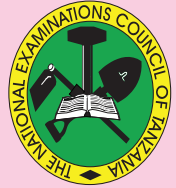




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE GRADE 'A' TEACHER CERTIFICATE
EXAMINATION (GATCE) MAY 2022**

ENGLISH LANGUAGE



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE GRADE 'A' TEACHER
CERTIFICATE EXAMINATION
(GATCE) MAY 2022**

622 ENGLISH LANGUAGE

Published by:

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

© The National Examinations Council of Tanzania, 2022

All rights reserved.

TABLE OF CONTENTS

FOREWORD.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	2
2.1 SECTION A: Short Answer Questions.....	2
2.1.1 Question 1: Expressing Habits	2
2.1.2 Question 2: Expressing Contrast	7
2.1.3 Question 3: Expressing Conditional Sentences.....	12
2.1.4 Question 4: Expressing Past Events	16
2.1.5 Question 5: Teaching Pronunciation	19
2.1.6 Question 6: Reading Literary Works.....	22
2.1.7 Question 7: Techniques in Assessment	25
2.1.8 Question 8: Preparation for Teaching.....	28
2.1.9 Question 9: Principles of Language Teaching and Learning	31
2.1.10 Question 10: Teaching a Structural Pattern.....	33
2.2 SECTION B: Essay Questions on Academic Content.....	35
2.2.1 Question 11: Developing English Language Skills.....	35
2.2.2 Question 12: Reading Literary Works.....	36
2.2.3 Question 13: Developing English Language Skills.....	39
2.2.4 Question 14: Preparation for Teaching.....	43
3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC	46
4.0 CONCLUSION.....	47
5.0 RECOMMENDATIONS.....	48
Appendix.....	49

FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the English Language subject in Grade 'A' Teacher Certificate Examination (GATCE) for 2022 has been prepared to provide feedback to education administrators, college managers, tutors and other education stakeholders on the performance in the subject.

The Grade 'A' Teacher Certificate Examination measured the effectiveness and efficiency of the education system generally and education delivery in particular. Basically, the candidates' responses to the examination questions show the extent to which they had attained competencies in the English Language subject in their Grade 'A' Certificate course.

The analysis provided in this report aims to determine the factors behind the candidates' good, average, or weak performance in the English Language examination. The analysis indicates that, most of the candidates performed well because they understood the requirements of the questions, had good English language proficiency, and had adequate knowledge and skills on various examination topics.

The candidates who scored low or average marks faced some difficulties in answering the questions. These include inability to understand the questions' requirements, poor proficiency in English, and insufficient knowledge on various topics.

The feedback given in this report would enable education stakeholders to identify proper measures for improving the teaching and learning of the English Language in Grade 'A' Teachers' Colleges, thus helping to improve the candidates' performance in the future examinations administered by the Council.

Finally, the Council would like to thank college tutors, examination officers and all those who participated in processing, analysing the data, and writing this report.



Athumani S. Amasi
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates who sat for the Grade ‘A’ Teachers’ Certificate Examination in the English Language subject in May 2022. A total of 3,617 out of 3,663 registered candidates sat for the examination. This examination was based on the 2009 English Language Subject Syllabus and the 2022 English Language subject examination format.

The examination tested the candidates’ competencies in the following areas: *Teaching a Structural Pattern, Preparation for Teaching, Principles of English Language Teaching and Learning, Reading Literary Works, Expressing Contrasts, Expressing Habits, Developing English Language Skills, Expressing Conditions, Expressing Past Events, Assessment and Teaching Pronunciation.*

The examination had two sections namely, A and B. The two sections had a total of 14 questions. Whereas Section A had 10 questions carrying 40 marks, Section B had four (4) questions accounting for the remaining 60 marks, hence a cumulative total of 100 marks. All the questions in both sections were compulsory.

The presentation of the analysis of the candidates’ performance in individual items describes the task for each question, percentages of candidates who attempted the question, their scores, the expected responses, and how the candidates fared in their responses. The focus is on identifying percentages of candidates with high, average, and low performance scores. Extracts from the candidates’ scripts serve as their representative responses. Table 1 categorises the performance levels:

Table 1: Performance Levels in the English Language Subject

Range of Marks	Grade	Remarks
80 - 100	A	Excellent
70 - 79	B	Very Good
55 - 69	C	Good
40 - 54	D	Satisfactory
0 – 39	F	Fail

Table 1 shows that the highest performance level in the English Language subject is Grade A and the lowest level is F. Although the performance levels fall under five grade ranges (classifications), as Table 1 illustrates,

the performance presentation in statistics is based on three categories of *Good, Average, and Weak*.

Based on the percentage of scores, good performance represented in green colour ranges from 70 to 100 per cent. Moreover, average performance in yellow ranges from 40 to 69 per cent. Finally, weak performance, which appears in red, ranges from 0 to 39 per cent. The candidates' performance on each topic is as summarised in the Appendix.

For the 3,617 candidates, who sat for the English Language examination in May 2022, 97.47 per cent varyingly passed. Comparatively, 3,262 candidates sat for the examination in 2021 out of whom 3,130 passed with different grades, as Table 2 demonstrates:

Table 2: Candidates' GATCE English Language Subject Examination Pass Grades in 2021 and 2022

Year	2021					2022				
Grades	A	B	C	D	F	A	B	C	D	F
Per cent	0.46	4.30	49.53	42.71	3.0	0.02	0.91	48.2	48.34	2.53

Table 2 shows the English Language examination performance by 0.45 percent in 2022 over the 2021 pass rate.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH QUESTION

This analysis is divided into two sections of A and B. Section A analyses short answer questions whereas section B focuses on essay-type questions. The detailed analysis for each section is as follows:

2.1 SECTION A: Short Answer Questions

This section comprised ten (10) compulsory questions. Each question carried 4 marks; hence a total of 40 marks for the section.

2.1.1 Question 1: Expressing Habits

The question required the candidates to rewrite the given sentences into negative interrogative sentences. The question tested the candidates' ability to express habitual actions. The question was as follows:

1. Rewrite the following sentences into negative interrogative sentences:

- (a) The earth is round.
- (b) Mayanda works in a shop.
- (c) We open the school in January.
- (d) They often pray here.

The correct answers for this question were:

- (a) Is the earth not round?
- (b) Does Mayanda not work in a shop? / Doesn't Mayanda work in a shop?
- (c) Don't we open the school in January?
- (d) Do they often not pray here? / Don't they often pray here?

This question was attempted by 3,617 (100%) candidates. Their general performance on this question was weak, because only 6.2 per cent of the candidates scored from 2.0 to 2.5 marks. Figure 1 summarises the candidates' performance:

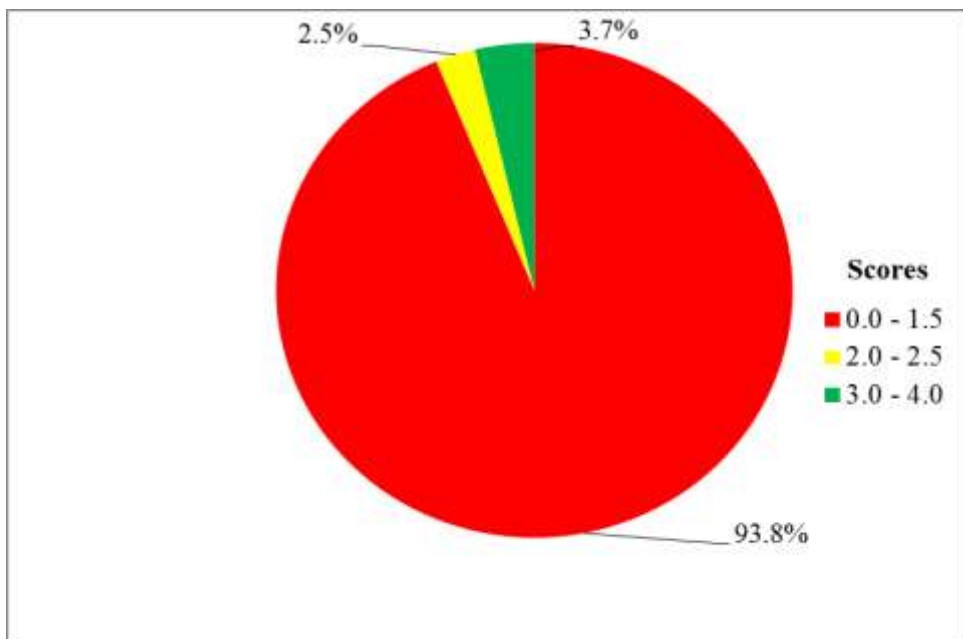


Figure 1: Performance of Candidates on Question 1

Figure 1 indicates that the majority (93.8%) of the candidates had a *poor* performance by scoring from 0 to 1.5. Another 2.5 per cent of the candidates registered 2 to 2.5 marks, which indicates an *average* performance. Only a few (3.7%) of the candidates scored from 3 to 4 marks representing a *good* performance.

The analysis of the candidates' performance on this question indicates that low-scoring candidates lacked adequate knowledge on negative interrogative sentences. Evidence comes of their failure to change the given sentences into negative interrogative. There were candidates who changed the sentences into *negative statements* instead of transforming them into negative interrogatives. Their responses were as follows:

- (a) *The earth is not round.*
- (b) *Mayanda doesn't work in a shop.*
- (c) *We do not open the school in January.*
- (d) *They do not often pray here.*

Moreover, some candidates changed the tense of the sentences given into the past tense contrary to the requirement of the question. The sentences such as *The earth was not round* and *Mayanda worked in a shop* exemplify of the sentences constructed by the candidates in this category.

Additionally, the analysis shows that misinterpretation of the demands of the question also contributed to the failure of the candidates to answer this question correctly. Indeed, some candidates added question tags to the sentences. These question tags created by these candidates, for example, were for example, *Isn't it? Doesn't he? Aren't we? Aren't they?*

Another group of candidates added a question mark to each sentence in an effort to formulate questions. However, they did not adhere to the requirement of forming negative sentences. Additionally, the sentences created after addition of question marks without verbs 'do' and 'are' resulted in ungrammatical sentences. Ungrammatical sentences included *We open the school in January? They often pray here?*

Moreover, there were candidates who wrote the opposite (Antonyms) of some words in the sentences provided due to their lack of adequate knowledge of the negative interrogative sentences. The word *round*, for example, became *flat* and they wrote word *open* as *close* in this category.

Another reason that explained the failure of candidates to score marks on this question was the candidates' misconception of the use of punctuation marks. An interrogative sentence requires a question mark (?) at the end of a sentence. In addition, a sentence must include a verb DO or verb BE or a wh-interrogative pronoun essential in accomplishing the requirement of a question. There were also candidates who added an exclamation mark (!) at the end of each sentence instead of a question mark. Yet, most of their

sentences lacked the verbs DO, BE or wh-interrogative pronouns. Examples of the sentences so created were *The earth is round!*; *Mayanda works in a shop!*; *We open the school in January!*; *They often pray here!* These sentences failed to adhere to the demands of the question.

Further analysis shows that another group of candidates placed the verb DO at the beginning of each sentence. These candidates did not add a question mark to turn the sentences into interrogative sentences. For example, the sentences *Does Mayanda work in a shop* and *Do they often pray here* were written by these candidates.

Another group of candidates changed the sentences into positive interrogatives instead of negative interrogative sentences. Some of the resulting sentences included *Is the earth round?* *Does Mayanda work in a shop?* *Do we open the school in January?* *Do they often pray here?* The candidates in this category had knowledge on how questions are formed but they failed to construct negative questions. Extract 1.1 presents a sample of incorrect responses from one of the candidates who performed weakly in this question:

1	a) The earth is around around is the earth.
	b) mayanda works in a shop works maganda in a shop
	c) we open the school in january january we open the school.
	d) They often pray here They often pray here.

Extract 1.1: A Sample of Incorrect Response to Question 1

Extract 1.1 shows that the candidate changed the word order in (a)-(c) and reproduced the sentence in (d) because he/she lacked knowledge of negative interrogative questions.

The analysis shows that 2.5 per cent of the candidates registered an average performance on this question. These candidates correctly changed 2 out of 4 sentences into interrogative questions. One candidate provided two correct responses as follows: (a) *Is the earth not round?* and (d) *Don't they*

often pray here? The other two sentences were incorrect as he/she wrote: (b) *Does Mayanda work in a shop?* and (c) *Do we open the school in January.* These responses indicate that some candidates had partial knowledge about expressing habitual actions.

Conversely, 3.7 per cent of the candidates scored high marks. These candidates changed the sentences given into the negative interrogative questions appropriately. This demonstrated their adequate knowledge of negative questions formation. These candidates were aware that in (a) *The earth is round,* a negative question should be formed using the verb *is* at the beginning of the sentence. Yet, the question mark (?) must be added at the end of the sentence. Additionally, they knew that the negation marker *not* must be included in the sentence so as to form negative sentence.

Furthermore, they had knowledge how to change the sentence in (b) *Mayanda works in a shop* into a negative interrogative sentence. They wrote the verb *does* at the beginning of the sentence then the negation marker *not* was included finally the question mark (?) was added at the end of the sentence. Hence, the negative interrogative question read *Does Mayanda not work in a shop? / Doesn't Mayanda work in a shop?*

Moreover, the candidates in this group were aware that forming a negative interrogative question in (c) *We open the school in January* entailed following some grammatical principles of English language. These include the use of the verb *do* followed by negation marker *not* at the beginning of the sentence. Nevertheless, the sentence should be added a question mark at the end.

Likewise, the candidates rewrote the sentence in (d) *They often pray here* into negative interrogative question *Don't they often pray here? / Do they often not pray here?* These candidates were aware that a negative question must be formed by a negation marker *not* and a question mark (?). Yet, they were knowledgeable of the inclusion of the verb *DO* at the beginning of the sentence to accomplish the given task as Extract 1.2 illustrates:

1	To write into negative interrogative sentences
	a) The earth is round.
	→ Is the earth not round?
	b) Manyanda works in a shop
	→ Doesn't Manyanda work in a shop?
	c) We open the school in January.
	→ Don't we open the school in January?
	d) They often pray here
	→ Don't they often pray here?

Extract 1.2: A Sample of Correct Response to Question 1

Extract 1.2 illustrates responses from a candidate who correctly changed the sentences given into negative interrogative sentences.

2.1.2 Question 2: Expressing Contrast

This question required the candidates to construct four sentences from the sentence: "My friend is tall but he cannot reach the top of the bookshelf." The candidates were supposed to construct sentences using **however**, **although**, **despite**, and **in spite of**. The question tested the candidates' ability to express contrasting ideas in sentences.

The correct responses in this question were:

- (a) Although my friend is tall, he/she cannot reach the top of the bookshelf.
- (b) Despite my friend's height, he/she cannot reach the top of the bookshelf.
- (c) In spite of being tall, my friend cannot reach the top of the bookshelf.
- (d) My friend is tall; however he/she cannot reach the top of the book shelf.

All the 3,617 (100%) candidates answered this question. The performance on this question was weak because only 30.6 per cent of the candidates scored from 2.0 to 4.0 marks. The candidates' performance is as summarised in Figure 2:

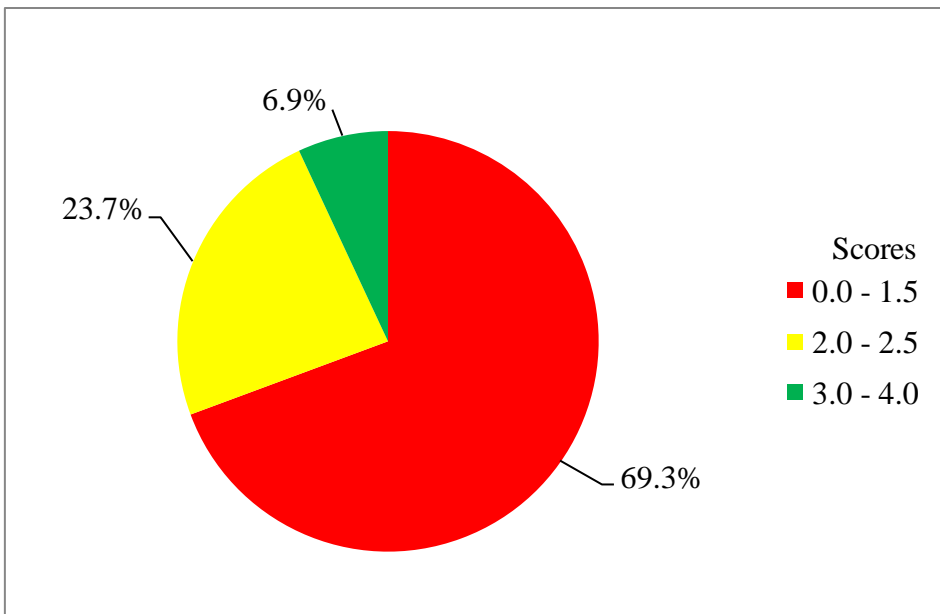


Figure 2: Performance of Candidates on Question 2

Figure 2 shows that 69.3 per cent of the candidates scored from 0 to 1.5 marks, hence weak performance. Moreover, 23.7 per cent scored from 2.0 to 2.5 marks, which show average performance, and 6.9 per cent scored from 3.0 to 4.0 marks, which denotes good performance.

Those who scored zero (69.3%) were unable to rewrite the sentence provided using *however*, *although*, *despite* and *in spite of* as required. It turned out that these candidates did not know how to express different ideas in sentences by using these conjunctions. Specifically, the candidates inappropriately used the conjunctions *although* and *but* in the same sentence. The resultant ungrammatical sentences included ‘*Although my friend is tall but he cannot reach the top of the book shelf*’. English language grammar forbids the use of the two said conjunctions in the same sentence as doing so breaks the standard grammatical rules.

Another group of candidates changed the structure of the sentence using other conjunctions such as *even though* and *even if* contrary to the requirement of the question. Consequently, they formed sentences such as ‘*Even though my friend is tall she cannot reach the top of the bookshelf*’ and ‘*Even if my friend is tall he cannot reach the top of the bookshelf*’.

Furthermore, analysis shows that there were candidates who used a noun and a pronoun in the same phrase. The combination of the two-word classes (noun and pronoun) yields an ungrammatical construction in English grammar. The phrases created thereafter were *my friend he* and *my friend she*. The phrases then resulted in ungrammaticality of the sentences

formed henceforth despite the correct use of the conjunction *although*. For example, one of the candidates in this group wrote *Although my friend he is tall, he cannot reach the top of the bookshelf*.

The use of the contrasting conjunction *despite* in the sentence exposed several weaknesses among the candidates. One group of the candidates used the ungrammatical construction *despite of* to formulate their sentences. English language grammatical rules deem it inappropriate to couple the conjunction *despite* with the preposition *of*. Thus, the ungrammatical sentence formed by such students read: *Despite of my friend's tall, he cannot reach the top of the bookshelf*.

Moreover, there were some candidates who used the construction *despite* alongside *but* in the same sentence. The combination of these two conjunctions is unacceptable in the English language grammar. Ungrammatical sentences, for example, *Despite my friend is tall, but he cannot reach the top of the bookshelf*, were formed by these candidates.

Furthermore, analysis shows that another group of candidates failed to address correctly this problem because of their limited knowledge of the use of conjunction *despite* in relation to adjective. In English language grammar, the uses of the conjunction *despite* prompt the change of the adjective if the two co-occur in the same construction. Thus, in the sentence given the adjective *tall* had to be changed into noun *height* to suit the required sentence structure. For example, one candidate constructed the following the sentence: *Despite my friend is tall, he cannot reach the top of the bookshelf*. There were many other similar faulty constructions.

On the use of the contrasting conjunction *in spite of*, analysis shows that there were candidates, who incorrectly used the conjunction. Some of them rewrote the sentence beginning with *in spite of*; however, the rest of the sentences provided remained unchanged. These candidates were unaware that the use of the conjunction *in spite of* prompts the insertion of the verb *being*. As a result, they created ungrammatical sentences such as *In spite of my friend is tall, he cannot reach the top of the book shelf*.

Other candidates wrote ungrammatical sentences as they lacked adequate knowledge on the use of the conjunction *in spite of*. One of them wrote: *In spite of cannot reach the top of the bookshelf, my friend is tall*. Another candidate wrote: *My friend is tall in spite of he cannot reach the top of the bookshelf*. These two responses exemplify the faulty sentence constructions of the candidates, which suggest that they had poor proficiency in English grammar, especially rules of using conjunctions.

Similarly, analysis shows that there were candidates that incorrectly combined the use of the conjunctions *in spite of* and *but*. The two conjunctions do not co-occur in the same sentence. Such errant candidates ended up constructing ungrammatical sentences such as *In spite of tall my friend but she cannot reach the top of the bookshelf*.

The use of the contrasting conjunction *however* also revealed several bottlenecks among the candidates. For example, some candidates wrote the conjunction *however* before the adjective *tall*. The sentence, which was formed by using *however* and *but* resulted into ungrammatical expression. One of the candidates in this group wrote *My friend is however tall, she cannot reach the top of the bookshelf*.

Another group of candidates rephrased their sentences using the conjunction *in spite of* and conjunction *however*. This usage exposes their lack of knowledge of the correct uses of the two contrasting conjunctions. According to the English language grammar, the two conjunctions cannot co-occur in the same sentence or clause. In other words, these candidates formed faulty or ungrammatical sentences. One of them wrote: *In spite of my friend is tall, however he cannot reach the top of the bookshelf*. Extract 2.1 is illustrative.

2	
2.	(i) However However it was rain, he went to school.
	(ii) Although → Although he was a sick, he passed the exam's
	(iii) Despite Despite the weather was bad, they went out
	(iv) In spite of. In spite of his poverb, she got married

Extract 2.1: A Sample of Incorrect Response to Question 2.

Extract 2.1 shows how the candidate created sentences instead of rewriting the sentences given using the conjunctions provided contrary to the requirement of the question.

In contrast, further analysis indicates that 23.7 per cent of the candidates with average performance correctly rewrote half of the 4 sentences according to the instructions given. One of the candidates provided correct sentences in the following two items: (a) *My friend is tall however he cannot reach the top of the bookshelf* and (b) *Although my friend is tall he*

cannot reach the top of the bookshelf. Nevertheless, sentence (a) would require an insertion of a semi-colon between “tall” and “however” followed by a comma as “however” is used to link two independent clauses that have either a full stop or semi-colon between them. Also, sentence (b) would require an insertion of the common the subordinated clause and the main clause.

Sentences (c) and (d) are examples of out rightly incorrect responses. The candidate wrote: (c) *Despite my friend is a tall he cannot reach the top of the bookshelf* and (d) *My friend is a tall in spite of he cannot reach the top of the bookshelf*. Such responses indicate that the candidate had partial knowledge on the application of conjunctions in co-ordinating ideas in sentences.

Conversely, analysis demonstrated that 6.9 per cent of the candidates had good performance. These candidates rewrote the sentences using the contrasting conjunctions provided. Implicitly, such candidates had adequate knowledge of the contrasting conjunctions. These candidates were aware that the subordinator *although* had to be written at the beginning of a sentence with the co-ordination conjunction *but* omitted from the sentence altogether. After all, the two conjunctions do not occur together in the same sentence. On top of that, they also appropriately inserted all the necessary punctuation marks to have a grammatical sentence.

On the use of the conjunction *however*, the candidates in this category demonstrated sufficient knowledge about its usage. They were aware that *however* should occur before the second clause in a sentence. The sentence had two clauses: *My friend is tall* and *he/she cannot reach the top of the bookshelf*. The two clauses are joined by the subordinating conjunction *but*. Therefore, the sentence then ought to read: *My friend is tall; however, he/she cannot reach the top of the bookshelf*.

Likewise, the candidates demonstrated sufficient knowledge regarding the use of the conjunction *despite*. They were aware that the conjunction *despite* must precede a noun or noun phrase. Thus, the correct structure was *Despite + my friend’s height/tallness + he/she cannot reach the top of the bookshelf*. These candidates correctly formed sentences, for example: *Despite my friend’s height/tallness, he/she cannot reach the top of the bookshelf*.

Similarly, the conjunction *in spite of* was correctly addressed by the candidates in this category. They knew that the conjunction *in spite of* goes with verb *being*. Nevertheless, the adjective *tall* was not to be altered in the

sentence given. Consequently, the correct sentence which these candidates wrote is illustrated by the following clause: *In spite of being tall, my friend cannot reach the top of the bookshelf*. Those with good performance on this question provided correct responses, as Extract 2.2 illustrates:

2	
	a) My friend is tall however, he cannot reach the top of the book shelf
	b) Although my friend is tall, he cannot reach the top of the book shelf
	c) Despite his tallness, my friend cannot reach the top of the book shelf.
	d) In spite of being tall, my friend cannot reach the top of the book shelf.

Extract 2.2: A Sample of Correct Response to Question 2

Extract 2.2 shows that the candidate demonstrated adequate knowledge of the use of contrasting conjunctions. The candidate correctly rewrote all the sentences using the conjunctions as instructed but for (a), which would require the insertion of a semi-colon before “however”.

2.1.3 Question 3: Expressing Conditional Sentences

This question required the candidates to rewrite the sentences given by following the bracketed instructions for each sentence. The question tested the candidates’ knowledge on expressing conditional sentences.

The question was as follows:

Rewrite the following sentences according to the instructions given in brackets:

- (a) *Unless you are my friend, you will not accompany me to the party. (Rewrite the sentence using ‘if’)*
- (b) *If I don’t eat well, I will be unhealthy. (Begin with: Unless...)*
- (c) *We would be happy, if the teacher came to class. (Rewrite the sentence using ‘unless’)*
- (d) *Mulela will wear a coat if it is cold. (Rewrite the sentence using ‘unless’)*

The correct responses in this question were:

- (a) *If you are my friend, you will accompany me to the party.*
- (b) *Unless I eat well, I will be unhealthy.*
- (c) *We would not be happy unless the teacher came to class.*
- (d) *Mulela will not wear a coat unless it is cold.*

All the 3,617 (100%) candidates answered this question. The performance on this item was weak because only 35.7 per cent of the candidates scored from 2.0 to 4.0 marks, with the overwhelming majority (64.3%) registering poor performance by scoring between 0.0 and 1.5. The candidates' performance is as summarised in Figure 3:

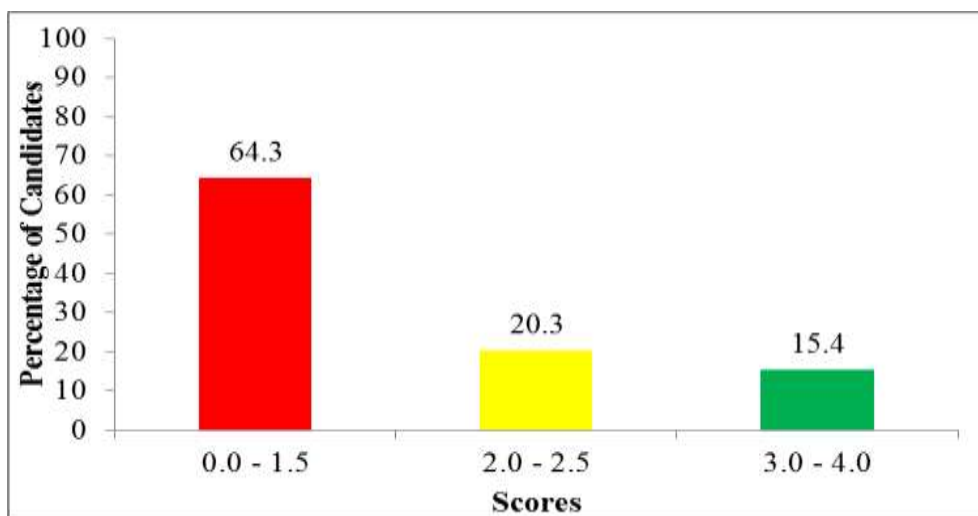


Figure 3: *Performance of Candidates on Question 3*

Specifically, Figure 3 shows that 64.3 per cent of the candidates scored from 0 to 1.5 marks, 20.3 per cent scored from 2.0 to 2.5 marks, and 15.4 per cent scored from 3.0 to 4.0 marks.

Further analysis shows that the candidates who had weak performance were unable to rephrase the sentences given as instructed. These candidates did not know that when *unless* is used in one clause, the other clause should be in the negative form. Additionally, when the conditional *if* is used in one clause then the other clause should not contain the conjunction *unless*. Thus, the two conjunctions *if* and *unless* are not mutually intelligible (the presence of one rejects the occurrence of the other).

Additionally, the candidates did not recognise that the first clause in item (a) was an *if-clause* in simple present tense. Therefore, the second clause

was supposed to be in the positive conditional type one. The misconceptions, which were observed from the candidates, were as follows:

Analysis shows that there were candidates who replaced the conjunction *unless* with the condition *if* in item (a), however, they did not omit the negation marker *not* in the second clause. Hence, they rewrote ungrammatical sentence. For example, *If you are my friend, you will not accompany me to the party.* Other candidates rewrote the sentence given by replacing the conjunction *unless* with conditional *if* and negation marker *not* with *never*. The outcome of their constructions were ungrammatical sentences such as *If you are my friend, you will never accompany me to the party.*

In item (b), the candidates in this group incorrectly rephrased the sentence given contrary to the requirement of the question. For example, some candidates substituted *if* with *unless* and then they retained negation marker in the first clause. This resulted in the ungrammaticality of their sentences. For example, *Unless I don't eat well, I will be unhealthy* is an ill-formed sentence. English language grammatical rules requires a clause with the conjunction *unless* should not contain a negation marker or negative word.

Other candidates correctly replaced *if* with *unless* in the first clause but they incorrectly changed a negative word in the second clause. The second clause had the negative word *unhealthy*. By changing this word into a positive word, they made the sentence ungrammatical. The resulting sentence read: *Unless I eat well, I will be healthy.*

For item (c), the candidates failed to rewrite appropriately the sentence given using the conjunction *unless*. The candidates exhibited lack of sufficient knowledge on the conjunction *unless* when it replaces the conjunction *if* in the second clause. They rephrased the sentence that contains negation in both clauses. A conditional sentence formed by two clauses (unless clause and result clause) does not involve double negation. The conjunction *unless* means 'if not' and usually it is not proceeded by a negation marker in the same clause. Some of the sentences written by these candidates were as follows: *We would not be happy, unless the teacher do not come to class; we would never be happy, unless the teacher do not come to class; we would never be happy, unless the teacher cannot come to class.*

Furthermore, the analysis shows that some candidates incorrectly omitted the negation marker in the result-clause but retained the conjunction *unless*. The sentence created afterward, for example, read: *We would be happy,*

unless the teacher came to class. The responses from the candidates demonstrate that they lacked sufficient knowledge on conditional sentences.

In item (d), the candidates incorrectly rephrased the sentence given contrary to the requirement of the question. In this regard, the candidates' responses that used the given conjunction *unless*. There were candidates who omitted the negation marker in the first clause; thus, the subsequent sentence was ungrammatical. Some candidates wrote ungrammatical sentences. For example, one of them wrote: *Mulela will wear a coat unless it is cold.*

Another category of candidates rewrote the sentence by incorporating both *if* and *unless*. As a result, these candidates produced ungrammatical sentences. Some notable examples include the following: *Mulela will wear a coat unless if it is cold; Mulela will wear a coat if unless it is cold* and *If Mulela will wear a coat unless it is cold.* These sentences were incorrect as English language grammar does not permit the occurrence of the two conditional conjunctions in the same clause. The responses from the candidates suggest that they had insufficient knowledge on conditional sentences. Extract 3.1 shows incorrect responses from one of the candidates:

3	
a.	Unless if you are my friend you will not accompany me to the party.
b.	Unless if i dont eat well i will be unhealthy.
c.	We would be happy unless if the teacher came to class.
d.	Mulela will wear a coat unless if it is cold.

Extract 3.1: A Sample of Incorrect Response to Question 3

Extract 3.1 shows responses by the candidate who rewrote the sentences given by involving the two conjunctions *if* and *unless* in the same sentence.

Further analysis indicates that 20.3 per cent of the candidates registered an average performance by correctly rewriting 2 out of 4 sentences in accordance with the instructions. One of the candidates, for example, provided correct sentences for the following two items: (a) *If you are my friend you will accompany me to the party* and (d) *Unless it is cold Mulela won't wear a coat.*

On the other hand, the responses for items (b) and (c) were incorrect. The candidate wrote: (b) *Unless I eat well I will not be unhealthy* and (c) *We would be happy unless the teacher didn't come to class*. These responses indicate that the candidate had partial knowledge of conditional sentences.

On a more positive note, further analysis shows that 15.4 per cent of the candidates had good performance. These candidates rewrote the sentences as required. The correct responses from the candidates imply that they had sufficient knowledge about conditional sentences. For items (a), (c) and (d), they knew that the use of the conjunction *unless* requires the omission of the negation marker *not* in the clause. Likewise, the use of the conjunction *if* in a clause precludes the negation marker *not* in the same clause. Extract 3.2 is illustrative:

3	
a)	If you are my friend, you will accompany me to the party.
b)	Unless I eat well, I will be unhealthy.
c)	We would not be happy unless the teacher came to class.
d)	Mulela will not wear a coat unless it is cold.

Extract 3.2: A Sample Correct Response to Question 3

Extract 3.2 shows responses by a candidate who correctly rewrote the sentences given according to the instruction. The candidate exhibited adequate knowledge of expressing conditions.

2.1.4 Question 4: Expressing Past Events

This question required the candidates to change the sentences given into affirmative. The sentences given were questions. The question tested the candidates' ability to express positive (affirmative) sentences. The question was as follows:

Change the following sentences into affirmative sentences:

- (a) *Did they throw the bag away?*
- (b) *Did he see the cow?*
- (c) *Were we at home during that time?*
- (d) *Did she cut all the fruits yesterday?*

The answers to this question were as follows:

- (a) *They threw the bag away.*
- (b) *He saw the cow.*
- (c) *We were at home during that time.*
- (d) *She cut all the fruits yesterday.*

All the 3,617 (100%) candidates answered this question. The performance on this item was generally weak as only 29.5 per cent of the candidates scored from 2.0 to 4.0 marks. The performance is summarised in Figure 4:

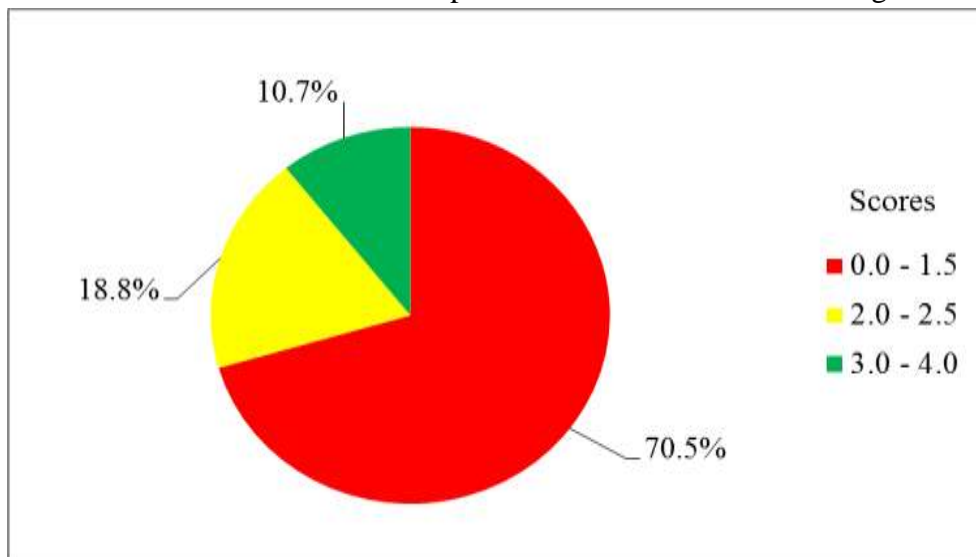


Figure 4: Performance of Candidates on Question 4

Figure 4 shows that 70.5 per cent of the candidates the majority scored from 0 to 1.5 marks, 18.8 per cent scored from 2.0 to 2.5 marks, and 10.7 per cent scored from 3.0 to 4.0 marks.

Analysis indicates that 70.5 per cent of the candidates, who scored from 0 to 1.5 mark, lacked adequate skills in writing affirmative sentences. They failed to change the sentences given into affirmative (positive). These candidates exhibited several weaknesses in their responses as follows:

Some of the candidates rephrased the sentences given into negative phrases. The subsequent sentences formed were included the following: *They did not throw the bag away; He did not see the cow; We were not at home during that time; She did not cut all the fruits yesterday.* The responses provided by these candidates exposed their limited knowledge on affirmative meaning. They were supposed to change the sentences given into positive and not negative.

Another group of candidates replaced the question mark (?) in the sentences given with an exclamation mark (!). These candidates had limited knowledge on affirmative. In consequence, they change in the punctuation mark instead of transforming the *negativity* and *interrogativity* of the sentences. Examples of such sentences from these candidates included the

following: *Did they throw the bag away!; Did he see the cow!; Were we at home during that time!; Did she cut all the fruits yesterday!*

Other candidates changed the tenses instead of turning them into affirmative sentences. The candidates in this group mistook the affirmative for tenses. As a result, they wrote sentences such as *They are throwing the bag away; He saw the cow; We are at home during this time; She will cut all the fruits*. The tenses the candidates used were Present Progressive, Simple Past and Simple Future.

Furthermore, there were candidates who reproduced the sentences, but they omitted the question marks, which exposed their limited knowledge of affirmative sentences. These candidates omitted the question marks to reproduce sentences such as *Did they throw the bag away; Did he see the cow; Were we at home during that time; Did she cut all the fruits yesterday*. Extract 4.1 exemplifies of such responses to Question 4:

4	
	@ Didn't They?
	ⓑ Do he?
	ⓐ Arent they?
	ⓓ didn't she?

Extract 4.1: A Sample of Incorrect Responses to Question 4

Extract 4.1 shows that the candidate wrongly supplied question tags instead of changing the sentences into affirmative. The candidate lacked knowledge of affirmative sentences.

In contrast, 18.8 per cent of the candidates with average performance for this question scored from 2.0 to 2.5 out of the 4.0 marks allocated. These candidates managed to rephrase 2 out of the 4 sentences as required. For example, one of the candidates provided the following answers: (b) *He saw the cow*; (d) *She cut all the fruits yesterday*; (a) *They throwing the bag away*; (c) *We were not at home during that time*. This candidate wrote correct responses for (b) and (d) but not for (a) and (c), which were incorrect. These responses indicate that the candidates had partial knowledge on the subject matter.

Conversely, 10.7 per cent of the candidates who correctly changed the sentences given as required had sufficient knowledge of affirmative sentences. They were aware that affirmative means positive, thus they removed question marks to all sentences. They also omitted verbs *did* and *were*, which were used in forming the questions. Such erroneous sentence constructions evidence their adequate knowledge on the subject matter. Extract 4.2 illustrates this scenario:

4	
(a)	They threw the bag away.
(b)	He saw the cow.
(c)	We were at home during that time.
(d)	She cut all the fruits yesterday.

Extract 4.2: A sample of Correct Response to Question 4

Extract 4.2 shows responses by a candidate, who correctly changed the sentences into affirmative sentences.

2.1.5 Question 5: Teaching Pronunciation

This question required the candidates to apply the correct stress pattern in the sentence: “We will go to the playground in the evening.” The question tested the candidates’ ability to use stress as a relative emphasis to a certain syllable in a word or to a certain word to a phrase or sentence. The correct answer was:

We will 'go to the 'play'ground in the eve'ning.

All the 3,617 (100%) candidates answered this question. The performance in this item was rather weak because only 4.3 per cent of the candidates scored from 2.0 to 4.0 marks. The overall performance on this question is as summarised in Figure 5:

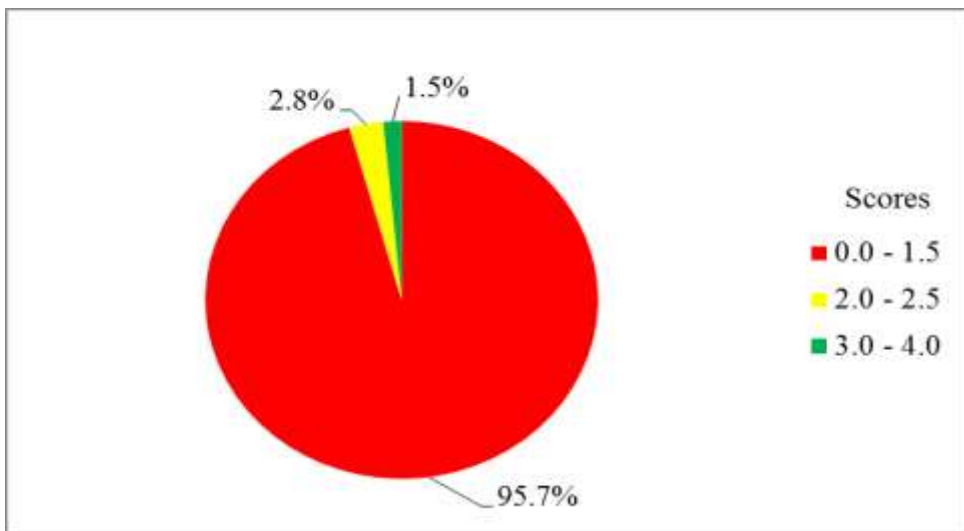


Figure 5: Performance of Candidates on Question 5

Figure 5 indicates that 95.7 per cent of the candidates scored from 0 to 1.5 marks, 2.8 per cent scored from 2.0 to 2.5 marks, and 1.5 per cent scored from 3.0 to 4.0 marks. In other words, the overwhelming majority fared dismally on this question.

Analysis of the candidates' responses indicates that those who had weak performance failed to put correctly stress the pattern to the sentence given. Indeed, some candidates incorrectly inserted the stress mark on minor word class: *the*, *in*, *we*, *will* and *to*. Yet, English language phonology emphasises on placing stress on major word class only including nouns, main verbs, adjectives, and adverbs.

Moreover, analysis shows that some candidates changed the sentence into the passive instead of the active voice contrary to the requirement of the question. One of the candidates wrote: *We said that 'we will go to the playground in the evening'*. This statement shows that the candidate and others who transformed the sentence into the passive voice lacked knowledge of stress patterns in English language.

Other candidates reproduced the sentence without putting any stress mark. These candidates reproduced such sentences because they lacked knowledge of stress pattern in English language. Meanwhile, there were others who skipped the question altogether and left it unanswered.

Furthermore, analysis shows that there were candidates who changed tense of the sentence given. Some of them changed to past progressive whereas others shifted to present progressive. One of the candidates wrote: *We are going to the playground in the evening* while another wrote *we went to the playground in the evening*.

Some of the candidates mistook the word stress (a state of mind) with stress pattern (phonological entity). As a result, they defined the term stress as a state of mental or emotional strain or tension resulting from different challenges. The candidates in this category manifested inadequate knowledge of stress as it is used in Linguistics field particularly phonology. Extract 5.1 shows a response by a candidate who failed to place stress on words as instructed:

5	
	- she will go to the playground in the evenings
	He will go to the playground in evening

Extract 5.1: A Sample of Incorrect Responses to Question 5

Extract 5.1 is a response from a candidate who had changed the subject of the sentence given. The subject in the sentence was the pronoun *we* but the candidate changed it to from *we* to *she* and *he* and created two sentences.

Further analysis shows that 2.8 per cent of the candidates with average performance scored from 2.0 to 2.5 marks. These candidates correctly placed stress on two words of the sentence. However, they failed to do so for the rest of the sentence. Their performance shows that the candidates had partial knowledge of the stress patterns in the English language. For example, one of the candidates responded as follows:

We will 'go to the play'ground in the evening.

Conversely, 1.5 per cent of the candidates correctly put stress on appropriate words in the sentence given as required. These candidates were knowledgeable about the stress pattern in the English language. Accordingly, stress in English usually fall on major word class (Adjectives, Adverbs, Nouns, and Main verbs). In the sentence provided stress falls on the words *go*, *play*, *ground*, and *evening*. Extract 5.2 is illustrative:

5	" We will 'go to the 'play'ground in the 'evening"
---	--

Extract 5.2: A Sample of Correct Response to Question 5

Extract 5.2 shows responses by the candidate who correctly put stress on the appropriate words as required. This candidate evidenced adequate knowledge on

stress pattern in the English language.

2.1.6 Question 6: Reading Literary Works

The candidates were required to show how literary terms can be used in an artistic work. The terms were as follows:

- (a) *Folktale and anecdote*
- (b) *Novel and poetry*
- (c) *Traditional poems and modern poems*
- (d) *Tragedy and comedy*

All the 3,617 (100%) candidates answered this question. The performance in this item was weak because 22.9 per cent of the candidates scored 2.0 to 4.0 marks. The overall performance of the candidates on this question is as summarised in Figure 6:

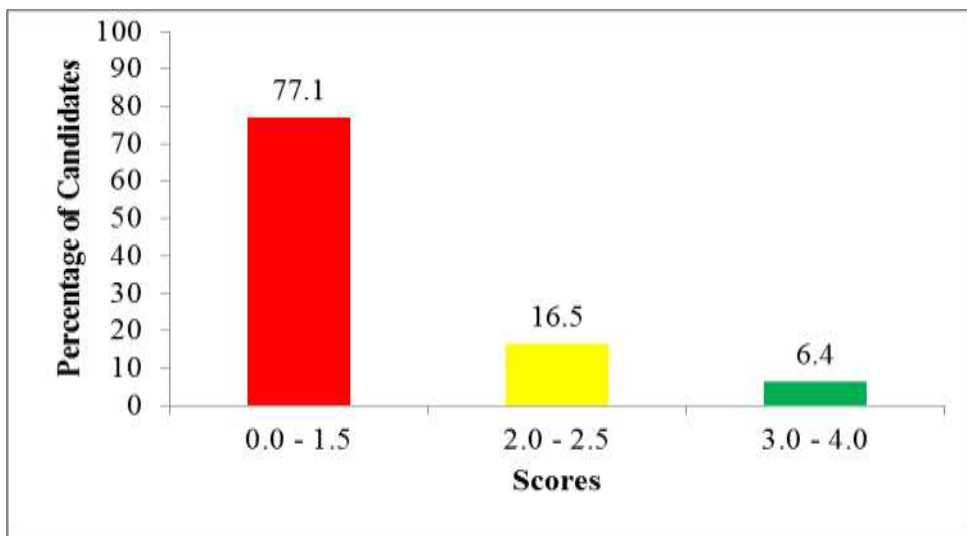


Figure 6: Performance of Candidates on Question 6

Figure 6 shows that 77.1 per cent of the candidates scored from 0 to 1.5 marks, 16.5 per cent from 2.0 to 2.5 marks, and 6.4 per cent from 3.0 to 4.0 marks.

Incidentally, the 77.1 per cent of the candidates whose performance was weak had failed to show how the literary terms given can be applied in an artistic work. They had insufficient knowledge of the literary devices required by the question. In their responses, these candidates provided wrong definitions and explanations on the use of the literary terms in question. In item (a), the candidates failed to show the use of the terms *folktale* and *anecdote*. In fact, the candidates encountered challenges

pertaining to understanding the demands of the question. Yet, other candidates left an item unanswered. One of the candidates in this category, for example, incorrectly provided information on the uses of the terms as *they are used in creating of literary work for drawing a picture*.

For item (b), the candidates failed to show how the *novel* and *poetry* can be used in an artistic work. They provided incorrect and irrelevant responses contrary to the requirement of the question. There were also candidates in this group, who only listed the functions of Literature such as educating members of the society, to entertain and for language development. Others wrote irrelevant responses for example, one of them wrote *a novel and poetry is used when writing and publishing of novels and poems*. Yet, others left it unanswered.

The candidates also failed to provide correct answer to item (c). For this item, they provided incorrect responses because they lacked knowledge on the rationale of *traditional poems* and *modern poems*. In their responses, some candidates copied the terms as their answers. Other candidates incorrectly defined the terms without honouring the demands of the question. Moreover, other candidates listed the poems they know instead of showing how traditional and modern poems can be used in an artistic work. Specifically, one of the candidates in this category wrote: *Traditional poems are types of poem, which talk about traditional things whereas modern poems are those which talk about modern things*.

In item (d), the candidates largely incorrectly defined the terms *tragedy* and *comedy* and without offering any clarifications. The responses the candidates in this group provided demonstrated lack of adequate knowledge of the terms. One of the candidates in this category stated, for example, *tragedy is the people who make people while comedy is the person who shine and enjoy answers*. Additionally, some candidates wrote down the functions of Literature rather than fulfil the requirements of the question. Extract 6 presents a response by a candidate with weak performance:

6	
	a) Folktale and anecdote - These are used by the special people not everyone to be folktale and anecdote. These are used in work of art as the part of reducing stress.
	b) Novel and Poetry - These are used in solving problems of the society, They are also used as the part of entertainment.
	c) Traditional poems and modern poem - These are used in artistic works as when the person to become having an ability to makes poems.
	d) Tragedy and Comedy - A comedy is a work of art because not everyone to be comedian

Extract 6: A Sample of Incorrect Response to Question 6

Extract 6 shows that the candidate failed to show how the literary terms can be used in an artistic work. Alternatively, he/she wrote incorrect definitions and uses of the literary terms.

Further analysis shows that 16.5 per cent of the candidates with average performance scored from 2.0 to 2.5 marks. These candidates correctly reveal how the literary terms can be used in an artistic work in two items. However, they could not do so for the rest of the items.

On the contrary, only a few candidates (6.4%) with good performance scored from 3 to 4 marks. These candidates correctly defined and showed how the literary terms can be used in an artistic work. They were aware that a *folktale* is a short narrative handed down through oral tradition from one generation to another. It is usually a popular story. By contrast, an *anecdote* refers to a short narrative about an important person. It has an element of truth. A folktale serve as fictitious whereas an anecdote refers to the real (non-fictions).

Moreover, a *novel* is an extended prose fiction of considerable length in which characters and actions as representative of real life are portrayed in a plot of complexity. A novel is written in paragraphs, and normally uses full sentences. By contrast, a *poem* refers to a composition that evokes emotion and imagination using vivid, intense language, usually arranged in a pattern of words or lines with a regularly repeated accent or stress. Poetry arranges its material in stanzas and lines or verses. Generally, poetry uses musical features like rhyme, and rhythm as well as language economy whereas a novel uses narration.

Furthermore, a *Traditional poem* is a poem that strictly follows long established poetic rules such as balancing rhyme, rhythm, and number of words in a stanza/line. In traditional poem, foot serves as a standard of a good poem. By contrast, a *modern poem* refers to a kind of verse that does not strictly follow the long-established poetic rules. It is free as it does not have to observe strictly balance in rhyme, rhythm, and equal number of words per stanza. The most important feature of modern poem is stanza.

A *tragedy* refers to a serious play or narrative in which the hero engages in a conflict, experiences great suffering and is finally defeated and dies. A tragic work normally ends sadly. By contrast, a *comedy* refers to a form of drama or story which is intended to amuse and usually ends happily. Comedy normally uses humour and wit. Comedy also uses surprises, exaggeration, and comic view of human life.

2.1.7 Question 7: Techniques in Assessment

The candidates also provided meaning of the term *Assessment* in (a) and to describe three techniques to be used in correcting a pupil's work in (b). This question tested the candidates' competences in assessment and its techniques. All the 3,617 (100%) candidates answered this question. The performance in this question was weak because 91.4 per cent of the candidates scored from 2.0 to 4.0 marks. Figure 7 summarises the performance on this question:

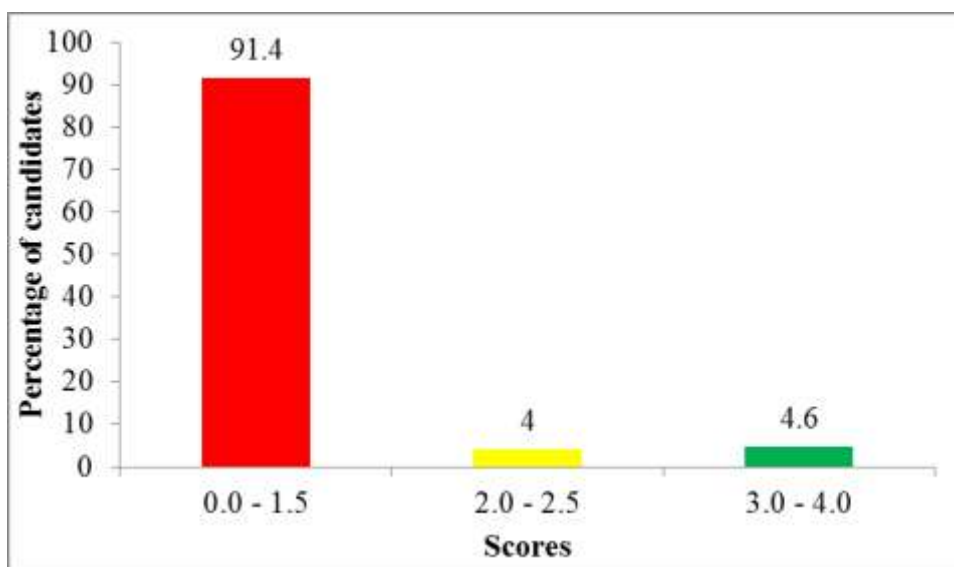


Figure 7: Performance of Candidates on Question 7

Figure 7 indicates that 4.6 per cent of the candidates scored from 3.0 to 4.0 marks, 91.4 per cent scored from 0 to 1.5 marks, and 4 per cent scored from 2.0 to 2.5 marks.

Analysis of candidates' responses indicates that, 91.4 per cent of the candidates with weak performance failed to define the term *Assessment*. Moreover, they could not describe three techniques for correcting pupils' works. The candidates provided incorrect definition of the term Assessment as one of them wrote: *Assessment is the situation of measure teacher who has not complete and complete education of teaching*. Another candidate in the same category defined Assessment as *a process of describing an individual for a task*. Implicitly, the candidates lacked adequate knowledge on the concept 'Assessment'.

Moreover, the candidates could not describe three techniques for use in correcting pupils' work. Some of them listed strategies for reading such as *scanning, skimming and extensive reading*. Others mentioned Assessment tools such as *paper and pencil work, interview, portfolio, and projects*. Yet, there were candidates who listed Assessment items including *multiple choice questions, matching items, short response supply items and open and close ended questions*. These responses demonstrated lack of adequate knowledge of the techniques for correcting pupils' works.

Further analysis shows that there were candidates who had listed teaching methods instead of techniques of correcting pupils' works. Candidates mentioned methods such as *lecture, role playing, case study and storytelling* in this group contrary to the requirement of the question, as Extract 7.1 illustrates:

7	@ Assessment mean
	Refer to the reasech which student can gain any thing in the study or loss
	(b) Three technique to be used in corre ct a pupil's written work.
	(i) group discussion - In group discussi on pupils can participate point.
	(ii) Question and Answers ^{example.} manab teacher can ask question and pupil can answer subje.
	(iii) Debate: In debate student can make representate point and then can improve written work.

Extract 7.1: A Sample of Incorrect Responses to Question 7

Extract 7.1 shows a response from a candidate who had provided a wrong definition of *Assessment* in (a) and teaching methods instead of techniques of correcting pupils' works in (b).

In contrast, analysis shows that 4 per cent of the candidates with average performance had partial knowledge on the concept *Assessment*. They correctly provided one out of three techniques of correcting pupils' works.

Conversely, 4.6 per cent of the candidates registered good performance. These candidates demonstrate adequate knowledge of the concept *Assessment* and the techniques of correcting pupils' works. They were aware that, *Assessment* refers to the process of finding out the learning progress of learners. They described three techniques applicable in correcting a pupils written work through *Self-correction* that allows a pupil corrects own written work. In this regard, pupils get tasks that they undertake before correcting their own work. *Self-correction* is easier to remember because someone must put right or wrong in his or her own head.

Another technique is *Peer correction*: This is the type of correction allow pupils to exchange and correct their work. The pupils get written exercise and then exchange their exercise-books among for correction purposes. The third technique is *Teacher correction*. Under this technique, a teacher corrects pupils work. If the mistake needs to be corrected, neither the pupil who made the mistake nor any other pupils can correct it. The teacher must give more help by

focusing on the place where the mistake occurs. Extract 7.2 shows a response by a candidate with good performance:

7	a) Assessment is the process of finding-out the learning progress of learners.
	b)
	i) Group correction, This is the process where by learners correct their -
	assignment in group work.
	ii) Peer correction - learners correct their exercises themselves.
	iii) Teacher's correction, Teacher correct the- assignment of learners by giving the correct answers.

Extract 7.2: A Sample of Correct Responses to Question 7

Extract 7.1 shows that the candidate correctly defined the concept of *Assessment* and described three techniques of correcting pupils' works.

2.1.8 Question 8: Preparation for Teaching

Under this question, the candidates attempted to identify four important documents for use during the preparation of the English language scheme of work. The question tested the candidates' ability of preparing necessary documents prior to English Language teaching. All the 3,617 (100%) candidates responded to this question. The performance in this item was good because, 88.25 per cent of the candidates scored from 2.0 to 4.0 marks. The candidates' performance in this question is as summarised in Figure 8:

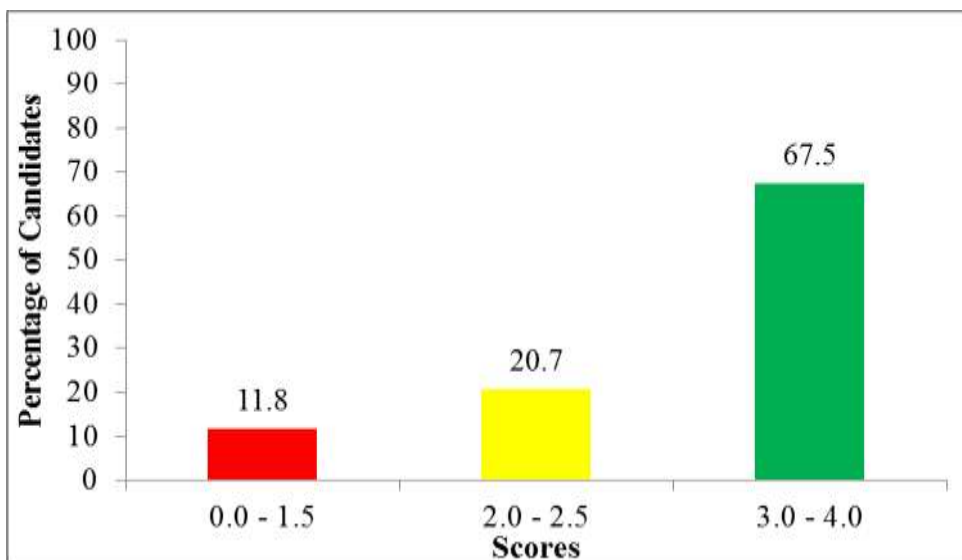


Figure 8: *Performance of Candidates on Question 8*

Figure 8 illustrates that 67.5 per cent of the candidates scored from 3 to 4 marks, 20.7 per cent scored from 2.0 to 2.5 marks, and 11.8 per cent scored from 0 to 1.5 marks.

The analysis shows that 67.5 per cent of the candidates with good performance had adequate knowledge of the English language scheme of work. This knowledge enabled them to clearly state four important documents to be used when preparing English language scheme of work. These candidates were aware that the *subject syllabus*, *calendar*, *textbooks*, and *reference books* were crucial documents when preparing the English language scheme of work. They were knowledgeable on the rationale of *subject syllabus* as it helps an English teacher to prepare a scheme of work. The document shows the objectives of the course, topics, teaching/learning strategies and suggested teaching aids. These components are also included in the scheme of work.

Moreover, a *calendar* helps an English teacher to prepare a scheme of work by observing time per annum in relation to school calendar and school timetable. These tools are useful in planning for teaching in a week, month, term and year. An effective English Language scheme of work shall be prepared in relation to the periods per week for an individual subject. It also helps to know weekends, public days, and holidays.

Additionally, *textbooks* the teacher as they offer information related to the content of the various topics found in the subject syllabus. Sometimes, textbooks contain teaching methods/techniques which a teacher can apply

in classroom teaching. Furthermore, *reference books* are not prescribed materials, for example, dictionaries and encyclopaedia. Reference books are present information not necessarily available in textbooks. Extract 8.1 shows a response by a candidate with good performance:

8	
a/ syllabus	-Is the document that contain topics teaching and learning methods and direction of no of periods to teach in a specific competence.
b/ school calender	-It helps a teacher to allocate his/her periods in good way without being interiefed with other school issues.
c/ calender of the year	it enable the teacher allocate month and date in the scheme of work.
d/ school timetable	It enable the teacher to prepare the scheme of work by following the school timetable of the class periods.

Extract 8.1: A Sample of Correct Response to Question 8

Also, 20.7 per cent of the candidates registered average performance on this question. These candidates correctly identified 2 out of 4 important documents for use to prepare the English language scheme of work. The candidates had partial knowledge on the documents as a teacher prepares English language scheme of work.

In contrast, the analysis shows that 11.8 percent of the candidates with weak performance manifested several weaknesses. Some candidates listed teaching aids such as *pictures*, *manila papers*, and *drawings* instead of documents in preparation of English language scheme of work. Another group of candidates listed teaching methods such as *role play*, *lecture*, and *tongue twister* contrary to the requirements of the question. Many candidates exhibited many misconceptions in this category.

Other candidates cited parts of a scheme of work such as *main competence*, *teaching activities*, *learning activities*, *reinforcement*, and *specific objectives*. The candidates in this group were unaware of *documents* for use in preparing the schemes of work. In other words, they incorrectly wrote parts of the scheme of work instead of documents in preparing scheme of work. Furthermore, other candidates wrote irrelevant responses such as school name, teacher's name, subject name, and date.

8	
D	A paper helps to keep documents of work. helps to keep the written words.
ii) Pen	is used to write words.
iii) Ruler	is used to underline the line while you want to write.

Extract 8.1: A Sample of Incorrect Response to Question 8

Extract 8.1 shows that the candidate failed to identify and explain the importance of four necessary documents for application in preparing the English language scheme of work. The candidate mentioned stationery items instead of important documents for use in preparing the English language scheme of work.

2.1.9 Question 9: Principles of Language Teaching and Learning

This question required the candidates to explain briefly four ways of developing a rich environment in the English Language classroom. All the 3,617 (100%) candidates answered this question. The performance for this item was average because 52.8 per cent of the candidates scored from 2.0 to 4.0 marks, as Figure 9 illustrates:

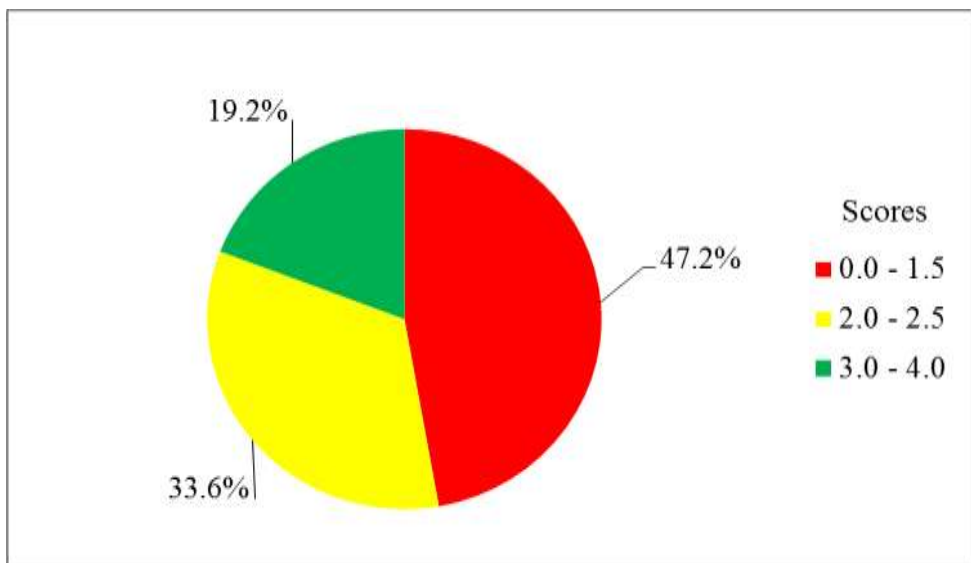


Figure 9: Performance of Candidates on Question 9

Figure 9 indicates that 47.2 per cent of the candidates scored from 0 to 1.5 marks, 33.6 per cent from 2.0 to 2.5 marks and 19.2 per cent from 3.0 to 4.0 marks.

Analysis shows that 47.2 percent of the candidates with weak performance demonstrated inadequate knowledge of English Language classroom environment. Some of their responses focused on things to consider in a classroom. One of them wrote points such as *age of learners*, *size of classroom* and *number of students in a classroom*. Others listed incorrectly benefits of classroom teaching including enable the learner to *enjoy the topic*, *be attentive and to understand well what teachers are teaching*.

Moreover, there were candidates who incorrectly listed importance of teaching. The candidates explained the points such as teaching saves time, helping research attain specific objectives and development purposes. Also, some candidates skipped responding to the question. Extract 9.1 exemplifies such responses:

9	
	(I) Books Tape
	(II) Using Methods Synthetic error
	(III) Phonological error
	(IV) Morphological error

Extract 9.1: A Sample of Incorrect Responses to Question 9

Extract 9.1 shows a response by a candidate who listed *linguistic errors* and *book tape* instead of development of rich environment in the English Language classroom. Further analysis shows that 33.6 percent of the candidates registered average performance in this question. These candidates correctly explained 2 out of 4 points of the development of rich environment in the English Language classroom.

In contrast, analysis shows that 19.2 per cent of the candidates had good performance. The candidates in this group were knowledgeable about the ways for developing a rich environment in the English Language classroom. They were aware that, a rich English Language classroom should involve relevant teaching and learning aids and appropriate teaching and learning methods. Also, an English classroom should consist of enough and appropriate resources and competent English Language teachers.

Extract 9.2 shows the response by one of the candidates in this question:

(i)	professional teachers : Developing of rich environment involve the present of professional teachers of english language.
(ii)	Teaching aids : A teacher should use teaching aids in learning and teaching process.
(iii)	Teaching and learning materials for example textbook, supplementary book.
(iv)	The use of participatory method like group discussion, debate, question and answers.
(v)	Motivating the learners for example clapping hands for those who done well or giving them gifts.

Extract 9.2: A Sample of Responses to Question 9

Extract 9.2 shows a response from a candidate who had identified the four ways of developing a rich environment in the English language classroom. The candidate also demonstrated a few grammatical errors.

2.1.10 Question 10: Teaching a Structural Pattern

The question required the candidates to identify the contexts they would use to make his/her 'structure lesson' more successful by giving four points. The question tested the candidates' competences pertaining to expressing the learning contexts. All the 3,617 (100%) candidates answered this question. The performance in this item was weak because only 0.03 percent of the candidates scored from 2.0 to 4.0 marks, as Table 3 demonstrates:

SN	WEAK	AVERAGE	GOOD
Scores	0.0 – 1.5	2.0 – 2.5	3.0 – 4.0
Percentage	99.97	0.03	0

Table 3: Performance of Candidates on Question 10

Table 3 shows that 99.97 per cent of the candidates scored from 0 to 1.5 marks, 0.03 per cent from 2.0 to 2.5 marks, and 0 per cent from 3.0 to 4.0 marks. This question accounted for the least performance among all examination questions.

The analysis of responses indicates that 99.97 per cent of the candidates with weak performance demonstrated several weaknesses such as misinterpretation of the requirement of the question. In this regard, candidates who wrote on the teaching aids instead of contexts to be used in a structural lesson. The teaching aids mentioned by these candidates were for example, *the use of real objects, charts, cards, and manila papers*. Implicitly, the candidates had limited knowledge of the contexts of teaching in the English language.

Another group of candidates mentioned the methods of teaching to include the use of songs, role plays, tongue twister, chain drills and debates. Some of them wrote on the teaching methodology as participatory vis-a-vis non-participatory methodology.

Other candidates focused on the structure of a lesson plan. These candidates listed the parts of a lesson plan such as introduction, specific objectives, new knowledge, competence, reinforcement, and conclusion contrary to the requirements of the question.

Likewise, further analysis shows that there were candidates who wrote on parts of *Form and Content*. The two are elements of Literature. The elements of form and content mentioned were *setting, message, theme, and characterisation*. The candidates in this group revealed limited knowledge of the concept contexts as applied in teaching English language structural lesson.

Further analysis shows that some of the candidates wrote on the skills and stages of teaching pronunciation in English Language class. They mentioned the skills and stages including identify a sound, pronounce it before the pupils, let the pupils practice it, repeat the drills until the sound/word is well-pronounced. Extract 10 is a sample of incorrect responses from one of the candidates:

10	
	i/. Listening skills
	ii/. Speaking Skill
	iii/. Reading Skill
	iv/. Writing Skill

Extract 10: A Sample of Incorrect Responses to Question 10

Extract 10 is a response by a candidate who listed the four skills of learning English language instead of contexts of teaching a structural lesson. In contrast a few candidates, 0.03 per cent of the candidates had average performance. These candidates provided 2 out the 4 contexts.

2.2 SECTION B: Essay Questions on Academic Content

This section comprised four questions 11, 12, 13 and 14. The questions were essay-type and were compulsory. Each question carried 15 marks.

2.2.1 Question 11: Developing English Language Skills

The question required the candidates to write a letter to a friend explaining why they did not go to the district library as planned. The candidates were instructed to assume the name Kangoma Mabula and their friends' name as Zawadi Baraka. They were also instructed to use the address P.O. Box 235, Sikonge. The question tested candidates' competences on writing friendly letters.

All the 3,617 (100%) candidates opted for this question. This question emerged as the most commanding in terms of performance since 99.1 per cent of the candidates scored from 6.0 to 15.0 marks. Indeed, it was one of the questions that registered the best performances in the examination, as Table 4 illustrates:

SN	WEAK	AVERAGE	GOOD
Scores	0.0 – 5.5	6.0 – 10.0	10.5 – 15
Percentage	0.9	50.7	48.4

Table 4: *Performance of Candidates on Question 11*

Table 4 shows that 48.4 per cent of the candidates scored from 10.5 to 15 marks, 50.7 per cent from 6.0 to 10.0 marks, and 0.9 per cent from 0 to 5.5 marks.

The analysis of the candidates' responses shows that 48.4 percent of the candidates had good performance. The candidates demonstrated adequate knowledge of letter writing, particularly, friendly letters. They adhered correctly to the demands of the question. They properly wrote the address as instructed in the question. They also used the names of Zawadi and Kangoma Mabula as required. Furthermore, they explained why they did not keep an appointment as promised.

11 Cont.	
	PO Box 235
	Sikonge
	09/05/2022
	Dear: Zawadi Baraka
	I think your fine. I am fine. How about your studies. For myself I am well in my studies.
	Aim of this letter to you, I want to tell you the reason which made me to fail came at the district library as we planned.
	I did not come to the district library as we planned, because I took my mother to the hospital. I think you remember that my mother was sick. So I went to the hospital as insisted by father.
	For real I ask forgiveness because I went opposite with our promise.
	Yours
	K. MABULA

Extract 11: A Sample of Correct Response to Question 11

Extract 11 shows a response from a candidate who wrote a friendly letter explaining the reason for non-attending the district library as planned. In contrast, analysis shows that 50.7 per cent of candidates had average performance in this question. These candidates wrote friendly letters however, they demonstrated some grammatical errors. Conversely, analysis shows that a few candidates (0.9%) candidates with weak performance skipped the item whereas others wrote only the address. In other words, those candidates lacked knowledge on letter writing, particularly friendly letters.

2.2.2 Question 12: Reading Literary Works

For this question, the candidates depicted the role of a mother in a family in response to the statement, ‘A mother as an important figure in the African family.’ The candidates also used the plays, *This Time Tomorrow* and *The Black Hermit* both by Ngugi wa Thiong’o. All the 3,617 (100%) candidates answered this question. Their performance was generally good because 86.9 percent of the candidates scored from 6.0 to 15 marks. Figure

10 illustrates their overall performance on this question:

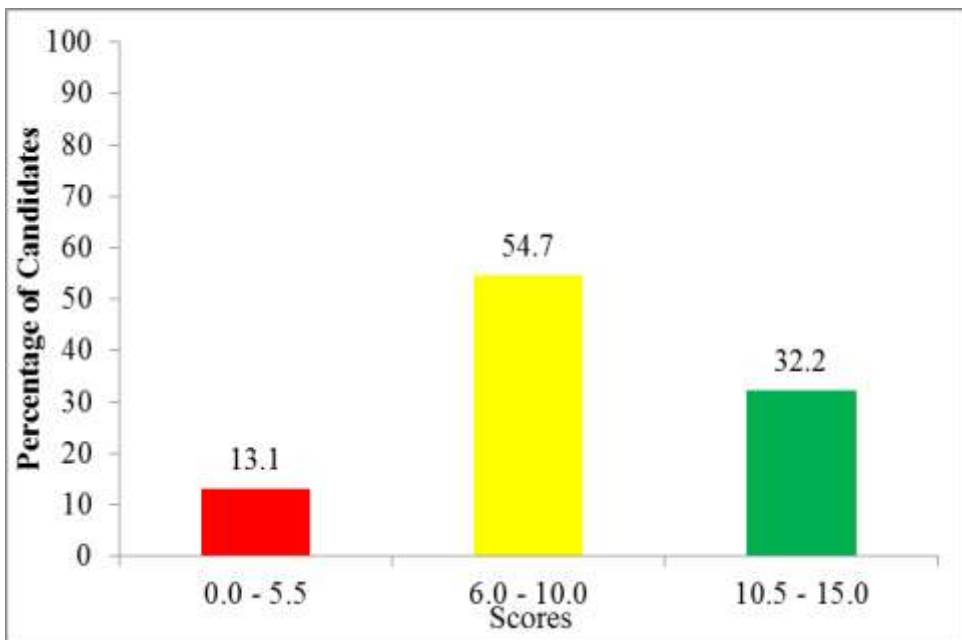


Figure 10: *Performance of Candidates on Question 12*

Figure 10 shows that 13.1 per cent of the candidates scored from 0 to 5.5 marks, 54.7 per cent from 6.0 to 10.0 marks, and 32.2 per cent from 10.5 to 15 marks. Further analysis shows that 32.2 per cent had good performance and demonstrated adequate knowledge of literary readings, particularly plays. The candidates in this category introduced the question by mentioning the plays they would use and the playwrights. In the main body, they explained the roles that mothers play in African families. For example, they used the play *This Time Tomorrow*. In the play, the roles include shaping behaviour of children, an advisor on love and marriage matters and as a breadwinner. In play *The Black Hermit*, Nyobi is as a mother who plays several roles such as taking care of her children, serving as a mediator and a peacemaker. Overall, these candidates provided appropriate conclusions to wind up their respective discussions. Extract 12 presents a response by a candidate with good performance:

It is true that mother is an important figure in the African family since ~~are~~ our mothers ~~are~~ they are in front line to take care of families as well as doing other responsibilities. By using plays the first one is "This Time Tomorrow" and "The Black Hermit" which are both written by Ngugi wa Thiong'o to show roles of mother in the family. By starting with the play "The Black hermit"

Mother is the one who take care of family; this is well known mostly in our African society where by mothers take care of family from the play Nyotai is the Remi's mother and Thoni's mother in law she use to take care of her family by giving basic needs

Mother is portrayed as advisor; Nyotai a Remi's Mother she was just advising Thoni to go and find another man to marry her after the death of her husband that is Remi's brother instead of waiting Remi to come and inherit her.

Women portrayed as the one having Love tookeg here we look on Thoni she is the one who loving Remi so much but she is afraid of telling him as her weakness so women having Love to others Also from the play "This Time Tomorrow"

Women portrayed as the one who fight to get basic needs here we use Nyango as a ~~sa~~ woman and main character of the play which she use to sell soup in order to get money for their basic needs with her daughter Wanjiro

Women portrayed as the one with who know how to hold her ideas and decisions; here we look on the Nyango's daughter that is Wanjiro she loves

Extract 12: A Section of Response to Question 12

Extract 12 presents a response by a candidate who explained the roles of mother in an African society. The candidate, however, demonstrated a few grammatical errors in his/her response. On the contrary, analysis shows that 54.7 percent of the candidates with average performance had knowledge of the literary works. They used the two plays, as instructed, to explain the roles of mothers in African families. However, their answers had some grammatical errors and lacked textual evidence from the plays.

Conversely, further analysis shows that a few candidates (13.1%) with weak performance had inadequate of the literary work particularly plays.

Most of them skipped the question as they left it unattended. Others wrote irrelevant responses such as *the plays were the mothers, they play the books in novels and they play this time tomorrow*. Extract 12.2 illustrates the point:

12	<i>African</i>
	<i>African family; Are the family</i>
	<i>which presence in the Africa continent</i>
	<i>The following are reference to the plays"</i>
	<i>This Time Tomorrow" and "The Black Hermit"</i>
	<i>both by Ngugi wa Thiong'o show role of a</i>
	<i>mother in the family:</i>

Extract 12.2: A Sample of Incorrect Response to Question 12

Extract 12.2 shows a response by a candidate who wrote an introductory part only. The candidate, however, failed to provide main body and conclusion.

2.2.3 Question 13: Developing English Language Skills

This question required the candidates to analyse five communicative activities aimed to help a pupil to speak English language fluently. The question tested the candidates' knowledge about communicative English in social contexts. All the 3,617 (100%) candidates answered this question. The performance in this item was good as 82.2 per cent of the candidates scored from 6.0 to 15 marks. The performance is summarised in Figure 11:

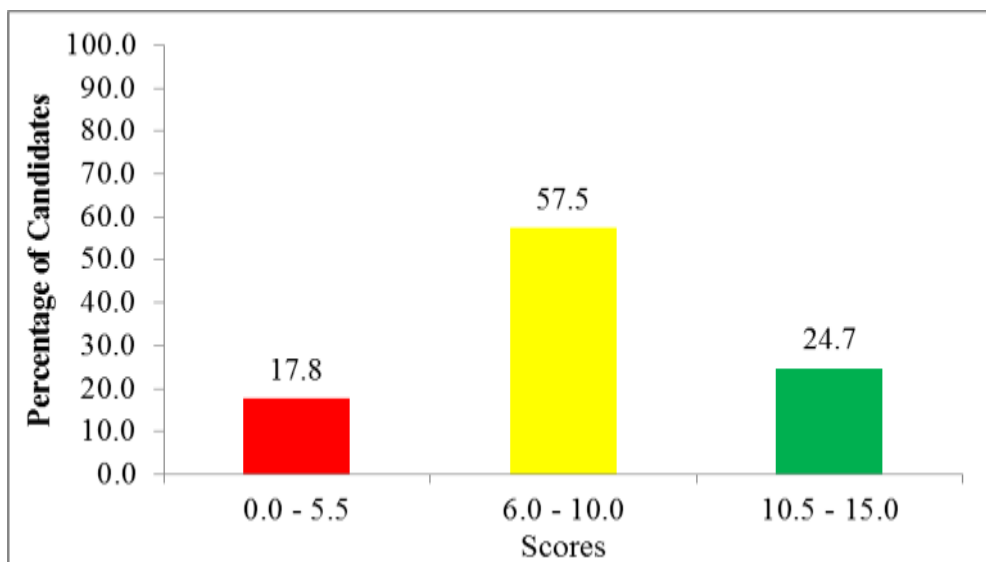


Figure 11: Performance of Candidates on Question 13

Figure 11 illustrates that 17.8 per cent of the candidates scored from 0 to 5.5 marks, 57.5 per cent from 6.0 to 10.0 marks and 24.7 per cent from 10.5 to 15 marks.

Analysis shows that 24.7 per cent of the candidates with good performance had adequate knowledge of communicative activities in learning English. They were aware that a pupil can be helped to speak English fluently through communicative activities. These communicative activities include *dialogue, role play, problem solving, interview, quizzes* and *information gaps* are helpful to achieve this objective. The activities aim to foster accuracy and communication, which are crucial for pupils to develop speaking skills in the English language. Extract 13 illustrates this scenario:

13	<p>English language is an official language after Kiswahili in Tanzania. Also communication is the process of transferring information from one person to another. It's true that many pupils do not like to speak English language because they feel shy or they lack speaking skill. The following are the activities which I will use to help them to speak English language fluently.</p> <p>Role play, I will tell my pupils to tell me things that they do every day. For example I will prepare the role play for buying and selling in the shop. I would choose one to be a shopkeeper and another to be a customer. By doing this I will help them to speak English language fluently.</p> <p>Asking them some questions: I will ask questions which need's answer to my pupils. Through asking some questions they could try to speak English when answering a that question I give them.</p> <p>Debate, debate is an argument in which two sides are arguing. The one side is opposing and other is proposing. So I will make sure that there are debate in my school even two days per week. So I will prepare the motion for and tell them to argue each other. Example of motion is 'money is better than Education'.</p>
----	---

Extract 13: A Sample of Good Response to Question 13

Extract 13 shows a response by a candidate who analysed communicative activities, which would help a pupil to speak English fluently.

In contrast, analysis shows that 17.8 per cent of the candidates with weak performance had inadequate knowledge of communicative activities in English language. The candidates in this group demonstrated several weaknesses including failure to misinterpret requirement of the question. Their responses showed that the candidates who wrote on techniques of

teaching vocabulary mentioned *real objects; pictures/drawing; contextualization; dramatization; translation; similarities; explanation; actions and gestures*. Other candidates wrote on the stages of a structure lesson including *Introduction, New knowledge, Reinforcement, Reflection and Consolidation*.

Moreover, some candidates focused on the role and importance of English language in Tanzania. One of them wrote: *English is used as foreign language in Tanzania, it develops reading, writing, speaking and listening skills and English for secondary schools and university*. Another candidate wrote: *English is for teaching and learning in primary schools and it is for literature works*. The candidates in this group mistook the communicative activities of English language learning for role/importance of English language in Tanzania.

Furthermore, analysis shows that other candidates wrote on the problems facing the teaching and learning of English language in Tanzania. They mentioned these problems to include the shortage of teaching/learning materials; lack of competent teachers; lack of adequate exposure to the language. This outcome was contrary to the requirement of the question. Extract 13.2 exemplifies incorrect responses to the question:

13	<p>English language - is the language which can be used as medium of instruction also in school used as a taught subject in primary and secondary level also can be used in tertiary level and pre primary school. The following are the ways which I he can help them to speak English language fluently</p> <p>provision of different vocabulary. Due to vocabulary can help a pupils to speak english fluently because due to vocabulary they can understand the meaning of that vocabulary</p> <p>provide time for teaching and learning english language: Because when you use long time for teaching and learning english language it can help the student to communicate in English language fluently because they using a long time</p> <p>Reading the story books: Due to the story book student can get a vocabulary which can help them in speaking english language due to story from the books</p> <p>Reading activities: Also you can write the word in the board and tell them to read. that can help them to get knowledge of speaking english language fluently due to reading activities</p>
----	--

Extract 13.1: A Sample of Incorrect Response to Question 13.

Extract 13.1 shows the responses of a candidate who had provided irrelevant and illogical explanations to the question, and thus scored 0. In other words, this candidate answered out of context.

2.2.4 Question 14: Preparation for Teaching

This question required the candidates to suggest six criteria that teachers should consider when selecting textbooks for teaching and learning of the English Language. This question tested the candidates' knowledge of selecting appropriate English textbooks. All the 3,617 (100%) candidates

attempted this question. The performance for this question was generally good as 80.1 percent of the candidates scored from 6.0 to 15 marks as Figure 14 illustrates:

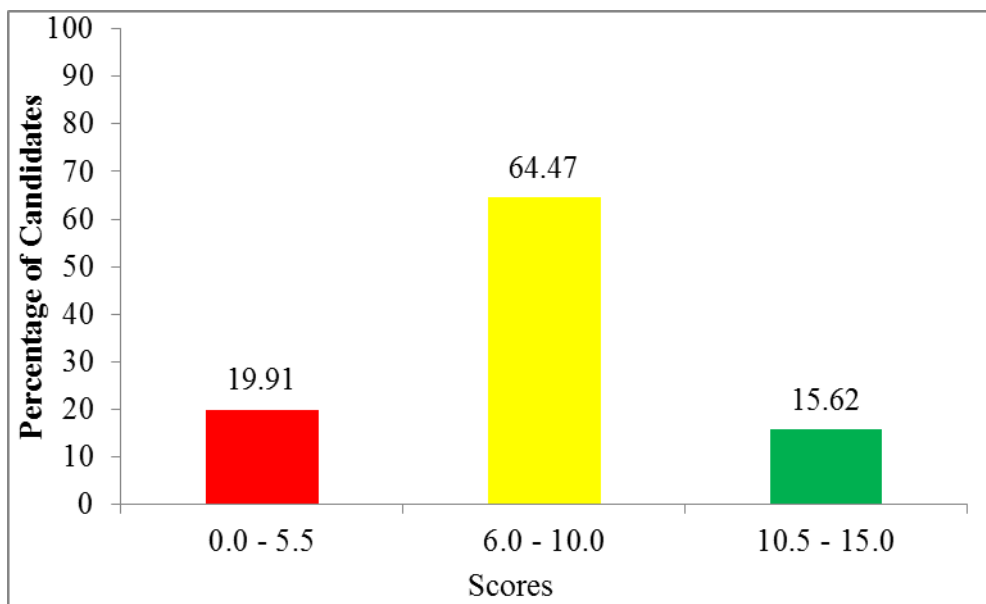


Figure 14: *Performance of Candidates on Question 14*

Figure 14 shows that 15.62 per cent of the candidates scored from 10.5 to 14.5 marks, 64.47 per cent from 6.0 to 10.0 marks and 19.91 per cent from 0 to 5.5 marks.

Analysis shows that the candidates with good performance suggested criteria for selecting textbooks as required. In addition, the candidates demonstrated that they had sufficient vocabulary, as they provided detailed explanations, with few grammatical errors. Moreover, their responses included the introduction and conclusion. Extract 14.1 is the correct responses from one of the candidates:

14	<p>Textbook refers to the books whose by a teacher and students (pupils) are still in teaching and learning in English Language. A textbook is being according to the syllabus and also curriculum. There are different criteria to consider when selecting the appropriate textbooks for teaching and learning in English Language as follows:</p> <p>Suitability and relevance: The textbooks must be suitable and relate to the level of student. This means that the textbooks must relate to the pupils age, pupils' understanding and pupils' needs in order to achieve the curriculum goals.</p> <p>Adequacy of Content: The textbooks must be considered the content that needed to be exhibited either at the end of lesson and the end of the course.</p> <p>Level of difficulty: This means the textbooks must consider the difficulty to the learners so as to improve their thinking through the questions provided to that textbooks and therefore proved that there is a good textbook which implement the curriculum goals.</p> <p>Adaptability: This means that the textbook must be adaptable to his/her pupils in order to rationalize the syllabus so as the students and other teacher can guide to implement the intended goals to a particular level of education for example primary education and other level.</p>
----	---

Extract 14.1: A Sample of Correct Responses to Question 14

Extract 14.1 shows the responses of a candidate who had correctly suggested six criteria for selecting textbooks for the teaching and learning of English language.

On the contrary, 19.9 percent of the candidates with weak scores could not explain the six suggestions of selecting textbooks for the English language teaching and learning. Some candidates described teaching aids such as the use of *real objects, pictures and drawings* and *cards*. Other candidates wrote on teaching methods such as *role play, lecture, dialogue, interview*, and *problem solving*. Yet, there were candidates who skipped the question

as they left it unanswered. Extract 14.2 shows incorrect responses from one of the candidates:

14	<p>English language, is the subject language which to use words of English terms.</p> <p>The following there are six points of teaching and learning of English language. English language second criteria. This that English language there is official to speak them in the words which to combine the mistake.</p> <p>English language for commerce and trade, because pupils are not to speak English. These are to speak them but will not be changed.</p> <p>English language for meaningful and opportunity. Through there are English languages which are to meaningful and opportunity to the developed.</p> <p>English language for international communication, through that English language there are to international communication through that China and Germany.</p> <p>English language is the development communication, there are English languages to the source of developed communication among the people of Germany and China.</p> <p>In order to English language is the source of development in our country so that people to use English.</p>
----	--

Extract 14.2: A Sample of Incorrect Responses to Question 14

Extract 14.2 shows the response of a candidate who had written on the roles of English language instead of the criteria for selecting English language textbooks for teaching and learning purposes.

3.0 PERFORMANCE OF THE CANDIDATES ON EACH TOPIC

Overall, 11 topics were covered in this examination including: *Preparation for Teaching, Principles of English Language Teaching and Learning,*

Literary Works, Expressing Contrasts, Expressing Habitual Events, Developing English Language Skills, Expressing Conditional Sentences, Teaching a Structural Pattern, Expressing Past Events, Assessment and Teaching Pronunciation.

The analysis of the candidates' performance indicates that the performance in three topics (*Developing English Language Skills, Preparation for Teaching and Reading Literary Works*) was good. Questions set from these topics were 6, 8, 11, 12, 13 and 14. In these topics more than 70% of the candidates scored 40% and above. Furthermore, the analysis shows that one topic *Principles of English Language Teaching and Learning* had average performance. Question 9 was constructed from this topic. This performance implies that the candidates had partial knowledge of the topic.

The analysis further indicates that the candidates had weak performance in seven topics covered in questions 1, 2, 3, 4, 5, 7 and 10. In these topics, less than 40 per cent of the candidates scored 39 per cent and below. These topics were *Expressing Condition (35.7%), Expressing Contrast (30.6%), Expressing Past Events (29.5%), Assessment (8.6%), Expressing Habits (6.2%), Teaching Pronunciation (4.3%)* and *Teaching a Structural Pattern (0.03%)*. The performance of the candidates in different topics as summarised in the attached appendix.

4.0 CONCLUSION

The analysis of the candidates' responses in the English language subject GATCE 2022 indicates that, the general performance was good. The candidates, who had performed well, had adequate knowledge and skills on various topics, understood the requirements of the questions, and relatively had good command of the English language. Moreover, the candidates with an average performance were a result of insufficient knowledge of different topics, provision of unclear explanations, poor English grammar, and inappropriate use of vocabulary. These factors affected the quality of candidates' responses, hence scored average marks. On the other hand, the candidates' weak performance was attributable to inadequate or lack of knowledge on different topics, failure to identify and grasp the requirements of the questions, and poor mastery of the English language. These factors affected the candidates' responses, hence their scoring of poor marks in the English examination.

5.0 RECOMMENDATIONS

Considering the analysis of candidates' responses, and conclusions drawn based on the performance in this subject, it is recommended:

- (a) The topics that appear to be more demanding to the candidates need to get more attention in terms of using different teaching and learning strategies. Also, more time should be devoted by both tutors and student-teachers to more difficult topics for student-teachers including *Expressing Condition Expressing Contrast, Expressing Past Events, Assessment, Expressing Habits, Teaching Pronunciation* and *Teaching a Structural Pattern*.
- (b) English language subject clubs should assist student-teachers in practising the spoken aspect of the language through debates and speech presentation. This will enable the student teachers to improve the language skills and build confidence in self-expressions.
- (c) Student-teachers should be made aware of instructional words used in formulating questions (competence-based type of questions) prior to the examination time. Doing so could familiarise them with the instructional words and their differences.
- (d) Student-teachers should be encouraged to read widely and extensively on a variety of literary works to enable them to understand the books in detail and to improve their mastery of the language in terms of vocabulary and grammar.

Appendix

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

S/N	Topic	Question Number	The percentages of Candidates whoscored an average of 40%or Above	% Average performance	Remarks
1.	<i>Developing English Language Skills</i>	11	99.1	90.6	<i>Good</i>
		13	82.2		
2.	<i>Preparation for Teaching</i>	8	88.3	84.2	<i>Good</i>
		14	80.1		
3.	<i>Reading Literary Works</i>	12	86.9	54.9	<i>Good</i>
		6	22.9		
4.	<i>Principles of English Language Teaching and Learning</i>	9	52.8	52.8	<i>Average</i>
5.	<i>Expressing Condition</i>	3	35.7	35.7	<i>Weak</i>
6.	<i>Expressing Contrast</i>	2	30.6	30.6	<i>Weak</i>
7.	<i>Expressing Past Events</i>	4	29.5	29.5	<i>Weak</i>
8.	<i>Assessment</i>	7	8.6	8.6	<i>Weak</i>
9.	<i>Expressing Habits</i>	1	6.2	6.2	<i>Weak</i>
10.	<i>Teaching Pronunciation</i>	5	4.3	4.3	<i>Weak</i>
11.	<i>Teaching a Structural Pattern</i>	10	0.03	0.03	<i>Weak</i>

