THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2023

ENGLISH LANGUAGE

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FOREWORD

This report presents the Candidates' Item Response Analysis (CIRA) on the Diploma in Secondary Education Examination (DSEE) in English Language which was conducted in May 2023. The report aims at giving feedback to all education stakeholders on the contributory factors to the candidates' performance in English Language. The report will provide constructive information that will be used for various purposes especially on teaching and learning in Teachers' Colleges in Tanzania.

Moreover, the report aims at highlighting the possible reasons behind the candidates' performance in the English Language subject examination. It points out the factors that made some candidates score either low, average, or high marks. The factors that caused them to get low marks include partial knowledge of the topics assessed, failure to understand the requirements of the questions and weak command of English Language. On the other hand, candidates who scored high marks exhibited a good command of the English language, had adequate knowledge of the topics assessed and their responses were clearly explained.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for the education stakeholders to take proper measures aimed at improving the teaching and learning of the English Language subject. Ultimately, the students will acquire knowledge, skills and competences as stipulated in the syllabus for better performance in future examinations administered by the Council.

Finally, the Council appreciates the contribution of all who participated in writing this report.

Dr. Said A. Mohamed
EXECUTIVESECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the English Language subject for the Diploma in Secondary Education Examination (DSEE) in May 2023. The examination was set in accordance with the English Language syllabus of 2009 and the examination format of 2022.

The examination had two sections namely, A and B. Section A had ten (10) questions. Each question carried four (4) marks, hence a total of forty (40) marks. Sections B had four (4) questions, each carrying fifteen (15) marks, making a total of sixty (60) marks. All the questions from each section were compulsory.

The analysis of the candidates' performance on each item considers the percentage of candidates who attempted the question and the percentage of those who scored various marks based on their responses. Additionally, the report presents performance distribution illustrated in figures and samples of extracts of the candidates' responses.

The report uses three categories of performance to analyse the candidates' performance for each topic. The performance classification is as follows: Based on the percentage of scores, good performance ranges from 70 to 100 per cent and it is represented in green colour. Moreover, average performance represented in yellow colour ranges from 40 to 69 per cent. Lastly, weak performance, which is in red colour, ranges from 0 to 39 per cent. The candidates' performance for each topic is summarised in the appendix. Finally, the report presents the conclusion and recommendations based on the analysis of the candidates' performance.

A total of 167 candidates sat for the English Language subject examination for DSEE in May 2023. The statistical data show that 157 candidates (95.73%) passed with different grades. Table 1 presents their different grades in comparison with 2022 DSEE:

Table 1: Comparison of the Candidates' Pass Grades in DSEE 2022 and 2023 for the English Language Examination.

Year	Number of Candidates sat	Percentage of Candidates passed	Grades				
			A	B	C	D	F
2022	292	98.2	0	7	121	158	5
2023	167	95.7	0	4	66	87	7

Table 1 shows that the performance of the candidates in English Language subject decreased in 2023 by 2.5 per cent when compared with 2022.

2.0 ANALYSIS ON THE CANDIDATES' PERFOMANCE ON EACH QUESTION

2.1 SECTION A: Short Answer Questions

The section had ten (10) compulsory short answer questions. The candidates were required to answer all the questions. Each question carried four (4) marks, hence a total of forty (40) marks. This part of report presents topics and their respective question (s) that were sat.

2.1.1 Question 1: Literary Analysis

In this question, the candidates were required to identify four distinctive features of drama from other genres of literature. The question was: *"Drama is a distinctive genre of literature." Support this statement by giving four point*s. This question was attempted by all 167 (100%) candidates. The overall performance of the candidates on this question was average because 56.9 per cent scored from 2 to 4 marks. Figure 1 presents candidates' performance on Question 1.

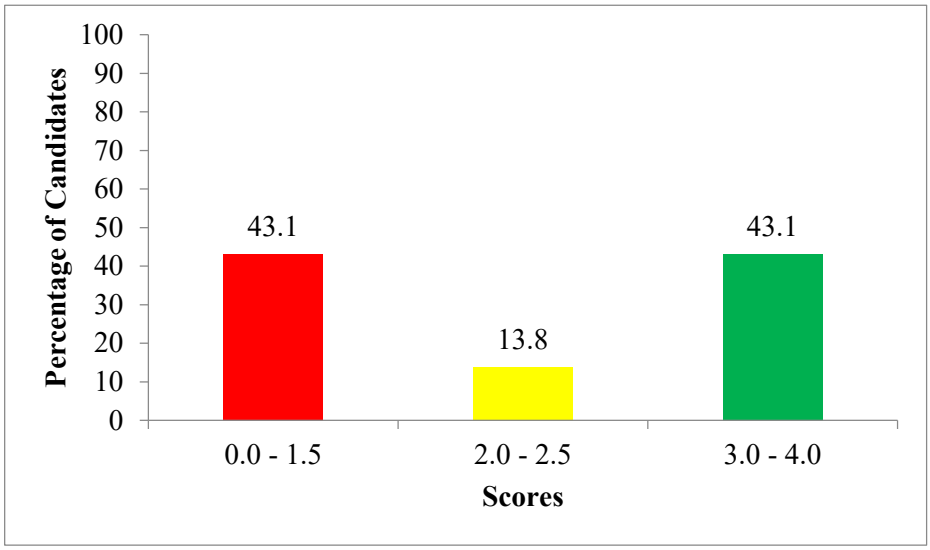


Figure 1: *Candidates' Performance on Question 1*

The analysis of the candidates' performance on this question shows that 43.1 per cent of the candidates had weak performance as they scored from 0 to 1.5 marks. They provided irrelevant distinctive features of drama. For example, some candidates explained the importance of drama contrary to the requirements of the question as follows: *To educate, criticise, entertain people and increase the knowledge and skills among people in the society.* These points were on the importance of literature and not distinctive features of drama. The correct points were: (*a) Act and scene. These are sub divisions in a play. The plot of the play is arranged into acts and scenes. An act is further subdivided into subsection called scene, a scene take place in one setting, (b) Dialogue; This is the conversation between characters. Dialogue appears after the names of characters, (c) Stage directions; These are explanations that describe the setting as well as directing how characters should speak, move, act or look while on the stage and (d) Cast of characters. This is the list of characters found at the beginning of the book which describes who is in the play. It shows how the characters are related to one another.* Extract 1.1 shows example of incorrect responses to Question 1.

1 c) It used to Intertain people in the society.
- Drama have the function to ~~educa~~ Intertain people in the society by watching different commed.

ii) It helps to educate people in the society.
- Also drama is a distinctive genre of literature because It used to educate people in the society.

iii) It increase knowledge and skills among the people in the society. Also Drama as a genre of literature It used to increase knowledge and skills among the mem ber of the society.

iv) It helps to criticese people in the society
- Also drama have another function to criticese people in the society by looking different Movie and action.

Extract 1.1: A sample of incorrect response to question 1

In Extract 1.1, the candidate wrote the importance of Drama instead of distinctive features of Drama, contrary to the requirement of the question.

Moreover, analysis shows that 13.8 per cent of the candidates had average performance. This implies that they had partial knowledge of drama as a distinctive genre of literature. They had few correct answers but failed the rest. For example, one candidate provided the partial responses as follows: *drama uses real characters, drama performed on stage by characters, drama involves non-verbal in communication, and participants in drama, actors and audience are close in one.*

On the contrary, 43.1 per cent of the candidates had good performance as they scored from 3 to 4 marks. The candidates' responses demonstrate that they had sufficient knowledge of the distinctive features of drama. They identified the distinctive features of drama from other genres as: *acts and scene, dialogue, stage directions* and *cast of characters.* Extract 1.2 shows a sample of the candidate's correct responses to Question 1.

1	(i) It is presented in a dialogue form.
	(ii) It is presented in form of acts/scenes.
	(iii) It is short composition compared to novels.
	(iv) It has few characters compared to novels.

Extract 1.2: A sample of correct response to question 1

In Extract 1.2, the candidate was able to support the assertion that drama has distinctive features from other genres of literature by providing four correct features.

2.1.2 Question 2: Teaching Aural / Oral skills

The candidates were required to identify four sub skills to be effective listeners. The question aimed at testing candidates' knowledge of listening sub skills. The question was: *Students must grasp certain sub skills to be effective listeners. Identify four sub skills.* A total of 167 candidates (100%) attempted this question. The overall performance on this question was average because 53.9% per cent of the candidates scored from 2 to 4 marks. The candidates' overall performance on this question is illustrated in Figure 2.

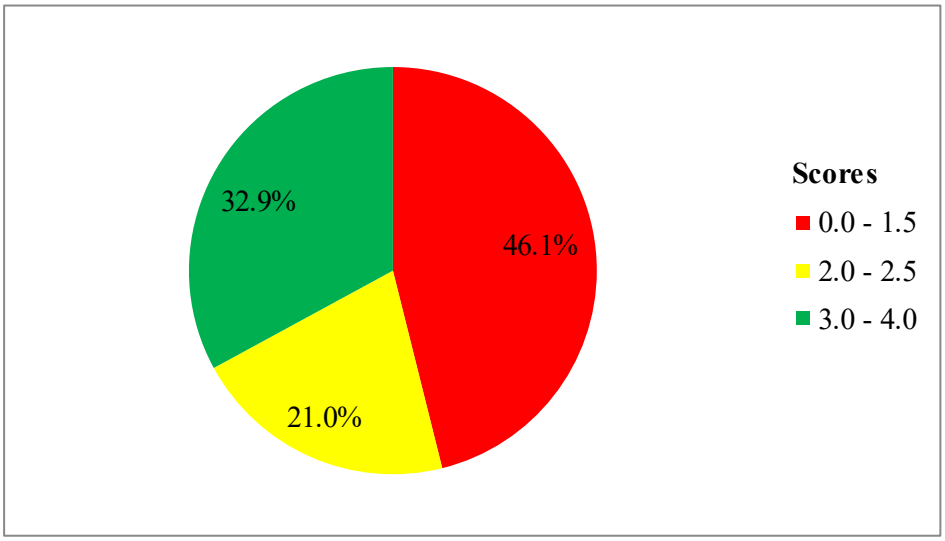
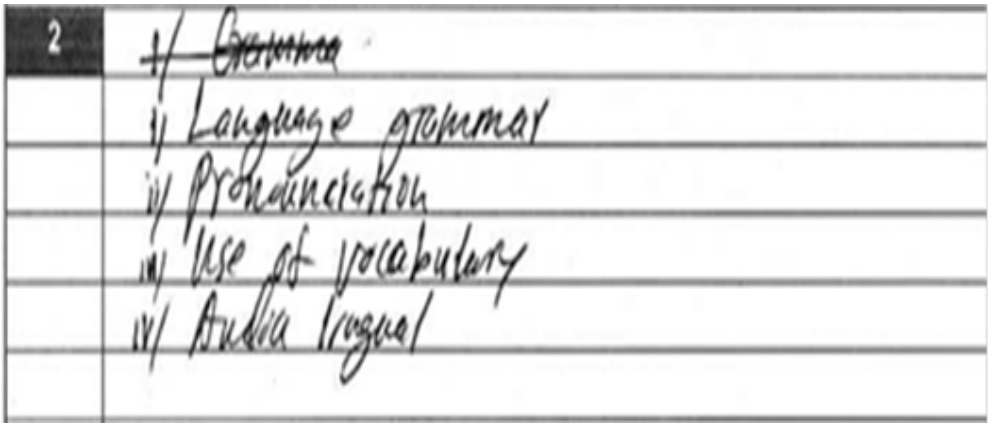


Figure 2: *Candidates' Performance on Question 2*

The analysis of the candidates' performance on this question shows that 46.1 per cent of the candidates had weak performance as they scored from 0 to 1.5 marks. These candidates lacked knowledge or they had limited knowledge of describing sub skills to be effective listeners. Hence they performed weakly. For example, one of the candidates listed the following as sub skills to effective listeners*: audio segment, video segment interview and group interpersonal*. Another candidate provided the following responses: *Language grammar, pronunciation, use of vocabulary, audio lingual*. These candidates' responses did not match with the need of the question. The correct responses for this question were: *recognising the speech markers for information. For example, to start with……, the second point is……., although…, etc ,recognise the actual vocabulary used.,recognise sentence and clause boundary in speech rhythm., recognise changes in pitch, tone and speed of delivery, Recognising intonation (the fall and rise of the voice), recognising changes in pitch, tone and speech rhythm, recognise stress on longer words, and the effect on the rest of the word, recognising contracted form, predicting information that will follow and getting meaning from the context*. Extract 2.1 shows a sample of incorrect responses to Question 2.

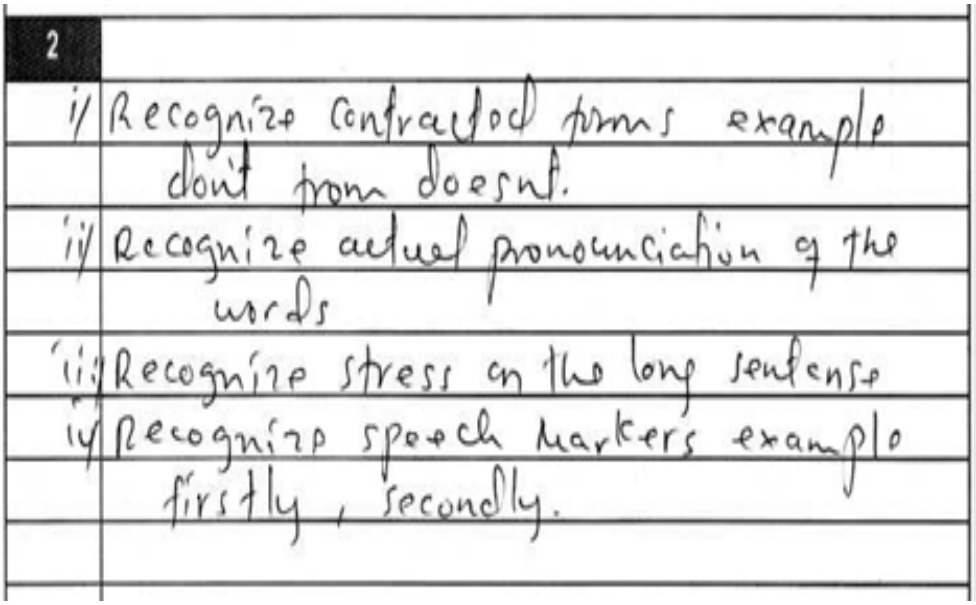

2 i/ ~~Grammar~~
ii/ Language grammar
iii/ Pronunciation
iv/ Use of vocabulary
v/ Audio lingual

Extract 2.1: A sample of incorrect response to question 2

In Extract 2.1, the candidate wrote irrelevant responses instead of sub skills of listening.

Moreover, the analysis shows that 21 per cent of the candidates had average scores on this question. These candidates scored from 2 to 2.5 marks. The candidates got only some of the skills right. These candidates demonstrated partial knowledge of listening sub skills. For example, one of the candidate's responses were: (*a) listen for introduction, main body and conclusion (b) listen for repetitions* (*c) listen actively and (d) listen for stress and intonation*. From these responses only two points; (c) and (d) were correct.

However, further analysis of the candidates' performance on this question shows that 32.9 per cent of the candidates had good performance as they scored from 3 to 4 marks. The candidates demonstrated that they had knowledge of the sub skills to be effective listeners. Extract 2.1 presents a sample of correct responses from one of the candidates.



2

i/ Recognize contracted forms example don't from doesnt.

ii/ Recognize actual pronounciation of the words

iii/ Recognize stress on the long sentense

iv/ Recognize speech markers example firstly, secondly.

Extract 2.2: A sample of correct response to question 2

In Extract 2.2, the candidate correctly identified sub skills to be an effective listener. This shows that the candidate had sufficient knowledge of listening sub skills.

2.1.3 Question 3: Literary Analysis

The candidates were required to briefly explain the meaning of the given terms and construct one sentence for each to express the intended meaning. The question aimed at testing candidates' knowledge of using literary terms. The question was: *Briefly explain the meaning of each of the following terms and construct one sentence for each to express the intended meaning: (a) Euphemism (b) Simile (c) Metaphor* and *(d) Hyperbole.* A total of 167 (100%) candidates attempted the question. The overall performance on this question was good as 82 per cent of the candidates scored from 2 to 4 marks. Figure 3 illustrates candidates' performance on Question 3.

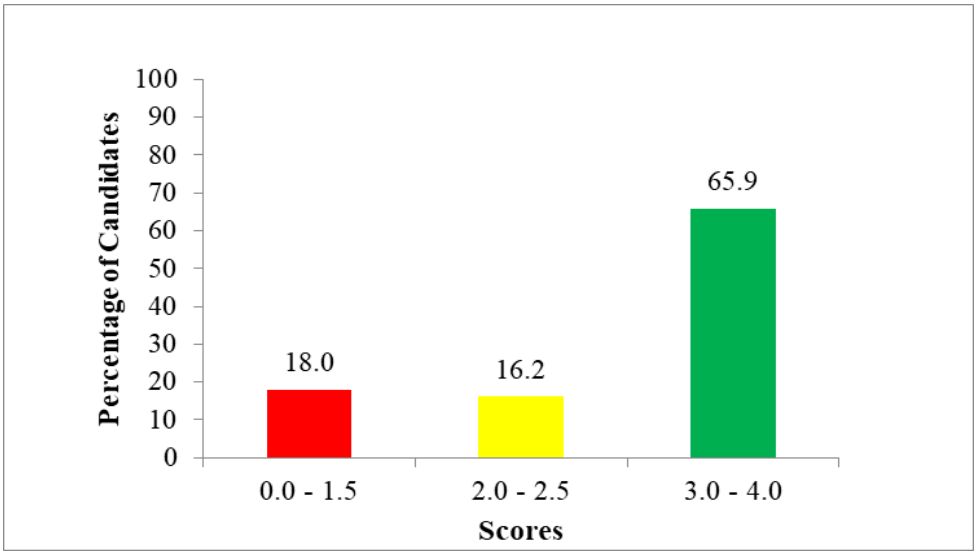


Figure 3: *Candidates' Performance on Question 3*

The analysis of candidates' performance on this question indicates that 65.9 per cent of the candidates had good performance as they scored from 3 to 4 marks. These candidates demonstrated good mastery of the knowledge of figurative language. For example, one of the candidates explained the meaning of figures of speech and constructed a correct sentence for each as follows: *(a) Euphemism: Is using a word figuratively to hide or soften an unpleasant word or taboo (b) Simile: A figure of speech used to compare two dissimilar things using a conjunction like or as ...as (c) Metaphor: Is a figure of speech which compare two dissimilar things as one thing, e.g. Kimaro is a chameleon (d) Hyperbole: Is a figure of speech which make things look bigger than they are, e.g. thousands of people attended the wedding*. This candidate also demonstrated good command of the English language. Extract 3.1 shows a sample of the responses from one of the candidates who correctly responded to Question 3.

E

3	a) Euphimism - is a figure of speech which is used to reduce harshness of the word, so it can sound politely. For example: Kick the bucket instead of dead.
	b) Simile. Refers to the comparison of two things by using conjuctions such as, like, as ... as. For example: He is angry like a lion, She is beautiful as an angle.
	c) Metaphor - is the direct comparison of two unlike things without using conjuctions such as like, as, . For example. John is a lion, Sara is an angel.
	d) Hyperbole - This is the figure of speech used to exaggerate information for artistic effects. For example: His wedding was attended by the whole city, He kissed his wife thousands times.

Extract 3.1: A sample of correct response to question 3

Extract 3.1 shows responses from one of the candidates who correctly explained the meaning of each of the literary terms given and constructed one correct sentence for each term.

Moreover, 16.2 per cent of the candidates had average performance as they scored from 2 to 2.5 marks. These candidates had partial knowledge of the figurative terms given hence, they answered the question partially. Example of partial responses are shown in extract 3.2.

3 a) Euphemism. Is the figure of speech that reduce the exactly meaning of the words for example My Mother have a baby.

b) Simile. Is the figure of speech that Compare two things without using a Conjuctions. For example:- John is a Lion.

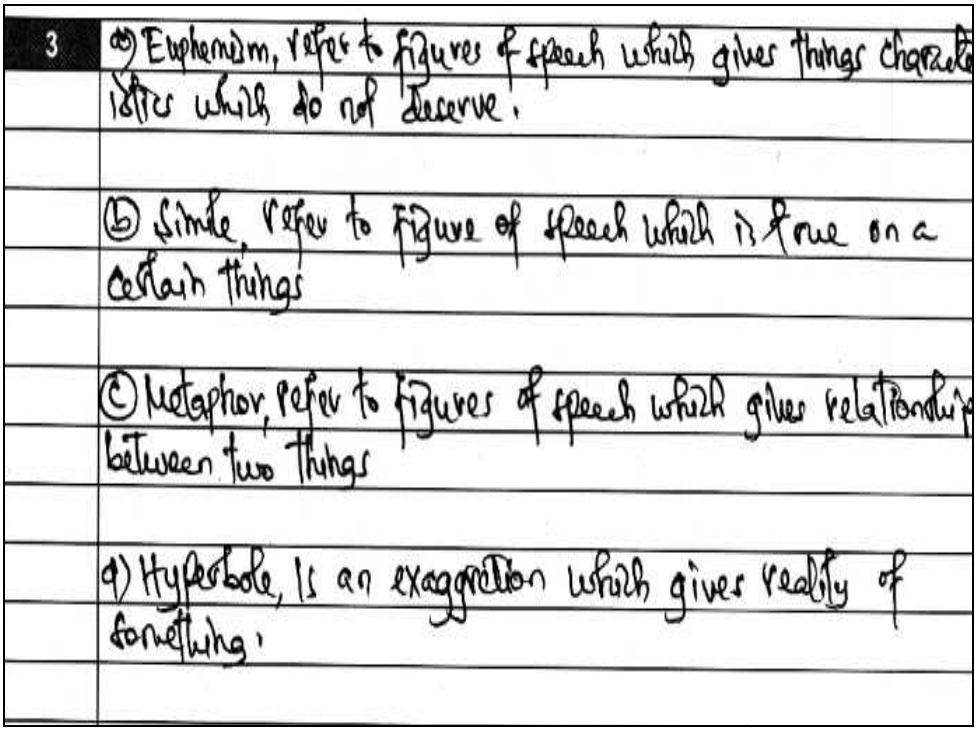
b) Metaphor Is the figure of speech that Compare two things by using a Conjuction for example Juma is like a lion.

c) Hyperbole - Is a figure of speech that exaggerate the meaning of the word. For example there are millions of people who attending in my wedding part.

Extract 3.2: A sample of partial response to question 3

Extract 3.2 shows average responses to Question 3. The correct points were (a) and (c). This candidate had partial knowledge of the figurative terms.

Further analysis shows that 30 (18%) candidates had weak performance as they scored from 0 to 1.5 marks. These candidates lacked knowledge of figures of speech, hence failed to explain the terms given. Extract 3.3 illustrates a sample of incorrect responses to Question 3.



3 a) Euphemism, refer to figures of speech which gives things characteristics which do not deserve.

b) Simile, refer to figure of speech which is true on a certain things

c) Metaphor, refer to figures of speech which gives relationship between two things

d) Hyperbole, is an exaggeration which gives reality of something.

Extract: 3.3: A sample of incorrect response to question 3

Extract 3.3 shows a sample of incorrect responses by a candidate who failed to explain the literary terms given.

2.1.4 Question 4: Sentence Types and Punctuation

The candidates were required to list four points that identify a simple sentence from other types of sentences. This question tested the candidates' knowledge of simple sentence in English language. The question was: *Simple sentences have some criteria that make them different from other types of sentences. List four criteria.* A total of 167 (100%) candidates attempted the question. The overall performance was average as 101 (60.5%) candidates scored from 2 to 4 marks. Figure 4 illustrates the candidates' performance.

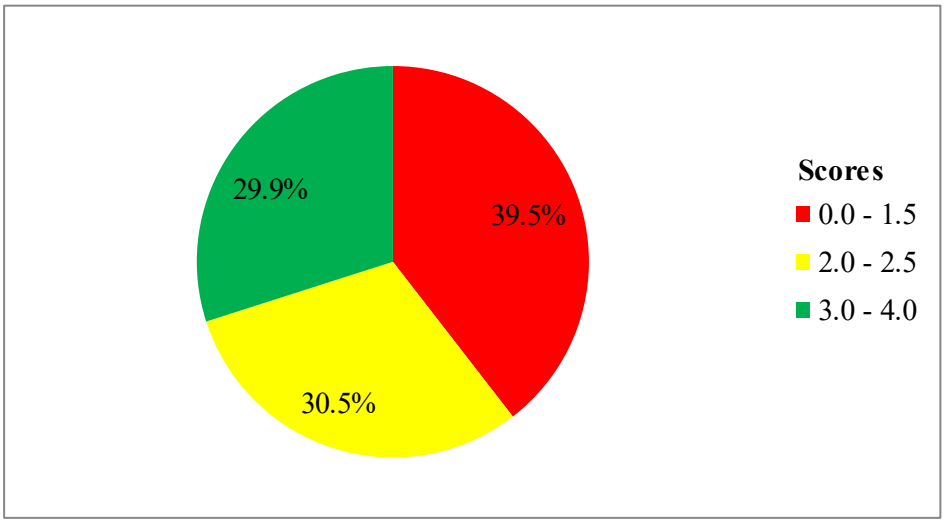


Figure 4: *Candidates' Performance on Question 4*

The analysis of candidates' performance on this question shows that 39.5 per cent of the candidates had weak performance as they scored from 0 to 1.5 marks. The analysis reveals that candidates lacked knowledge of simple sentence hence, they failed to list criteria of simple sentence. Examples of incorrect responses were: *Vocabulary, syntactic meaning, semantic meaning and phonological form*. The correct responses were*: A simple sentence has one subject and one predicate, a simple sentence has one finite verb, a simple sentence poses one simple idea and a simple sentence has one independent clause*. Extract 4.1 shows a sample of incorrect responses from one of the candidates.

4	(i) It can show negative event, in simple sentence simple sentence it have negativity events example, example:
	(ii) Simple present. example; she drives a car.
	(iii) Simple past she ~~said~~ drove a car.
	(iv) Simple future She will drive a car.

Extract 4.1: A sample of incorrect response to question 4

Extract 4.1 shows incorrect responses from one of the candidates who constructed sentences using different tenses instead of listing criteria of simple sentence.

Further analysis shows that 51 (30.5%) candidates had average performance as they scored from 2 to 2.5 marks. The average performance in this category signalled partial knowledge of a simple sentence. Hence, most of them provided partly correct answers and partly missed the correct answers as they combined different concepts. Example of partly correct responses were*: (a) they contain subject and predicate, example John is playing (b) they contain only one meaning in the sentence (c) simple sentence are very easy to interpret (d) it contain the phrase, for example noun phrase verb phrase*. In these responses points (*a)* and (*b)* were correct hence, a candidate scored 2 out of 4 marks.

However, 50 (29.9%) candidates had good performance as they scored from 3 to 4 marks. The good performance revealed that candidates had knowledge of simple sentences hence, they listed the criteria of simple sentence. Example of correct responses provided by one of candidates were: - *A simple sentence has one subject and predicate; has one finite verb; possesses one simple idea; and has one independent clause*. This candidate demonstrated adequate knowledge of simple sentence by distinguishing it from other sentences. An extract 4.2 shows a sample of correct responses from one of the candidates.

4	a) It is made up of independent clause only
	b) It is made up of subject and predicate
	c) Simple sentences provides complete meaning
	d) Simple sentences does not depend to another sentences because it is free on using independent or main clauses and not subbordinate clauses

Extract 4.2: A sample of correct response to question 4

In extract 4.2, the candidate correctly listed criteria that differentiate simple sentence from other types of sentences.

2.1.5 Question 5: Writing in a Variety of Forms

In this question, the candidates were required to state and explain different types of writing. The question tested the candidates' knowledge of identifying the types of writing in meeting different purposes. The question was: *Writing has different types because writers have different purposes as they write. In four points, show how that is the case.* A total of 167 (100%) candidates attempted the question. The general performance on this question was average because a total of 108 (64.7%) candidates scored from 2 to 4 marks. The performance of the candidates is illustrated in figure 5.

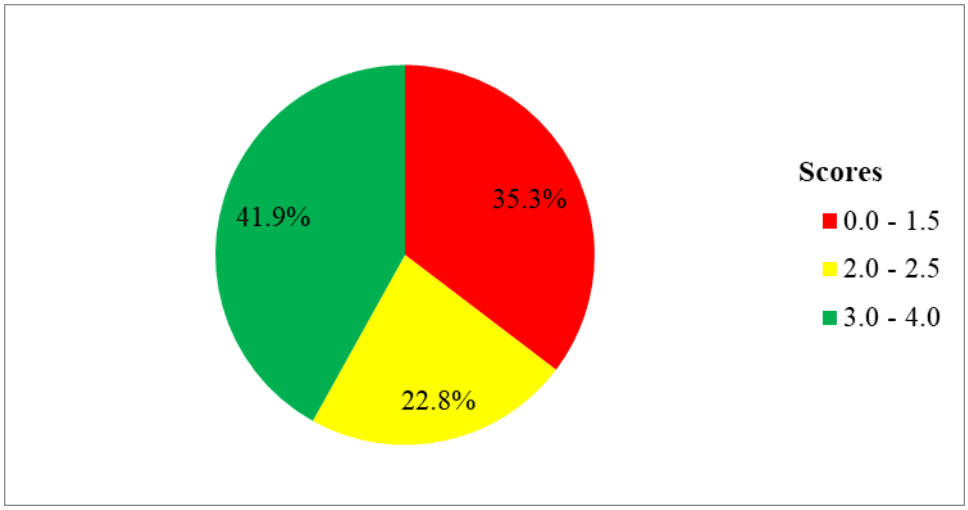


Figure 5: *Candidates' Performance on Question 5*

The analysis of candidates' performance on this question shows that 41.9 per cent of the candidates had good performance as they scored from 3 to 4 marks. The performance indicates that candidates had knowledge of the types of writing. They identified the types of writing in meeting different purposes. Extract 5.1 shows a sample of correct responses from one of the candidates.

5 i) Narrative writing, this the writer have used for the purpose of narrating something forexample story telling

ii) Expository writing, this is the type of writing in which the writer used for the purpose of evidence of a certain story which involves facts.

iii) Argumentative writing, this is the type of writing story through convincing others or a person, in other way on how a person write to convince another person.

iv) Descriptive writing this is the type of writing a story through describing some features of something.

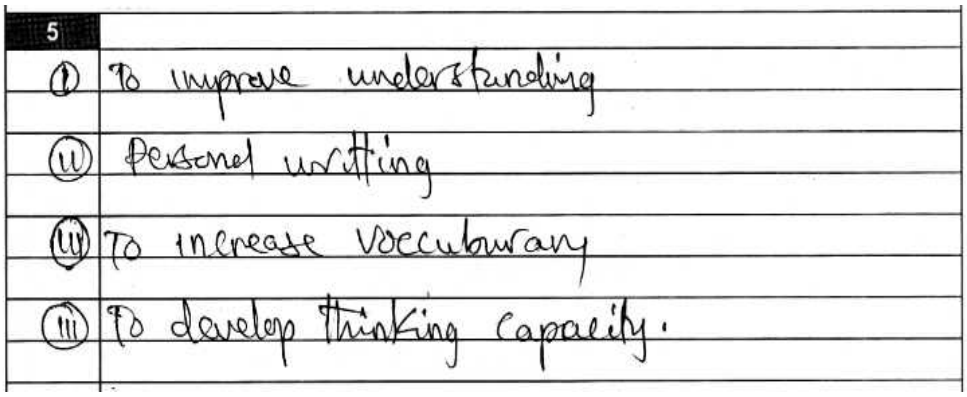
Extract 5.1: A sample of correct response to question 5

Extract 5.2 shows a sample of correct responses from one of the candidates. He/she had sufficient knowledge of types of writing; hence, he/she correctly explained the different types of writing.

However, 59 (35.3%) candidates had weak performance as they scored from 0 to 1.5 marks. This weak performance reveals that the candidates lacked knowledge of types of writing. Therefore, they failed to provide correct answers according to the requirement of the question. For example, one candidate provided the following incorrect responses: T*o improve understanding, personal writing, to increase vocabulary, to develop*

thinking capacity. Other candidates failed to interpret the question properly as they focused on other purposes as a result they provided incorrect responses such as: *For future use, for understanding, for employment opportunities, for solving problems*. Yet, another candidate wrote *for enjoyment, for future use, to make reference to other work, to develop writing skills.*

The correct answers were: *Narrative writing: is a kind of writing that gives an account of an event that the writer witnessed and which he/she wants to share with the reader, Descriptive writing: This is a type of writing which describes things people or events. Expository writing is a type of writing which presents information or stages through which something should be done for instance, procedures for an experiment and Argumentative writing. This supports or opposes ideas.* Extract 5. 2 shows a sample of incorrect responses from one of the candidates.


5

(i) To improve understanding

(ii) Personal writing

(iii) To increase voccubrary

(iii) To develop thinking capacity.

Extract 5.2: A sample of incorrect response to question 5

Extract 5.2 shows the responses which reveal that candidate lacked knowledge of types of writing; hence, he/she provided irrelevant responses.

Nevertheless, further analysis of responses to this question shows that 38 (22.8%) candidates had an average performance. They scored from 2 to 2.5 marks. This performance shows partial knowledge of the candidates. Some of them got some answers correctly and incorrectly hence scored some marks. Example of partial responses were: *Expository writing - Its purpose is to tell a fact and Explanatory writing: its purpose is to tell about something.*

2.1.6 Question 6: Theories of Language Teaching and Learning

The candidates were required to explain briefly how Tanzania would use English for the country's development. The question tested the candidates' knowledge of the application of the language for country's development. The question was: *"Language can be a source of development in any country." In four points, briefly explain how Tanzania would use English for the country's development.* A total of 167 (100%) candidates attempted this question. The overall performance was good because 165 (98.8%) candidates scored from 2 to 4 marks. Figure 6 shows the candidates' performance on this question.

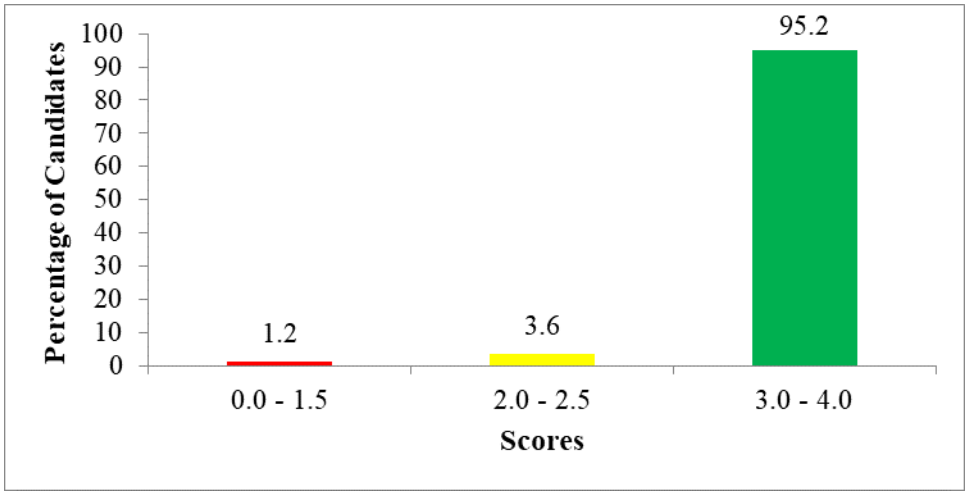


Figure 6: *Candidates' Performance on Question 6*

The analysis of the candidates' performance shows that 159 (95.2%) candidates had good performance as they scored from 3 to 4 marks. The candidates had adequate knowledge of the uses of English language for the country's development. Candidates had shown good command of English as they responded clearly on the ways in which Tanzania would use English language for the country's development. Extract 6.1 indicates a sample of correct responses to Question 6.

6 a) English language is the language of science and technology. We can use English to develop our country by developing our science and technology.

b) Facilitating international trade by exchanging goods and services this will help us get foreign currency.

c) Communication purpose, using English to communicate with people all over the world which will help the country in getting foreign funds to speed up development.

d) English language can be used to develop our educational system by preparing experts who can be marketable in the world market of employment.

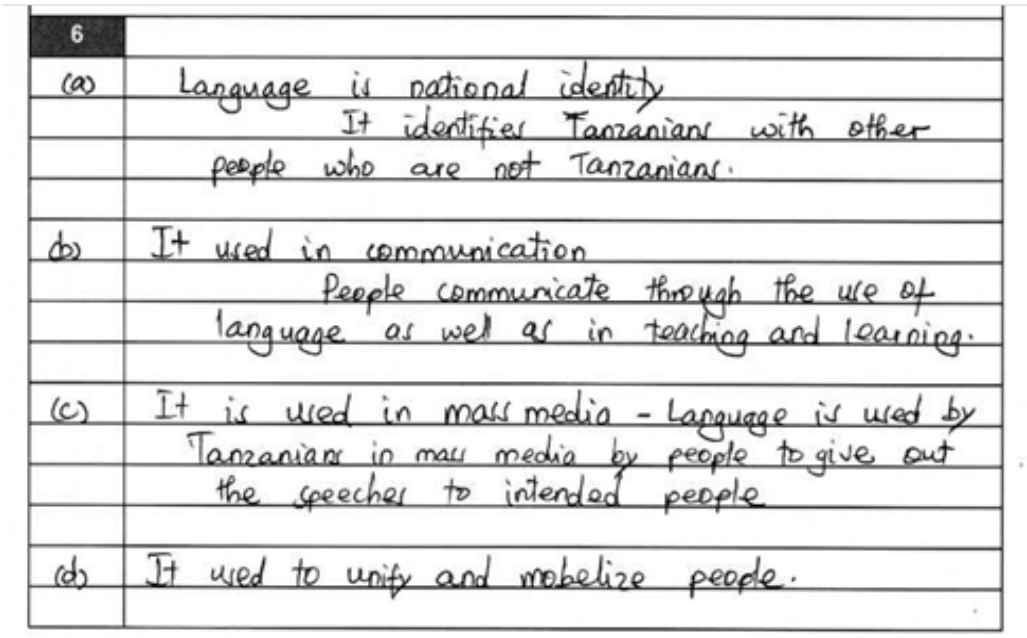
Extract 6.1: A sample of correct response to question 6

In Extract 6.1, the candidate explained the uses of English language for the country's development. This implies that he/she she had sufficient knowledge of uses of language in country's development.

Moreover, analysis shows that 6 (3.6%) candidates had average performance as they scored from 2 to 2.5 marks. This performance indicates partial knowledge of the candidates on the uses of English language in development. They did not manage to score all marks due to repetition of some points. For instance, one of the candidates wrote: *(i) English language is used in schools and colleges to teach business studies that help leaners to interact in business. (ii) Different people communicate through English in their business and through these business they pay tax.*

These points *(i) and (ii)* mean exactly the same thing that English language is used in commerce and trade.

Nevertheless, 2 (1.2%) candidates had weak performance as they scored from 0 to 1.5 marks. Weak performance reveals that the candidates lacked knowledge of the uses of language in country's development. Extract 6.2 shows a sample of incorrect responses to Question 6.



6	
(a)	Language is national identity It identifies Tanzanians with other people who are not Tanzanians.
(b)	It used in communication People communicate through the use of language as well as in teaching and learning.
(c)	It is used in mass media - Language is used by Tanzanians in mass media by people to give out the speeches to intended people
(d)	It used to unify and mobelize people.

Figure 6.2: A sample of incorrect response to question 6

In extract 6.2, the candidate explained the importance of English language contrary to the question, which required the candidate to explain how Tanzania would use English language for country's development.

2.1.7 Question 7: The English Sound System

The candidates were required to use two points to support the assertion that "*In English language, sentences and some words are stressed while others are not*. The question tested the candidates' knowledge of stress in English language. The question was: *In English language, sentences and some words are stressed while others are not. Briefly support this assertion by giving two points.* A total of 167 candidates (100%) attempted this question.

The overall performance was weak as 161 (96.4%) candidates scored from 0 to 1.5 marks. Figure 7 presents candidates' performance.

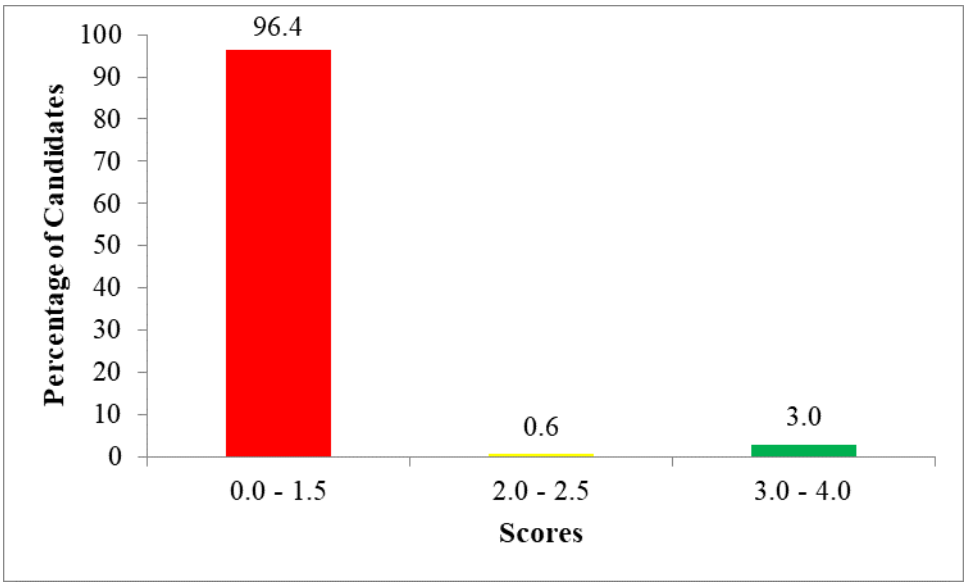
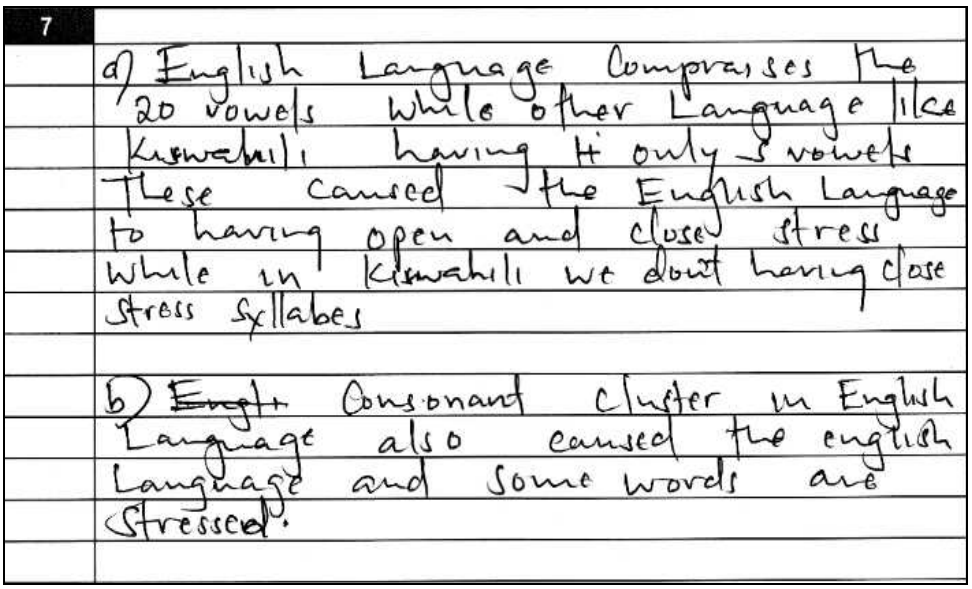


Figure 7: *Candidates' Performance on Question 7*

The analysis of the candidates' performance shows that 96.4 per cent of the candidates had weak performance. This performance indicates that candidates lacked knowledge of stress in English language words and sentences. Analysis of candidates' responses shows that some candidates misinterpreted the question and wrote wrong answers, for example, *to indicate possession, to indicate command and to emphasise something*. These responses of the candidates are about roles of intonation contrary to the question which required candidates to write about stress. The correct responses were*: (a) In a sentence, words which are stressed are content words such as nouns, verbs, adjectives and adverbs (b) Grammatical words such as articles, prepositions and auxiliary verbs are not stressed.* Extract 7.1 shows a sample of incorrect responses from one of the candidates.



7

a) English Language Comprasses the 20 vowels while other Language like Kiswahili having it only 5 vowels These caused the English Language to having open and closed stress while in Kiswahili we dont having close stress syllabes

b) ~~Engl~~ Consonant cluster in English Language also caused the english Language and some words are stressed.

Extract 7.1: A sample of incorrect response to question 7

In extract 7.1, the candidate described the English sound system instead of explaining uses of stress in English language.

Further analysis shows that 1 (0.6%) candidate had average performance. This candidate partially explained the points. Example of partial responses were*: (a) to emphasize particular information (b) to identify how words are used for example noun to verb.* In these responses, item *(b)* was partially correct.

However, analysis shows that 5 (3%) candidates had good performance. Their scores ranged from 3 to 4 marks. They demonstrated sufficient knowledge of the uses of stress in English Language despite few grammatical errors were observed.

2.1.8 Question 8: Teaching Reading

The candidates were required to briefly explain the four types of reading. The question tested the candidates' knowledge of the types of reading. The question was: *Briefly explain the four types of reading.* A total of 167 (100%) candidates attempted the question. The overall performance of the candidates on this question was good because 164 (98.2%) candidates

scored from 2 to 4 marks. Figure 8 presents the distribution of the candidates' performance on this question.

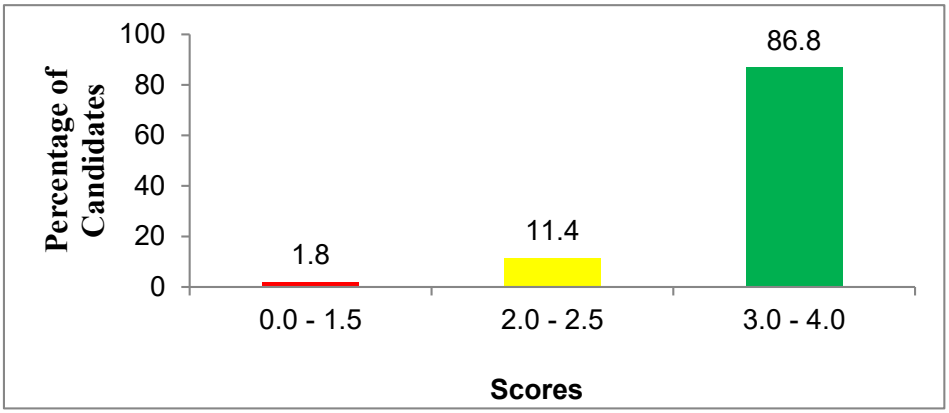


Figure 8: *Candidates' Performance on Question 8*

Further analysis shows that 145 (86.8%) candidates had good performance as they scored from 3 to 4 marks. They had sufficient knowledge on the types of reading. Therefore, they provided correct responses related to the types of reading. They provided correct responses as: *(i) Skimming: Is a reading technique which enables the reader to make a quick survey of the text and find out what it is about. (ii) Scanning: This is a quick reading for specific information and thus skip some unnecessary information. (iii) Intensive reading: This is a kind of reading in which a reader wants to fully understand and remember what is read. (iv) Extensive reading: This is a kind or reading whereby a reader reads a variety of information for pleasure.* Extract 8.1 shows a sample of correct responses from one of the candidates.

8	
(i)	Skimming refers to reading to get general Information example reading a newspaper.
(ii)	Scanning refers to reading to get specific Information; example looking at table of content.
(iii)	Extensive reading is the reading for leisure. Example reading story books
(iv)	Intensive reading is the reading for factual Information. example reading in order to pass examination.

Extract 8.1: A sample of correct response to question 8

In Extract 8.1, the candidate identified and explained briefly types of reading. This reveals that he/she had sufficient knowledge of the types of reading.

Moreover, analysis shows that 19 (11.4%) candidates had average performance with scores ranging from 2 to 2.5 marks. This performance shows that candidates had partial knowledge of the types of reading. Hence, they failed to provide clear explanation for some items. Some candidates in this category mentioned few correct answers and mixed up with some incorrect items. For example, one candidate provided the following responses: *(a) Intensive reading (b) Extensive reading, (c) Critical Reading and d) Study reading"*. In this case two responses (*a)* and (*b)* were correct but the rest (*c)* and (*d)* were incorrect.

However, further analysis shows that 3 (1.8%) candidates had weak performance as their scores ranged from 0 to 1.5 marks. These candidates lacked knowledge of types of reading hence, they provided irrelevant responses. Example of incorrect responses were: (i) *Reading loudly (ii) Reading silently (iii) Reading slowly (iv). Reading quickly*. Extract 8.2 shows a sample of incorrect responses from one of the candidates.

8	
(i)	Reading Loudly; Is the types of reading
	where by a person can read loudly for
	high sound.
(ii)	Reading silent; Is the type of reading
	where by person can read in silence.
(iii)	Reading Quickly; Is the type of reading
	where by a person can read fast.
(iv)	Reading Slowly; Is the type of reading
	where by a person can read slowly
	word to word reading.

Extract 8:2: A sample of incorrect response to question 8

In Extract 8.2, the candidate provided irrelevant responses contrary to the requirements of the question.

2.1.9 Question 9: Comprehension of Variety of Information in Texts

The candidates were required to explain the concept of inference as used in English language and to briefly explain the statement that synthesising information is not summarising. The question tested the candidates' knowledge of inference and differences between synthesising and summarising. The question was: (*a) Briefly explain the concept "inference" as used in English language subject. (b) "Synthesising information is not summarising." Briefly explain this statement.* A total of 169 (100%) candidates attempted the question. The general performance on this question was weak because 127 (76%) candidates scored from 0 to 1.5 marks. Figure 9 illustrates the candidates' performance on this question.

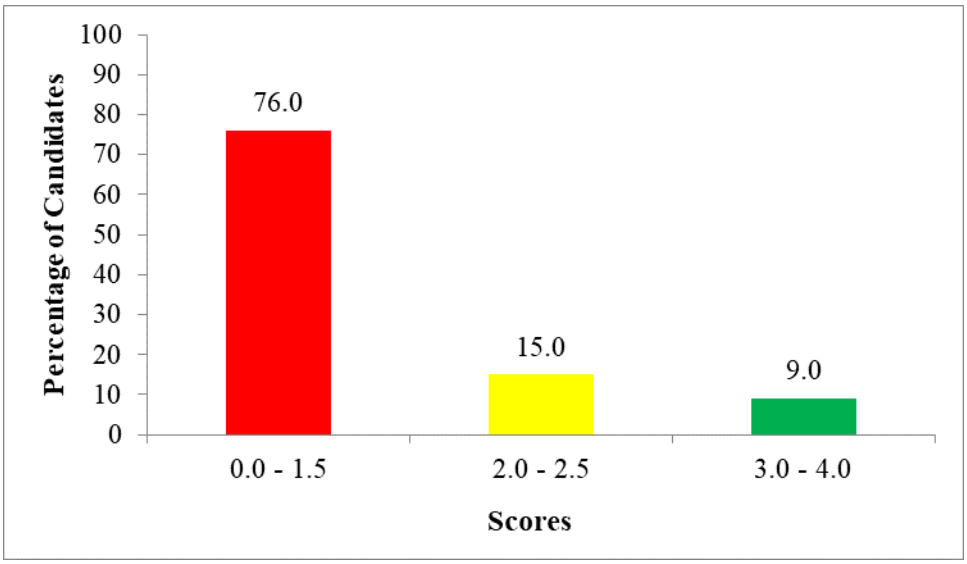
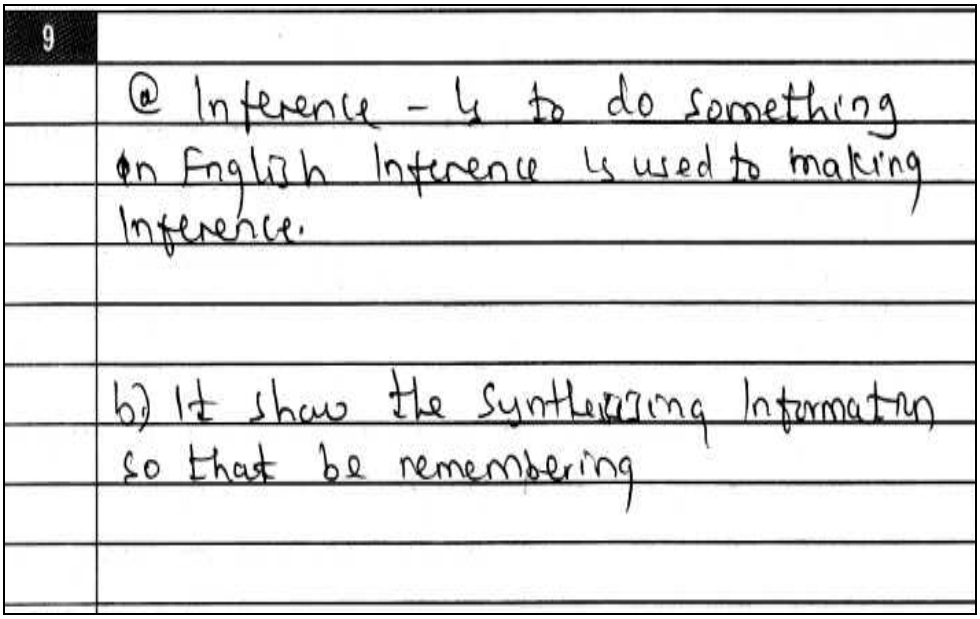


Figure 9: *Candidates' Performance on Question 9*

The analysis of the candidates' performance on this question shows that 76 per cent of the candidates had weak performance. This shows that they lacked knowledge of the concepts *inference, synthesising,* and *summarizing information*. Therefore, most of the candidates wrote irrelevant responses. For example, one candidate wrote: *An inference is the process inserting things by naming them with behavioural action*. Another candidate explained inference as: *To show information that should be true, revising the view, read the question, to show abbreviation that take place in a book*. Extract 9.1 presents a sample of incorrect responses from one of the candidates who attempted the question.



9

@ Inference - is to do something
in English Inference is used to making
Inference.

b) It show the Synthesizing Information
so that be remembering

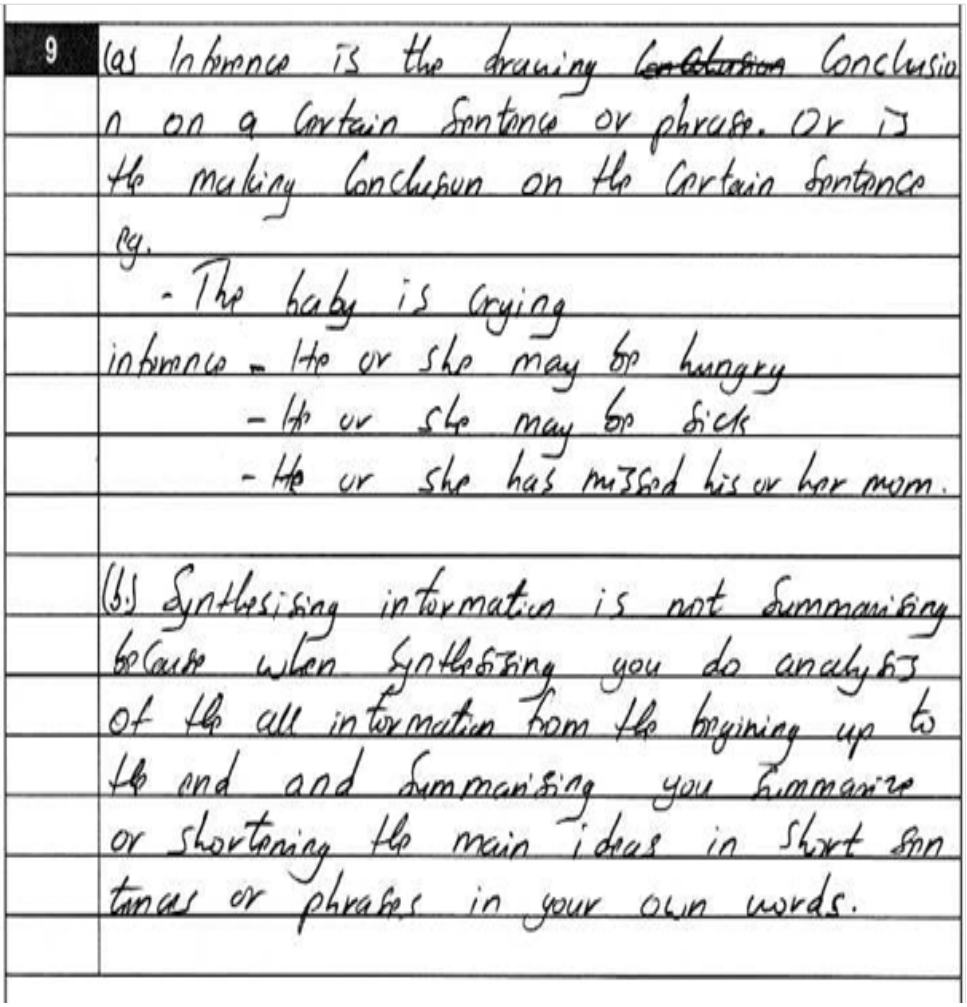
Extract 9.1: A sample of incorrect response to question 9

In extract 9.1, the candidate failed to explain the concept of inference as well as the statement that synthesising is not summarising.

Moreover, 25 (15%) candidates had average performance as they scored from 2 to 2.5 marks. The average performance reveals partial knowledge of the candidates on *inference*, *synthesising* and *summarising*. These candidates got correctly some points while others were wrong. Also, the responses were partially clear. The following responses are examples of partial responses: *Synthesizing information is not summarising yes because synthesizing information means making information by combining knowledge in a single way but summarising means making brief short story or comprehension.*

However, 15 (9%) candidates had good performance as they scored from 3 to 4 marks. This performance shows that candidates had knowledge of *inference*, *synthesising* and *summarising* information. They demonstrated good command of the English language. They interpreted and answered well the question by providing relevant definitions as follows: (a) *Inference refers to a conclusion reached by using available information or personal experience while in part (b) synthesising is not summarising means combining different pieces of information thus putting together ideas and*

findings from multiple sources so as to make an overall point, it goes beyond summarising which means keeping the main parts of information. Extract 9.2 shows a sample of correct responses from one of the candidates.



9 (a) Inference is the drawing ~~Conclusion~~ Conclusion on a certain sentence or phrase. Or is the making conclusion on the certain sentence eg.

- The baby is crying

inference - He or she may be hungry
- He or she may be sick
- He or she has missed his or her mom.

(b) Synthesising information is not summarising because when synthesising you do analysis of the all information from the begining up to the end and summarising you summarize or shortening the main ideas in short sentences or phrases in your own words.

Extract 9.2: A sample of correct response to question 9

In Extract 9.2, the candidate provided the correct responses as he/she explained the concept of *inference* and correctly explained that *synthesising* is not *summarising*. This demonstrates that the candidate had knowledge of the terms given.

2.1.10 Question 10: Assessment

The candidates were required to construct four *True* and *False* test items from the given text. The question tested the candidates' knowledge of constructing objective assessment items in cognitive domain. The question was as follows: *Construct four True-and-False test items from the following text: Knowledge is power, and there is no knowledge which gives greater power in the business and professional world than a command over words. With words, we communicate and persuade. We communicate our ideas, our enthusiasm and the fruits of our experience.* A total of 167 (100%) candidates attempted the question. The general performance of the candidates on this question was weak since 102 (61.1%) scored from 0 to 1.5 marks. Figure 10 illustrates the candidates' performance on this question.

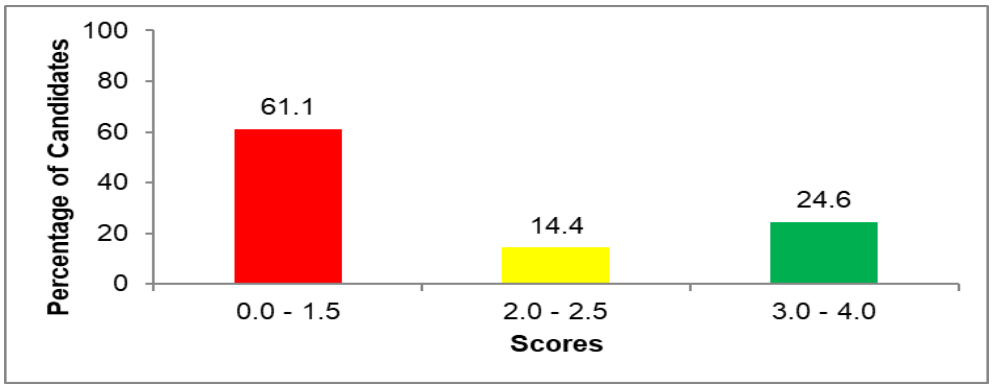
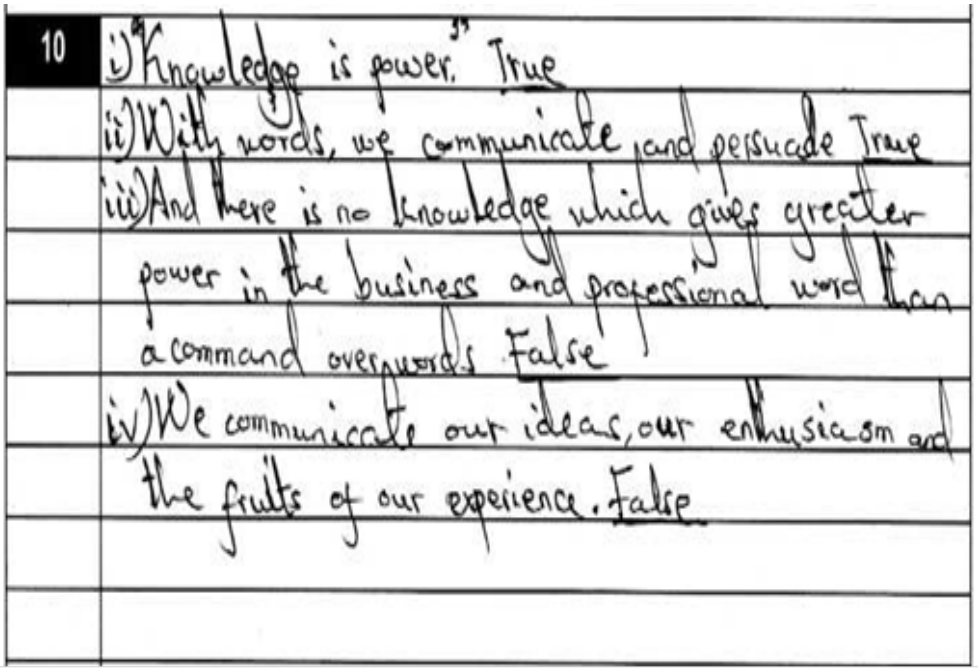


Figure 10: *Candidates' Performance on Question* 10

The analysis of the candidates' performance shows that 102 (61.1%) candidates had weak performance. This performance demonstrates that candidates lacked knowledge of constructing *True-* and *-False* Test items. For example, some candidates constructed improper and poorly organised questions. Again, their questions lacked instructions. Extract 10.1 shows a sample of incorrect responses from one of the candidates.



10 i) "Knowledge is power." True
ii) With words, we communicate and persuade True
iii) And there is no knowledge which gives greater power in the business and professional word than a command over words False
iv) We communicate our ideas, our enthusiasm and the fruits of our experience. False

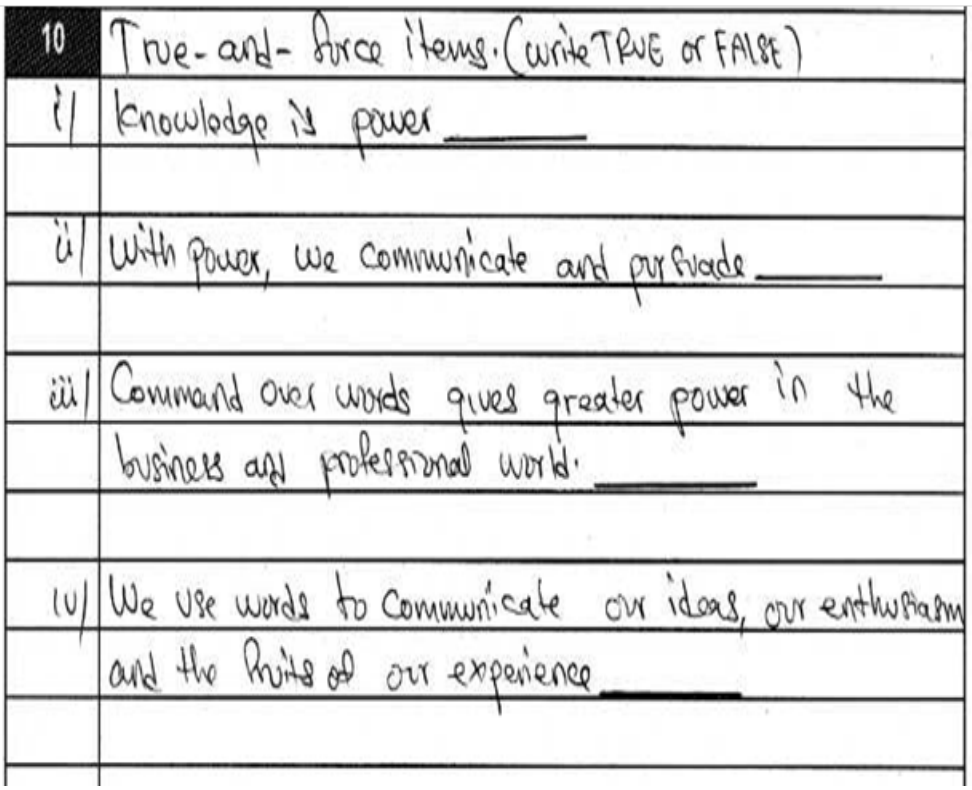
Extract 10.1: A sample of incorrect response to question 10

Extract 10.1 shows a sample of incorrect responses from one of the candidates. The candidate was unable to construct *True*-and-*False* Test items. This shows that the candidate lacked knowledge of constructing *True*- and -*False* Test items.

Further analysis on the candidates' performance on this question shows that 24 (14.4%) candidates had average performance. This performance signalled their partial knowledge of constructing *True*-and-*False* Test items. For example, some responses had no instructions and they were incorrectly set. The following were examples of incorrect *True*-and-*False* test items: *We communicate our ideas, enthusiasm and knowledge is power, False Fruits of our experience.*

However, 24.6 per cent of the candidates had good performance. These candidates demonstrated adequate knowledge of constructing *True*-and-*False* test items. The following were examples of correct responses from one of the candidates: (*i) In business and professional world, knowledge gives greater power than a command over words, (ii) Power is knowledge and knowledge is power (iii) We communicate our ideas and persuade*

others using words (iv) In the professional world, a command over words is everything. These responses imply that the candidate had knowledge of constructing *True*-and-*False* test items. Extract 10.2 shows a sample of correct responses from one of the candidates.



10	True-and-force items. (write TRUE or FALSE)
i/	Knowledge is power _____
ii/	With power, we communicate and persuade _____
iii/	Command over words gives greater power in the
	business and professional world. _____
iv/	We use words to communicate our ideas, our enthusiasm
	and the fruits of our experience _____

Extract 10.2: A sample of correct response to question 10

In extract 10.2, the candidate correctly constructed *True*-and-*False* test items. This demonstrates that the candidate had knowledge of constructing *True*-and-*False* test items.

2.2 SECTION B: Essay Questions on Academic Content

This section had four questions: 11, 12, 13 and 14. All these questions were compulsory. Each question carried **fifteen (15)** marks, hence a total of **sixty (60)** marks. The following are the candidates' performance analyses for each question in this section:

2.2.1 Question 11: Sentence Types and Punctuation

The candidates were required to propose a solution to help students understand the uses of punctuation marks. The question was set to test the candidates' knowledge of using punctuation marks. The question was as follows*: Students usually misuse punctuation marks when writing. Propose a solution to help them to understand the uses of punctuation marks. Use six points.* A total of 167 (100%) candidates attempted this question. The overall performance was good since 122 (73.1%) candidates scored from 6 to 15 marks. The candidates' performance on this question is illustrated in Figure 11.

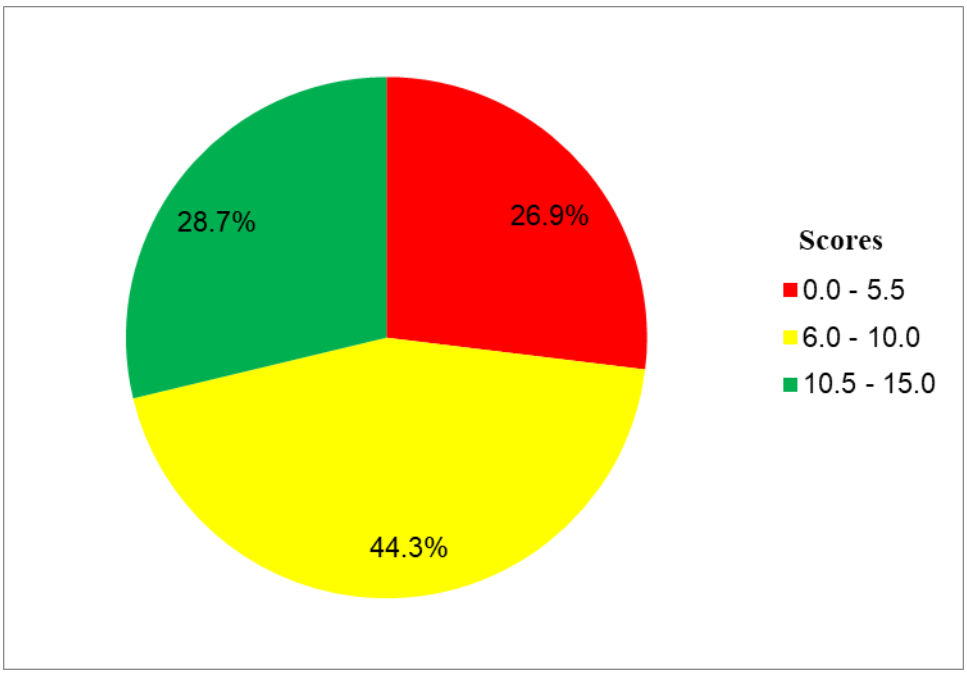
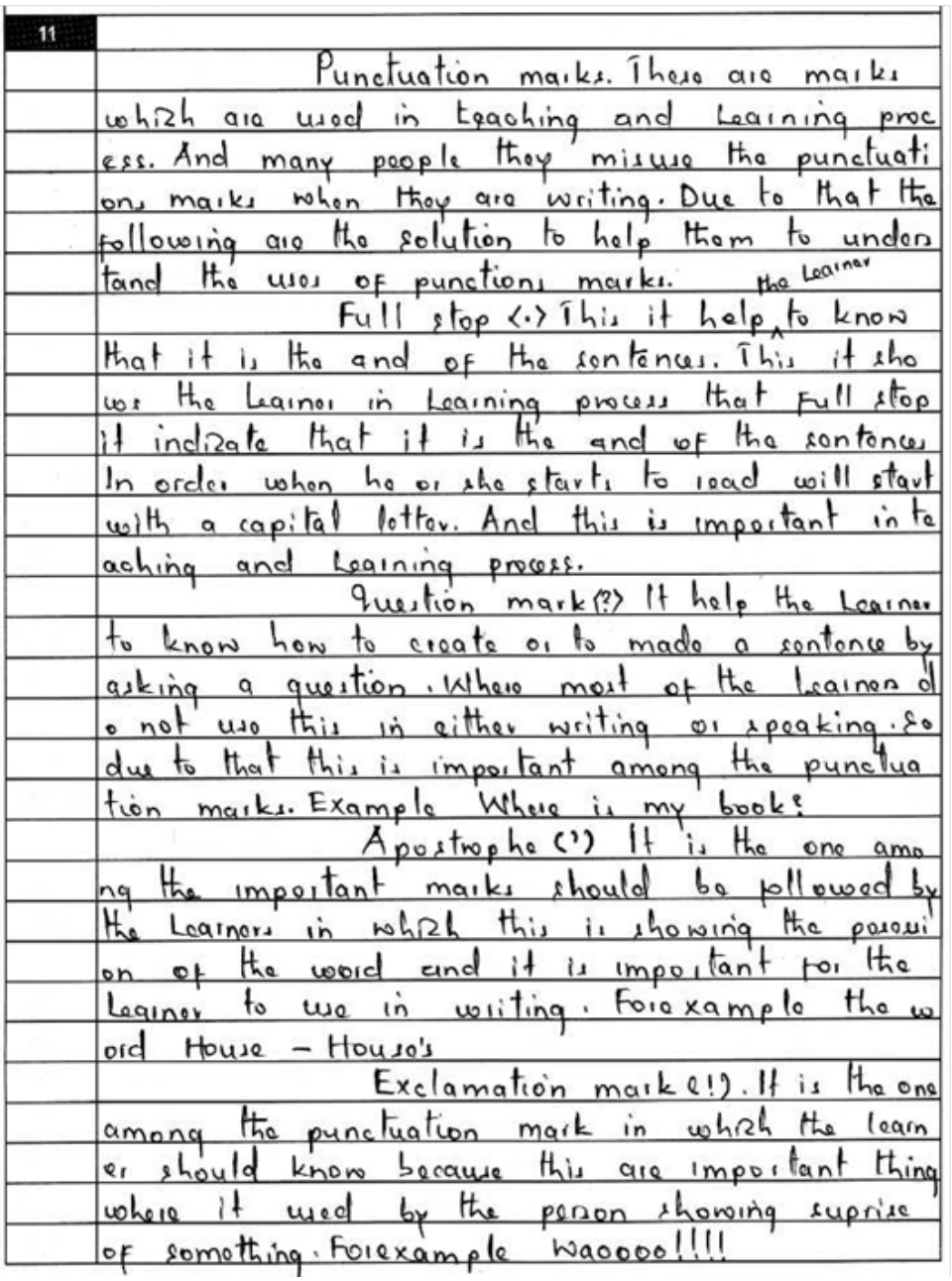


Figure 11: Candidates' Performance on Question 11

Further analysis shows that 48 (28.7%) candidates had good performance. This performance indicates that candidates had knowledge of using punctuation marks. The candidates demonstrated competence in English language and knowledge of the uses of the punctuation marks. The clarity of their points and strength of their explanations made them score high marks. They explained the uses of punctuation marks as follows: *(i) The full stop: a sign used to show the end of a declarative sentence (ii) Comma: a sign used to separate items (iii) Quotation marks: a sign used to enclose*

a direct quotation (iv) Question mark: a sign used at the end of a direct question (v) Apostrophe: a sign used to show possession and indicate contraction. Extract 11.1 shows a sample of correct responses from one of the candidates.



11

Punctuation marks. These are marks which are used in teaching and Learning process. And many people they misuse the punctuations marks when they are writing. Due to that the following are the solution to help them to understand the uses of punctions marks.

Full stop <.> This it help the Learner to know that it is the and of the sentences. This it shows the Learner in Learning process that Full stop it indicate that it is the and of the sentences In order when he or she start to read will start with a capital letter. And this is important in teaching and Learning process.

Question mark(?) It help the Learner to know how to create or to made a sentence by asking a question. Where most of the Learner do not use this in either writing or speaking. So due to that this is important among the punctuation marks. Example Where is my book?

Apostrophe (') It is the one among the important marks should be followed by the Learners in which this is showing the possion of the word and it is important for the Learner to use in writing. Forexample the word House – House's

Exclamation mark (!). It is the one among the punctuation mark in which the learner should know because this are important thing where it used by the person showing suprise of something. Forexample Waoooo!!!!

Extract 11.1: A sample of correct response to question 11

The analysis shows that 74 (44.3%) candidates had average performance. This implies that candidates had partial knowledge of using punctuation marks. They wrote few correct points and other few wrong points. They also had partial responses. The following were examples of such responses: *(a) Hyphen is used to join sentences (b) apostrophe is used to show possession (c) used to separate items (d) used to show time (e) Full stop is used to mark the end of declarative sentence and (f) used to show date*. From this response the correct points were (*b)* (c*)* and (*e)* only therefore, the candidates had half marks in that context.

On the other hand, 45 (26.9%) candidates had weak performance as they scored from 0 to 5 marks. This performance shows that they had partial knowledge of using punctuation marks. There were some responses that revealed candidates' misinterpretation of the question hence they wrote incorrect answers. The following were incorrect responses caused by question misinterpretation: *(i) To provide a text missing punctuation marks and asking students to read and putting the punctuation marks at the place needed, (ii) To teach students and show them how the question is used in interrogative sentences (iii) To show students different punctuation marks in symbols and asking them to determine and expressing their uses, (iv) To provide task to students to write any story knows with a limited punctuation, comma, exclamation and full stop*. These responses were about strategies of teaching punctuation marks contrary to the question requirements hence, the candidate lost marks. Extract 11.2 shows a sample of incorrect responses from one of the candidates in question 11.

11

Punctuation marks: This are the symbol used to show emphasis or asking question.

The following are the solution to help then to understand the use of punctuation mark example comma

Provision of education: This mean People should be provide education on how to use punctuation marks because other people do not know how to use them so this enable people to improve their language due to provision of education

Creation of awareness: This means People should be ~~provided~~ awareness so that they can be aware on how to use the punctuation marks so this enable People to be aware on the use of punctuation marks in their language. So this enable people to get Information.

To participate in English speech: This mean People should participate in English Speech so that can be able to know ~~how~~ how

Extract 11.2: A sample of incorrect response to question 11

In extract 11.2, the candidate explained the ways of teaching punctuation marks instead of explaining uses of punctuation marks. The candidate misinterpreted the question.

2.2.2 Question 12: Conversations, Discussions and Oral Presentations

This question required the candidates to justify the statement that T*here are conversations which are boring because they do not adhere to the principles of conversation*. The question aimed at assessing the candidates' knowledge of the principles of conversation. The question was: *You might have either witnessed or been involved in boring conversations because many people are disorganised in the way they converse. Justify this observation using six principles of conversation.* A total of 167 (100%) candidates attempted the question. The general performance was weak as 20 (12%) candidates scored from 6 to 15 marks. The candidates' performance on this question is as illustrated in Figure 12.

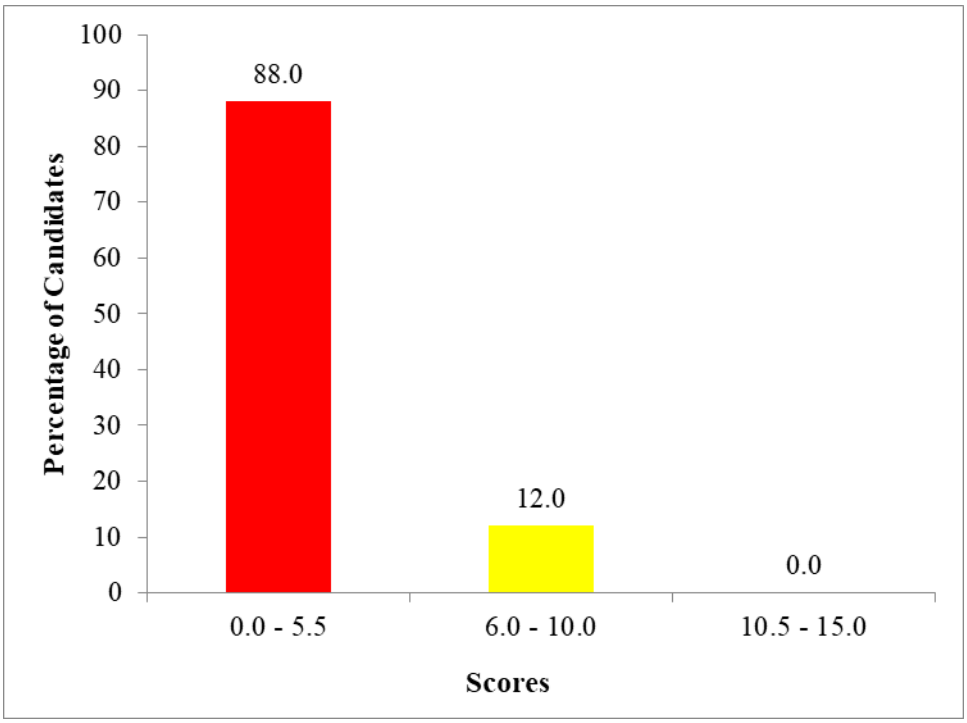


Figure 12: *Candidates' Performance on Question 12*

The analysis of the candidates' performance in this question shows that 147 (88%) candidates had weak performance as they scored from 0 to 5.5 marks. This performance shows that they lacked knowledge of Conversation. For example, one candidate discussed conversation in the outlook of preparation techniques for conversation and oral presentation. The following responses indicates such outlook: *(i) Planning stage (ii)*

Gathering materials (iii) Organising materials (iv) Development of visual aids (v) Presentation. The correct responses were: *as a participant in conversation be a good listener, be sincere and direct in the process of conversation, be tactful, be clear on expression, be brief show interest on others' talks and be alert.* Therefore, the candidate was incorrect as the response was contrary to the requirements of the question. Extract 12.2 shows a sample of incorrect responses to Question 12.

12

Conversation is the talking between two people involve in different purpose. The major aim of conversation is to communicate and to deliver message conserned to present. In order to become good conversatio should to have participant who speaks in turn to share some idea. The following are the principles of conversation which does not boring People.

firstly proper organization of the idea; During preparing your conversa tion should to organize your ideas in sequence way from begining to the end in logical manner which good arranging of idea. When two people or more involve in the conversation should organize well if they speak in turn also your idea arranged well without arranging randomly without good acquiring or confusing the listerner

Another one is should to have purpose or goal; Any conversation made have aim or purpose being expressed so during conversation those authors involves should stick on the one goal prepared to talk do ~~nog~~ not go out the topic arranged Forexample if the purpose is reducing number of truancy should stick on reducing truancy not out of matter

Know your audience; Her before the conversation should to know audience they Should talk with, in order to consider with the age level which allow to talk with

Extract 12.1: A sample of incorrect response to question 12

In extract 12.1, the candidate explained the preparation of oral presentation instead of principles of conversation. Therefore, the candidate misinterpreted the question.

Moreover, 20 (12%) candidates had average performance. This performance indicates that they had partial knowledge of principles of conversation. Therefore, they provided partial answers hence they scored average marks. Example of partial responses were as follows: (*a) proper organization of the idea (b) listen carefully to the speaker (c) giving turn to each other to speak (d) should have purpose or goal*. These responses were not as accurate as required to question 12. The required responses were: - *(i) A participant in conversation is a good listener (ii) Has to be sincere and direct in the process of conversation to be focused on the point to reduce verbosity (iii) Being tactful (iv) Being clear on expression (v) Being brief (vi) Show interests on others' talks (vii) Be alerted i.e. show alertness in the process of conversation and show keenness to know what is going on*.

2.2.3 Question 13: Preparation for Teaching

The candidates were required to examine the claim that for any skilled and experienced teacher, preparing a scheme of work is not necessary. The question tested the candidates' knowledge of the importance of using a scheme of work in teaching process. The question was*: "For any skilled and experienced teacher, preparing a scheme of work is not necessary." Comment on this claim using six points.* A total of 167 (100%) candidates attempted this question. The general performance was good since 158 (94.6%) candidates scored from 6 to 15 marks. Figure 13 shows the candidates performance on Question 13.

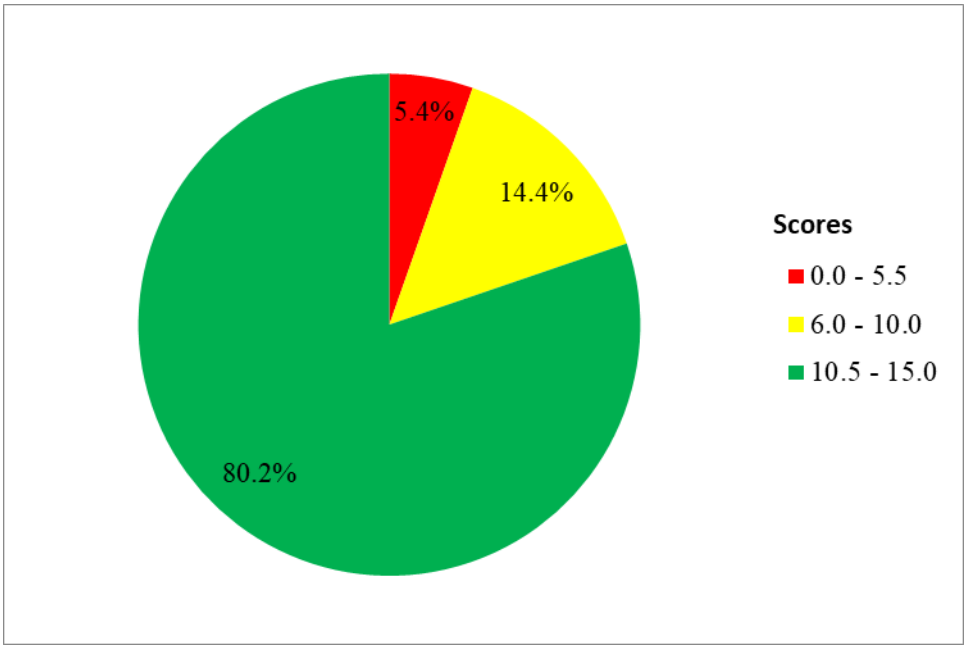


Figure 13: *Candidates' Performance on Question 13*

The analysis of the candidates' performance shows that 134 (80.2%) candidates had good performance as they scored from 10.5 to 15 marks. This performance indicates that candidates had knowledge of the importance of scheme of work. The correct responses provided were: *(i) Scheme of work directs a teacher on what and when to teach acting as a road map in teaching. (ii) It stipulates objectives or aims of teaching as well as competences to be attained by leaners at different stages of the course / subject. (iii) Indicating the teacher's and leaners' activities so it becomes very clear what is to be done. (iv) It helps a teacher to teach his lesson systematically (iv) It is the best tool for the school management in handling over a particular subject to a new teacher the time when the subject teacher is absent thus becomes easy for the new teacher to know the areas covered and the areas which were not covered*. Extract 13.2 shows a sample of correct responses to Question 13.

13 Scheme of work, this can be defined as preparation done by a teacher that can enable him/her to teach within a whole term or one year. For any skilled and experienced teacher having or preparing a scheme of work is compulsury and necessary. Not because your skilled and you have more experience concerning teaching then you think that scheme of work is not necessary. The following are the point commenting that preparing a scheme of work is necessary:

It guide the teacher to teach in a systematic way; one among the things that makes scheme of work preperation to be necessary is that through scheme of work a teacher tend to teach in a systematic order as the scheme would be direct him/her what to start with and what to end with. So apart from been skilled and experienced teacher sometime you may find yourself teaching things that are not needed for the time been

It helps the teacher to know where to start if the subject teacher is not around. It's quite true that sometimes emergency cant be overcomed, so when the subject teacher gets emergency and fails to enter the class through his/her of scheme of work then will lead the other teacher who wants to help to know where to start as the scheme of work will show him/her.

It helps the headmaster but also head of department to know the progress of the

Extract 13.1: A sample of correct response to question 13

In extract 13.1, the candidate explained correctly the necessity of a scheme of work. This reveals that he/she had knowledge of the scheme of work

On the contrary, 24 (14.4%) candidates had average performance. They scored from 6 to 10 marks. It shows that the candidates had partial knowledge of the scheme of work. Therefore, they provided partial responses and scored average marks. Example of partial responses were*: (a) it helps teacher to know general objective (b) is summary of syllabus (c) to keep time*.

Further analysis shows that 9 (5.4%) candidates had weak performance. This performance shows that candidate lacked knowledge of scheme of work. Some candidates did not understand the requirements of the question. For instance, instead of explaining the importance of the scheme of work in teaching and learning process, the candidates provided the disadvantages of the scheme of work. Example of incorrect responses provided were: *scheme of work consumes time; it is difficult to make evaluation because it is a long term plan; it may lead to wastage of periods.* Extract 13.1 presents a sample of incorrect responses from one of the candidates.

13 Scheme of work, is the series of topics chronologically which is prepared by a teacher to be covered through out the year. Scheme of work reflect the teaching speed of a teacher and also comprise different information about teaching and learning which evaluate learners progress throughout the year. Preparing a scheme of work is not necessary for the following comment.

It consume time, during the process of teaching a teacher follow the scheme of work where it guide him or her so if the topic to be covered through 2 weeks it is prolonged because each topics has its ~~peo~~ periods in a syllabus so it consume time to a teache to complete the topics.

It is difficult to make evaluation, because it's evaluation is throughout the years a teacher may get difficult to assess learners strength and weakness by passing one by one topics for the year. Hence may lead to poor evaluation and can cause poor performance of a teacher in teaching process.

It may lead to loose some periods because in ~~sy~~ scheme of work as it is prepared through the help of syllabus consist alot of periods per one topics this may cause difficulties to a teacher to divide those periods accordingly hence lead to ~~an~~ poor implementation of it in the classroom.

Extract 13.2: A sample of incorrect response to question 13

In extract 13.2, the candidate wrote the disadvantages of scheme of work contrary to the question requirements.

2.2.4 Question 14: Teaching Methods

The candidates were required to explain five points on the importance of activities controlled by the teacher during teaching structural item in the practice stage of the lesson. The question sought to test the candidates' knowledge of the teacher's roles in the various stages of teaching and learning. The question was: *The practice stage after a new structure item has been presented is dominated by activities. There are activities which are controlled by the teacher and those which are free. How are the activities controlled by the teacher important? Explain by giving five points.* A total of 167 (100%) candidates attempted this question. The overall performance on this question was weak as 119 (71.3%) candidates scored from 6 to 15 marks. Figure 14 shows candidates' performance on this question

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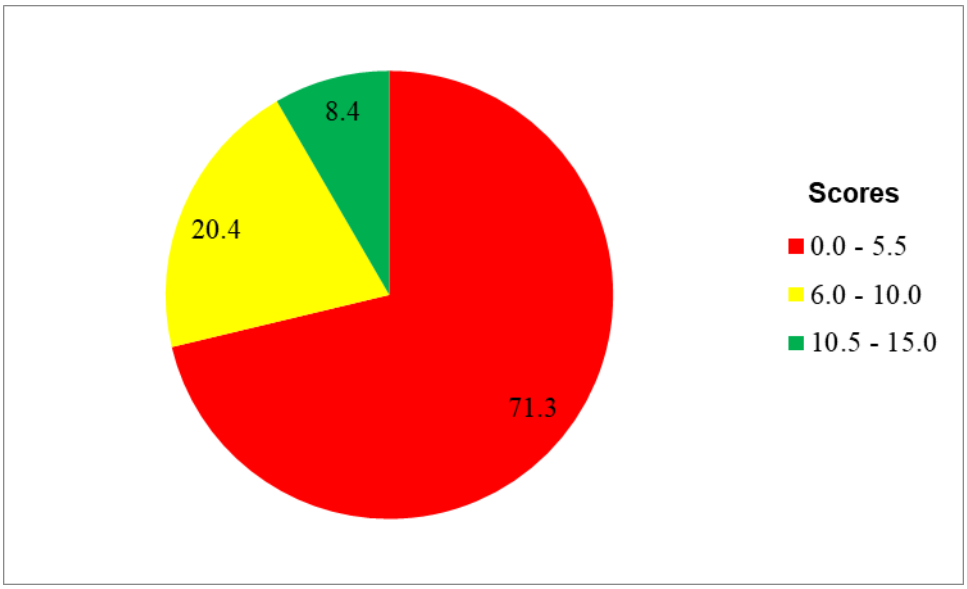

Figure 14: *Candidates' Performance on Question 14*

Further analysis of candidates' responses on this question shows that 119 (71.3%) candidates had weak performance. This performance implies that candidates lacked knowledge of practice stage of lesson plan when teaching structural items. The following are examples of the candidate's irrelevant responses: "*The activities should contain table of specification; they should have content to be covered*; *they should have question and*

answers". The correct points were: (a) *controlled activities develop students' accuracy in forming the structure, for example, in using the substitution table; students will have enough time of repeating the same structure item for a long time hence develop accuracy, (b) controlled activities minimise making mistakes because students must do the activities given by the teacher. Students will construct sentences by using the model sentences from the teacher, (c) controlled activities make students confident in using the new language structure because they use the new structure being sure that it is correct because of the guidance surrounding the practice activity. Therefore, they do it with confidence, (d) controlled activities help students to easily master the structure presented. For example, through the use of model sentences presented by the teacher, students copy the structure of the sentence and construct their own sentences by using that model and (e) controlled activities are easy to monitor, check and control for correctness based on the teacher's model. It easy for the teacher to be aware of the problems that encounter his/her students and how to correct them.* Extract 14.1 shows a sample of incorrect responses from one of the candidates.

14 New structure refers to the arrangement and organization of language when teaching a text in English language. During teaching structure in English language PPP should be considered which is presentation, practise and production. The following are the ways activities controlled by the teacher important

They help students to be competent, when the teacher practices, the students become competent and know how structure is used in English language.

They help student to produce by their own, through practice a student can be able to practice and produce through debates, conversations and interviews.

They help students to develop grammatically,

Extract 14.1: A sample of incorrect response to question 14

In extract 14.1, the candidate failed to explain the importance of teacher controlled activities during practice stage of the lesson development when teaching structural items. This indicates that he/she lacked knowledge of practice stage of lesson development when teaching structural items.

Moreover, 34 (20.4%) candidates had average performance. They scored from 6 to 10 marks. This performance shows that they had partial knowledge of practice stage of lesson development when teaching structural items. The candidates provided partial responses. One candidate provided the following responses: *they help students to be competent; they*

help students to produce by their own. These responses were not exhaustive hence the candidate had weak performance.

However, the analysis shows that 14 (8.4%) candidates had good performance. They scored from 10.5 to 10 marks. This performance shows that the candidates had knowledge of practice stage of lesson development when teaching structural items. Extract 14.1 shows a sample of good responses from one of the candidates.

14

Controlled activities: Refers to the activities provided under the ~~g~~ control of the teacher in which students are needed to say in short what the teacher mean. Examples of controlled activities by the teacher are multiple choice, matching items and true false activities. The controlled teachers activities had the following importance

It create learners critical thinking: The controlled teacher activities make learners to think deeply on what the teacher is meaning by saying so for example in multiple choice a teacher may ask A person who treats teeth is called ? and alternative A. Nurse B. Teacher C. Dentist. A student need to think deeply to know who is the teacher speaking about

It motivate learners: Controlled activities can motivate learners because, learners get willing to know or to get the meaning of the teacher in his explanation. So by getting the correct answers the learners fill as they are active learners and make them to be motivated to know many things ~~arr~~ as they need to always understand the teacher.

Controlled teacher activities increases students vocabulary as the teacher uses new teminologies to measure students ability and to measure students critical thinking

Extract 14.2: A sample of correct response to question 14

Extract 14.2 shows a sample of correct responses to question one. The candidate explained the importance of practice stage of lesson development when teaching structural items. This implies that he/she had knowledge of practice stage of lesson development when teaching structural items.

3.0 ANALYSIS ON CANDIDATES' PERFORMANCE PER TOPIC

The analysis of the candidates' performance on each topic shows that, the performance on the English Language subject was generally average (60.2%). However, the performance was good in three (3) topics: *Theories of Language Teaching and Learning* (98.8%), *Developing Reading Skills* (98.2%), *and Preparation for Teaching* (94.6). However, the following topics had average performance: *Writing in a Variety of Forms* (69.9%), *Literary Analysis* (69.5%), *Sentence Types and Punctuation* (60.5%) *a*nd *Teaching Aural / Oral skills* (53.9). In contrast, the topics on which the candidates had weak performance were *The English Sound System* (3.6%), *Comprehension of a Variety of Informational Texts* (12%); *Conversations, discussions, Oral Presentations* (24%); *Teaching Methods* (28.7%) and *Assessment* (38.9%). Appendix summarises the students' performance on each topic using green, yellow, and red colours to represent good, average, and weak performance levels respectively.

4.0 CONCLUSION

The general performance in the English Language subject for Diploma in Secondary Education Examination (DSEE) in 2023 was good because 95.7 per cent of the candidates passed the examination. The analysis shows that, factors such as adequate knowledge to some topics examined, ability to understand questions requirements and mastery of English language contributed to good performance.

Candidates who failed to score good marks, demonstrated partial knowledge of the topics assessed. As a result, they failed to understand the requirements of the questions. Moreover, they had a weak command of the English language.

5.0 RECOMMENDATIONS

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

(a) Tutors should put more emphasis on the topics which seem to be challenging to student-teachers, namely; *The English sound system*, *Comprehension of a Variety of Information in Texts*, *Conversations, discussions, Oral Presentations, Teaching Methods* and *Assessment.* Tutors should use strategies such as written or oral exercises, quizzes and tests to make student-teachers practice on these topics adequately. The other useful participatory method are group discussions, debates, questions and answers, dialogue, and presentations.

(b) Student-teachers should be guided through the process of preparing for examinations to equip them with skills of understanding the demands of the questions, organizing their answers, and writing essays. This can be achieved through provision of enough assignments, exercises, quizzes and tests and immediate feedback.

(c) Student-teachers should also be encouraged to read widely in order to grasp sufficient knowledge especially on the topics of *The English Sound System*, *Comprehension of a Variety of Informational Texts*, *Conversations, Discussions, Oral Presentations, Teaching Methods,* and *Assessment.* This can be done through group discussions and searching books in the library or internet sources.

(d) English language clubs should be active and function properly in colleges in order for the student-teachers to participate in learning different topics of English language.

Appendix

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

SN	TOPIC	QUESTION NUMBER	PERFORMANCE (%)	AVERAGE (%)	COMMENTS
1.	Theories of Language Teaching and Learning	6	98.8	98.8	Good
2.	Developing Reading Skills	8	98.2	98.2	Good
3.	Preparation for Teaching	13	94.6	94.6	Good
4.	Writing in a Variety of Forms	5	64.7	69.9	Average
		11	73.1		
5.	Literary Analysis	1	57	69.5	Average
		3	82		
6.	Sentence Types and Punctuation	4	60.5	60.5	Average
7.	Teaching Aural / Oral skills	2	53.9	53.9	Average
8.	Assessment	10	38.9	38.9	Weak
9.	Teaching Methods	14	28.7	28.7	Weak
10.	Comprehension of Variety of Informational Texts	9	24	24	Weak
11.	Conversations, discussions and Oral Presentations.	12	12	12	weak
12.	English Language Sound System	7	3.6	3.6	Weak