the pronounce of the prosence of the pronounce of the pron	This help clarass to prove the wind some
Pay particular attention of word with Pay particular attention of word with problematic spelling: This abo as help to leaves to pronounce the proper pronounced in Simply the leaves pay attention of pronounce the wood projectly.  Change and to pronounce the wood projectly.  Give priority of pronounciation, when a fusion they lead to show and to pronounce the word they lead to show and they remember the formet word, and also the leader help the pupil to know the leader help the proper word.  The proper word the pupils lead to pronounce the proper word.  A part from that way, of before the proper word.  The proper word they lead to pronounce the proper word.  The proper word they way to proteen in English with pronounce and to pronounce the proper word.  The prospect of these are force of the pronounce of interpreting different towned and long would be present of short would do not failure of interpreting different towned and failure of interpreting different towned and failure of interpreting different town or place due to	harden of the word about the
Pay particular allention of word with problematic spelling: This abo an helm to leaves to promounce the proper promounced in Simply the leaves pay affection of promounce the wood property.  promounce the word, through doing that the ensure tend to Change and to promounce the wood property.  (give privaty of promounciation, when a function they tend to change and to promounce the word they tend to change and to promounce the five pupils to change and to promounce the five pupils to promounce the property given to exact whether they there word the property word.  The property word that the pupils lead to promounce the property word.  A part from that way, of helping they will be property word.  The property word the form of the promounce of the property of their word and language them are some of the promounce of interpreting different torse would down to the property defeated there we plat down to	19 100
pressure see the word through doing that the carrier tend to change and to pronounce the wood projectly.  Give priority of pronunciation, when a function also give priority of pronounce the word they lead to shonge and to pronounce the word they lead to shonge and to pronounce the five function and also the teacher help the pupil. To know the tentents those because the prophetic given to a pasticular extent through doing that the pupils lead to pronounce the proper word.  A part from that way, of before a past with pronounce the proper word.  The proper word they are force by the pronounce of the property of the property of the pronounce of the property of the p	pronounce (Les your )
pressure see the word through doing that the carrier tend to change and to pronounce the wood projectly.  Give priority of pronunciation, when a function also give priority of pronounce the word they lead to shonge and to pronounce the word they lead to shonge and to pronounce the five function and also the teacher help the pupil. To know the tentents those because the prophetic given to a pasticular extent through doing that the pupils lead to pronounce the proper word.  A part from that way, of before a past with pronounce the proper word.  The proper word they are force by the pronounce of the property of the property of the pronounce of the property of the p	Tay particular attention of the to
pressure see the word through doing that the carrier tend to change and to pronounce the wood projectly.  Give priority of pronunciation, when a function also give priority of pronounce the word they tend to shonge and to pronounce the word they tend to shonge and to pronounce the five function of the function of the pupil. To know the tentents those because the prophetic given to a pasticular extent through doing that the pupils lead to pronounce the proper word.  A part from that way, of before a past with pronounce the form of the proper word.  The proper word that way, of before the pronounce of the property of the property of the pronounce of the property o	problematic spelling has appropriate to
proportion the word, through doing that the large tend to change and to pronounce the wood progetty.  Give priority of pronunciation, when a fusile also gives priority of pronounce the word they land to shonge and to pronounce the word the cornect word, and also the teacher help the pupil, to know the tentents those because the prophetic gives to a pasticular extent the prophetic gives to a pasticular extent the proper word.  The proper word.  A part from that way, of before a past, with pronounce the pronounce that will, and to pronounce the proper word.  The proper word that way, of before the pronounce of the property of the pronounce of the property of the p	Coners To pronounce the proper of tribute
Give priority of pronunciation, when a fusile at give priority of pronunciation, when e fusile at gives priority of frommerce the word they tend to shonge and to pronunce the word the former word about the teacher help the pupil. To know the tentents those became the prophetic gives to a pasticular extent through doing that the pupils lead to pronunciate the proper word.  A part from that way, of before a part from in English transage there are come as the pronunciation problem in English transage there are come as the pronunciation of prosence of the presence of the proved dained and tong the presence of interpreting different torse or plack due to	in Jinply the clavers pay agrention
Give priority of pronunciation, when a fusile at give priority of pronunciation, when e fusile at gives priority of frommerce the word they tend to shonge and to pronunce the word the former word about the teacher help the pupil. To know the tentents those became the prophetic gives to a pasticular extent through doing that the pupils lead to pronunciate the proper word.  A part from that way, of before a part from in English transage there are come as the pronunciation problem in English transage there are come as the pronunciation of prosence of the presence of the proved dained and tong the presence of interpreting different torse or plack due to	DEMINE As the result of the 14
Give priority of pronunciation, when a fusile at give priority of pronunciation, when e fusile at gives priority of frommerce the word they tend to shonge and to pronunce the word the former word about the teacher help the pupil. To know the tentents those became the prophetic gives to a pasticular extent through doing that the pupils lead to pronunciate the proper word.  A part from that way, of before a part from in English transage there are come as the pronunciation problem in English transage there are come as the pronunciation of prosence of the presence of the proved dained and tong the presence of interpreting different torse or plack due to	Const. E. J. S. Ches. P. J. S. C. S.
Give poorty of pronunciation, when a pusit, at y gives private of pronunce the word they tend to sharp and to pronunce the word the Correct word, and also the teacher help the pupil, to know the teacher help the pupil, to prophetic gives to a past outer syllate. Through doing that the pupil, lead to pronuncially proper word.  A part from that way, of before a past of the pronunciation problem is tradition to the proper word.  The property of the are come of the pronuncial of interpreting of ferring torse of later proteins of the property of the property of the property different torse or place of the property different torse or place of the property different torse or place of the protein of the protein different torse or place or protein different torse or prot	Wood Acres !
word they lend to shange and to pronounce the word they lend to shange and to pronounce the Cornect word, and also the teacher help the pupil. To know the lentens those because the prophetic given to a pasticular exteller. Through doing that the pupils lend to pronounce the proper word.  A part from that way, of before a part from the pronounce that with pronounce attend problem in English transpage these are come by the pronounce of the protection of the pr	Take sold at the state of the s
World they land to sharp and to pronunce the Correct word, and also the teacher help the pupil, to know the teacher help the pupil, to know the tentence short beautiful oraphasis given to a past after extlett. Through doing that the pupils lead to pronunce the proper word.  A part from that way, of before a past or stray! In tanguage they are come as the proper in tender. It shows to your affect. The presence of short would tank and and long vowed sound, introvine would and failure of Interpreting different turn or plack due to	give proving as prominciation, when
the pupil. To know the lenters stross beautiful omphasis given to a pasticular extent.  Through doing that the pupils lend to premense the proper word.  A part from that way, of before, such with promunication problem in English the franciscope than are come of the promunication.  The presence of their word to your affect.  The presence of their vowel tound and long vowel tound, Intrusine vowel and failure of Interpreting different torse or plan due to	he was to the princip of pronunce the
the pupil. To know the lenters stross beams the prophetic given to a past autor extents. Through doing that the pupils lend to promound the proper word.  A part from that way, of before, such with promunication problem in English the franciscope than are some of the promunication. It some to your affect. The presence of short vowed towned and long vowed sound, introvine vowed and failure of Interpreting different time or plant due to	the Control of the state of the provinces
the prophetic given to a past after extlette. Through doing that the gupit lead to promound the proper word.  A part from that way, of before, queit, with promunication problem in English transpage them are come of the promunication. In the prosence of the proper affect. The presence of short vowed transfart long vowed sound, intrusing vowed and failure of Interpreting different turn or plack due to	the correct word, and also the wacher help
Through doing that the pupils lead to previous like proper word.  A part from that way, of beforing function with promunication problem in English tanguage them are come of the promunication. It sugar towner affect. The presence of Short vowed towned and long vowed Sound, Intrusine vowed and failure of Interpreting different torse or plant due to	
part from that way of before furth with problem in English with promunication problem in English tanguage them are force of the promunication problem with toyour affect. The presence of short vowed tannot and long vowed sound, Intrusine vowed and failure of Interpreting different torse or plan due to	
part from that way, of before, function problem in Erg):  The tenguege them are force of the promise not interpreted that sugher torque affect.  The presence of short vowed tound and long vowed sound, Introvine vowed and failure of Interpreting different torse or place due to	
the presence of the proper of the proper of the presence of the proper of the proper of the presence of the pr	The profes word
The presence of short vowed dand and long vowed sound, laterine vowed and failing of Interpreting different time or plan due to	to part from that way, of before
The presence of short vowed dand and long vowed sound, laterine vowed and failing of Interpreting different time or plan due to	fund with franciation problem in Engli
The presence of short vowed downed and long vowed sound, intrusine vowed and failure of interpreting different turn or plan dur to	
of Interpreting different time or polat due to	notation problem life people to you after
of Interpreting different time or polat due to	The presence of their vowel downed and long
	vowel sound, latersine vowel and failure
taking and talling of the found.	of interpreting different torn or plan du to
	taking and felling of the found.
Extract 14.2: A sample of a candidate's good response in question 14	

Extract 14.2: A sample of a candidate's good response in question 14.

Extract 14.2 shows a response from a candidate who correctly explained five ways of helping pupils with pronunciation problems in English language.

# 2.3.2 Question 15: Analysing the Primary School English Language Syllabus

In this question, candidates were required to examine five challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus. This question intended to measure the candidates' knowledge on the significance of using a syllabus.

This question was attempted by 68.6 percent of the candidates, out of which 4.8 percent scored from 0 to 5.5 marks, which is a weak performance; 91 percent scored from 6.0 to 10.0 marks, which is an average performance while 4.2 percent scored from 10.5 to 14.0 marks indicating a good performance. The general performance of the candidates in this question was good as 95.2 percent of candidates scored from 6.0 to 14.0 marks. Figure 15 illustrates the candidates' performance in this question.

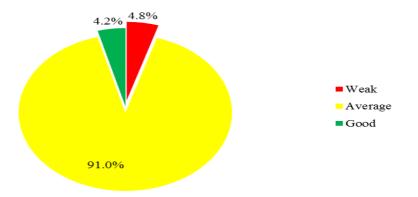


Figure 15: Percentages of Candidates' Performance in Question 15.

The analysis of candidates' responses shows that 91 percent of the candidates with average performance were able to examine at least two challenges that may face our education system if teaching and learning process is conducted without the use of a syllabus. Some students provided responses which lacked clarity, for example, one among them wrote as follows:(a) When our education was teached without the syllabus we can use more time and fail to transfer the knowledge in good times (b) Teacher taught falsification things because there no any instruction which his/her follow in the teaching process (c) It failure to know which kind of teaching

and learning Aids to use (d) When the teacher teaching without the syllabus it can cause to fail to confirm the main objectives (e) Different of the topic to be taught in schools". Such responses demonstrated that candidates had some knowledge on the subject matter.

Moreover, the analysis indicates that, 4.8 percent of the candidates scored low marks. It was established that, the candidates who scored zero (0.2 percent) had no knowledge on the topic or they misinterpreted the requirements of the question, as one of the candidates provided the following as the challenges facing the teaching and learning of English language: (a) Different between mother tongue Kiswahili and English (b) Shortage of teachers and learners (c) Lack of professional teachers (d) Community altitude (e) Incompetent teaching. Extract 15.1 is a sample of one of the poor responses.

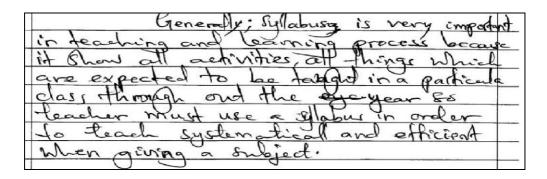
		Education	n system	m if to	adming an	nd learn	ng p
1005	s is	moducted	without	use of	Muz a	abus : Th	n's is
hours	the	governmen t	can se	pport	Education	in the	Educa
hion	syste	m because	Tanzan	na we	have a	re bad	education
auct	·m. 11	ro followi	ng ai	the ch	llenges	which mo	my lace
OUE.	aducation						
							l's source
nt	none 6	ducation i	o the	contry	because	et they	bad
COUNC	coment	and mus	t be a	re peer	cducah	ion they	arc
mar	u ot	mai Denote	who	not ed	ucate a	nd they	arc no
L	underlan	prav propted about	Education	on .			
•		Po	or teach	ing Aî	ds; la	process .	of tea
do		learning	2293000	must t	lauc go	ed aids	to hel
anne	in and	uckats b	understa	nd we	11 Has 1	subject as	nd some
P	tto 21	student	Parinapas	the su	bied and	to une	derstang
nates	LKro	teaching	A.A. 8	. 1100	Importance		
and	tms	(Edening)	المراجع الم	opmont	airpa	in Educa	thon -
11		ow devolo	omen t	option:	manu at	possile c	are not
1 hey	are l	imberta ue m genero	PRIBATE I	C-l., ha-	a.e	propa ;	thou
KWO	so the	beeble a	the not	denslow	anot one	) somotion	o must
be	to th	e rystem	be cause	et de	uciophoni	T	Day
		1 4000	aus bea	r gwen		Sport .	1100
CHICK				D s	t 1 11	1	
ecc.	mment o	are the sq	ustern wh	nch can	the ded	e Educal	pou in
Tana	rama	and they	are ma	ny soun	the plant of the co	good Edu	reappu non in
Tani	eamed early	and How and good	an ma	ny sour ny sour	to oh : com com	good Edu	reappu non in
Tani	eamed early	and Hay	an mar	ny sour	con con	ne Educal good Edu terstand	hen in icahèn the pro
Tana ini blom	eamed contry ns and	and they and good to sha	are manying	who science	to be the common	nelegy of Education	hen in icahen the pro
Tana ini blom	comes contry ns and	and Hay  and good  to sha	hay low	who science	halp H  o ot g  can armo  blue it can  and Tea  is source	good Educaters trand	the pro
Tana ini blom	comes contry ns and	and they and good to sha	hay low	who science	halp H  o ot g  can armo  blue it can  and Tea  is source	good Educaters trand	the pro
Tana in blom admi	comes  contry  ns and  ustem	and they and gase to she The learning of Educa	de month	meh can my soun who ho se science This Ho se	the the the comment of the comment o	good Educations of the and in	the pro  the pro  the pro  the co
Tana ini bloom action sy unl	camer  contry  n, and  ng and  ystem  thy be	and they and gase to she Ti learning et Educa cause Ha	de months and how how how how how how how how to hom in	meh can  my source  who  ho se  science  This  Ho so  Many f	tab the part of th	good Educations of the and in who tall appropriately to the and in the and appropriately to the ap	the pro  the pro  the co  the co
Tana in bloom action sy unl Ed	comes  contry  ns and  ne and  ystem  thy be  cleation	and they and good to she The learning of Educa course the system it the	de months and how how how how how how how how to hom in	meh can  my source  who  ho se  science  This  Ho so  Many f	tab the part of th	good Educations of the and in who tall appropriately to the and in the and appropriately to the ap	the pro  the pro  the co  the co
Tana ini blom admi sy unl Ed	camer  contry  n, and  ng and  ystem  thy be	and they and good to she The learning of Educa course the system it the	de months and how how how how how how how how to hom in	meh can  my source  who  ho se  science  This  Ho so  Many f	tab the part of th	good Educations of the and in who tall appropriately to the and in the and appropriately to the ap	the pro  the pro  the co  the co
Tana in bloom action sy unl Ed	comes  contry  ns and  ne and  ustem  thy be  letechnon  bechnon	and they and good to she learning at Educa couse the system of the	are months and the source of t	my source who ho se science This Ho se  Many f	the the control of th	good Educations the stand in the same in the same something who has a consolving me ( good	the pro  the pro  the pro  the co  the good  science
Tans	comes  contry  ns and  ne and  ustem  thy be  letechnon  bechnon	and they and good to she The learning of Educa course the system it the	the many low process hen in the source of th	many faced challen	the the control of th	good Educations of the and in consolimo may good may in and in consolimo may good may good may good	the to bed the good science
Tanini bloom	comes contry ns and ne and ustem thy be letechnon pernment	and they and good to she  To she  learning of Education  Cutuse the system  It the sheapy the system  system	are months and the source of t	my source who be see science This How so  tooleher challen	the the control of th	good Educations of the and in composition may good in the consolution of the consolution	the to beed the co
Tanini bloom	comes  contry  ns and  ne and  ystem  thy be  letecthon  vernment  technol  deducation	and they and good to she to sh	the many low process hen in the source of the lead	men sound  who  to se  science  This  How so  real his  challen  challen  challen	the the part of th	good Educations of the and in who ta consolution may good solve	Hose pro  Hack o  Good  Hack o  Co Hack  Good  Hack o  Hack o  How in H
Tanini bloom	comes  contry  ns and  ng and  ystem  thy be  letecth on  yernment  technol  deducation	and they and good to she to she tearning at Educa couse the system the the sloopy thereally: system must the	the many low process hen in the source of the leads of th	many from the challen	de barm  ger wh	good Educations of the and in composition may good in the consolution of the consolution	the pro  the
Tanini bloom	contry contry no and no and ustem thy be letecth on vernment technol decation ucation	and they and good to she to sh	the many low process hen in the source of the leads of th	my source who ho se science This the so realished challen in the so	de barm  ger wh	good Educations of the and in who has convoluted in the convoluted	the pro  the

Extract 15.1: A sample of a candidate's poor response in question 15.

Extract 15.1 is a response from a candidate who failed to examine five challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus.

The analysis established that, 4.2 percent of the candidates with high marks were able to examine five challenges as per the demand of the question. Some of the responses provided by these candidates were: (a) Failure to know objectives of education in teaching and learning process (b) Failure to know teaching and learning aids (c) Failure to know teaching and learning activities (d) Failure to construct a scheme of work because you will not know the topics". The candidates falling in this category provided responses of different qualities, thus scoring different marks. Extract 15.2 exemplifies one of the best responses.

b rive challenges which may fact our education
systeam if teaching and learning process is Conducted without use of a syllabus
conducted without use of a syllabus
material which centain topics to be
material which centain topics to be
General in a particula subject through out
covered in a posticula subject through out the eyer, syllabus its consists through out introduction preliminary parts and content
introduction preliminary parts and content
following introduction aim of Education in
tellowing introduction aim of education in
Tanzania Objective of Education in primary
school and compitence While in content part
There are Topics subspaces none le Trail ma
setwices and soudent activity, Assessment evotor
The following is challenges which may
tace our solucation system it teaching
and learning process is conducted without
use of a syllabus;
good scheme of work; this is because
Edabus I ala tastas
Sylabus help teacher to prepare well scheme of work so when sylobus does
De used tosselve som syllosus does
not used teacher can proporte scheme which can not help them in teaching
and leaning.
good methods and fechniques of teaching
good methods and fechniques of teaching
and learning in syllabors these and consister
technique and motheds of teaching -
I de la de la de la de la de la de la dela de
when teacher teach without syllaburg
I that san tail to know that materials and
the transfer of the transfer and
they can fail to know that methods and technique it fearthing and larning.



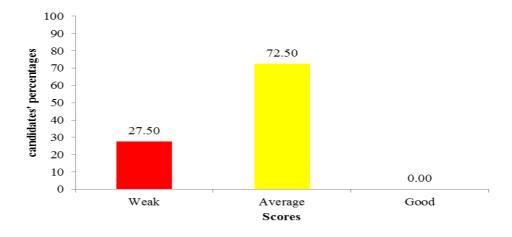
Extract 15.2: A sample of a candidate's good response in question 15.

Extract 15.2 is an example of a response from a candidate who correctly examined the challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus.

## 2.3.3 Question 16: Principles of English Language Teaching and Learning

In this question, the candidates were required to analyse four advantages of using participatory method in the teaching and learning of English language. The question tested candidates' knowledge on the principles of English language teaching.

This question was attempted by 89.0 percent of the candidates, out of which 27.5 percent scored from 0 to 5.5 marks, which is a weak performance while 72.5 percent scored from 6.0 to 10.0 marks, which is an average performance. The general performance of the candidates in this question was good as 72.5 percent of the candidates scored from 6.0 to 10.0 marks. Figure 16 illustrates the candidates' performance in this question.



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

The analysis of candidates' responses indicates that, 72.5 percent of the candidates who scored average marks were able to analyse some points while missed the others. Some candidates provided unclear points and their grammar and vocabulary use was poor. One of the candidates responded as: "It help student to like the subject, It help student to have confidence, It make the class to be active, It help students do not forgetable things that taught by the teacher".

Furthermore, the analysis indicates that 27.5 percent of the candidates scored low marks. Those who scored zero mark (0.2 percent) did not manage to analyse any advantage of using participatory method in the teaching and learning of English language. Their responses suggest that they had no knowledge on the topic or they did not understand the requirements of the question. For example, one candidate analysed irrelevant points by writing the following: "(a) Statements which have pupils with challenges which may fance our education sytem (b) participatory method in the teaching and learning of English language advantages using participatory method (c) Statements which have pupils with challeng which may fane our education system it teaching and learning process (d) Participatory method in the teaching and learning of English language advantages to helping pupils process". The correct points in this question were as follows: "(a) It makes pupils practice the language (b) Enables the pupils use new structures and vocabulary (c) Provide an opportunity to pupils to demonstrate the language (d) Develops learners oral skills and confidence in expressing ideas". Extract 16.1 is a sample of a poor response from one of the candidates.

W. C.
16. English language: 11 the second official lan
guange in Tanzania and is the international to
Inquage authore of the country The following
are the Advantage of ruing participatory in
ethod in the teaching and tearning English lan
Caratas.
io communicate with other outside people in
the country This means that & teaching and
learning English language help people to kno
w the way of communication with other pe
ople which come outside of the country-
To improve English larguage Vocabullary This
s Neary that when you teach and learn
English language you improve Many Vocabullar
which wed in English language.
To improve relation ship with other peo
Ple This Means that when you communica
te with other people always you make the
te with other people always you make the relation ship amound you for example people
who comes from its a when comes in our co
yeary and communicate with you also you make
the relation ship amoung you and them.

Extract 16.1: A sample of a candidate's poor response in question 16.

Extract 16.1 is a response from a candidate who incorrectly provided the importance of teaching and learning English language, instead of analysing four advantages of participatory method in the teaching and learning of English language.

#### 3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

In this examination, nine topics were tested. The topics included Analysing the Primary School English Language Syllabus, Possessions, Principles of English Language Teaching and Learning, Preparation for Teaching, Expressing Past Events, Expressing habitual Events, Conditional Sentences, Literary Analysis and Teaching Pronunciation. The performance for each topic is presented in the paragraphs that follow.

The analysis indicates that, the candidates' performance in three topics (Analysing the Primary School English Language Syllabus, Possessions and Principles of English Language Teaching and Learning) was good. Questions set from these topics were questions 15, 6, 13 and 16. In these topics more than 70 percent of the candidates scored 40 percent and above.

Furthermore, the analysis shows that, six topics had average performance. Questions which were constructed from these topics were; 2, 4, 8, 10, 3, 7, 12, 1, 9, 5, 11 and 14. The percentages of candidates who scored 40 percent and above in these topics were as follows; *Preparation for Teaching (69.32%), Expressing Past Events (69.30%), Expressing habitual Events (55.75%), Conditional Sentences (55.15%), Literary Analysis (53.30%)* and *Teaching Pronunciation (51.80%)*. This performance implies that the candidates had insufficient knowledge on the six topics. 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 2019 indicates that, the general performance was average. It has been noted that candidates who performed well had adequate knowledge on various topics, understood the requirements of the questions and comparatively had good command of the English language.

It was further established that candidates' with average performance was a result of inadequate knowledge on different topics, unclear explanations, poor grammar and inappropriate use of vocabulary which negatively affected the quality of candidates' responses.

#### 5.0 **RECOMMENDATIONS**

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

- (a) Student teachers should be given sufficient time to practise using English language in order to improve their competences in both writing and speaking language.
- (b) Student teachers should be encouraged to study hard and make all the necessary revisions so as to master various topics, particularly the topics that appear to be demanding.
- (c) Student teachers should be made aware of instructional words used in formulating questions prior to examination time. This will make student teachers familiar with the instructional words and their differences.

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

Appendix

S/N	Topic	Question Number	The percentages of Candidates who scored 40% or Above	% Average performance	Remarks
1	Analysing the Primary School	15	95.2	79.2	Good
	English Language syllabus	6	63.2		
2	Possessions	13	72.9	72.9	Good
3	Principles of English Language Teaching and Learning	16	72.5	72.5	Good
4	Preparation for Teaching	2	92.8	69.32	Average
	Teaching	4	81.2		
		8	63.7		
		10	39.6		
5	Expressing Past Events	3	69.30	69.30	Average
6	Expressing Habitual Events	7	75.7	55.75	Average
	Lvents	12	35.8		
7	Conditional Sentences	1	92.8	55.15	Average
	Schlences	9	17.5		
8	Literary Analysis	5	94.9	53.30	Average
		11	11.7		
9	Teaching Pronunciation	14	51.80	51.80	Average