



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 TEACHERS' CERTIFICATE EXAMI-  
NATION (GATCE) 2023**

**ENGLISH LANGUAGE**



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## FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Candidates' Item Response Analysis (CIRA) on Grade 'A' Teacher Certificate Examination (GATCE) in the English Language subject in 2023. This report has been prepared to provide feedback to student-teachers, tutors, parents, guardians, policy makers and the public in general on the candidates' performance and the challenges that they encountered in attempting the examination questions.

The Grade 'A' Teacher Certificate Examination marks the end of the certificate course in education. This summative evaluation reveals the effectiveness of the teaching and learning process. 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 general performance in this paper was good as 96.54 per cent of the candidates passed the examination. The analysis provided in this report aims at contributing in determining the factors behind the candidates' good, average, or weak performance in the English Language examination. The analysis indicates that the candidates who performed well had adequate knowledge of various examined topics, understood the requirements of the questions, and had high English language proficiency.

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

The National Examinations Council expects that the feedback given in this report will enable education stakeholders to take appropriate measures to improve the candidates' performance in the future examinations administered by the National Examinations Council of Tanzania.

Finally, the National Examinations Council of Tanzania would like to thank all who participated in the preparation of this report.



Dr. Said A. Mohamed  
**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 2023. This examination was based on the 2009 English Language Subject Syllabus and the 2022 English Language subject examination format. A total of 5,078 candidates sat for the examination.

The examination tested the candidates’ competencies in the following topics: *Teaching Pronunciation, Reported Events, Expressing Possessions, Expressing Time of Action, Expressing Past Events, Expressing Likelihood and Certainty, Analysing the Primary School English Language Syllabus, Preparation for Teaching, Assessment, Reading Literary Works, Developing English Language Skills, and Teaching Vocabulary.*

The examination had two sections namely, A and B. The two sections had fourteen (14) questions. Section A had 10 questions. Each question carried four (4) marks, making forty (40) marks. Section B had four (4) questions, each question weighed fifteen (15) marks, accounting for the remaining sixty (60) marks. All the questions in both sections were compulsory.

The presentation of the analysis of the candidates’ performance in each item describes the task for each question, percentages of candidates who attempted the question, their scores, the expected responses, and how the candidates organized their responses. The focus is on identifying the percentage of candidates with high, average, and low performance. Extracts from the candidates’ scripts serve as their representative responses.

The performance presentation in statistics is based on three categories of *Good, Average, and Weak*. Good performance is represented in green colour ranges from 70 to 100 per cent. Moreover, average performance in yellow colour 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 summarised in the Appendix.

A total of 5,078 candidates who sat for the English Language examination in May 2023, 96.54 per cent of the candidates passed the examination. Comparatively, 3,617 candidates sat for the examination in 2022 out of whom 97.47 per cent passed with different grades, as Table 2 illustrates:

**Table 2: Comparison of Candidates' Pass Grades in GATCE 2022 and 2023 in English Language**

Year	Candidates sat	Percentage of Candidates who passed	Grades				
			A	B	C	D	F
2022	3,617	97.47	1	33	1,730	1,737	91
2023	5,078	96.54	3	108	2,157	2,584	174

Table 2 indicates that the performance of the candidates in English Language subject decreased in 2023 by 0.93 per cent.

## **2.0 ANALYSIS ON CANDIDATES' PERFORMANCE ON EACH QUESTION**

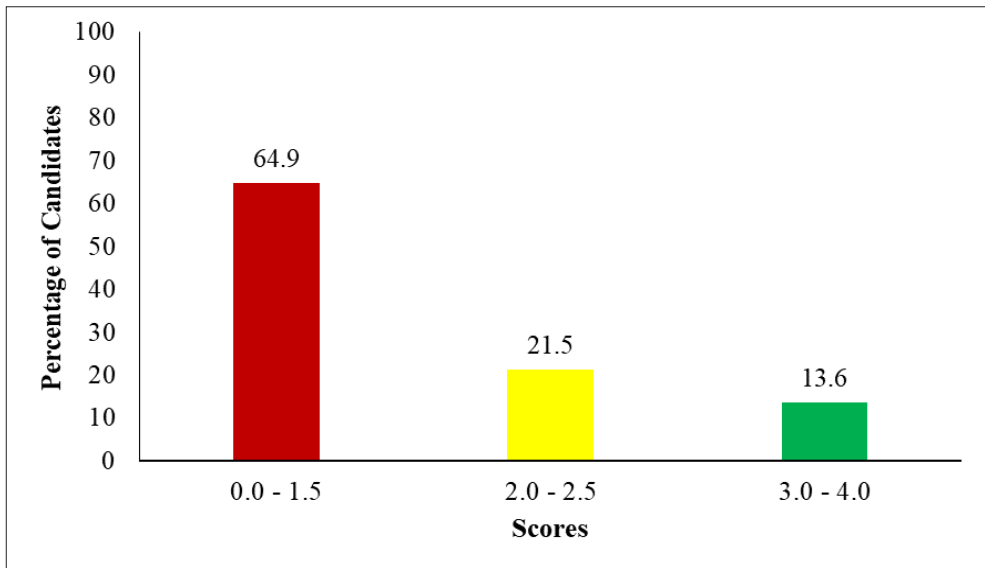
This analysis consists of two sections, namely A and B. Section A analyses short answer questions whereas section B focuses on essay type questions. The detailed analysis for each section is as follows:

### **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: Teaching Pronunciation**

The candidates were required to briefly explain the terms *pronunciation*, *intonation*, *stress* and *vocabulary*. The question aimed at testing candidates' competences on explaining the terms *pronunciation*, *intonation*, *stress* and *vocabulary*. This question was attempted by 5,078 (100%) candidates. The general performance on this question was weak because 1,782 (35.1%) candidates scored from 2.0 to 4.0 marks. Figure 1 illustrates the candidates' performance on this question.



**Figure 1:** *Candidates' Performance on Question 1*

The analysis shows that 3,296 (64.9%) candidates had low performance as they scored from 0 to 1.5 marks. Of these, 1,030 (20.3%) scored zero. These candidates lacked knowledge of the terms given. Those who scored from 0.5 to 1.5 marks had insufficient knowledge of the terms given. Some of the incorrect responses given were: *Pronunciation refers to speech sounds within one community, words that needs more explanation in English language. Intonation refers to the stages which are used in teaching and learning process. Stress is the situation that can be caused by loss of the beloved one. Another candidate explained stress as a brain disorder due to pressure in one's mind and vocabulary as the part which expresses human realities and introduce ourselves.* Some candidates in this category mixed up the concepts of some terms. For example, one candidate mixed up the concept of *stress* and *intonation* by explaining *stress* as *the rise and fall of sounds in the process of speaking* and *intonation* as *the way someone talks by using more energy than another.*

The correct answers for these concepts were: *Pronunciation is the way a speaker or a group of speakers in a speech community articulate speech sounds and hence say words. Intonation is the rise and fall of voice in speaking. Stress refers to the pronunciation of a syllable with relatively more energy than the rest of syllables in a word; and vocabulary refers to the stock of words which are at the disposal of an individual speaker or*



writer in a particular language. Extract 1.1 shows a sample of incorrect responses from one of the candidates.

1	a) Pronunciation is the type of words which are used to pronounce the word well.
	b) Intonation - is the sound of words while someone pronounce the word.
	c) Stress - something which make some one to think.
	d) Vocabulary - Are the word which found in the story with the meaning more than one.

**Extract 1.1:** A sample of incorrect response to question 1

Extract 1.1 shows that the candidate had no knowledge of the concepts *pronunciation*, *intonation*, *stress*, and *vocabulary*. He/she provided incorrect explanations of the concepts. This shows that he/she lacked the knowledge of the given concepts.

Further analysis on the candidates' performance shows that 1,089 (21.5%) candidates demonstrated average understanding of the given terms, hence they scored averagely in this question. They did not score full marks as they either skipped some of the terms or explained them partially. Also, some of them did not get all the concepts correctly. Their performance ranged from 2 to 2.5 marks. For example, one of the candidates partially explained pronunciation as *the way words are given out*, intonation as *the rise and fall of sound*, vocabulary as *the total words that are found in the language*; and wrongly explained stress as *the heavy feeling that disturb the thinking capacity of the brain*.

Conversely, some of the candidates demonstrated knowledge of the given concepts and adhered to the requirements of the question despite few grammatical errors observed. These candidates constitute 13.6 percent of the candidates who attempted the question. Their scores ranged from 3 to 4 marks. Extract 1.2 is a sample from one of the candidates who provided correct responses to the question.

1	a) Pronunciation is the way in which sound and voice are produced.
	b) Intonation is the rising and falling of the sound of voice during speech.
	c) Stress Are the emphases which we put on a certain words to get intended meaning.
	d) Vocabulary is the total number of the words which make up the language.

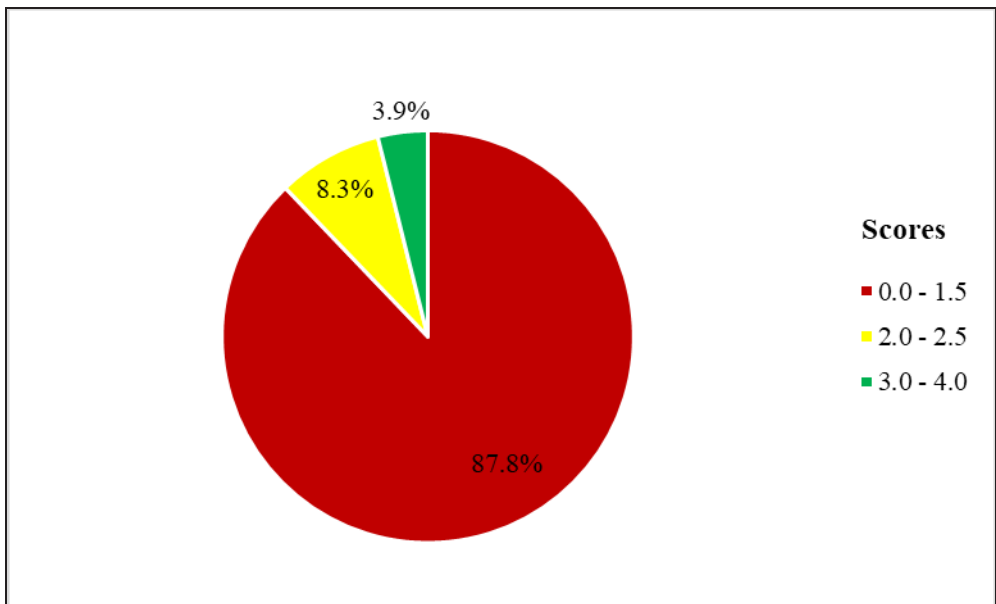
Extract 1.2: A sample of correct response to question 1

### 2.1.2 Question 2: Reported Events

The candidates were required to change the following sentences into direct speech:

- (a) *I complained to my neighbor that his children had spoiled my garden.*
- (b) *My sister said that soldiers are brave.*
- (c) *They will say that they are happy.*
- (d) *She said that her book was lost.*

The question aimed at testing candidates' competences in changing sentences from indirect speech into direct speech. This question was attempted by 5,078 (100%) candidates. The general performance on this question was weak because 618 (12.2%) candidates scored from 2 to 4 marks. Figure 2 illustrates the candidates' performance on this question.



**Figure 2:** Candidates' Performance on Question 2

The analysis of the candidates' performance in this question indicates that 4,460 (87.8%) candidates performed weakly. Their scores ranged from 0 to 1.5 marks. Among these, 1,742 (34.3%) scored zero. These candidates lacked knowledge of changing sentences from indirect into direct speech. Those who scored from 0.5 to 1.5 marks had inadequate knowledge of changing sentences into direct speech. The candidates were unaware that when changing the sentences from indirect speech to direct speech one must consider changes of tenses, pronouns, and the use of appropriate punctuation marks. Their responses were such as; *My sister said solders are brave* instead of *My sister said, "Soldiers are brave"*; *She said my book is lost* instead of *She said, "My book is lost."* Other candidates in this category re-wrote the same sentences and added punctuation marks to show that they are in a direct speech hence, they scored zero marks. For example, one candidate wrote: *They will say that "they are happy"* instead of *They will say, "we are happy."*

Other candidates from this category wrote ungrammatical sentences as they had inadequate knowledge of changing sentences from indirect speech into direct speech. For example, one of them wrote; *I complain to my neighbour you children spoil my garden; They said that they are happy.* These two sentences are ungrammatical because of the wrong use of tenses and lack of

comma and quotation marks. These responses suggest that, the candidates had low proficiency in English language, especially rules of using the direct speech.

The correct answers for this question were: *I said/complained to my neighbour, "Your children have spoiled my garden."* *My sister said "Soldiers are brave."* *They will say, "We are happy."* *She said, "My book is lost."* Extract 2.1 shows a sample of an incorrect response from one of the candidates in this question.

2	(a) I complained to my neighbour that is children had spoiled my garden Was complained to my neighbour that his children have spoiled my garden
	(b) My sister said that soldiers are brave He said that soldiers was brave
	(c) They will say that they are happy They sayed that they was happy
	(d) she said that her book was lost They said that her book was lost

**Extract 2.1:** A sample of incorrect responses to question 2

In Extract 2.1, the candidate failed to change the sentences into direct speech hence, he/she did not score any marks. The answers he/she provided were incorrect which implies that he/she lacked knowledge of direct and indirect speech.

Further analysis shows that 419 (8.3%) candidates scored averagely. In this category, the candidates managed to change some of the given sentences into direct speech. Their average scores were attributed by their partial knowledge of direct and indirect speech. For example, one of the candidates provided two correct responses as follows: *"Soldiers are brave" My sister said* and *"My book is lost," She said*. The other two sentences were incorrect as he/she wrote; *"Your children has spoil my garden" I complained*; and *"We are happy," they said*.

Conversely, the analysis shows that 199 (3.9%) candidates had good performance. They changed the sentences into direct speech and used the correct punctuation marks such as comma and inverted commas. They were aware of tenses, pronouns and time change in the reported speech.

Similarly, the candidates had an awareness of the omission of “that” in the construction of direct speech sentences. Extract 2.2 shows a sample of the correct response to the question.

2	a) I complained to my neighbour, "Your children have spoiled my garden"
	b) My sister said, "Soldiers are brave"
	c) They will say, "We are happy"
	d) She said, "My book is lost."

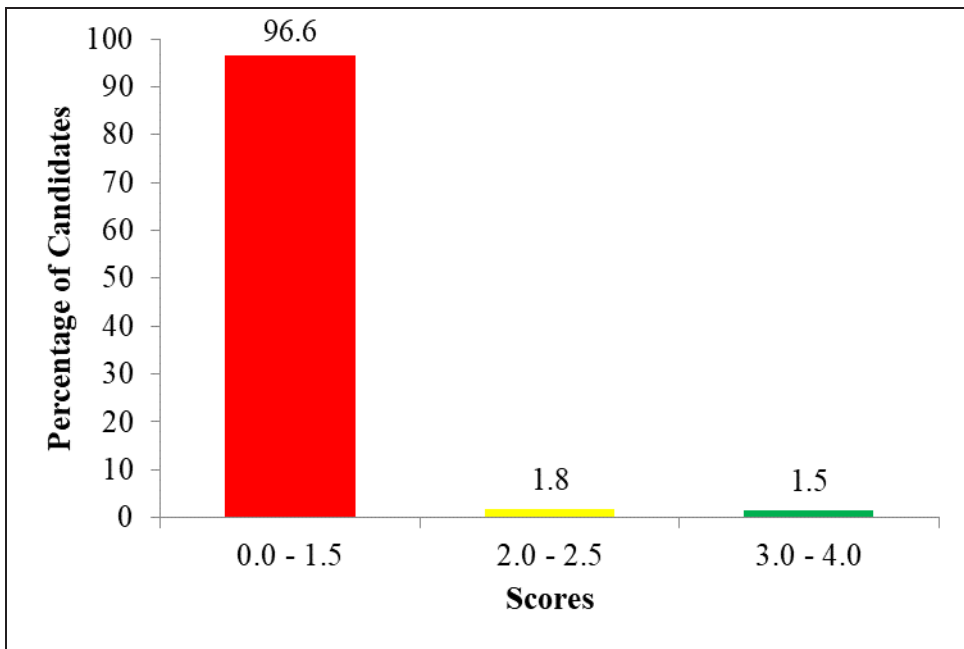
Extract 2.2: A sample of correct response to question 2

### 2.1.3 Question 3: Expressing Possession

In this question, the candidates were required to join the following sentences using whose:

- (a) *This is George. You will be taking his class.*
- (b) *Amina's children are at school all day. She is working two jobs.*
- (c) *The house was a horrible sight. Their windows were broken.*
- (d) *The car began to slide. Its brake was not very reliable.*

The question aimed at testing candidates' competences in joining sentences using the possessive pronoun whose. A total of 5,078 (100%) candidates attempted this question. The general performance on this question was weak because 171 (3.3%) candidates scored from 2 to 4 marks. Figure 3 illustrates the candidates' performance.



**Figure 3:** *Candidates' Performance on Question 3*

The analysis of the candidates' performance shows that 4,907 (96.6%) candidates performed weakly in this question. Their scores ranged from 0 to 1.5 marks. Of these, 4,784 (94.2%) scored zero. These candidates lacked knowledge of joining sentences using the possessive pronoun *whose*. Those who scored from 0.5 to 1.5 marks had insufficient knowledge of joining sentences using the possessive pronoun *whose*. For example, in question 3(b) one candidate wrote *Amina whose working two jobs, her children are at school all day* instead of *Amina, whose children are at school all day, is working two jobs*. Others gave incorrect responses such as: *The house was horrible sight whose window were broken. The car began to slide whose brake was not reliable*. The correct answers for this question were: *This is George whose class you will be taking; Amina, whose children are at school all day, is working two jobs; The house whose windows were broken was a horrible sight; and The car whose break was not very reliable began to slide*. Extract 3.1 shows a sample of incorrect responses from one of the candidates.

3	(a) This is George whose be taking his class
	(b) Aminar children are at school all day whose working two jobs.
	(c) The house was a horrible sight whose windows were broken.
	(d) The car began to slide whose brake was not very reliable.

**Extract 3.1:** A sample of incorrect response to question 3

Extract 3.1 shows responses from a candidate who failed to use *whose* to join the given sentences hence, he/she scored zero.

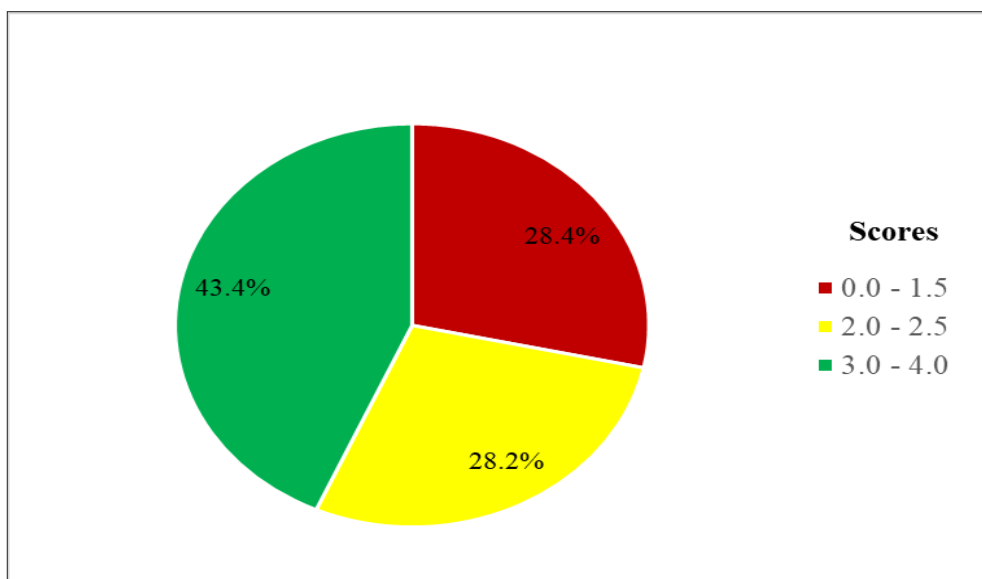
On the contrary, the analysis shows that 78 (1.5%) candidates scored high marks in this question. Their scores ranged from 3 to 4 marks. These candidates had sufficient knowledge of using *whose* to join the given sentences. Also, they understood the requirements of the question; thus managed to use correctly the possessive pronoun *whose* in joining the sentences. They further knew that the use of *whose* as possession has to be followed by a noun. Extract 3.2 is a sample of one of the correct responses to this question.

3	a) This is George whose class you will be taking.
	b) Amina whose children are at school all day, is <del>not</del> working two jobs.
	c) The house whose windows were broken, was a horrible sight.
	d) The car whose brake was not very reliable began to slide.

**Extract 3.2:** A sample of correct response to question 3

#### 2.1.4 Question 4: Expressing Time of Action

The candidates were required to construct two sentences for each of the following prepositions *since* and *at* to express time. The question aimed at testing candidates' competences in constructing sentences by using prepositions *since* and *at*. The question was attempted by 5,078 (100%) candidates. The performance on this question was good as 3,637 (71.6%) candidates scored from 2 to 4 marks. The performance is illustrated in Figure 4.



**Figure 4:** *Candidates' Performance on Question 4*

The analysis shows that 2,202 (43.4%) candidates scored from 3 to 4 marks as they were able to construct correct sentences by using prepositions *since* and *at*. The candidate constructed sentences using preposition *since* and *at* to express time of action. They had sufficient knowledge of using the given prepositions. Also, they demonstrated the ability of constructing sentences that were free from grammatical errors. Extract 4.1 is a sample of correct responses to question 4.



a) Since.
- We got our independence since 1961.
- Juma went to the village since yesterday.
b) At.
- We will meet at 9:00 am.
- Anna went to airport at 6:00 am.

**Extract 4.1:** A sample of correct response to question 4

Further analysis shows that 1,435 (28.2%) candidates scored averagely. Their scores ranged from 2 to 2.5 marks. These candidates did not score full marks because their responses were partial. This was attributed by several factors such as inability to attempt all parts of the question correctly, sentences having grammatical errors, and skipping of some parts of the question. For example, one candidate wrote *She was come in Tanzania since 2019* (incorrect). *They have been travelling since morning* (correct). *At the hospital there are different types of medicines* (incorrect because preposition *at* in this sentence does not show time). *She gets lunch at 2:00pm* (correct). Another candidate wrote; *Lessons end at 5 o'clock every day* ( correct). *I am here since morning* (correct). *I goes to school every day at 5 o'clock* (incorrect because *goes* does not go with I). *My book is found at school only* (incorrect because preposition *at* in this sentence does not show time).

On the other hand, 1,441 (28.4%) candidates scored from 0 to 1.5 marks. Of these, 284 (5.6%) scored zero. These candidates lacked knowledge of using the prepositions *since* and *at* to express time of action. However, those who scored from 0.5 to 1.5 marks demonstrated insufficient knowledge of using prepositions *since* and *at* to express time of action. Some candidates used preposition *at* to indicate a place instead of expressing time of action. This shows that they did not understand the question. For example, one candidate wrote; *Mwajuma studies at Mtwara Teachers' College. She is working at Urafiki Company.*

Also, some candidates under this category understood the question but their sentences were ungrammatical. For example, *at 08:00 pm the band starting the performance. He has been here since come.* Also, some candidates

mixed up the uses of “*since*” and “*at*” in constructing sentences. For example, one candidate wrote: *Shamsi was here at morning* instead of writing *Shamsi was here since morning*. Another candidate wrote *I arrived here since seven o'clock morning* instead of writing *I arrived here at seven o'clock in the morning*.

The correct sentences for this question were such as; *He has been here since Monday*; *She has not been here since their quarrel*; *The bell rang at two o'clock*; *The train arrived at 5 o'clock am*. Extract 4.2 shows a sample of incorrect response from one of the candidates.

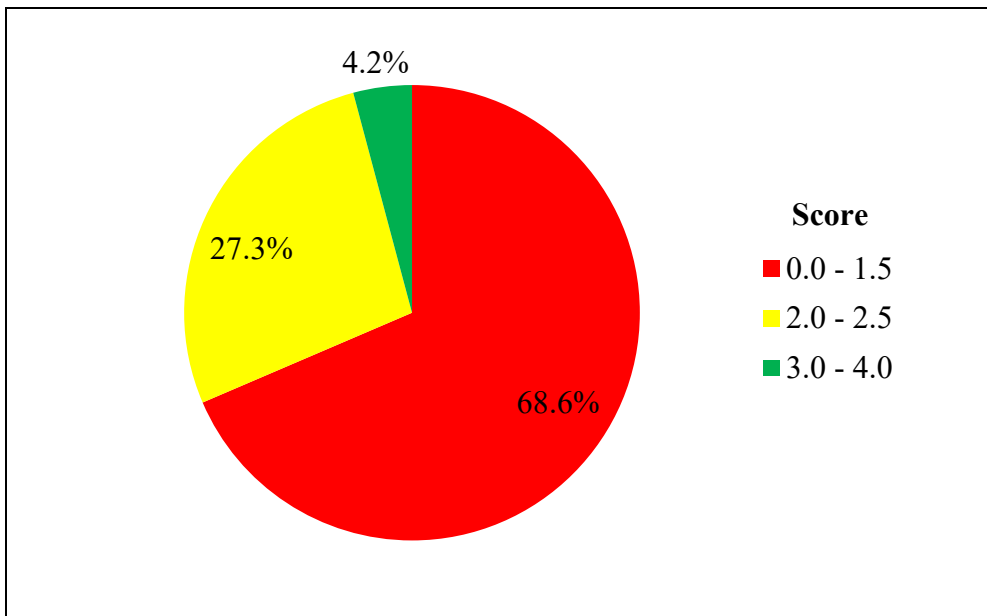
4	a) ✓ The are going to school since every day
	✓ The Cook to Uganda since today.
	ⓑ at
	✓ I go to school at Karutu Kc
	✓ I play football at Mwa2a

**Extract 4.2:** A sample of incorrect response to question 4

Extract 4.2 shows that a candidate wrongly used preposition *since* and *at* to construct sentences which could not express time of action. Besides, the sentences had grammatical errors, hence he/she did not score any marks.

### 2.1.5 Question 5: Expressing Past Events

In this question, the candidates were required to write two sentences using irregular verbs in the past tense and two using regular verbs in the past participle. The question tested the candidates’ ability to use irregular and regular verbs in forming past and past participle forms respectively. The question was attempted by 5,078 (100%) candidates. The general performance on this question was weak because 1,597 (31.4%) candidates scored from 2 to 4 marks. Figure 5 illustrates the candidates' performance on this question.



**Figure 5:** Candidates' Performance on Question 5

The analysis of the candidates' performance indicates that 3,481 (68.6%) candidates scored from 0 to 1.5 marks. Of these, 2,477 (48.8%) scored zero. These candidates lacked knowledge of using irregular verbs in the past, and regular verbs in the past participle. For those who scored 0.5 to 1.5 marks had insufficient knowledge of writing sentences using irregular verbs in the past, and regular verbs in the past participle. For example, one candidate wrote the following sentences to show irregular verbs in the past: *I cooked ugali yesterday; and I played football yesterday*. These sentences are in the past tense but the verbs *cooked* and *played* are not irregular verbs. Another candidate wrote the following sentences to show regular verbs in the past participle: *She worked every Monday. Anna cooked ugali*. These sentences show regular verbs in the past, not in the past participle as demanded by the question. Past participle tense must have an auxiliary verb had + participle.

The correct sentences for irregular verbs in the past tense could be: *He stole my book yesterday. She sang a good song last evening*. The correct sentences for regular verbs in the past participle could be: *The pupils had answered the questions. The cat had finished the water*. Extract 5.1 is a sample of incorrect responses from one of the candidates.

5	
	Irregular verbs in the past tense
	(i) Juma play football yesterday
	H
	(ii) I buy some fruit at the Market
	Ⓒ Regular verb in the past participle
	(i) I have a book
	(ii) Acha going to school

**Extract 5.1:** A sample of incorrect response to question 5

In Extract 5.1, the candidate failed to write sentences using irregular verbs in the past tense and regular verbs in the past participle. Besides, the sentences were ungrammatical; hence he/she could not score any marks.

Further analysis shows that 1,386 (27.3%) candidates scored averagely in this question. Their scores ranged from 2 to 2.5 marks. The average scores were attributed by their partial responses to the question. Some candidates managed to attempt well in one part of the question but failed to attempt correctly the other part of the question. Also, some candidates attempted all parts of the question but did not score full marks. For example, one candidate wrote in part (a) *She went to Mombasa last year. Juma drove a car last month:* and in part (b) *She washed the dish. Juma liked banana.* From these sentences: the candidate is correct in part (a) but not correct in part (b) hence he/she scored averagely.

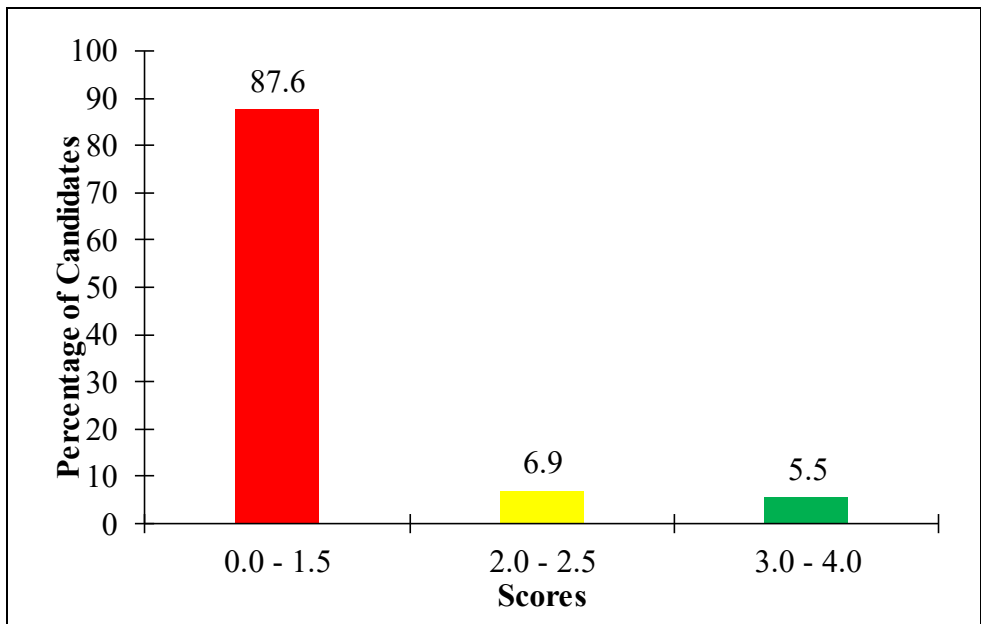
Conversely, the analysis shows that few candidates performed well in this question. Their score ranged from 3 to 4 marks. They constitute 4.2% of the candidates who attempted this question. The candidates had sufficient knowledge of writing sentences using irregular verbs in the past and regular verbs in the past participle. They also demonstrated good command of English language. Extract 5.2 shows a sample of candidate's correct responses from one of the candidates.

5	
	(a) Irregular verbs in the past tense
	(i) I wrote lesson notes yesterday.
	(ii) Asha went to school last Sunday.
	(b) Regular verbs in the past participle.
	(i) I had played football
	(ii) We had cooked food.

**Extract 5.2:** A sample of correct response to question 5

### 2.1.6 Question 6: Expressing Likelihood and Certainty

The candidates were required to construct two sentences to express *likelihood* and two to express *certainty*. The question tested candidates' ability to express *likelihood* and *certainty*. The question was attempted by 5,078 (100%) candidates. The general performance of this question was weak because 630 (12.4%) candidates scored from 2 to 4 marks. Figure 6 illustrates the candidates' performance on this question.



**Figure 6:** *Candidates' Performance on Question 5*

The analysis of the candidates' performance on this question shows that 4,448 (87.6%) candidates had weak performance. Their scores ranged from 0 to 1.5 marks. Of these, 4,089 (80.5%) scored zero. Their low scores were attributed by lack of knowledge of expressing *likelihood* and *certainty*. For those who scored 0.5 to 1.5 marks demonstrated insufficient knowledge of expressing *likelihood* and *certainty*. Some of them did not understand the question as the sentences they constructed did not match with the question asked. Others skipped the question. For example, one candidate wrongly wrote sentences using *likelihood*. The sentences were; *I likelihood rice to ugali. We likelihood dance to sing a song.* From these sentences, the candidate thought the word *likelihood* means *to like* or *to be interested in something*. Another candidate wrongly wrote the sentences using *certainty*. The sentences were; *We get certainty materials from textbook. We get certainty materials from magazine.* From these sentences, it shows that the candidate had no idea about the word *certainty* and/or he/she thought the word *certainty* means the same as *certain*.

The correct sentences to express *likelihood* could be: *Perhaps the most important question has not yet been asked. He has not written to me recently, perhaps he lost my address.* The correct sentences to express *certainty* could be: *Of course, I will graduate this year to mark the*

completion of my studies. I am sure Mrs. David is right. The weather patterns suggest that we will have a winter season, certainly a good one. Extract 6.1 shows a sample of incorrect responses from one of the candidates.

6	To construct two sentences <del>using</del> <sup>to</sup> express each of the following.
	a) Likelihood.
	i) <u>Likelihood</u> George will be taking to the class.
	ii) <u>Likelihood</u> its brake was very reliable, the car not began to slide.
	b) Certainty
	i) <u>The car began to slide</u> <u>certainly</u> its brake was not very reliable.
	ii) <u>Amina's children are at school all day</u> <u>certainly</u> she is working two jobs.

**Extract 6.1:** A sample of incorrect response to question 6

In Extract 6.1, the candidate's responses were incorrect as he/she constructed wrong sentences by using the words *likelihood* and *certainty*. This implies that he/she lacked knowledge of expressing *likelihood* and *certainty*.

Furthermore, the analysis shows that there were candidates who performed averagely in this question. Their scores ranged from 2 to 2.5 marks. These candidates constitute 6.9 per cent of the candidates who attempted the question. The average performance was attributed by their partial responses to the question. They did not score full marks because they managed to construct correct sentences in one part of the question but failed the other part. This indicates that they had partial knowledge of expressing *likelihood* and *certainty*. For example, one candidate wrote the following sentences to express; *likelihood* as *I like to play football every Sunday. I like to eat rice and fish.* Also, he/she constructed the following sentences to express *certainty*; *Certainly, it will rain. Certainly, she will come.* The sentences in

part (a) were incorrect but in part (b) they were correct. In part (a), the candidate thought that the word *likelihood* means to like something.

However, there were candidates who performed well in this question. Their scores ranged from 3 to 4 marks. These candidates constitute 5.5 per cent of the candidates who attempted this question. They demonstrated adequate knowledge of expressing *likelihood* and *certainty*. They also had good command of English language. Extract 6.2 is a sample of candidate's correct responses to this question.

6	
	(a) likelihood.
	(i) Perhaps, It rains
	(ii) May be, I will pass the national examination.
	(b) Certainty.
	(i) Surely, I will score A in English examination
	(ii) Of course, she will win the game

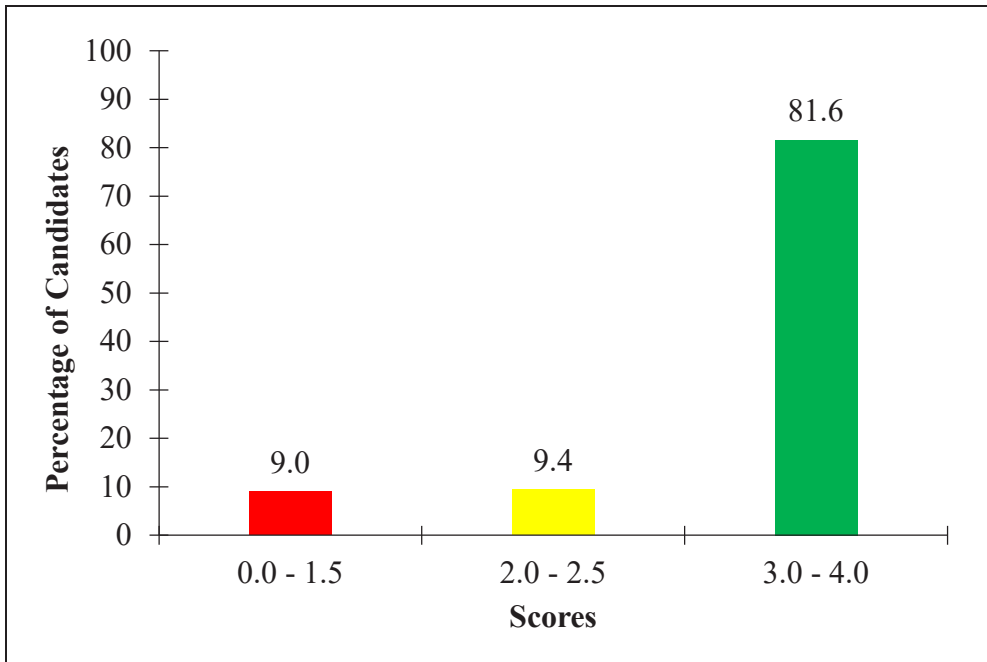
Extract 6.2: A sample of correct response to question 6

### 2.1.7 Question 7: Analysing the Primary School English Language Syllabus

In this question, the candidates were required to give the significance of using English language syllabus in teaching and learning of English language subject in primary schools. The question tested candidates' knowledge of analysing the Primary School English Language Syllabus.

The question was attempted by 5,078 (100%) candidates. The general performance on this question was good because 4,620 (91%) candidates scored from 2 to 4 marks. Figure 7 illustrates the candidates' performance on this question.





**Figure 7:** Candidates' Performance on Question 7

The analysis shows that 4,142 (81.6%) candidates scored from 3 to 4 marks. This implies that they had sufficient knowledge of the significance of using English Language Syllabus in teaching and learning of English language subject in primary schools. Extract 7.1 shows a sample of correct responses provided by one of the candidates.

7	Significance of using English language syllabus 'in teaching and learning of English language subject in primary school.
i)	It helps a teacher to prepare scheme of work and lesson plan.
ii)	It helps a teacher to know teaching and learning aids which used in teaching and learning process.
iii)	It enables a teacher to choose the method and techniques of teaching and learning.
iv)	It helps a teacher to know arrangement of topics with their good relations.

**Extract 7.1:** A sample of correct response to question 7

Further analysis of the candidates' performance shows that 478 (9.4%) candidates scored averagely. Their scores ranged from 2 to 2.5 marks. The average scores were attributed by their partial responses to the question. Some of the points given were correct and some were incorrect. Also, some points were partially correct. Besides, ungrammatical sentences were observed; hence they scored averagely. For example, one candidate explained the significance of using English Language Syllabus in teaching English Language subject in primary schools as; *it helps to prepare pupils for further studies, it helps to know the method of teaching, it helps to know the teaching aids, and it helps to know the development of language skills.* From these responses, *knowing teaching methods* and *teaching aids to use in teaching English Language subject* were correct points; but *to prepare pupils for further studies* and *to develop language skills* were incorrect points.

On the contrary, the analysis shows that few candidates 458 (9%) performed weakly in this question. Their scores ranged from 0 to 1.5 marks. Of these, 286 (5.6%) scored zero. These candidates lacked knowledge of the significance of using English Language Syllabus in teaching and learning of English language in primary schools. On the other hand, the ones who scored 0.5 to 1.5 marks had inadequate knowledge of the significance of using English Language Syllabus in teaching and learning of English language in primary schools. Also, inability to understand the requirements of the question and ungrammatical English language contributed to the low performance. For example, one of the candidates under this category wrongly wrote *It helps to improve the language from the pupils. It helps to solve the problem from the society. It helps to give confidence to pupils to speak with other people. It helps the student to get the relationship with other country.*

Another candidate explained the importance of studying English language instead of the significance of using English language Syllabus in teaching and learning of English language in primary schools. He/she wrote; *it is used as the source of employment, used in mass media, used as a compulsory subject in schools; and used in communication.*

The correct answers for this question were: *It helps the English language teacher to relate what he/she teaches with the objectives of education as a*

whole. It guides the English language teacher on what to teach and to what extent the learner should attain after the completion of a given level. It suggests appropriate approaches and methods of teaching and learning. It provides topics to be taught. It guides writers and publishers of educational materials to produce textbooks and teachers' guides. It helps foreigners to be interested in education system, to know what is taught in primary schools in the country. Extract 7.2 shows a sample of incorrect responses provided by one of the candidates.

7	Importance of English language in Using syllabus in teaching and learning of English language
	i) It help a student to know to speak english language
	english it help a student to know how to speak a english language
	ii) It help to built good relationship among the teachers and student, this it cause the pupils to know or to built a good relationship.
	iii) It help a student to perform in their activities, such as in the subject of English they used english language to answer the question
	iv) It help the student/pupils to know how english language used, for example it used in high court, in business, used in mass media.

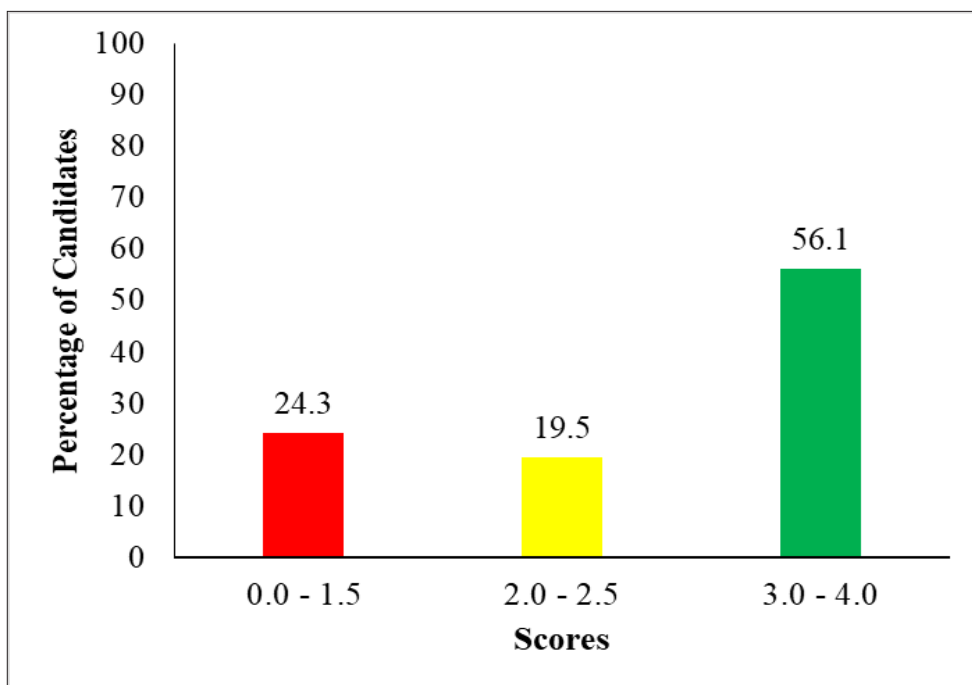
Extract 7.2: A sample of incorrect response to question 7

In Extract 7.2, the candidate explained the importance of English language subject instead of explaining the significance of using English language syllabus in teaching and learning of English language in primary schools. This shows that he/she did not understand the question, hence, he/she did not score any marks.

### 2.1.8 Question 8: Preparation for Teaching

In this question, the candidates were required to suggest four ways that could be used to preserve English language teaching aids. The question tested the candidates' knowledge of preserving teaching aids. A total of 5,078 (100%) candidates attempted to the question. The general performance on this question was good because 3,842 (75.6%) candidates scored from 2 to 4 marks. The candidates' performance on this question

is illustrated in Figure 8.



**Figure 8:** *Candidates Performance on Question 8*

The analysis shows that 2,850 (56.1%) candidates performed well in this question. Their scores ranged from 3 to 4 marks. Their good performance was attributed by their ability to explain the ways of preserving English language teaching aids for future use. This implies that they had adequate knowledge of preserving English Language teaching aids. They also demonstrated good command of English language. Extract 8.1 shows a sample of correct responses from one of the candidates.

<b>8</b>	i) Teaching aids can be preserved in special room
	ii) Teaching aids can be preserved in cupboard.
	iii) Teaching aids can be preserved in containers and through arranging well.
	iv) Teaching aid can be preserved in class room wall

**Extract 8.1:** A sample of correct response to question 8

Further analysis of the candidates' performance shows that 992 (19.5%) candidates performed averagely in this question. Their scores ranged from 2 to 2.5 marks. The average scores were attributed by their partial responses to the question. This shows that they had partial knowledge of ways of preserving English language teaching aids. For example, one candidate wrote: *To preserve teaching aids in the special room. To preserve teaching aids in the boxes. To keep the teaching aids away from water. To keep the teaching aids away from the dangerous animals and insects.* From these responses, the first two points were correct while the last two points were incorrect.

Conversely, the analysis shows that 1,236 (24.3%) candidates scored weakly in this question. Their scores ranged from 0 to 1.5 marks. This revealed several weaknesses in their responses. Some candidates wrote the importance of English language teaching aids instead of the ways to preserve English language teaching aids. This shows that they did not understand the question. Examples of such responses were *to provide clarity of the matter to learners, to make matter clear to students, rise students' understanding;* and *making teaching easily.* Another candidate explained the criteria for selecting English language teaching aids instead of ways of preserving them. He/she wrongly wrote *the topic being taught, the age of learners and background, the size and the appearance of the teaching aids and the teaching aids should not be harmful to learners and teacher.*

The correct answers for this question were: *English language teaching aids can be kept in a cupboard; in the classroom; in special made containers and in a special room or place.* Extract 8.2 is a sample of incorrect responses from one of the candidates.

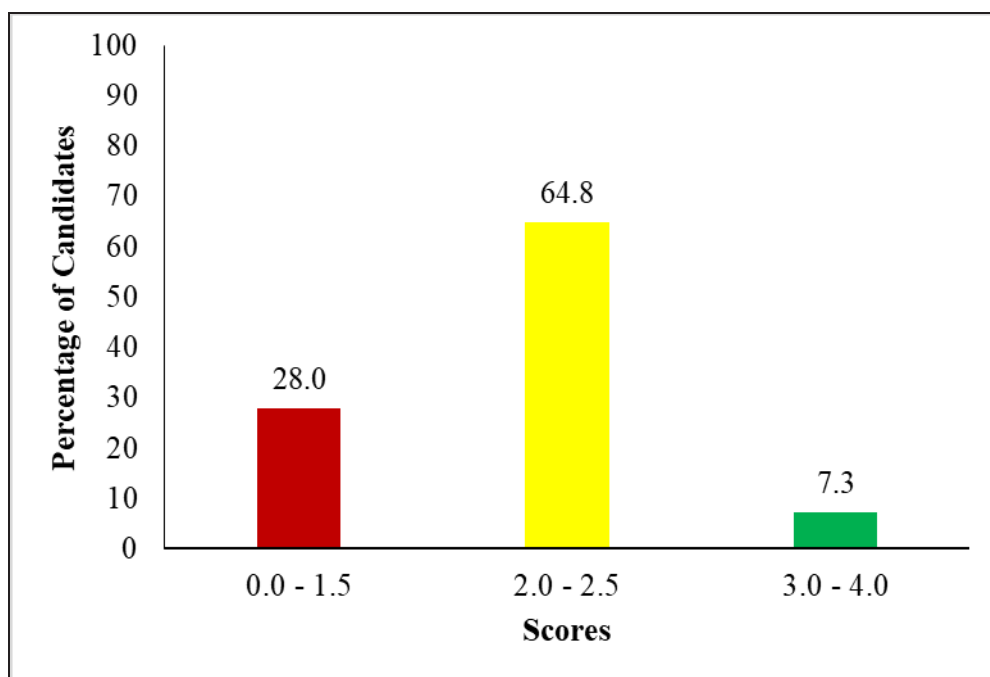
8	(i) Debate
	(ii) Project
	(iii) Question and Answer
	(iv) Use real object.

**Extract 8.2:** A sample of incorrect response to question 8

Extract 8.2 shows the responses from the candidate who wrote teaching techniques instead of ways of preserving English language teaching aids. This suggests that he/she lacked the knowledge of ways of preserving English language teaching aids.

### 2.1.9 Question 9: Preparation for Teaching

The candidates were required to differentiate the terms *Textbooks from Reference books* and *Evaluation from Remarks*. The question tested candidates' knowledge of the terms as used in teaching. The question was attempted by 5,078 (100%) candidates. The general performance on this question was good because 3,658 (72%) candidates scored from 2 to 4 marks as illustrated in Figure 9.



**Figure 9:** Candidates' Performance on Question 9

The analysis shows that 369 (7.3%) candidates performed well in this question. Their scores ranged from 3 to 4 marks. This indicates that they had sufficient knowledge of the differences between the terms given. They also understood the requirements of the question, and had good command of English language. Extract 9.1 shows a sample of correct response from one of the candidates.

9	
	(a) Textbook - is the document that gives more details about topic outlined in the syllabus. It give more content about topics outlined in the syllabus while
	Reference book are document that are used by a teacher and pupils to get more knowledge about topics in textbook and syllabus.
	(b) Evaluation: these are evidence and judgement that are given out by a teacher lesson during the lesson and assessment while
	Remark are comments given out by a teacher about lesson and how to improve the teaching and learning process.

**Extract 9.1:** A sample of correct response to question 9

Further analysis shows that 3,289 (64.8%) candidates performed averagely. Their scores ranged from 2 to 2.5 marks. These candidates were able to differentiate one of the two pairs given. For example, one candidate differentiated correctly the two terms in (a) and provided incorrect responses for the terms in (b). The candidate gave the following answers: (a) *Textbook is the book from the curriculum that is used by a teacher and students in learning but reference book is used by teacher and students to get extra knowledge is not in curriculum used.* (b) *Evaluation is the process of gathering data in order to give the information but remarks are the process of knowing on how learning continues through examination, test and exercise.* This suggests that the candidate had partial knowledge of the terms given.

Moreover, under this category, some of the candidates managed to differentiate the terms given in both pairs but their explanations were partial. For example, one candidate wrote: *text book as a book which contains all topics which are found in the syllabus while reference book is a book which cannot contain all topics found in the syllabus;* and *evaluation as the process of finding how specific content is being taught well while remarks is the conclusion which is provided after completing a certain matter or topic.*

Conversely, the analysis shows that 1,420 (28%) candidates scored weakly

in this question. Their scores ranged from 0 to 1.5 marks. Of these, 79 (1.6%) scored zero. These candidates lacked knowledge of the difference between the terms given. Those who scored from 0.5 to 1.5 marks demonstrated inadequate knowledge of the given terms. For example, one of the candidates wrote: a text book is *a book which keeps short notes about a thing while a reference book is the book which does not keep the short notes for the story about. Evaluation is the process of finding out knowledge while remarks is the process of taking or making notes.*

The correct answers for this question were: *Textbooks are the books used in a classroom setting to teach students about a particular course. They help a teacher to get systematic information on the content of various topics found in the subject syllabus. On the other hand, reference books are books which the teacher uses as a source of further information he or she needs on the topic he or she teaches. Evaluation refers to judgment that a teacher makes at the end of a topic or sub-topic on whether it was sufficiently and effectively taught or not. On the other side, remarks refer to comments the teacher makes at the end of each topic or sub-topic taught to show his or her future action plan after the evaluation stage.* Extract 9.2 shows a sample of incorrect responses from one of the candidates.

9	a) Text books: that is a short book which used to take a short notes.
	But.
	Reference book :- is a book which may be used by a teacher to refer the notes in order to get the knowledge which may use to teach the pupils.
	b) Evaluation: this is the step in assessment which may be followed to evaluate the knowledge of a person.
	But.
	Remark: Refers to the repeating of a different Exercise or other work to review and mark well again.

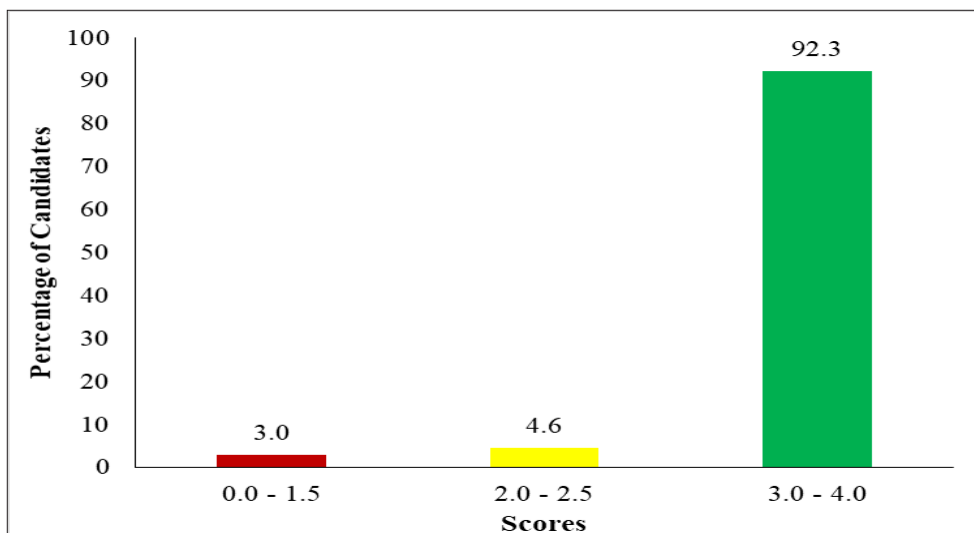
**Extract 9.2:** A sample of incorrect response to question 9

### 2.1.10 Question 10: Assessment

The candidates were required to briefly explain the importance of keeping pupils' records. The question tested the candidates' competences in record



keeping. The question was attempted by 5,078 (100%). The general performance on this question was good because 4,925 (97%) candidates scored from 2 to 4 marks. Figure 10 illustrates candidates' performance on this question.



**Figure 10:** *Candidates' Performance on Question 10*

The analysis shows that 4,689 (92.3%) candidates performed well in this question. Their scores ranged from 3 to 4 marks. The good performance on this question was attributed by candidates' sufficient knowledge of the importance of keeping pupils' records. Extract 10.1 shows a sample of correct responses from one of the candidates.

10	Importance of keeping pupils' records.
i/	Helps a teacher to know and measure his/her competence in teaching.
ii/	Helps a teacher to know the development of his/her students in teaching and learning progress.
iii/	Helps a teacher to know the students with problem during learning progress and know how to avoid them.
iv/	Helps to attain another ways of teaching by looking on the continuous assessment done by students.

**Extract 10.1:** A sample of correct response to question 10

Furthermore, the analysis shows that few candidates scored averagely in this question. Their scores ranged from 2 to 2.5 marks. They constitute 4.6 per cent of the candidates who attempted the question. The average performance was caused by partial responses on the question. This was attributed by the partial knowledge they had on the subject matter. For example, one of the candidates under this category explained partially as; *it makes pupils to study hard, it helps a teacher to conduct evaluation, it makes pupils to make decision and share ideas concerning reading; and it enables teachers to understand the lesson.*

However, the analysis also shows that few candidates had weak performance in this question. Their scores ranged from 0 to 1.5 marks. They constitute 3 per cent of the candidates who attempted the question. Of these, 49 (1%) scored zero. These candidates lacked knowledge of the importance of keeping pupils' records. Those who scored from 0.5 to 1.5 marks had inadequate knowledge of the importance of keeping pupils' records. Moreover, some of them failed to understand the requirements of the question. For example, one of the candidates mentioned teaching aids instead of explaining the importance of keeping pupils' records. He/she mentioned *the use of real objects, charts, cards, and manila papers*. Another candidate mentioned the teaching techniques like *the use of songs, role plays, tongue twister, chain drills and debates*. Yet, some wrote the teaching methods; *participatory and non-participatory methods*. Extract 10.2 is a sample of incorrect responses from one of the candidates.

10	
	ii) It improve good pronunciation of words, through records it make the pupils to have good pronunciation of words which are difficult for them to speak.
	iv) It help to Minimize Mother tongue / through it help to decrease reduce the effect of mother tongue to the pupils.
	vii) It help to develop english language, through making record to the pupils it encourage them to use english language
	viii) It reduce negative attitudes altitudes, through keeping pupils records it help to reduce negative attitude among the student.

**Extract 10.2:** A sample of incorrect responses to question 10

In Extract 10.2, the candidate explained irrelevant points contrary to the demands of the question.

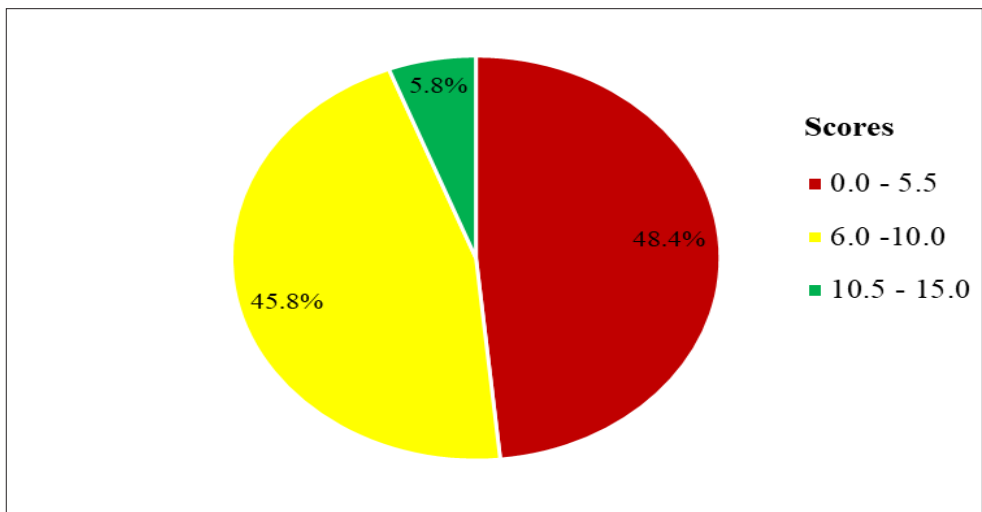
## 2.2 SECTION B: ESSAY QUESTIONS

This section comprised four (4) essay type questions and were compulsory. Each question carried 15 marks.

### 2.2.1 Question 11: Literary Analysis

In this question, the candidates were required to explain five features that differentiate poetry from other literary genres. The question tested candidates' competences in explaining features that differentiate poetry from other literary genres.

The question was attempted by 5,078 (100%) candidates. The general performance was average as 2,621 (51.6%) scored from 6 to 15 marks as illustrated in figure 11.



**Figure 11:** *Candidates' Performance on Question 11*

The analysis shows that 2,457 (48.4%) candidates had weak performance. Their scores ranged from 0 to 5.5 marks. Of these, 226 (4.5%) scored zero. These candidates lacked knowledge of the features that differentiate poetry from other literary genres. Those who scored from 0.5 to 5.5 marks had insufficient knowledge of the features that differentiate poetry from other literary genres. For example, one of the candidates wrongly explained as *it uses real features, it is written shortly, it contains heading and titles; and it does not use characters*. Also, some of them did not understand the

question. For example, one of the candidates explained the importance of literature instead of features that differentiate poetry from other literary genres. He/she wrote; *it educates the society, it entertains the society, it develops language; and it develops culture.* Another candidate explained the themes from the poems titled *Building the Nation* and *Song of Lawino and Ocol* as *betrayal, traditional beliefs, protest, polygamy, nepotism and classes.*

The correct answers for this question were: *Poetry arouses emotions, it uses words economically, it is richer in imagery than other genres of literature, it consists of musical features such as rhythm and rhyme; and it is written in verses or lines which are grouped to form stanza.* Extract 11.1 shows a sample of incorrect responses from one of the candidates.

11	<p>Literary: Is the work of art which express the human realities and poetry: Also is - is the work of art which have used to sing. the following are the unique feature that differentiate poetry from other literary - genres.</p> <p>Literary have a long story; the literary - genres have a long story like novel - novel having a long story while poetry - have a short story: due to the poetry - writers also this is the unique feature.</p> <p>Literary have many character characters while poetry have few characters. this is because literary like play - and novel have many characters novel like Unusured / crise have - many characters like <del>for</del> Makara, Ade Jonas, and other and poetry - have few characters.</p> <p>Literary use dialogue while poetry <del>is</del> does not use dialogue. Literary like a play use dialogue - in order to lead the people who - study to understand clear and - to enjoy when can study, story, and poetry can not use dialogue. can used with one people or a group - of people when to represent.</p>
----	--

11 Cont.	
	<p>Literary use narration while -  poetry we sing; when the writer -  can represent, literary can it use -  narration when a writer can -  represent in order the people -  can understanding clear and also -  lead the people who lead can enjoy -  and poetry using like songs when -  represented.</p>
	<p>Literary it <del>to</del> have a long time while  poetry have a short time; Due to -  the literary have a long time -  because it is long when writted -  is differ and poetry have a short -  time when writted.</p>
	<p>Literary and poetry have a -  of unique features which was seen.  so all literary and poetry it give a -  important in our life.</p>

**Extract 11.1:** A sample of incorrect response to question 11

In Extract 11.1, the candidates provided irrelevant answers which implies that he/she had no knowledge of the features that differentiate poetry from other literary genres.

Further analysis shows that 2,327 (45.8%) candidates had average scores in this question. Their scores ranged from 6 to 10 marks. These candidates identified 2 to 3 correct features that differentiate poetry from other literary genres but mixed with incorrect features hence they did not score full marks. For example, the candidates explained features such as: *it has stanza and verses, it is rhythmic, it does not show characters, it shows emotion, it does not show place and setting*. From this response, the points on *stanza and verses, rhythmic, and emotion* were correct while the points about *characters, place and setting* were incorrect.

Moreover, the analysis shows that 294 (5.8%) candidates had good performance. Their scores ranged from 10.5 to 15 marks. The candidates displayed sufficient knowledge of the subject matter hence, they correctly explained the features that differentiate poetry from other literary genres. Extract 11.2 shows a sample of correct response from one of the candidates.

Poetry, is the literary work which express feelings, ideas and emotion in a language that is effectively and imaginatively. Example of the poem is the poem of "Development". The following are the points which show the unique features that differentiate poetry from other literary genres.

Poetry is imaginative, where poetry can show the fictional story but tell and reflect the real life of the people in the society. This is where poetry gives the messages to the society by showing the fiction story, example in the poem of Development there is a issue of poverty.

Poetry are arranged in form of verses and stanzas, this is different with other genres for example novel which is arranged in form of paragraph, so poetry always arranged in verses which those verses make a stanza and the stanza can accumulate especially four verses.

Poetry is rhythmical, and can not resemble with any literary work like play or novel, so this poetry show the rhyme and rhythm in each of the verses which is very different with other genres and therefore, this is arranged in systematically and can be sing by a people.

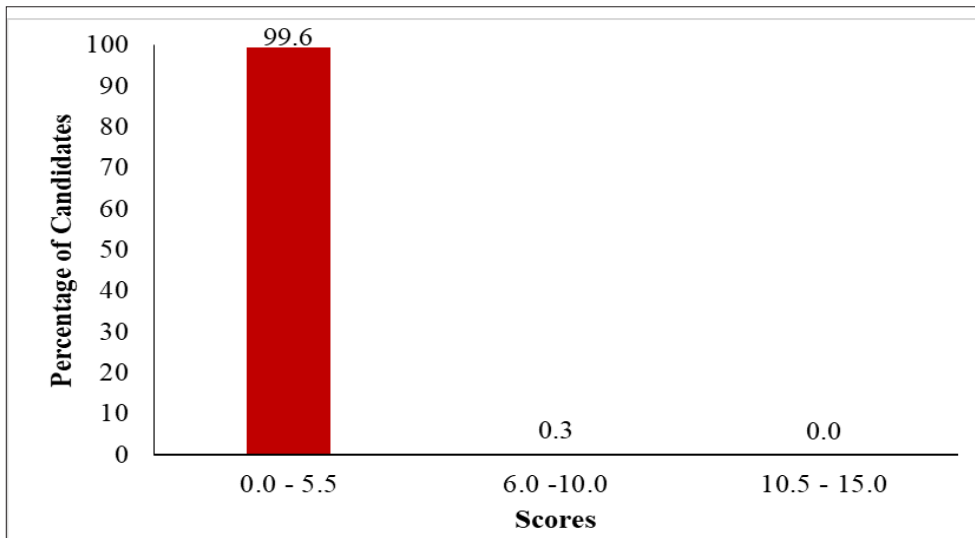
Poetry arouses emotion, due to the persona talking can influence feelings of the reader, therefore poetry can make

11 Cont.	those readers to fall in deep about what the persona in the poem talking about.
	Poetry is the rich of figures of speech, in any poem must have a figure of speech which stands to mean something, for example in a poem someone can found figure of speech like personification, example, "Lion plan to take over the world", also hyperbole, example she cries an ocean of tears
	Therefore, poetry can never resemble with other literary genres because of above unique features but all of them are written for the same purpose which is educating, entertaining but also criticising the society

**Extract 11.2:** A sample of correct response to question 11

### 2.2.2 Question 12: Teaching Pronunciation

In this question, the candidates were required to explain factors which determine stress placement in English language words. The question tested candidates' competences in stress placement in English language words. The question was attempted by 5,078 (100%) candidates. The general performance on this question was weak as only 18 (0.4%) candidates scored from 6 to 15 marks as shown in figure 12.



**Figure 12:** *Candidates' Performance on Question 12*

The analysis shows that 5,060 (99.6%) candidates scored low marks in this question. Their scores ranged from 0 to 5.5 marks. Of these, 2,603 (51.3%) scored zero. The major factor that contributed to weak performance on this question was lack of knowledge of stress placement in English language words. Those who scored 0.5 to 5.5 marks had insufficient knowledge of stress placement in English language words. Their responses were such as *the effects of mother tongue, incompetent teachers, lack of text materials; and lack of producing words*. Another candidate defined stress as *a situation where by one is having so many things in his or her head*. He/she went further describing factors that determine stress placement in English language words as *gaining bad information, diseases, nature of the environment and poverty*.

The correct answers for this question were: *Firstly, class of word whereby it is normally placed on content words such as nouns, verbs, adverbs and disyllabic preposition. Secondly, stress is normally assigned to strong forms that is syllables with diphthongs and monophthongs apart from Schwa sounds/ə/. Thirdly, to consider morphological structure or a word when assigning a stress to the word. Fourthly, presence of more than one type of stress that is primary and secondary stress whereby the primary stress is relatively stronger than the secondary one. Fifthly, there is a strong relationship between stress placement and changes of word class; and it*



shows an emphasis of a word. Extract 12.1 shows a sample of incorrect responses from one of the candidates.

12	
	<p>Stress placement: Refer to how a people speak a word in English language and the word either is wrong or he didn't know to pronounce the word. There are different factors that lead to stress placement in English language word. The following are some factors</p> <p>Failure to understand the word: It's one among the factors that need stress placement because if a person didn't understand the word and what the word need it can lead him to bring stress placement.</p> <p>Mother tongue: This is the first language that a child learn after he had been birth so when the children continue to grow with the mother tongue it can not be early for him to know English words very well so this lead to stress placement.</p> <p>Biological problem: this is the problem that the baby had born with it or face another problem which lead him/her to get the problem in speaking different word not in English only but also in another language.</p> <p>The word don't have impact to the person also if the word does not have impact to the person it can lead to stress placement because a person can't continue to listen about what was been produced but he/she continue to do his</p>

12 Cont.	own activity
	Time: also the time can lead to stress placement because some time the time can't be much for a person to listen and understand the word equal some time he/she can be listen the word and failure to understand concept of the word this lead to stress placement.
	More material: this happen when a person had more material in his brain and he/she want to increase another material it can lead to stress placemet to a person.
	There are different ways that a person can use in order to solve the problem of stress placement in English language words. like listen carefully, avoid much movement when someone is speaking and other different activity.

**Extract 12.1:** A sample of incorrect response to question 12

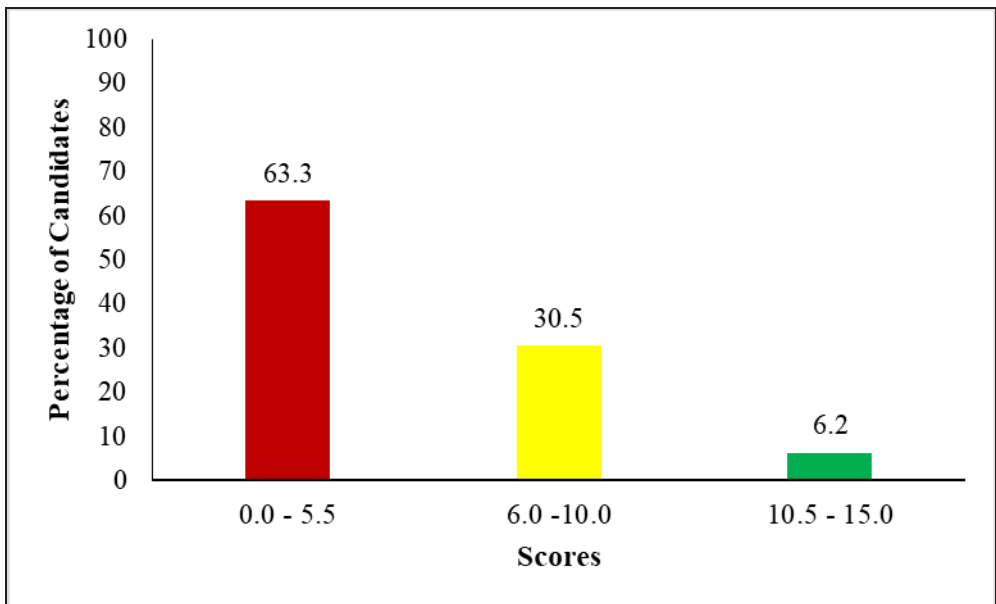
In extract 12.1, a candidate explained wrong factors that determine stress placement in English language. He/she had no knowledge of stress placement in English language words.

Further analysis shows that 18 (0.3%) candidates had average performance on this question. Their scores ranged from 6 to 10 marks. These candidates had partial knowledge of stress placement in English language. Some points provided were correct and others were incorrect.

### 2.2.3 Question 13: Developing English Language Skills

The candidates were required to explain six activities they would use to develop reading skills to primary school pupils. The question aimed at testing the candidates' competences in developing reading skills to pupils.

All 5,078 (100%) candidates attempted the question. The general performance on this question was weak because 1,866 (36.7%) candidates scored from 6 to 15 marks. Figure 13 illustrates the performance of candidates on this question.



**Figure 13:** *Candidates' Performance on Question 12*

The analysis shows that 3,212 (63.3%) candidates had weak performance on this question. Their scores ranged from 0 to 5.5 marks. Of these, 39 (0.8%) scored zero. These candidates lacked knowledge of the activities that an English language teacher could use to develop reading skills to pupils. Those who scored 0.5 to 5.5 marks had inadequate knowledge of the activities that an English language teacher could use to develop reading skills to pupils. For example, one of the candidates wrote; *selecting appropriate teaching aids, motivating them, teaching from simple to complex, using audio-visual aids, using participatory methods; and rewarding them*. This candidate lacked knowledge of the activities that the English language teacher could use to develop reading skills, hence, he/she provided wrong answers. Other candidates did not understand the question. For example, one of the candidates explained the lesson development stages; *Introduction, New knowledge, Reinforcement, Reflection and Evaluation* instead of explaining the activities for developing reading skills to pupils.

The correct answers for this question were: *Timed reading, intensive reading, reading for specific information (scanning), reading aloud,*

extensive reading and rapid reading (skimming). Extract 13.1 shows a sample of incorrect responses from one of the candidates.

13	
	<p>Skills ; is the knowlger that help a teacher to pronouced or to reading they use a skill to develop of english language for the learnes so skills help a pupils to know the meaning of word because there are use a skills . But also some pupils fail to read a simple text because they lack reading skills .</p> <p>The following the activities that use to develop such skills for the pupils .</p> <p>Debate ; this is one of the activities that a teacher find for the pupils to get the knowlger skills to develop of English language so must be use a debate to help the pupils</p> <p>Dialogier ; this is another activitier that use to develop a skills for the pupils use a dialogier to engage from another pupils to use a confidence and develop the English language when <del>ouse</del> dialogies</p> <p>Interview ; this is another activitier that use to develop a skills a teacher to interview a student help a student to be confidence when a speak english language so help to development of English language by using the activities of interview for the pupils .</p> <p>Discations ; this is another activitier that use to develop a skills for the pupils through the discation helps a student to be bise for the studing so discation help to develop of english language .</p>

13 Cont.	<p>Song ; this is another the activities that use to develop such skills for the pupils during for the song help a student to speak the English due to the song especially song of English help a teacher and student to develop such skills.</p> <p>Speech ; this is another the activities that help to develop the English language on the skills so on this speech help a pupils to use a develop on a skills when a use.</p> <p>Therefall ; those points above there are activities that use to develop such skills for pupils.</p>
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**Extract 13.1:** A sample of incorrect response to question 13

In Extract 13.1, the candidate explained the *teaching techniques* as the activities to be used to develop reading skills to pupils instead of explaining the activities that the teacher could use to develop reading skills to pupils. This implies that he/she did not understand the question.

Further analysis shows that 1,552 (30.5%) candidates scored averagely in this question. Their scores ranged from 6 to 10 marks. Their average scores were attributed by partial knowledge they had on the activities they could use to develop reading skills to pupils. This is because some of the points provided were correct and others were incorrect. For example, one of the candidates provided the following answers: *the use of class reader and class library, presentation, conversation, intensive reading, rapid reading for general information and quick reading for specific information*. From these points, *intensive reading, rapid reading for general information and quick reading for specific information* were correct points but *the use of class reader in the library, presentation, and conversation* were incorrect points.

On the contrary, the analysis shows that 314 (6.2%) candidates performed well in this question. Their scores ranged from 10.5 to 15 marks. They had

sufficient knowledge of the activities they could use to develop reading skills to pupils. Extract 13.2 shows a sample of correct response provided by one of the candidates.

13	<p>Reading skills; refer to the skill or an activity that involve vocalization and pronunciation of the words in the sentence or texts. In order to develop reading skills to the pupils, the following activity may be used to develop such skill.</p> <p>Timed reading; a teacher may use this activity by giving the pupils a text or a passage to read it in a given time example to read the story using five or ten minutes to complete reading that story or passage.</p> <p>Reading for a specific information; also a teacher can use this activity by allowing his or her pupils to read journals or the books in order to get the specific information about something written in the journal or in the book.</p> <p>Reading a loud; in order to develop the reading skills also a teacher can also use this activity by providing his or her pupils to read the passage or text by producing sound or vocalization so as can hear the sound stress and intonation of the word.</p> <p>Intensive reading; also this activity may used by a teacher in order to develop reading skills by providing his or her pupils to read the text book or relevance books or the given passage in order to get the intended meaning.</p> <p>Rapid reading; also this activity can be used to develop reading skills by giving pupils any written word to read rapidly so</p>
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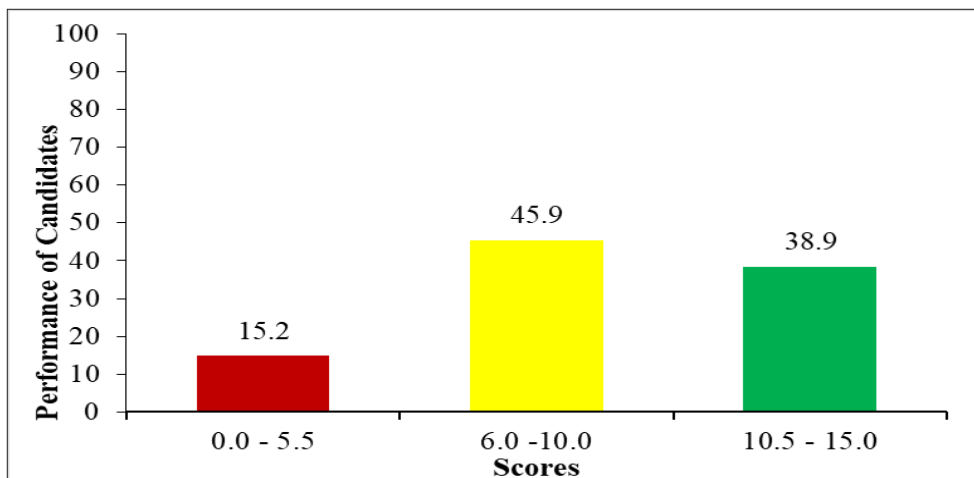


13 Cont.	<p>that to develop the skills of reading words in the books, paragraph, passage, text or anywhere. Silent reading; a teacher can also allow his or her pupils to read without <del>to</del> give out the sound or without involve vocalization in order to make them confident in reading words.</p> <p>generally; through the above activities the pupils can <del>p</del> be excellent in the case of reading a simple text that given by a teacher and may use the language effectively in case of reading skills.</p>
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**Extract 13.2:** A sample of correct response to question 13

### 2.2.4 Question 14: Teaching Vocabulary

In this question, the candidates were required to analyse six techniques that can be used to teach pupils a word. The question tested the candidates' knowledge of the techniques for teaching vocabulary. The question was attempted by 5,078(100%) candidates. The general performance of candidates in this question was good as 4,239 (83.5%) candidates scored from 6 to 15 marks as Figure 14 illustrates.



**Figure 14:** Candidates' Performance on Question 14

The analysis shows that 1,975 (38.9%) candidates had good performance on this question. Their scores ranged from 6 to 15 marks. These candidates had sufficient knowledge of the appropriate techniques for teaching a word. They demonstrated adequate understanding of the question as they analysed techniques for teaching a word. However, their answers had few grammatical errors. Extract 14.1 shows a sample of the correct responses from one of the candidates.

14	
	Vocabulary is any word that can be explained in any language. It can be explained its meaning, how to write it, how to pronounce and its uses. There are several ways to teach pupils about several things to words or vocabulary.
	So, the following are the techniques you could use to teach them those requirements or to teach them a word or vocabulary:-
	By using real object; a pupil can know a word or a vocabulary through real object. For example, a cup as real object a pupil can know its uses, meaning and how it is pronounced as well as spelled. So real object can be the technique of teach a word.
	By using songs; also a teacher can use a song in introducing the meaning of word or the uses. For example a song of "twinkle, twinkle" it shows a meaning and explains that it shine its found in the star. Song can be use to as a teach technique so can be used to teach a word or vocabulary.
	Through explanation; also a teacher can teach his or her pupil by explaining, that is meaning explaining its uses and the word is pronounced or spelled. Also this is the technique can be use to teach a vocabulary.
	Through translations; also can be translated from one language to other language so as to get the meaning and even its uses, and how it can be pronounced. Among the techniques used to teach a word or vocabulary even this is among.



14 Cont.	
	By using dictionary; this book contain
	alot of words with their meaning spelling and
	they are pronounced, so if a teacher could
	use dictionary during teaching. It can be as a
	technique of teaching a word or a vocabulary.
	By using pictures; Also pictures of object
	or animals can aid to know word and its
	meaning and how it is used. So even this
	it is the techniques could be used to teach
	Vocabulary or a word.
	Generally; a word or vocabulary if
	is very important to know its meaning,
	pronunciation spelling and uses because it
	is helpful in communication.

**Extract 14.1:** A sample of correct response to question 14

Further analysis shows that 2,264 (44.6%) candidates scored averagely in this question. Their scores ranged from 6 to 10 marks. Their average scores were caused by the partial responses they provided. This implies that they had partial knowledge of techniques to be used in teaching vocabulary. For example, one of the candidates wrote: *group discussion, questions and answers, songs, demonstration and explanation*. The points on *group discussion, questions and answers and demonstration* were incorrect while the points on *songs and explanations* were correct. Another candidate wrote: *using songs, story, dictation, using real objects, questions, reading different books*. The points on *songs, story and real objects* were correct but the points on *dictation, questions and reading different books* were incorrect.

On the contrary, candidates with weak performance failed to explain the six techniques of teaching a word to pupils. Their scores ranged from 0 to 5.5 marks and they constitute 16.5 per cent of the candidates. Among these, 66 (1.3%) scored zero. These candidates lacked knowledge of the techniques

for teaching words to pupils. Those who scored from 0.5 to 5.5 marks had inadequate knowledge of these techniques. For example, one candidate gave wrong answers as; *correction of errors, record keeping and the use of minimal pairs*. From these answers, it is evidenced that the candidate lacked knowledge of the techniques for teaching words to pupils. Additionally, other candidates did not understand the question. For example, one of the candidates explained the uses of a dictionary instead of the techniques for teaching words to pupils. He/she wrote: *to give the meaning of the word, to give the origin of the word and to give the spelling of the word*. Yet, other candidates skipped the question as they left it unanswered. The correct answers for this question were: *the use of demonstration, actions and gestures, contextualisation, using songs, dramatization, using real objects, explanations and using translation*. Extract 14.2 shows incorrect responses from one of the candidates.

14	<p>Techniques: Is the way teachers using different thing in the process of teaching and learning. The following are the techniques you could use to teach them meaning of the word in context Such as:</p> <p>praise students to correct answer if a teacher praise student every time to correct answer help them to know the real meaningful of words</p> <p>Correct error quickly also when a teacher correct error help student to understand where is correct or not correct because use of correcting error</p>
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Teach English through English. also when the teacher teach must teach English through English this is because to avoid the mixing of language to the students record different meaning of the word also teacher must record different meaning of the word in order to correct students when teaching and learning.

Isolation of words also teachers initiating the isolation of the words in order to make student knowing the real meaningful in context.

The use of minimal pairs also teacher should use this techniques in order student to develop in knowing meaning of words and correcting spelling.

lastly a teacher should use different techniques in order to improve objectives in the subject.

**Extract 14.2:** A sample of incorrect response to question 14

In Extract 14.2, the candidate provided irrelevant answers which means he/she lacked knowledge of the techniques for teaching words to pupils.

### 3.0 ANALYSIS ON CANDIDATES' PERFORMANCE ON EACH TOPIC

The analysis on the candidates' performance on each topic shows that, the performance on the English language subject was good in five (05) out of twelve (12) tested topics. The highest performance was attained on *Assessment* (97%) followed by *Analysing the Primary School English Language Syllabus* (91%), *Teaching Vocabulary* (83.5%), *Preparation for Teaching* (73.9%) and *Expressing Time of Action* (71.6%). In contrast, the performance of candidates was average on the topic of *Reading Literary Works* (51.6%). Moreover, their performance on the topics of *Developing*

*English Language Skills* (36.7%), *Expressing Past Events* (31.4%), *Teaching Pronunciation* (17.7%), *Expressing Likelihood and Certainty* (12.4%), *Reported Events* (12.2%) and *Expressing Possession* (3.4%) was weak. The general performance of the candidates per topic is illustrated in the appendix provided at the end of this report.

#### **4.0 CONCLUSION**

The overall performance of the candidates in 2023 was 96.54 per cent while the performance in 2022 was 97.47 per cent. The performance fell by 0.93 per cent when compared to the last year's performance.

#### **5.0 RECOMMENDATIONS**

To improve the candidates' performance on the English Language subject, the following are recommended:

- (a) Tutors should use various strategies in order to make student-teachers practice on the topics which seem to be challenging to student-teachers, namely *Teaching Pronunciation*, *Expressing Past Events*, *Reported Events*, *Expressing Likelihood and Certainty*, *Developing English Language Skills* and *Expressing Possession*. These strategies can be written or oral exercises, quizzes and tests.
- (b) Student-teachers should be provided with sufficient assignments, exercises, quizzes and tests so as to equip them with skills in understanding the demands of the question, organizing their answers, and writing essays.
- (c) Student-teachers should also be encouraged to read widely in order to grasp sufficient knowledge especially on the topics of *Teaching Pronunciation*, *Expressing Past Events*, *Reported Events*, *Expressing Likelihood and Certainty*, *Developing English Language Skills* and *Expressing Possession*. This can be done through group discussions and searching books in the library or internet sources.
- (d) Tutors should have enough knowledge on using participatory methods such as group discussions, debates, questions and answers, dialogue and presentations during teaching and learning process.

## Appendix

### SUMMARY OF THE CANDIDATES' PERFORMANCE PER TOPIC IN ENGLISH LANGUAGE

SN	Topic	Performance in Each Question		%Average Performance Per Topic	Remarks
		Question Number	% Performance		
1.	Assessment	10	97	97	Good
2.	Analysing the Primary School English Language Syllabus	7	91	91	Good
3.	Teaching Vocabulary	14	83.5	83.5	Good
4.	Preparation for Teaching	8	75.7	73.9	Good
		9	72		
5.	Expressing Time of Action	4	71.6	71.6	Good
6.	Reading Literary Works	11	51.6	51.6	Average
7.	Developing English Language Skills	13	36.7	36.7	Weak
8.	Expressing Past Events	5	31.4	31.4	Weak
9.	Teaching Pronunciation	1	35.1	17.7	Weak
		12	0.3		
10.	Expressing Likelihood and Certainty	6	12.4	12.4	Weak
11.	Reported Events	2	12.2	12.2	Weak
12.	Expressing Possession	3	3.3	3.4	Weak

the  $\mathbb{R}^n$  is a linear combination of the  $\mathbb{R}^n$  basis vectors.

Let  $\mathbf{v}_1, \mathbf{v}_2, \dots, \mathbf{v}_n$  be the  $\mathbb{R}^n$  basis vectors. Then any vector  $\mathbf{v}$  in  $\mathbb{R}^n$  can be written as

$$\mathbf{v} = c_1 \mathbf{v}_1 + c_2 \mathbf{v}_2 + \dots + c_n \mathbf{v}_n$$

where  $c_1, c_2, \dots, c_n$  are scalars. This is the standard representation of a vector in  $\mathbb{R}^n$ .

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