



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



CANDIDATES' ITEMS RESPONSE ANALYSIS
REPORT FOR GRADE A TEACHER CERTIFICATE
EXAMINATION (GATCE) 2020

622 ENGLISH LANGUAGE



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FOREWORD

The Candidates' Items Response Analysis (CIRA) report on the performance in the English Language subject in Grade A Teacher Certificate Examination (GATCE) for 2020 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 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.

It is expected 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.



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 July, 2020. The analysis indicates candidates' strengths and the weaknesses 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 2020 tested the candidates' competences in *Writing Composition, The Roles of English Language in Tanzania, Preparation for Teaching, Principles of English Language Teaching and Learning, Analysis of the Primary School English Language Syllabus, Literary Works, Expressing Contrasts, Expressing Habitual Events, Language Skills, Conditional Sentences, Teaching Pronunciation and Expressing Past Events*. 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 July 2020 was 3,535 out of whom 3,445 (98.37%) candidates passed the examination; whereas 90 (1.63%) candidates failed.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Short Answer Questions

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

2.1.1 Question 1: Conditional Sentences

In this question, the candidates were required to rewrite the sentences given by correcting the underlined clauses. The question aimed to test candidates' ability to use conditional sentences.

This question was attempted by 100 percent of the candidates, out of whom 61.3 percent scored from 0 to 1.0 marks; 14.3 percent scored 2.0 marks and 24.4 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was poor as 38.7 percent of the candidates scored from 2.0 to 4.0 marks. This performance is illustrated in Figure 1.

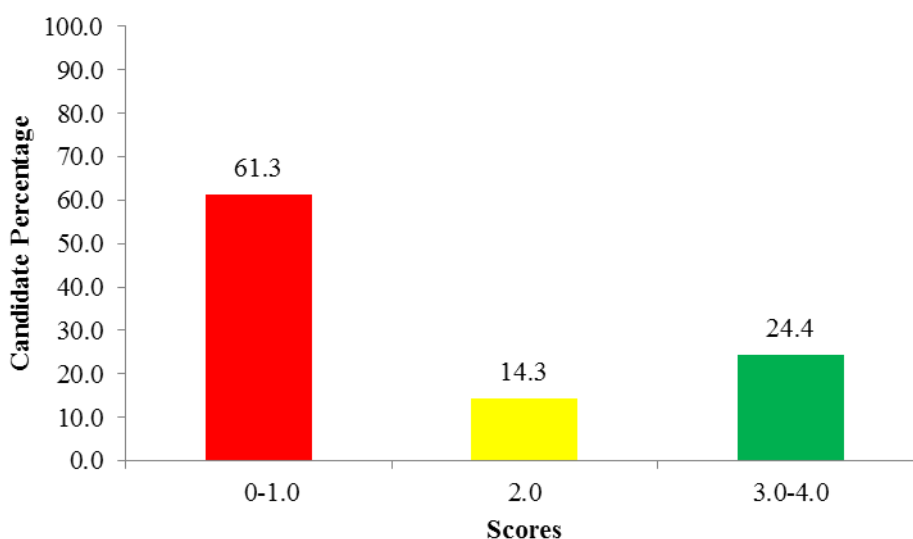


Figure 1: Percentages of the Candidates' Performance in Question 1.

The analysis of the responses shows that, 61.3 percent of the candidates who scored low marks in this question were unable to rewrite correctly the underlined clauses. For example, one of the candidates provided the following incorrect responses:

- (a) *If he work hard he would pass the examination.*
 (b) *If we hard a calculator we would have work this out quickly.*
 (c) *If I knowed the answer I would tell you.*
 (d) *If I can take the car we could pay for parking.*

The correct responses for this question were:

- (a) If he worked hard, he would pass the examination.
 (b) If we had a calculator, we would work this out quickly.
 (c) If I knew the answer, I would tell you.
 (d) If we took the car, we could pay for parking.

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

| | |
|---|----------------------------------|
| 1 | a. If he work hard. |
| | b. We will be work this quickly. |
| | c. If I will know the answer. |
| | d. If we are take the car. |

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

Extract 1.1 is a response from the candidate who misinterpreted the question demand by copying the underlined clauses from question paper without correcting them.

Further analysis shows that, 24.4 percent of the candidates scored high marks. These candidates were able to rewrite correctly the underlined clauses. The responses from these candidates suggest that they understood the question and had sufficient knowledge on the conditional sentences. Extract 1.2 is a sample of a good response.

| | |
|----|---|
| 1. | |
| | (a) If he worked hard, he would pass the examination. |
| | (b) If we had a calculator, we would work this out quickly. |
| | (c) If I knew the answer, I would tell you. |
| | (d) If we took the car, we would pay for parking. |

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

Extract 1.2 is a response from the candidate who rewrote correctly the underlined clauses.

Additionally, the analysis shows that, 14.3 percent of the candidates with average performance (2 marks) were able to rewrite correctly two underlined clauses. To exemplify this, one of the candidates provided the following responses:

- (a) *If he work had he would pass the examination.*
- (b) *If we had a calculator, we would work this out quickly*
- (c) *If I knew the answer, I would tell you*
- (d) *If we taken the car, we would pay for parking*

In this example of sentences, (b) and (c) were correct responses while (a) and (d) were incorrect. Such responses by the candidate demonstrated their insufficient knowledge on the use of conditional sentences.

2.1.2 Question 2: Preparation for Teaching

In this question, the candidates were required to provide the meaning of the following concepts: (a) *A scheme of work* (b) *Teaching aids* (c) *A lesson plan* (d) *Lesson notes*. The question tested the candidates' knowledge on the lesson preparation.

This question was attempted by 100 percent of the candidates, out of whom 2.4 percent scored from 0 to 1.5 marks; 13.2 percent scored from 2.0 to 2.5 marks and 84.4 percent scored from 3.0 to 4.0 marks. Generally, the performance of the candidates in this question was good as 97.6 percent of candidates scored from 2.0 to 4.0 marks. Figure 2 illustrates the candidates' performance in this question.

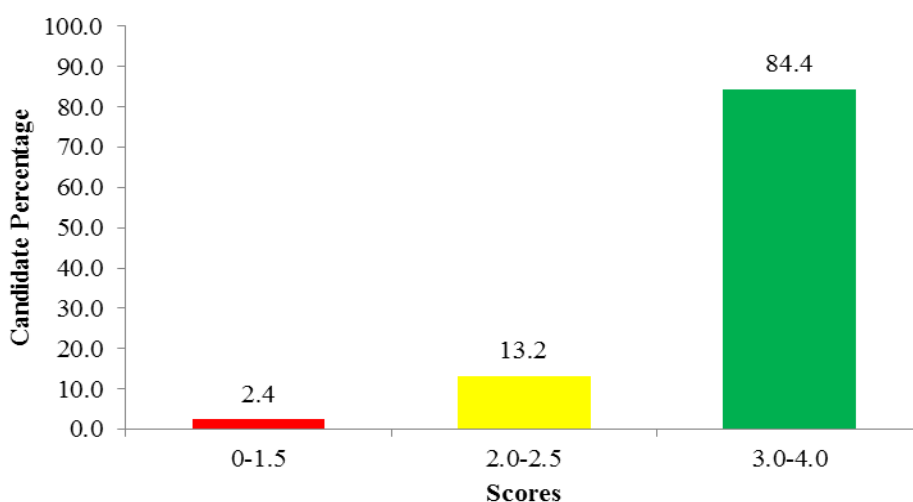


Figure 2: Percentages of the Candidates' Performance in Question 2.

The analysis of the candidates' responses shows that, 84.4 percent of the candidates who scored high marks were able to provide the correct meaning of the concepts given. The responses suggest that, the candidates had sufficient knowledge in the lesson preparation and understood the requirements of the question. Extract 2.1 shows one of the good responses.

| | |
|----|---|
| Q. | (a) A Scheme of work is the long term plan prepared by the teacher in order to use in teaching and learning process. |
| | (b) Teaching aids refers the tools or materials used by the teacher to simplify his teaching and the pupils to understand better. |
| | (c) A Lesson plan refers to the short term plan prepared by the teacher before entering in the class for teaching and learning process. |
| | (d) Lesson notes refer to the notes prepared by the teacher and used them in learning and teaching process. |

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

Extract 2.1 is a response from one of the candidates who provided the correct meaning of the concepts given.

Furthermore, 13.2 percent of the candidates with average performance in this question were able to provide the meaning of two concepts out of the four given and scored 02 marks. For example, one of the candidates provided the following responses: “(a) *A scheme of work is the plan prepared by a teacher for a long term use* (b) *Teaching aids are all things used by a teacher and pupils during teaching and learning process to simplify the lesson* (c) *A lesson plan is the preparation of teacher enter the class* (d) *Lesson notes; Is the syllabus what is going teach prepared by teacher*”. This candidate provided correct meanings for concepts (a) and (b) while (c) and (d) were incorrect. Such responses indicate that, the candidate had partial knowledge on the topic.

In contrast, the candidates’ responses analysis shows that 2.4 percent of the candidates who scored low marks, lacked knowledge in lesson preparation. Some of the candidates misinterpreted the requirements of the question. For example, one of the candidates provided the following irrelevant responses: “(a) *A scheme of work Are tools material which conduct a teacher to teach in a subject which are supported* (b) *A lesson plan. Are indicator of teacher that he/she use in teaching and learning process*”. Another candidate provided responses on text books and teaching methods: “(a) *A scheme of work; This is a book which a teacher prepare the all needs materials in teaching and learning activite* (b) *Teaching aids: This is a way a teacher teach during the teaching and learning activities* (c) *A lesson plan: This is a book in which teacher prepare and show the all objectives have during teaching and learning activities* (d) *Lesson notes: This are all some notes which teacher used to teach during teaching and learning activities*”. This indicates that candidates had no knowledge on the topic of lesson preparation. Extract 2.2 below is an example of a poor response from one of the candidates.

| | |
|----|---|
| 2. | a) A scheme of work |
| | Is the work which prepared by the teacher in order to direct him in the process of teaching and learning process |
| | b) Teaching aids |
| | Is the method which can used are teacher in the process of teaching and learning pupils to keep memory |
| | c) A lesson plan |
| | These are document which written by the teacher in order to guide him or her in the process of teaching for the single period |
| | d) Lesson notes |
| | These are notes which prepared by the teacher in order to direct him during teaching and learning 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 provided responses which were irrelevant to the requirements of the question.

2.1.3 Question 3: Expressing Habitual Events

In this question, the candidates were required to change the sentences given into simple present tense. The question tested candidates' competences to express personal and other people's habits in written forms.

This question was attempted by 100 percent of the candidates, out of whom 76.2 percent scored from 0 to 1.5 marks; 15.4 percent scored from 2.0 to 2.5 marks and 8.4 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was poor as 23.8 percent of candidates scored from 2.0 to 4.0 marks. Figure 3 illustrates the candidates' performance in this question.

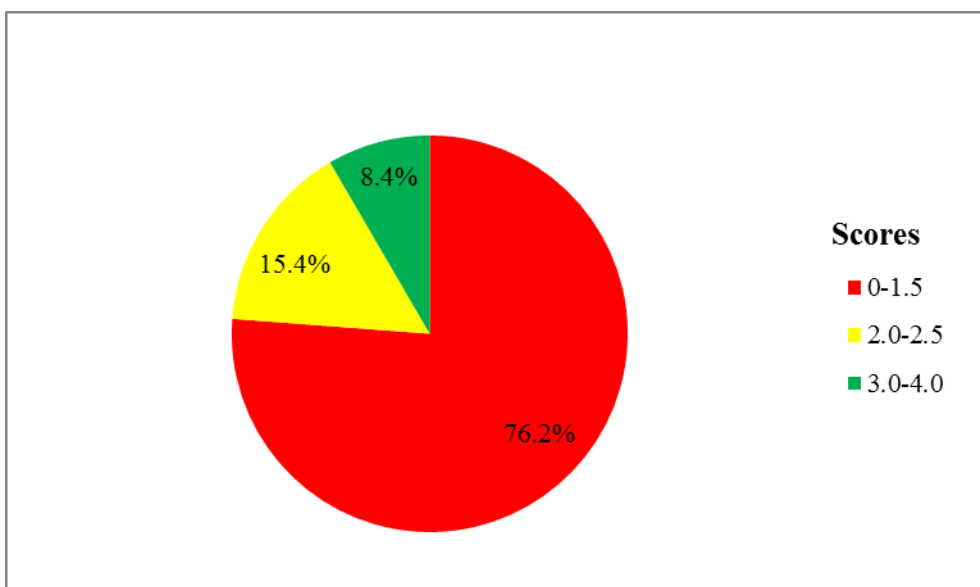


Figure 3: Percentages of the Candidates' Performance in Question 3.

The analysis of the candidates' responses shows that, 76.2 percent of the candidates scored low marks including zero (53.8 percent). These candidates lacked knowledge in expressing habits in different contexts. Some of the candidates misinterpreted the requirements of the question by changing the sentences into past continuous aspect instead of simple present tense. For example, one of the candidates provided the following answers: “(a) *She was going to the market now* (b) *I was not be singing a song* (c) *He was not taking tea* (d) *They was writing a letter yesterday*”. Other candidates changed the sentences given into present continuous tense, as one of the candidates wrote the following: “(a) *She is going to the market* (b) *I singing a song* (c) *He is taking tea* (d) *They are writing a letter*”. Furthermore, some candidates wrote sentences which were grammatically incorrect. For example, one of the candidates provided the following responses: (a) *She goes to the market now* (b) *I have not be sing a song* (c) *He not take tea?* (d) *They write a letter yesterday*. Extract 3.1 illustrates a poor response.

| | |
|-----|---|
| 3' | |
| (a) | she goes to the market now. |
| (b) | she will be going to the market now. |
| (b) | I will not be singing a song. |
| (c) | he will not take tea. |
| (d) | Will he take a tea? |
| (d) | They will write a letter. |

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

Extract 3.1 indicates a sample of a response from a candidate who changed the sentences given into the future tense instead of simple present tense.

Conversely, 15.4 percent of the candidates who scored average marks were able to change two sentences out of the four given. For example, one of the candidates wrote the following: "(a) *She goes to the market* (b) *I should not sing a song* (c) *Does he not take tea?* (d) *They write a letter today*". In this example of responses, (a) and (c) were correct while (b) and (d) were incorrect. These responses indicate that candidates had little knowledge of the subject matter.

The analysis indicates further that, 8.4 percent of the candidates scored high marks. Those who scored 4 marks (3.1 percent) demonstrated their competences to change the sentences given into simple present tense. Additionally, they had good knowledge of the grammar of the English language. Extract 3.2 shows a good response from one of the candidates.

| | | |
|----|--------------------------------------|--|
| 3. | (a) She goes to the market everyday. | |
| | (b) I do not sing a song. | |
| | (c) Does he not take tea? | |
| | (d) They write a letter. | |

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

Extract 3.2 shows a response from a candidate who changed the sentences given into correct simple present tense.

2.1.4 Question 4: Language Skills

In this question, the candidates were required to briefly explain four sub-skills of listening. The question tested candidates' knowledge on listening skills.

This question was attempted by 100 percent of the candidates, out of whom 73.6 percent scored from 0 to 1.5 marks; 7.7 percent scored from 2.0 to 2.5 marks and 18.7 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was poor as 26.4 percent of candidates scored from 2.0 to 4.0 marks. Figure 4 illustrates the candidates' performance in this question.

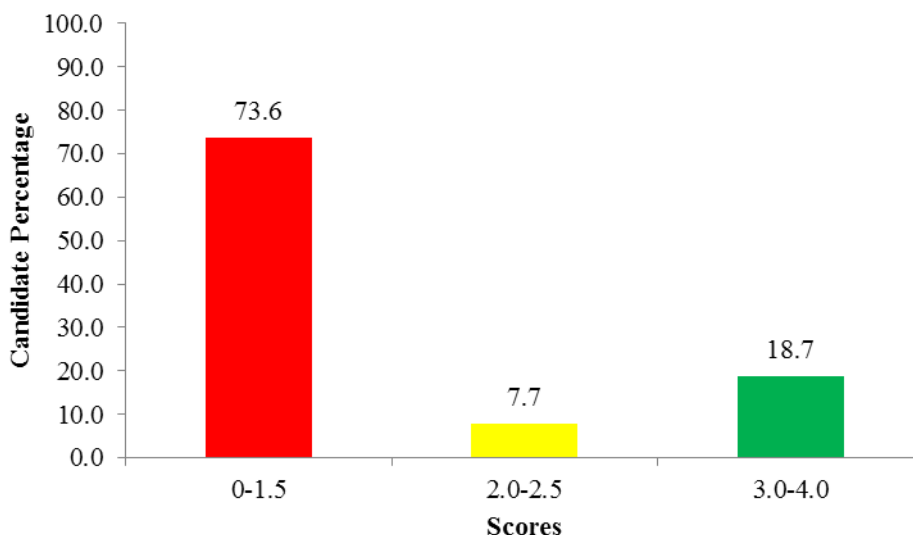


Figure 4: Percentages of the Candidates' Performance in Question 4.

The analysis of the candidates' responses indicates that, 73.6 percent of the candidates scored low marks. Those who scored zero (60.7 percent) were unable to briefly explain four sub-skills of listening. Some candidates misinterpreted the requirements of the question. For example, one of the candidates wrote the language skills as follows: “(a) *Listening skills; This is a sub-skills of listening that people can listen only what is presented by the speaker* (b) *Writing skills; Also this sub-skills can take a place where people writes this make students to master what they write* (c) *Reading skills; This kind of skills that will only be for reading in order to learn what has been written there.*” Other candidates answered the question by writing on types of listening instead of briefly explaining four sub-skills of listening. For example, one of the candidates provided the following responses: “(a) *Listening for gist, this leads to listen for specific purpose* (b) *Listening for details information, listen for a general idea/ in deep* (c) *Note taking-During listening people can write/note the what is learn* (d) *Deducing meaning from context.*” In addition to that, some candidates provided responses not related to the demand of the question. For example, one of the candidates provided the following responses: “(a) *Listening and*

noting - Means a listener is paying attention and noting what is spoken by the speaker (b) Listening and argue- a listener listen and give out his or her opinions on the information he received (c) Listening and do- a listener must listen for instruction then do what he was told to do (d) Listening and copying- a listener must listen and copy what a speaker speak by repeating as spoken". Extract 4.1 is an example of the poor answers.

| | |
|----|--|
| 4. | i) Attention sub skills of listening. |
| | ii) Listening for a gist |
| | iii) Listening for details |
| | iv) Communication games for listening. |

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

Extract 4.1 is a response from a candidate who wrote on techniques of teaching languages and types of listening instead of sub-skills of listening.

The analysis indicates further that, 18.7 percent of the candidates scored high marks, out of whom 11.5 percent scored 4 marks in this question. Those who scored all the marks were able to briefly explain four sub-skills of listening. This indicates that, these candidates had sufficient knowledge on the topic of listening skills. Extract 4.2 is a sample of a good response from one of the candidates.

| | |
|----|--|
| 4. | - Recognition and understanding stress and intonation. Stress, refer to the pronunciation of word or syllable with more force than other word or syllable. Intonation, refer to the pulling and rising of tone |
| | - Recognition of language signals in a speech include commas and quotation marks. |

| | | |
|---|---|--|
| ← | Sound discrimination, refers to the ability of some one to describe sound | |
| | | |
| ← | Overall comprehension of oral communication, such as word of mouth | |
| | | |

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

Extract 4.2 is a response from a candidate who briefly explained four sub-skills of listening.

It was further noted that, 7.7 percent of the candidates who scored average marks were able to briefly explain two sub-skills out of the four required. For example, in answering this question one candidate provided the following responses: “(a) *Recognising stress. Means the availability of the extra force when someone speaks* (b) *Recognising sounds. Here we see the issue for the sound that is produced by the speaker* (c) *Predicting what the speaker is going to tell. Means the one who listen we should predict the things that the speaker going to tell* (d) *Listen to communicate. Things that we listen also we need to communicate it*”. The candidate had correct responses in (a) and (b) while (c) and (d) were incorrect. Such responses suggest that, these candidates had partial knowledge on the subject matter.

2.1.5 Question 5: Literary Works

In this question, the candidates were required to list down four differences between a play and a novel. The question tested candidates' knowledge on the distinction of different forms of literary works.

This question was attempted by 100 percent of the candidates, out of whom 51.9 percent scored from 0 to 1.5 marks; 26.9 percent scored from 2.0 to 2.5 marks and 21.2 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was average as 48.1 percent of candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance in this question.

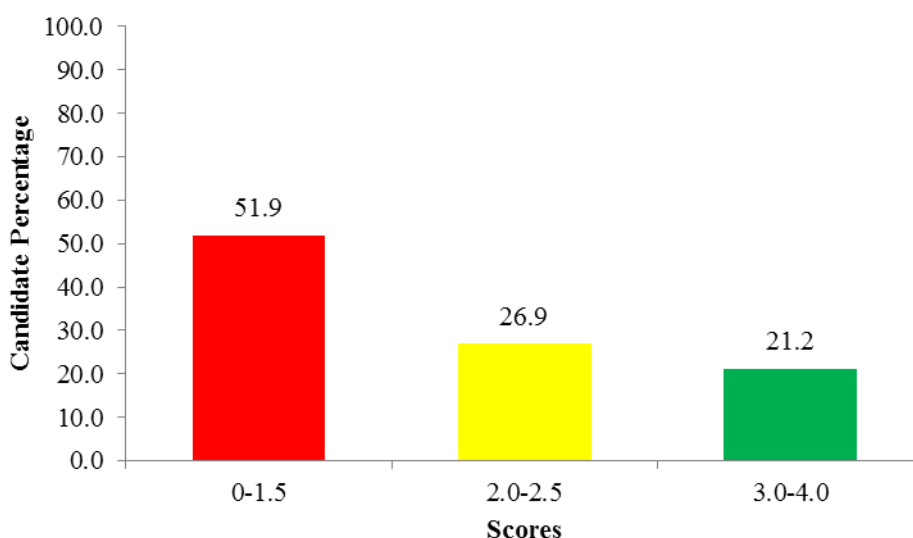


Figure 5: Percentages of the Candidates' Performance in Question 5.

The analysis of candidates' responses indicates that, 51.9 percent of the candidates scored low marks among them 23.6 percent scored zero. These candidates were unable to list four differences between a play and a novel. For example, one of the candidates misinterpreted the demand of the question by listing the importance of a play and a novel instead of their differences: “ (a) *A novel can for entertain while a play it educates people* (b) *A novel it is not issued by ministry of education while a play can even issued by ministry of education* (c) *A novel can be readed for leisure to reduce stress while a play its readed for education process and in curriculum* (d) *Any person can write a book while in a play a person who writes a book is qualified and raised to do that work*”. Some candidates provided irrelevant responses to the requirements of the questions. For example, one of the candidates wrote the following: “(a) *A novel has so many difficult words that are hard to understand. While a play it has no difficult words to understand* (b) *A novel has no many character. While a play has so many character* (c) *A novel is used in classes teaching most of them. While a play very few are used in teaching* (d) *A novel it take so many chapter. While a play it has no many chapter*”. These responses indicate that candidates lacked knowledge on literary works. Extract 5.1 is a sample of a poor response from one of the candidates.

| 5 | Play | Novel |
|---|-----------------------------|-------------------------------|
| | i) contain themes different | - reflect themes on the cover |
| | ii) it educate people | - make people being together |
| | iii) reflect social realite | - explain bropt problems |
| | iv) to intehne people | |
| | | |

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

Extract 5.1 is a response from a candidate who listed the importance instead of the differences between a novel and a play.

The analysis of the candidates' responses also shows that, 26.9 percent of the candidates who performed averagely listed two correct differences out of the four required. For example, one of the candidates provided the following responses in which two points (a) and (b) were correct, whereas (c) and (d) were wrong: (a) *A play is shorter and clear whereas a novel is long* (b) *A play is in dialogue form whereas a novel is in paragraph (narration)* (c) *A play have not many character whereas a novel have many character* (d) *A play is easy to read and to understand whereas a novel is difficult to understand*". These responses suggest that, the candidates had inadequate knowledge on the subject.

The analysis of responses established that, 21.2 percent of the candidates scored high marks. Those who scored 4 marks (3.5 percent) in this question were able to list correct differences between a novel and a play. This indicates that the candidates had adequate knowledge on literary works. Extract 5.2 illustrates one of the good responses from one of the candidates.

| | | |
|----|--------------------------------------|---|
| 5. | Differences between A Play and novel | |
| | Play | Novel |
| | (i) Expressed in form of dialogue | (i) Expressed in form of narration |
| | (ii) Written in acts and Scene | (ii) Written in chapters |
| | (iii) Have few words | (iii) Have many words |
| | (iv) Written short and clearly. | (iv) Written in summary or in explanation form and have many pages. |

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

Extract 5.2 is an illustration of a response from a candidate who correctly listed four differences between a novel and a play.

2.1.6 Question 6: Preparation for Teaching

In this question, the candidates were required to differentiate the terms: “(a) *Textbooks and Reference books* (b) *Evaluation and Remarks*” as they are used in preparation of a lesson. The question tested candidates' knowledge on preparation for teaching.

This question was attempted by 100 percent of the candidates, out of whom 14.8 percent scored from 0 to 1.5 marks; 61.8 percent scored from 2.0 to 2.5 marks and 23.4 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was good as 85.2 percent of the candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the candidates' performance in this question.

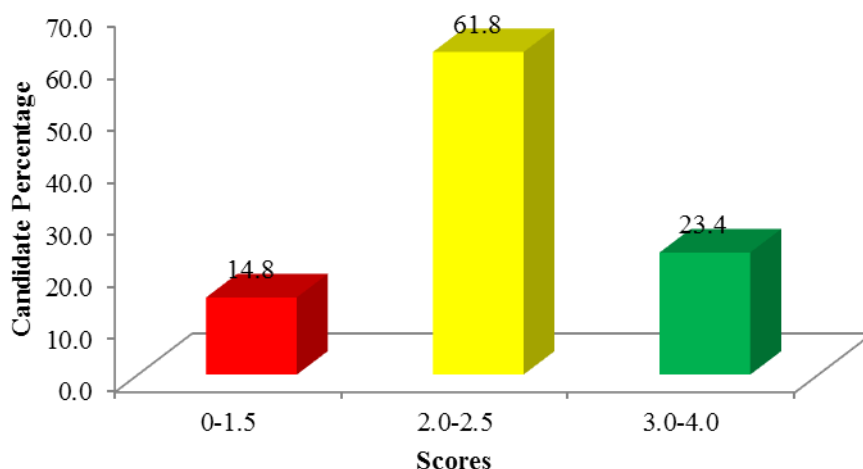


Figure 6: Percentages of the Candidates' Performance in Question 6.

The analysis of candidates' responses shows that, 61.8 percent performed averagely. These candidates were able to differentiate two out of the four terms given. For example, one candidate differentiated correctly two terms in (a) whereas provided incorrect responses for terms in (b) as shown in the following answers: (a) *"Textbook is the book from the curriculum that is used by a teacher and student in learning but Reference book is used by teacher and student to get extra knowledge is not in curriculum used (b) Evaluation is the process of gathering data in order to information of activities but Remark is the process of knowing on how learning continues through examination, test and exercise"*. This suggests that the candidates had partial knowledge on the subject matter.

The analysis of candidates' responses further indicates that, 23.4 percent of the candidates who scored high marks were able to differentiate correctly the terms given in (a) and (b). This indicates that, they understood the requirements of the question and they had sufficient knowledge on preparation for teaching. Extract 6.1 is a sample of a good response.

| | |
|-------|---|
| 6 (a) | Textbooks Are the authorized books used in teaching and learning process. While Reference books Are extra materials used in teaching and learning process. For example news papers, journals and pamphlets. |
| (b) | Evaluation. Is the process of finding out the learning progress of the learner. While Remarks Are the opinions of subject teacher after completing a particular specific objective. |

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

Extract 6.1 indicates a response from a candidate who correctly differentiated the terms given in (a) and (b).

On the other hand, the analysis of the candidates' responses shows that, 14.8 percent of the candidates scored low marks. Those who scored zero (2.2 percent) were not able to differentiate the terms given in (a) and (b). On the other hand, candidates who scored 1 mark wrote the answers which lacked clarity. For example, in answering the question one of the candidates wrote the following: "(a) Text books are books which contain general information that people study while Reference books are books which are used to get extra information (b) Evaluation deals with Psychomotor domain affecting domain and competence which pupils by how have got while Remarks is to judge whether specific objective successful or not and by how and what to do". These responses indicate that candidates had inadequate knowledge on the topic of preparation for teaching. Extract 6.2 is an example of a poor response.

| (c) A different of Text book & Reference books | |
|--|---|
| Text books | Reference book |
| i) The Follow what is in the syllabus | not must follow what is in the syllabus |
| ii. With plenty Exercises | Not must have more exercise |
| - iii With fluent language | Not must must be fluent language |
| iv. they used by teachers & pupils | use for adding explanation of it. |

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.

2.1.7 Question 7: Expressing Past Events

In this question, the candidates were required to change the sentences given into negative form. The question tested candidates' competences to express past events.

This question was attempted by 100 percent of the candidates, out of whom 89.0 percent scored from 0 to 1.5 marks; 7.2 percent scored from 2.0 to 2.5 marks and 3.8 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was poor as 11 percent of candidates scored from 2.0 to 4.0 marks. Figure 7 illustrates the candidates' performance in this question.

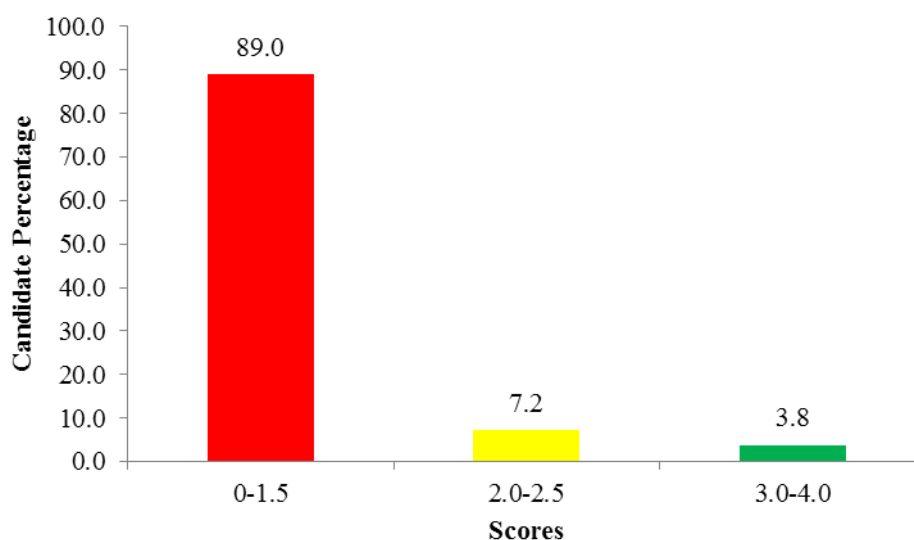


Figure 7: Percentages of the Candidates' Performance in Question 7.

The analysis of the candidates' responses shows that, 89.0 percent of the candidates who scored low marks failed to change the sentences given into negative form. The correct responses were: “(a) *I did not (didn't) sit in the house* (b) *They were not (weren't) at home* (c) *We did not (didn't) have a lot of money* (d) *I did not (didn't) have a bottle of milk*”. Some candidates were not able to use the auxiliary verbs “*did not/didn't*” to change the past affirmative sentences into negative form. For example, one of the candidates wrote the following: “*I don't sat in the house*” instead of “*I did not/didn't sit in the house*”. Also some candidates provided sentences

which had poor grammar. For example, in answering the question one of the candidates wrote the following; “(a) *Do I don’t sat in the house* (b) *Do they dont were at home* (c) *Did we dont had a money* (d) *Did I dont had a bottle of milk*”. On the other hand, others misinterpreted the demand of the question. For example, one candidate changed the sentences into interrogative instead of negative form: “(a) *Won’t I sat in the house?* (b) *Where are they?* (c) *Have we have a money?* (d) *Had have a bottle of milk*”. Such responses reveal that, candidates lacked competences to change the past affirmative sentences into negative form. Extract 7.1 illustrates one of the poor responses.

| | |
|---|----------------------------------|
| 7 | Ⓐ do you seat at hoore? |
| | Ⓑ Were they at home? |
| | Ⓒ had we have a lot of money? |
| | Ⓓ did you have a bottle of milk? |

Extract 7.1: A sample of a candidate’s poor response in question 7.

Extract 7.1 is an illustration of a response from a candidate who changed the sentences given into interrogative instead of negative form.

The analysis indicates further that, 7.2 percent of the candidates who scored average marks managed to change two out of four sentences given. For example, one candidate wrote as follows: “(a) *I did not sit in the house* (b) *They where not not at home* (c) *We don’t have a lot of money* (d) *I did not have a bottle of milk*”. In these four sentences, (a) and (d) were correct whereas (b) and (c) were incorrect sentences. These responses indicate that candidates had little knowledge on the topic of expressing past events.

On the other hand, the analysis of candidates' responses shows that, 3.8 percent of the candidates who scored high marks were able to change the sentences given into negative form. Their responses provided imply that, candidates had sufficient knowledge on expressing past events. Extract 7.2 exemplifies one of the good responses.

| | |
|----|-----------------------------------|
| 7. | (a) I sat in the house |
| | - I did not sit in the house |
| | |
| | (b) They were at home |
| | - They were not at home |
| | |
| | (c) We had a lot of money |
| | - We did not have a lot of money. |
| | |
| | (d) I had a bottle of milk. |
| | - I did not have a bottle of milk |

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

Extract 7.2 shows a response from a candidate who changed the sentences given into correct negative forms.

2.1.8 Question 8: Expressing Contrasts

In this question, the candidates were required to briefly describe the uses of “*but*” and “*although*” and provide one example of sentence for each. The question tested the candidates' competences on expressing contrasts.

This question was attempted by 100 percent of the candidates, out of whom 39.8 percent scored from 0 to 1.5 marks; 49.7 percent scored from 2.0 to 2.5 marks and 10.5 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was average as 60.2 percent of candidates scored from 2.0 to 4.0 marks. Figure 8 illustrates the candidates' performance in this question.

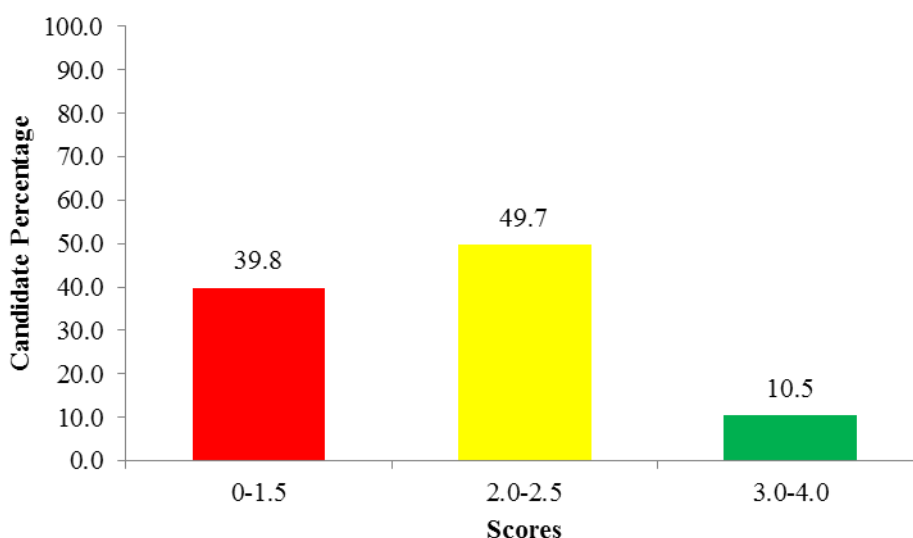


Figure 8: Percentages of Candidates' Performance in Question 8.

The analysis of the candidates' responses indicates that, 49.7 percent of the candidates who performed averagely were able to provide an example of a sentence, but they failed to briefly describe the use of each contrasting word in a sentence. For example, in answering the question, one candidate wrote the following:

“But: *is used to show that, there is more saying after saying something.*

*Example; I like studying **but** I don't like being in the class.*

Although: *is used to show that something it happens but it was not supposed to happen so easily.*

*Example: It was raining **although** there was a sun.”*

This suggests that the candidates had partial knowledge on the topic.

On top of that, the analysis of the candidates' responses indicates that, 39.8 percent of the candidates who scored low marks failed to briefly describe the uses of “*but*” and “*although*” in a sentence. In addition to that, these candidates also failed to provide one example of a sentence for each contrasting word. Some candidates did not follow the instruction of the question. For example, one candidate provided four examples of sentences instead of one for each contrasting word: “(a) *Although I study hard but will not fail exam* (b) *Although she beautiful she would not money* (c) *Although he like football but he would not to play football* (d) *Although he short but he walk well*”. In addition to that, these sentences had errors of grammar. Other candidates provided irrelevant responses to the demand of the question. For example, one candidate wrote the following:

*“BUT= Used to differentiate things and also and also to show the situation.
Example; She came but too late.*

ALTHOUGH= Used to show reality.

Example; Although she was a winner but she was also a loser”.

These responses imply that, the candidates had insufficient knowledge on the subject matter or they misunderstood the requirements of the question. Extract 8.1 is a sample of a poor response.

| | |
|----|--|
| 8. | But are used after ^{before} the situation are formed while the although are used before situation are formed. eg. Although she study hard but she fail exams. |
|----|--|

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

Extract 8.1 is a response from a candidate who provided responses not related to the requirements of the question.

It was further noted that 10.5 percent of the candidates scored high marks in this question. Those candidates (1.3 percent) who scored 4 marks were able to briefly describe the uses of contrasting words “but” and “although”. On top of that, these candidates managed to give one example of a sentence for each contrasting word. The responses given by the candidates imply that they had adequate knowledge on the subject matter. Extract 8.2 exemplifies a good response from one of the candidates.

| | |
|----|--|
| 8. | She is my friend but I don't trust her the word but is used at the middle in order to join two different sentences in order to get clear meaning. |
| 8. | Although she is my friend I don't ^{can't} play with her the word Although is used at the beginning of the sentence to join two sentences. |

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 briefly describe the uses of the contrasting words “but” and “although”. In addition to that the candidate was able to provide one example of sentence for each contrasting word.

2.1.9 Question 9: Teaching the Language Skills

In this question, the candidates were required to briefly explain the following concepts: “(a) *Communication games* (b) *Information gap* (c) *Listening for a gist* (d) *Listening for details*”. The question tested candidates’ knowledge on listening skills.

This question was attempted by 100 percent of the candidates, out of whom 36.1 percent scored from 0 to 1.5 marks; 33.2 percent scored from 2.0 to 2.5 marks and 30.7 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was average as 63.9 percent of candidates scored from 2.0 to 4.0 marks. Figure 9 illustrates the candidates' performance in this question.

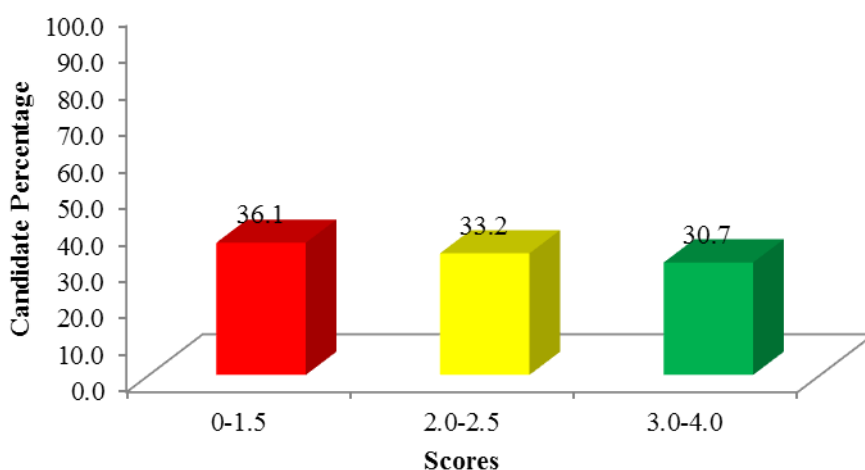


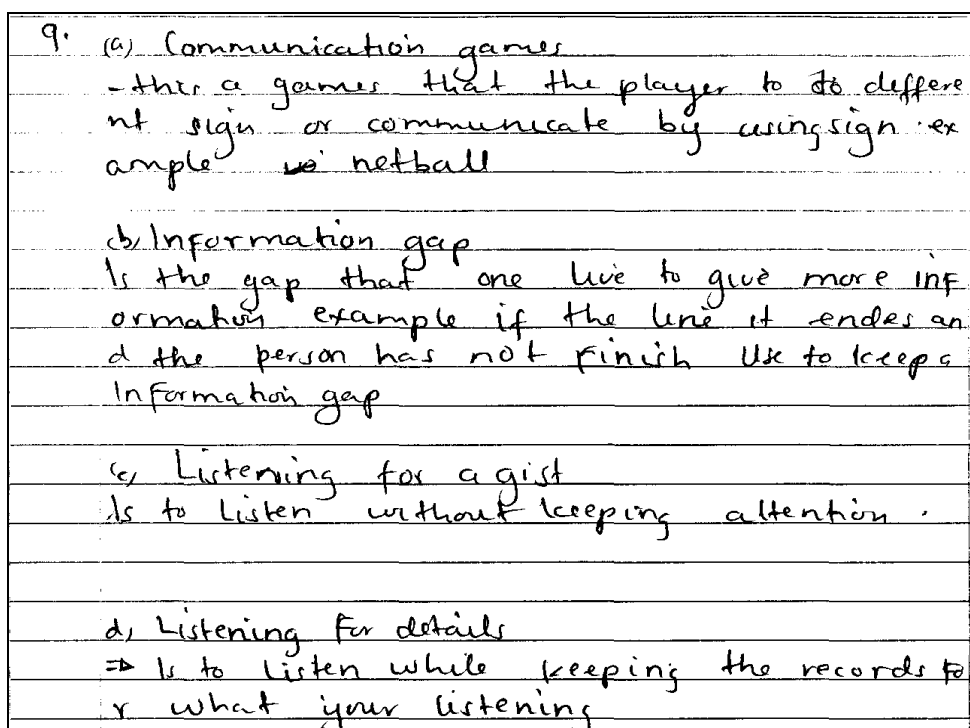
Figure 9: Percentages of Candidates' Performance in Question 9.

The analysis of the candidates’ responses indicates that, 36.1 percent of the candidates scored low marks among them 18.8 percent scored zero. These candidates were unable to briefly explain the concepts given. The correct responses for this question were: “(a) *Communication games*; Games prepared for the purpose of communication. They are created in a manner that learner(s) are involved in speaking tasks (b) *Information gaps*; This is a type of activity which requires the learner (s) to find out the information that they do not know (c) *Listening for a gist*; This means that listening in order to try to obtain the general meaning of the text. It is about getting an overview of how all the text is organised. Some of the main points are picked

and understood (d) *Listening for details; refers to the listening that focuses on specific words so that we can understand small details in the text*".

Some candidates provided responses which were irrelevant to the requirements of the question or misinterpreted the requirements of the question. For example, one of the candidates wrote the following answers: "(a) *Communication games; This is the communication which involve two or more peoples* (b) *Information gaps; This is the barrier that hinder information* (c) *Listening for a gist; This to listen for specific purpose* (d) *Listening for details; This is to listen for without purpose*". In (a) the candidate wrote on the strategies for teaching speaking skills which among them is *dialogue*.

Such responses suggest that the candidates either had inadequate knowledge on the concepts given or misinterpreted the requirement of the question. Extract 9.1 illustrates 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.

The analysis of candidates' responses shows that, 33.2 percent of the candidates with average performance were able to briefly explain two out of the four concepts given. For example, one candidate gave the following

answers: “(a) Communication games refers to the communication where by the teacher communicates through games, for example, singing songs (b) Information gap. Refers to the situation where by words are pronounced by pairing of words for example; management ,treatment (c) Listening for gist is the listening whereby there is interchange ideas for example dialogue (d) Listening for detail refers to the paying attention for listening specific information, for example, names”. These responses indicate that, (a) and (d) were correct, whereas (b) and (c) were incorrect. This suggests that the candidate had partial knowledge of the subject matter.

Furthermore, the analysis of the candidates’ responses indicates that, 30.7 percent of the candidates scored high marks. Those who scored 4 marks (0.2 percent) in this question managed to briefly explain the concepts given. This shows that the candidates had sufficient knowledge on listening skills. Extract 9.2 is a sample of a good response.

| | |
|----|--|
| | |
| 9. | a) Communication games these are the techniques that are used to improve communication. |
| | b) Information gap this is the space between a word or certain information with the other word or information. |
| | c) Listening for gist is a type of subskill that listening that one listens what is spoken briefly or in brief. |
| | d) Listening for details this is a subskill of listening whereby one listens for a specific information or detail. |

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 correct explanation on the concepts given.

2.1.10 Question 10: Analysis of the Primary School English Language Syllabus

This question required the candidates to differentiate the terms: “(a) A topic (b) An objective (c) Assessment (d) Teaching strategies” as they are

referred to the syllabus. The question tested candidates' knowledge on the analysis of Primary School English Language Syllabus.

This question was attempted by 100 percent of the candidates, out of whom 33.0 percent scored from 0 to 1.5 marks; 25.0 percent scored from 2.0 to 2.5 marks and 42.0 percent scored from 3.0 to 4.0 marks. The general performance of the candidates in this question was average as 67.0 percent of candidates scored from 2.0 to 4.0 marks. Figure 10 illustrates the candidates' performance in this question.

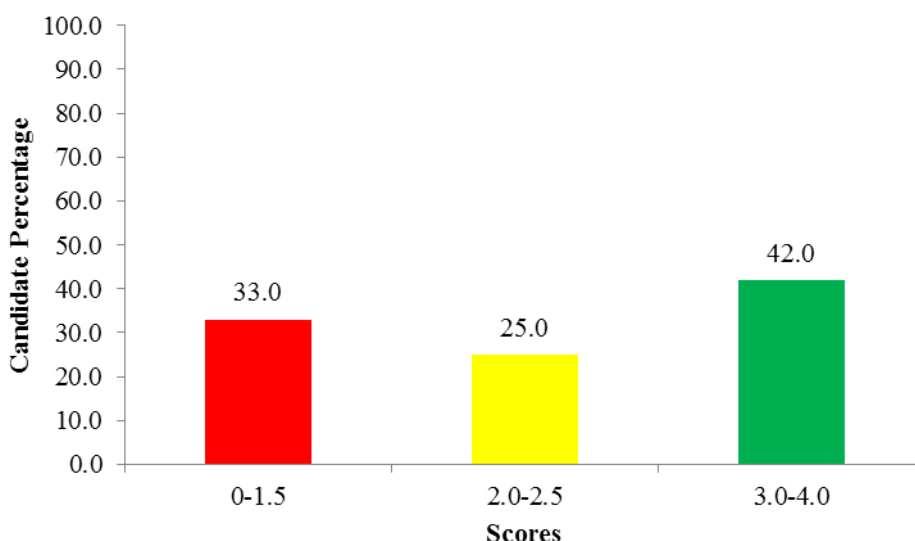


Figure 10: Percentages of Candidates' Performance in Question 10.

The analysis of the responses shows that, 42.0 percent of the candidates scored high marks. Those candidates (17.0 percent) who scored 4 marks were able to differentiate correctly the terms given as they relate to the syllabus. 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, for example, their responses had errors of grammar. Extract 10.1 is a sample of a good response.

| | |
|-----|---|
| 10. | (a) A topic; this is the main thing or content for teaching or learning. |
| | (b) An objective; these are aims of teaching or learning some topics. |
| | (c) Assessment; this refers to the measurement of the ability of pupils after teaching or learning process. |
| | (d) Teaching strategies; Refers to ways or techniques which teacher can use in teaching and learning process. |

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

Extract 10.1 is a response from a candidate who managed to differentiate correctly the given concepts although the responses had some errors of grammar.

Further analysis of the candidates' responses shows that, 33.0 percent of the candidates scored low marks of which 11.1 percent scored zero. These candidates failed to differentiate the concepts given. Some candidates misinterpreted the requirements of the question. For example, in answering question 10 (d), one of the candidates wrote on the lesson plan instead of teaching strategies: "Teaching strategies is referred to show stage by stage in teaching and learning process for example introduction, Reinforcement". Other candidates provided responses which were not answering the question. For example, one candidate provided the following responses: "(a) A topic; This show a topic which required to be taught and sub topic (b) An objective; This show the objective which will be taught (c) Assessment; Show how much student understand the subject (d) Teaching strategies; Teacher must teach in sequence". These answers suggest that the candidates either had inadequate knowledge on the topic of analysis of the primary school English Language syllabus or they misunderstood the requirements of the question. Extract 10.2 is a sample of a poor response.

| | |
|-----|--|
| 10. | <p>(a) A topic - This is the sub-skill on teaching and learning which need a teacher to prepare objective activities of that topic preparing and in order to fulfill her or him needs in learning and teaching activities.</p> <p>(b) An objective: This it is differ to the syllabus because this show time when the pupils wanted to understand the topic that being teaching by teacher example is like in fourteen minutes (140) all student must or everyone pupil must understand the things which teacher teaching them in learning and teaching activities.</p> <p>(c) Assessment - This is differ to the syllabus because it is help to put good the ways and techniques that used in learning and teaching activities.</p> <p>(d) Teaching strategies - This is differ to the syllabus if the teacher teaching out of the topic and don't concerning to the syllabus say that we say is teaching strategies.</p> |
|-----|--|

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

Extract 10.2 is a response from a candidate who wrote irrelevant responses to the requirement of the question.

On top of that, the analysis indicates that, 25.0 percent of the candidates who scored average marks were able to write two differences out of the four required. For example, one of the candidates provided the following responses: "(a) A topic; This are important thing that have been found from the syllabus that gives teacher a direction when teaching in order to never run out of his or her schedules (b) An subjective; (c) Assessment; This is the procedure that can be taken by the teacher in order to know if the pupils or student's understanding (d) Teaching strategies; These are the techniques that teacher have to use when teaching e.t.c". The candidate wrote correct differences for terms (c) and (d) whereas (a) and (b) were wrong responses. Such responses demonstrated that candidates had insufficient knowledge on the topic.

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.

2.2.1 Question 11: Literary Works

In this question, candidates were required to analyse six sources of conflicts presented by the writers. The candidates were asked to refer to the plays “The Black Hermit” by Ngugi wa Thiong’o, and “Three Suitors One Husband” by Oyono Mbia. The question tested candidates’ competences on the analysis of literary works.

This question was attempted by 31.0 percent of the candidates, out of whom 19.6 percent scored from 0 to 5.5 marks; 79.2 percent scored from 6.0 to 10.0 marks and 1.2 percent scored from 10.5 to 11.5 marks. There was no candidate who scored above 11.5 marks. The general performance of the candidates in this question was good as 80.4 percent of candidates scored from 6.0 to 11.5 marks. Figure 11 illustrates the candidates' performance in this question.

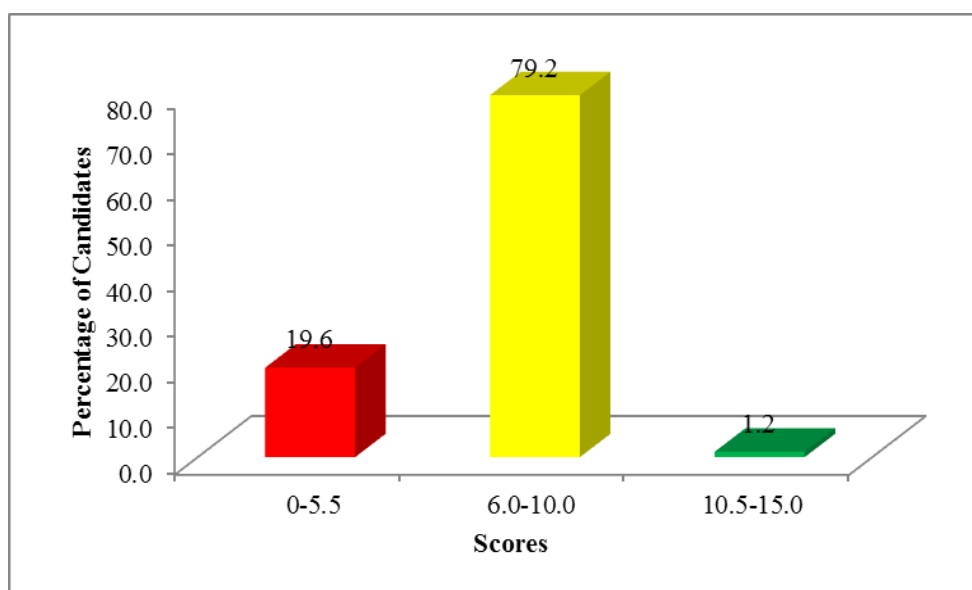


Figure 11: Percentages of Candidates' Performance in Question 11

The analysis of candidates' responses shows that, 79.2 percent of the candidates had average performance. Some of these candidates managed to provide correct 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 average performance.

Furthermore, the analysis of candidates' responses shows that, 19.6 percent of the candidates scored low marks. Those who scored 5 marks were able to provide an introduction, conclusion and three conflicts from one book. For example, one of the candidates wrote the following:

“Conflict refers to the misunderstanding between one person and another. By starting with “The black Hermit” the following are the source of conflicts presented by the writer are;

Modern culture; This shown by Remi who has the modern culture and his wife Jane. Modern culture of Remi cause the conflict between Remi and his family. Example when Remi delay to marry Thoni. So modern culture is the source of conflicts.

Marriage; Also this cause the conflict between Remi and his family, because he want to marry Jane and not Thoni. So this marriage cause misunderstanding between Remi, Jane, thoni and Remis family

Modern education; Also modern education cause the conflict among Remi and his family. Remi when he get education, he doesn't care or respect his culture. Example when his mother tell him to marry Thoni who is inheritance. But Remi refuse to marry Thoni and this make the conflict among Remi and his mother.

By concluding the conflicts are not good in the society because cause death, separation of family and other. So we should live well in the society”.

The responses given by these candidates suggest either the lack of knowledge on the topic of literary analysis or they misunderstood the question that they had to analyse conflicts using two books. Extract 11 is a sample of a poor response from one of the candidates.

| | |
|-----|---|
| 11. | <p>Conflicts - Refer to the misunderstanding between two people or two groups. There are many causes or sources of conflict in literary works. By using the play "Three suitors One Husband" written by Oyono Mbia and "The Lion and The Jewel" instead of "Black Hermit". The following are the sources of conflicts presented by Ngugi wa Thiong'o in his play called "THE LION AND THE JEWEL"</p> <p>Bride price; This is the situation of which the man pay money or thing in order to get / have woman as his wife. In this play the writer shows that the conflict between Sidi and Lankule was caused by bride price. Lankule wants to marry Sidi but he don't want to pay bride price. Sidi wants Lankule to pay bride price but Lankule didn't want to pay it. So Lankule fails to get Sidi because he didn't pay bride price. So bride price is source of misunderstanding between Sidi and Lankule. Also in the play "THREE SUITORS ONE HUSBAND" the conflict between Julieth and her suitors, her parents is caused by conflicts bride price. Julieth parents wants Ndi, Oke and Mbia to pay bride price that is high.</p> <p>Polygamy / monogamy; This is the situation where by one husband have th more than one wife, also is the situation where by one wife to have one than husband. In the Play "THE LION AND THE JEWEL" this situation cause conflicts between Baroka and his wives when he marry ago Sidi. Also in the play "THREE SUITORS ONE HUSBAND" the conflict between Julieth and her suitors were caused by this situation. Ndi, Oke and Mbia are in conflict because every one wants</p> |
|-----|---|

| | |
|-----|--|
| 11. | to get Julieth. |
| | Education; This is another cause of conflict presented by the writer in the play "THE LION AND THE JEWEL" the conflict happens between Sidi and Lakunle this is because Lakunle wants Sidi to practice European culture but Sidi didn't want those European culture, due to education conflicts happens between Sidi and Lakunle. Also in the play "THREE SUITORS ONE HUSBAND" education cause conflicts between Julieth and her relatives in the village, this is because Julieth is educated and others are uneducated. So education is also source of conflict. |
| | Western culture; This is source of conflict between Sidi and Lakunle, the conflict happen when Lakunle wants Sidi to follow western culture that involves eating food by using spoon, wearing style of western culture but but Sidi did not want to follow that western culture that Lakunle wants her to practice. So western culture is source of conflict presented by the writer in the play "THE LION AND THE JEWEL". |
| | So, those are some sources of conflicts in the novel play "THREE SUITORS ONE HUSBAND" and "THE LION AND THE JEWEL". |

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

In extract 11 the candidate misinterpreted the requirements of the question by using the book "THE LION AND THE JEWEL" which was not suggested in the question.

On the contrary, 1.2 percent of the candidates who scored high marks (10.5 to 11.5) were able to write good introduction and conclusion. In addition to that, some candidates provided three points from each suggested book, whereas others wrote three points from one book and two points from another book. Hence failed to score all 15 marks. However, the quality of their responses was affected by spelling mistakes. This indicates that, candidates had sufficient knowledge on the topic of literary analysis.

2.2.2 Question 12: Composition

In this question, the candidates were required to write a letter to the former College Principal requesting him/her for their leaving certificates. These candidates had to use the address of the Principal of Mwembechai Teachers' College, P. O. Box 101, Tanga. In addition to that, candidates were required to use the sender's name of J.J Abdallah of Kiwira Primary School, P. O. Box 4455 Tukuyu. The question tested candidates' competences to write composition.

This question was attempted by 96.3 percent of the candidates, out of whom 1.0 percent scored from 0 to 5.5 marks; 43.2 percent scored from 6.0 to 10.0 marks and 55.8 percent scored from 10.5 to 15.0 marks. The general performance of the candidates in this question was good as 99 percent of candidates scored from 6.0 to 15.0 marks. Figure 12 illustrates the candidates' performance in this question.

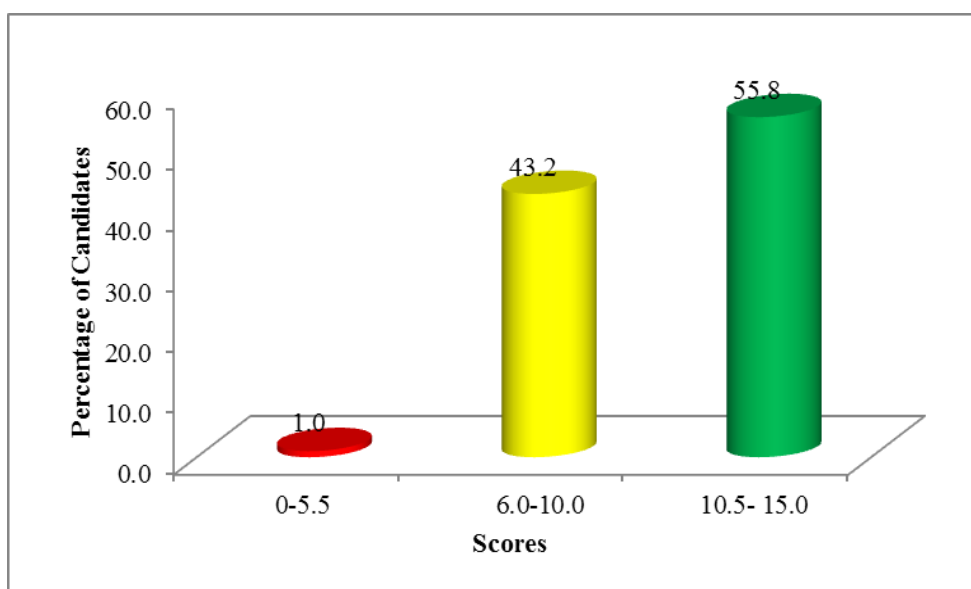


Figure 12: Percentages of Candidates' Performance in Question 12.

The analysis of the candidates' responses shows that, 55.8 percent of the candidates scored high marks. Those who scored 15 marks adhered to the instruction of the question by using correct address of sender and receiver. These candidates wrote the heading of the letter, year of completion, Education program persuaded and reasons for collecting the certificate. In addition to that, candidates adhered to the suggested name of sender and receiver of the letter.

Their responses indicate that they had sufficient knowledge on composition writing. Extract 12.1 is a sample of one of the best responses.

| | |
|--|--|
| | |
| | KINIRA PRIMARY SCHOOL, |
| | P. O. BOX 4455, |
| | TUKUYU. |
| | 01 st JULY 2020. |
| | TO THE PRINCIPAL OF |
| | MWEMBECHAI TEACHER'S COLLEGE |
| | P. O. BOX 101 |
| | TANGA |
| | Dear sir/Madam |
| | REF: REQUEST FOR LEAVING CERTIFICATE |
| | Refers to the heading above, I am a |
| | Tanzanian youth of 22 years old. I - |
| | accomplished my college level of education |
| | in 2015 at your college "Mwembechai Teachers |
| | College". |
| | The aim of my request/letter is |
| | to inform you that am in need of my |
| | leaving certificate because i want to |
| | apply for the job of teaching. |
| | I hope and it's my pleasure that my |
| | request will be considered. Thank you. |
| | Yours faith full |
| | J. J. Abdallah |
| | Jamal Jama Abdallah. |

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

The analysis indicates further that, 43.2 percent of the candidates who had average performance were able to write the sender's and receiver's address. Some of these candidates wrote the heading of the letter which lacked clarity. Others used informal language. For example, one of the candidates wrote the following: "I request you to give me a leaving certificate". This indicates that, those candidates had some knowledge on Composition writing.

On the other hand, the analysis of the candidates' responses indicates that, 1.0 percent of the candidates scored low marks. The candidates (0.1 percent) who scored zero wrote letters which lacked clarity because of errors of grammar and inappropriate use of words. Other candidates did not follow the instruction of the question as they did not indicate the sender's address. Extract 12.2 illustrates a poor response.

| | |
|-----|---|
| 12. | MWEMBECHEAI TEACHER'S COLLEGE |
| | P.O Box 101, |
| | TANGA. |
| | DEAR; |
| | YAH: I WILL BORROW A CHANGE TO JOIN |
| | IN MWEMBECHEAI TEACHER'S COLLEGE. |
| | In the instruction all above she will get a |
| | chance to join to that collage because she will |
| | pass the examination of Secondary school and |
| | she will get a 24 division thanks. |
| | I hope that i will get a chance |
| | to study to that collage. |
| | Your best friend jij Abdallah of Kiwira |
| | primary school |
| | P.O Box 4455. |
| | Tukuyu. |

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

Extract 12.2 illustrates a response from a candidate who lacked the knowledge of writing a formal letter, for example, the candidate put the receiver's address at the top right corner instead of bottom left after the sender's address. In addition to that, the candidate requested for joining the college instead of requesting for the leaving certificate.

2.2.3 Question 13: Expressing Habits

In this question, the candidates were required to write compositions to express their daily routine at school. The name of the school was Karume Primary School and these candidates had to use the guidelines from the following table:

| S/N | Time | Activity to be done |
|-----|-----------------|---------------------------|
| 1 | 6:30-7:30 am | Roll call and cleanliness |
| 2 | 08:00 am | Lessons start |
| 3 | 10 :00-10:30 am | Tea break |
| 4 | 10:30-1:00 | Classes resume |
| 5 | 1:00-2:00 | Lunch time |
| 6 | 2:00-4:00 | Sports and Games |

This question measured the candidates' ability to express habitual events.

This question was attempted by 72.1 percent of the candidates, out of whom 16.6 percent scored from 0 to 5.5 marks; 59.3 percent scored from 6.0 to 10.0 marks and 24.1 percent scored from 10.5 to 13.0 marks. There was no candidate who scored above 13.0 marks in this question. The general performance of the candidates in this question was good as 83.4 percent of candidates scored from 6.0 to 13.0 marks. Figure 13 illustrates the candidates' performance in this question.

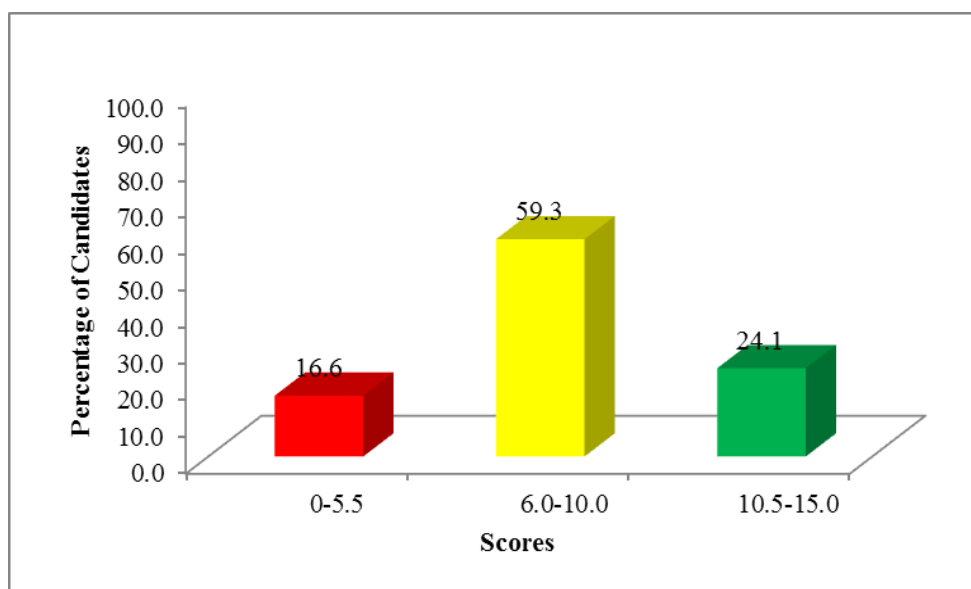


Figure 13: Percentages of Candidates' Performance in Question 13.

The analysis of candidates' responses indicates that, 59.3 percent of the candidates had average performance. Some of these candidates managed to write on four events out of the six given in the table. Others wrote on all six events but lacked detailed explanation because of insufficient vocabulary.

Such responses reveal that candidates had partial knowledge and vocabulary on expressing habitual events.

The analysis indicates further that, 24.1 percent of the candidates scored high marks. These candidates managed to explain all events from the table but their responses had errors of grammar and some essays lacked the headings. Extract 13.1 exemplifies a sample of good response.

| | |
|----|--|
| 13 | <p>My name is Precious Mary, I am thirteen years old, I study at Karame primary school.</p> <p>Everyday I woke up early in the morning at 12:00 then before get up to bed I pray to God and thank him for giving me another chance to live on this earth, I use five minutes to thank God for the chance of life he has given me by his grace then I get up in the bed and go to bathroom to take a shower, after taking a shower am wearing my school uniform then I drink breakfast for few minutes, then I take my bag saying bye to my parents and then I go to school.</p> <p>At 12:30 up 7:30 am roll call and Cleanliness, the leaders of the school give number to all, Punctual students so as it could be easier to catch those who came late at school, after roll call we do Cleanliness of all surrounding areas at school.</p> |
|----|--|

| | | |
|--|---|--|
| | At 10:00 up 10:30 it's a break time, this is a time of resting and refreshing mind, after learning for a long time, we use break time to go to Canteen to buy foods like Rice, Cassava, Juice and some other food. | |
| | At 10:30 up 1:00, Classes resume, the period resumes normally we learn some other subject then waiting for lunch time. | |
| | At 1:00-2:00 it's a Lunch time, we went for lunch to eat so as we can prepare ourselves with sports and gametime sometime we play school match, neighbour match or friendly match with other teams. | |
| | At 2:00-4:00 pm, this is a time for sports and game for instance basketball, football, netball and Volleyball then after sports and games to be over at 4:00 pm we all going at home to prepare ourselves with the other day. | |
| | That's my daily routine from the day starting morning up to evening time. | |

Extract 13.1: A sample of a candidate's response with high scores in question 13.

In contrast, the analysis shows that, 16.6 percent of the candidates scored low marks. These candidates wrote essays which were not detailed. Some of the essays lacked paragraphs, had errors of grammar and inappropriate use of vocabulary. For example, one of the candidates wrote the following:

"My name is Leonsia Daudi am studing Karume Primary School am work up at 12:30-7:30 am going to the roll call and cleanliness at 7:30-7:59 am Iam doing body cleanliness after that I am going to the class to start lessons at 08:00-9:59 am. At 10:00 am-10:30 am am teking my tea break. After tea fast am going to the class. At 10:30-11:00 classes resume. At 1:00- 2:00 am going for lunch. At 2:00-4:00 pm Sports and Games".

Such responses indicate that the candidates had insufficient knowledge on expressing habitual events and their competences in English language were very low. Extract 13.2 exemplifies a poor response from one of the candidates.

| | |
|-----|---|
| 13. | My daily routine at Karume Primary school, when |
| | I get up to school ^{at 12:00} the bell ringing in order the student to |
| | take the roll call after that I take my bloom so as to |
| | clean the area which surrounding the school and I make |
| | sure am finish my cleanles, afte at 7:30 am after |
| | that at 08:00 am, am get up in the class so as |
| | to start the peeriod I prepare all my books attention |
| | to start listening the teacher and to write what |
| | the teacher says or gives us, after that at |
| | 10:00 up to 10:30 The bell ringing for tea break I take |
| | my cup so as to take the tea and am going somewhere |
| | to buy bleed for drinking tea, when am finish my to drink |
| | I put my cup properly at 10:30 up to 1:00 am get in the class |
| | again to study when the et teacher didn't does not enter |
| | in the class I started reading my self or with my |
| | Friend in group discussion, after finish reading at 1:00 up to |
| | 2:00 It is lunch time I take my plate so as finding for |
| | Food with my friends we are going as somewhere nearby |
| | the school to eat, after that at 2:00 up to 4:00 am going to |
| | sports and games I like to play netball and basketball |
| | This is my daily routine every day at Karume Primary |
| | school after finished as the sport am back at home |

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

Extract 13.2 shows a response which had no heading and coherence. In addition to that, the essay had errors of grammar and inappropriate use of vocabulary.

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 suggest five techniques they can use to teach Standard Five who confuse the sounds /l/ and /r/. This question tested the candidates' ability to teach pronunciation.

This question was attempted by 13.1 percent of the candidates, out of whom 71.6 percent scored from 0 to 5.5 marks and 28.4 percent scored

from 6.0 to 10.0 marks. There was no candidate who scored above 10.0 marks. The general performance of the candidates in this question was poor as 28.4 percent of candidates scored from 6.0 to 10.0 marks. Figure 14 illustrates the candidates' performance in this question.

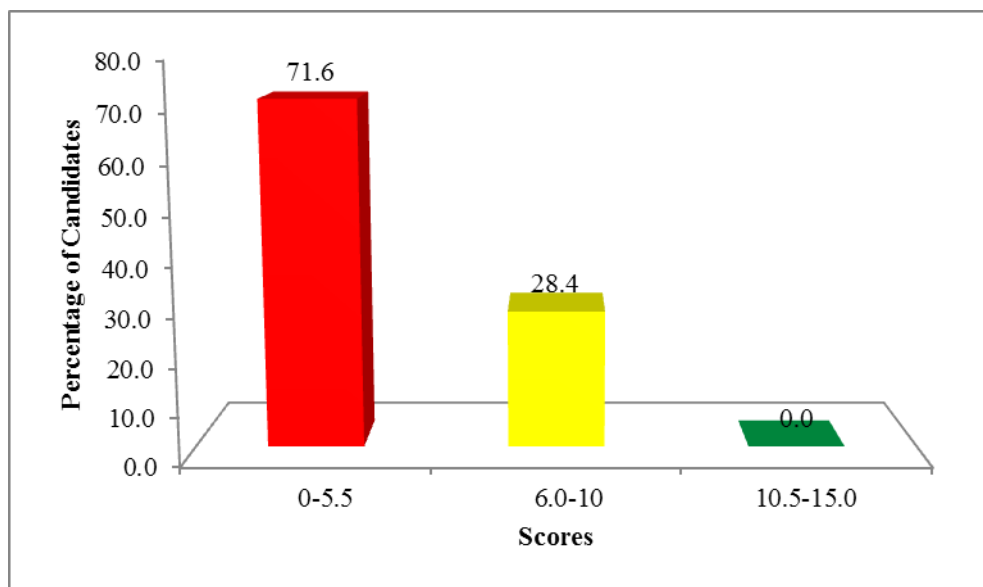


Figure 14: Percentages of the Candidates' Performance in Question 14.

The analysis of the candidates' responses indicates that 71.6 percent scored low marks, of which 1.7 percent of candidates scored zero. These candidates failed to suggest five techniques that can be used to teach standard five pupils who confuse sounds /l/ and /r/. Some candidates suggested techniques that a teacher can use to assess a child's ability to speak. For example, one candidate provided the following responses: "(a) Role play (b) Question and answer (c) Songs". The correct responses were: "(a) Pupils should listen while a teacher pronounces words that are used for practicing the two sounds, for example; Play-Pray, Long-Wrong (b) Stop me: Pupils should stop the teacher when he/she pronounces a different word, for example; glass, glass, glass, grass (stop) (c) Sound repetition; Pupils have to repeat sentences and words after the teacher (d) Choosing the correct sentences. Teacher should prepare an exercise which may help the pupils to practice the sounds e.g. We went to the church to pray, They play football (e) Same or different; The teacher should pronounce words which have the same sound or different and should ask the pupils to pronounce them and state whether the words are the same or different, for example; (i) Rock, rock, rock(same) (ii) Lock, rock (different) (f) Chain

drill (g) Tongue twisters; This involves the string of words that has /r/ and /l/ sounds. The teacher can ask learners to articulate the tongue twisters, for example; (i) Rose roasted the rice in the roasting container (ii) Leonard led a lot of leaders towards the load carried by a lady”.

Such responses show that candidates had inadequate knowledge on teaching pronunciations. Extract 14 illustrates a poor response.

| | |
|-----|--|
| 14. | Technique that can be used to teach standard five pupils who confuse the sound /l/ and /r/. |
| | 1. The learner should be brought up into teaching of alphabet a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z |
| | 2. To teach a pupil vowel a e i o u |
| | 3. forming words by using vowel a e i o u an en is on up |
| | 4. To teach a pupil Consonant b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z forming words by using Consonant. like cry, dry, fly, why |
| | 5. To teach a pupil Consonant + vowel = syllable b + a = ba b + e = be b + i = bi b + o = bo b + u = bu forming words by using syllable. |

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

Extract 14 is an illustration of a response from a candidate who wrote on the formation of words and syllables instead of the techniques that can be used to teach pupils who confuse sounds /r/ and /l/.

Furthermore, the analysis shows that, 28.4 percent of the candidates had average performance. Some of these candidates wrote two correct points (*“e.g. tongue twisters, real objects”*), introduction and conclusion. Other candidates wrote correct points but their introduction and conclusion were wrong. For example, one candidate wrote the following as an introduction: *“Vocabulary refers to all words which form certain language. /l/ and /r/ are among the sounds which confuses pupils”*, conclusion *“ Therefore, out of those techniques which can be used by the teacher to teach pupils of standard five who confuse the sound /r/ and /l/ also there are some another techniques example of events series, similarity and difference”*. On top of that, these candidates elaborated the points which had errors of grammar and inappropriate choice of words. Their responses suggest that the candidates had partial knowledge on the topic of teaching pronunciation.

2.3.2 Question 15: Principles of English Language Teaching and Learning

In this question, candidates were required to examine five principles used in the teaching and learning of English Language in Tanzanian schools. This question intended to measure the candidates’ knowledge on the topic of Principles of English Language Teaching and Learning.

This question was attempted by 88.1 percent of the candidates, out of whom 19.3 percent scored from 0 to 5.5 marks; 52.6 percent scored from 6.0 to 10.0 marks and 28.1 percent scored from 10.5 to 15.0 marks. The general performance of the candidates in this question was good as 80.7 percent of candidates scored from 6.0 to 15.0 marks. Figure 15 illustrates the candidates' performance in this question.

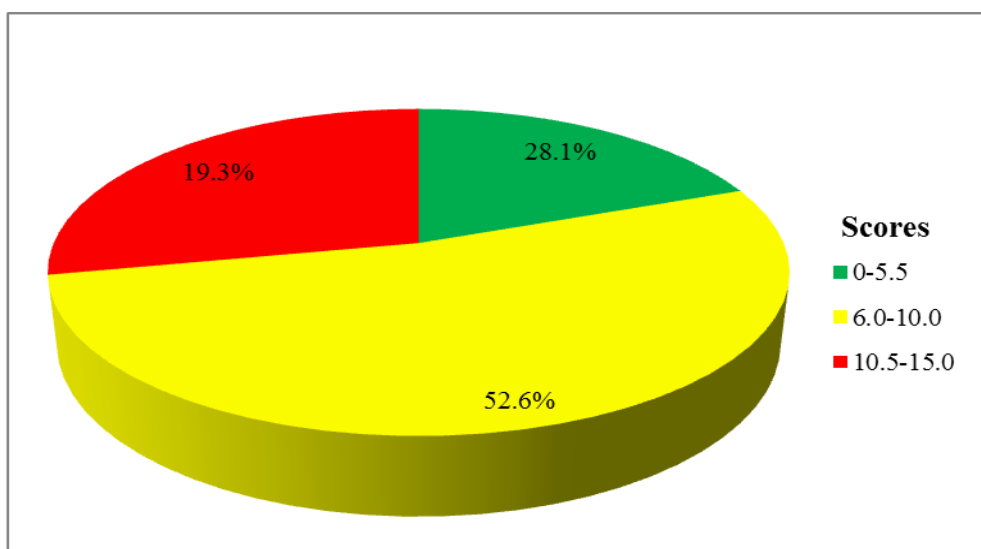


Figure 15: Percentages of Candidates' Performance in Question 15.

The analysis of candidates' responses shows that, 52.6 percent of the candidates who had average performance were able to examine few correct techniques. For example, a candidate who scored 10 marks provided three correct points, whereas other points lacked clarity. In addition to that, this candidate wrote a good introduction and conclusion. Other candidates managed to write two correct points, an introduction and conclusion, whereas other points were irrelevant to the requirements of the question. For example, one candidate provided the following responses: “(a) *Principles of teaching and learning listening skills and speaking skills* (b) *Principle of teaching reading skills* (c) *Principle of teaching and learning writing skills* (d) *Use of appropriate teaching methods* (e) *Relevance of what is taught and learned to the pupils*”. In these responses, (d) and (e) were correct, whereas (a), (b) and (c) were incorrect. Such responses demonstrated that the candidates had some knowledge of the topic of principles of teaching and learning the English language.

Moreover, the analysis indicates that, 28.1 percent of the candidates with high marks were able to examine five principles used in the teaching and learning of the English language in Tanzanian schools. Some of the candidates gave five correct points but their conclusions lacked clarity. The candidates falling in this category provided responses of different qualities. Extract 15.1 exemplifies one of the best responses.

| | | |
|-----|--|--|
| 15. | principles of teaching and learning english | |
| | Language are those things to consider when teaching and learning the english language process to the learners. In teaching and learning english language there are many thing need to be considered in order for the pupils they can understand the language. The following are the explanations about some of the principles used in the teaching and learning of English language in Tanzanian schools: | |
| | The sequence of teaching language skills | |
| | The english language has almost four skills, in order to teach english language, the first thing is a teacher have to start teaching a first skill which is listening skill, followed by speaking skill, then reading skill and finally ending by writing skill. By doing so the learners will be able to use the language for different situation because they will be able to speak and also to write. | |
| | The appropriate teaching method is needed. | |
| | There are main two types of teaching methods namely as participatory and non-participatory method. participatory method is involve the participation of teacher and pupils while non-participatory involve the participation of teacher only when presenting the lesson. All in all is that the good method of teaching the language is participatory method because it enhance the learners in asking and sharing ideas with their teacher. | |

| | |
|-----|---|
| | The Use of Limited explanations when teaching and learning. The teacher should use the limited explanations so as to avoid the boring of learners by using limited explanation will help the learners to enjoy the lesson and also to enjoy what they learn. |
| 15. | but when the Teacher uses many word for explaining about something the pupils won't focus on the lesson. |
| | Motivation to learners also is a principle used in teaching and learning the English language in Tanzanian schools. Means that, the teacher should motivate the learners when to do well, the teacher may motivate them by giving them a gift or by allowing them to play and so on. By motivating the learners will enable them to have an appetite of learning the English language. |
| | Relevance of English language can be also the principle of teaching and learning English language. The teacher should teach the lesson which is relevance to the learners' environment. for example when he/she is presenting the lesson about domestic animal he/she must use real object in teaching them, or in some extent she/he teaching vocabulary cup, or jug he have to go with those cup and jug as the tools for teaching and learning a lesson. |
| | Generally: By referring of those principle will enable the Tanzanian primary & pupils to be aware in the use of kan English language skills. The government should educate all teachers to use all principles in order to achieve the English goals. |

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

On the contrary, the analysis indicates that, 19.3 percent of the candidates scored low marks of which 0.5 percent scored zero. These candidates failed to examine the five principles used in the teaching and learning of English Language. Some of the candidates misinterpreted the requirements of the question. For example, one of the candidates wrote on the roles of the English language in Tanzania: "(a) *English Language to be official language after Kiswahili, also another principal is English Language should be the official language after Kiswahili when teaching and learning of English language in Tanzanian schools* (b) *English language to be as*

medium of communication, Also another principle to follow is English language should be a medium of communication during teaching and learning in the class”.

Other candidates provided responses which were irrelevant to the demand of the question. For example, one candidate wrote the following answers: “(a) The use of loudly voice in the process of teaching and learning (b) The use of teaching and learning aids (c) Avoid teaching many vocabularies in the process of teaching and learning (d) The use of four language skills (e) The use of dictionary in the teaching and learning process”. The correct responses were: “(a) Use of appropriate teaching and learning methods (b) Building a rich environment (c) Focusing on developing communicative language (d) Developing correct grammar (e) Motivating learners (f) Sequence of teaching the language skills (g) Viewing mistakes as an opportunity for learning (h) Developing acceptable pronunciation (i) Grading, sequencing and recycling (j) Integration of the language skills (k) Use of limited explanation”. These responses indicate that candidates had insufficient knowledge on the topic of principles of teaching English in Tanzanian schools. Extract 15.2 is a sample of one of the poor responses.

| | | |
|-----|--|--|
| 15. | Teaching and learning: Is the process of getting knowledge and skills. | |
| | To connect people: When the Tanzanian school is teaching and learning english it help the pupils to communicate with people from one country and another country without any problems. | |
| | To improve in grammar: When the Tanzanian schools teaching and learning english it help the student to improve in grammar through writting and talking. | |
| | It help to communicate with people: learning and teaching process of english in Tanzania it help the student to communicate with different student or people in to transfer information. | |
| | It help pupils to improve academically: When the Tanzanian school teaching English la language it help the student to improve in English subject because of Using English. | |
| | Enough of teacher, Tanzanian school it have same of English teacher who is educated of that language so the pupils pupil it have know evidene to talk English. | |

Extract 15.2: A sample of a candidate’s poor response in question 15.

2.3.3 Question 16: The Roles of English Language in Tanzania

In this question, the candidates were required to enumerate five importance of English Language in Tanzania. The question tested the candidates' understanding of the roles of the English language in the Tanzanian context.

This question was attempted by 98.1 percent of the candidates, out of whom 2.7 percent scored from 0 to 5.5 marks; 51.6 percent scored from 6.0 to 10.0 marks and 45.7 percent scored from 10.5 to 14.5 marks. There was no candidate who scored above 14.5 marks. The general performance of the candidates in this question was good, since 97.3 percent of the candidates scored from 6.0 to 14.5 marks. Figure 16 illustrates the candidates' performance in this question.

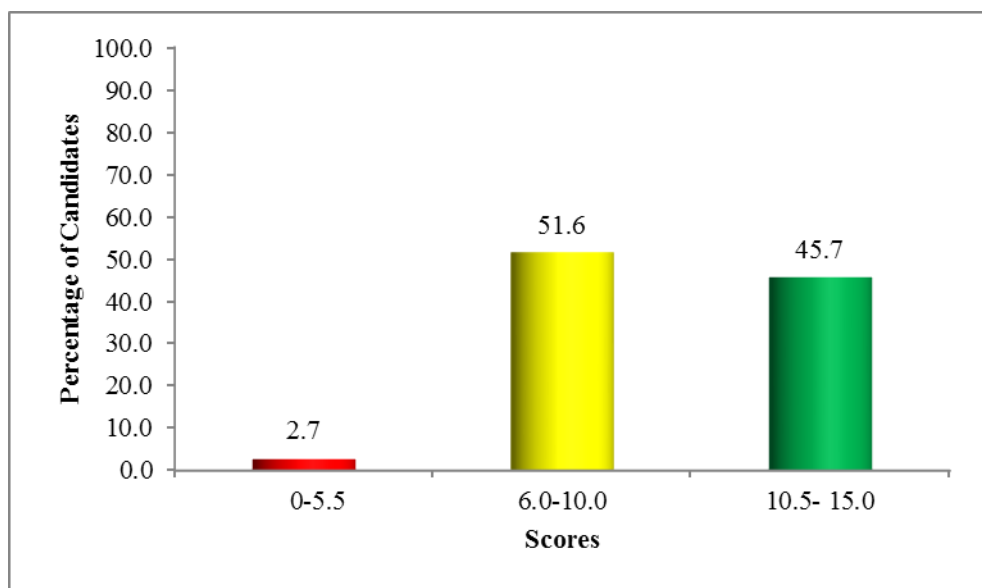


Figure 16: Percentages of the Candidates' Performance in Question 16

The analysis of candidates' responses indicates that, 51.6 percent of the candidates who scored average marks were able to examine some points while missed the others. For example, one candidate wrote the following: *“(a) It used in schools to teach other subjects (b) It is used for communication (c) It help in gathering (d) It is used as a second official language”*. These responses indicates that, (b) and (d) were correct whereas (a) and (c) were incorrect. Other candidates wrote a good introduction but their points were unclear, hence resulted to the reduction of marks, for example: *“(a) It helps a student to develop four language skills (b) It helps*

a student to express his/her feelings and social realities (c) It helps to improve language". In addition to that, some candidates provided good five points but wrote poor introduction and conclusion. For example, one candidate answered the following: "(a) It helps in communication (b) It helps in leisure and entertainment (c) It helps in business (d) It helps the students in higher learning such as colleges, universities and advanced level because they are using english in communication and english it is used in teaching and learning process (e) In judiciary english language is used". Their responses suggest that the candidates had partial knowledge on the topic of the roles of English Language in Tanzania.

Furthermore, the analysis indicates that, 45.7 percent of the candidates with high marks were able to enumerate five importance of the roles of English Language in Tanzania. Some of the candidates wrote five correct points but were affected by the errors of grammar and inappropriate use of vocabulary. For example, one of the candidates provided the following responses: "(a) It is used as a main mode of communication in secondary and high learning institution (b) It is used as an International language in communicating between different countries and Tanzania (c) It is used as a trade and business negotiation language between Tanzania and other countries (d) It is used as a mode of communication in conferences and meetings (e) It is used as a second mode of communication in our country". These responses indicate that candidates had adequate knowledge of the topic of the roles of the English language in Tanzania. Extract 16.1 exemplifies one of the best responses.

| | | |
|-----|---|--|
| 16. | English language in an international language and the second language in Tanzania. The following are the importance of English language in Tanzania. | |
| | It unites Tanzania with other nations; as it known that English language is an international language, so it unites people in the world, as it can unite Tanzanians with other country or nations, for example when they meet people of different country like Tanzania who speaker KwaZulu and may be Arabian who speaker Arabic, their instruction language it will be English language because it is the world language. | |
| | It helps in doing business; English language helps in conducting the international language business between different countries for example; China is doing business with Tanzania, because each country have their language, so the language that can use it will be the English language because it is an international language and it is been used by in the whole world. | |

| | |
|-----|---|
| 16. | It helps in getting employment; English language helps Tanzanians in getting different employment or job opportu- nities for example in many private company, nowadays they need the worker who at least know, the English language very well, even their job interviews are conducting by using Engli- sh language. |
| | It helps in studying; as we know that English media is used in school from standard one up seven as a media subject, but in secondary level and higher level it is used as a media of instruction in all subjects except Kiswahili, so Eng- lish language helps teachers and student to simplify the act of teaching and learning. |
| | It helps in getting informations; also English - language helps us in getting different information in the world through different sources for example mass media like radio and television and social networks, and we can get the different information like Corona updates and so on. |
| | In conclusion; the English language can be used in different area here Tanzania, there area are like, in high courts, in schools, in office, in businesses and so on. |

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

Conversely, the analysis indicates that 2.7 percent of the candidates scored low marks. Some candidates managed to write only an introduction. For example, one of the candidates provided the following response: "English Language is refers to the international language starts to taught from standard one. The English Language is very important to the pupils in Tanzania". Other candidates managed to provide two correct points. For example, one candidate wrote that: "(a) English Language helps people in conducting trade; This due to conducting traders are coming from different country when they meet together are used to speak English so as to under each other (b) English Language help nursery pupils to make communication; This due to English language used as a medium language of communication and teaching (c) English Language help people to be employed on different aspect. This due to many aspect are need peoples who know to speak and write English so as they can work in their companies or schools (d) English language help student to get scholarship of studying out of country; This due to an experience which person have so as to get scholarship to learn more (e) English is an international communication Language; This is due to many country are used to speak so as to make communication with each country".

Responses (a) and (e) were correct whereas the rest were wrong. In addition to that, the candidate's responses had errors of grammar and inappropriate use of vocabulary. The correct responses were: "(a) At present English Language is used as a medium of instruction in secondary schools and higher learning institutions including universities (b) It is used in some scientific and technical fields (c) It is the second language to Kiswahili. This is the fact that, for those who Kiswahili is their first language; they learn English as their second language (d) In some other spheres of life English Language is used as an official language, for example in courts, tourism, business, negotiations, leisure, e.t.c. (e) In public schools, English Language is learned as a subject while in private schools is used as a medium of instruction and communication". Their responses suggest that they had insufficient knowledge on the topic. Extract 16.2 is an illustration of a poor response.

| | |
|-----|--|
| 15. | English language • Is the subject which use in teaching and learning so that his/her help to pronunciation the word. The following are the principles used in the teaching and learning of English language in Tanzania schools which as followst. |
| | English language it help a pupil to know the pronunciation of the words. Through English language it able to the pupils to know the pronunciation of the words by teaching and learning process. |
| | English language it helps the pupils to know the mining of the words. This is very importantly in teaching and learning activities and also to know its uses. |
| | English language, it helps pupils to know the spering of the words. In Tanzania we need to teach and to learn the principle of English language because it helps to leave the mother tongue. |
| | English language it helps pupils to introduce/to express themselves. Also in teaching and learning process is used to know how to express his/her self because of english language and to make sentences. |
| | English language in teaching and learning it help pupils to know the different sentences. |
| | So the school must be to learn this subject because it very important in our life. |

Extract 16.2: A sample of a candidate's poor response in question 16.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

In this examination, twelve topics were tested. The topics are: *Composition, The roles of English Language, Preparation for Teaching, Principles of English Language Teaching and Learning, Analysis of the Primary School English Language Syllabus, Literary works, Expressing Contrasts, Expressing Habitual Events, Language Skills, Conditional sentences, Teaching Pronunciation and Expressing past Events*. The performance in each topic is presented in the paragraphs that follow.

The analysis indicates that, the candidates' performance in four topics (*Composition, The roles of English Language, Preparation for Teaching and Principles of English Language Teaching and Learning*) was good. Questions set from these topics were questions 12, 16, 2, 6 and 15. In these topics more than 70 percent of the candidates scored 40 percent and above.

Furthermore, five topics had average performance. Questions which were constructed from these topics were: 10, 5, 11, 8, 3, 13, 4 and 9. The percentages of candidates who scored 40 percent and above in these topics were as follows: *Analysis of the Primary School English Language syllabus* (67.02%), *Literary Works* (64.25%), *Expressing Contrasts* (60.21%), *Expressing habitual Events* (53.61%) and *Language Skills* (45.19%). This performance implies that the candidates had partial knowledge in the five topics.

Likewise, the candidates had weak performance in three topics which were covered in Questions 1, 14, and 7. In these topics, less than 40 percent of the candidates scored 39 percent and below. These topics were: *Conditional sentences* (38.73%), *Teaching Pronunciation* (28.35%) and *Expressing Past Events* (11.03%). This performance indicates that candidates had insufficient knowledge in the three 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 2020 indicates that, the general performance was average. It has been noted that the 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 partial knowledge on different topics, unclear explanations, poor grammar and inappropriate use of vocabulary which affected the quality of candidates' responses.

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

5.0 RECOMMENDATIONS

Taking into account of the analysis of candidates' responses, and the conclusions drawn on the performance in this subject, it is therefore recommended that student-teachers should be:

- (a) given sufficient time to practise using the English language as a media of communication in order to improve their competences in the four language skills, namely speaking, listening, reading and writing;
- (b) encouraged to study hard and make all the necessary revisions so as to master various topics, particularly the Conditional sentences, Teaching pronunciation and expression e.g. past events that appear to be demanding;
- (c) made aware of instructional words used in formulating questions prior to the examination time. This will make student-teachers be familiar with the instructional words and their differences; and
- (d) encouraged to read widely and extensively text and reference books to improve their mastery of the English language.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN ENGLISH
LANGUAGE SUBJECT**

| S/N | Topic | Question Number | Performance in Each Question (%) | Average Performance Per Topic (%) | Remarks |
|-----|--|-----------------|----------------------------------|-----------------------------------|---------|
| 1. | Composition | 12 | 99.0 | 99.0 | Good |
| 2. | Roles of English Language | 16 | 97.3 | 97.3 | Good |
| 3. | Preparation for Teaching | 2 | 97.6 | 91.4 | Good |
| | | 6 | 85.2 | | |
| 4. | Principles of English Language Teaching and Learning | 15 | 80.7 | 80.7 | Good |
| 5. | Analysis of the Primary School English Language Syllabus | 10 | 67.0 | 67.0 | Average |
| 6. | Literary Analysis | 5 | 48.1 | 64.3 | Average |
| | | 11 | 80.4 | | |
| 7. | Expressing Contrasts | 8 | 60.2 | 60.2 | Average |
| 8. | Expressing Habitual Events | 3 | 23.8 | 53.6 | Average |
| | | 13 | 83.4 | | |
| 9. | Language Skills | 4 | 26.4 | 45.2 | Average |
| | | 9 | 63.9 | | |
| 10. | Conditional sentences | 1 | 38.7 | 38.7 | Poor |
| 11. | Teaching pronunciation | 14 | 28.4 | 28.4 | Poor |
| 12. | Expressing past events | 7 | 11.0 | 11.0 | Poor |

