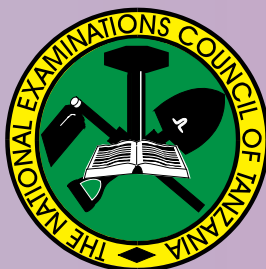


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

023 FRENCH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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023 FRENCH LANGUAGE

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Table of Contents

FOREWORD.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION ..	2
2.1 Question 1: Filling in the Blank Spaces (Comprehension).....	2
2.2 Question 2: Short Answers (Comprehension)	7
2.3 Question 3: Mood and Tenses (Grammar).....	9
2.4 Question 4: Singular and Plural Forms	14
2.5 Question 5: Adjectives, Prepositions and Verbs	19
2.6 Question 6: Telling Time and Numbers.....	22
2.7 Filling in the Blank Spaces with Preposition, Past Participle, Possessive Adjective, Demonstrative Adjective and an Auxiliary Verb.....	30
2.8 Question 8: Matching Items and Jumbled Sentences.....	35
2.9 Question 9: Filling in the Blank Spaces with Vocabulary from Family Relations	40
2.10 Question 10: Written Expression (Composition).....	43
3.0 PERFORMANCE OF STUDENTS IN DIFFERERNT TOPICS	48
4.0 CONCLUSION.....	49
5.0 RECOMMENDATIONS.....	49
APPENDIX.....	51

FOREWORD

The Students' Item Response Analysis report of the Form Two National Assessment (FTNA) 2015 analyses the performance of the students in French Language subject. The assessment provides an evaluation of the product of students' learning of their two years of French Language at this level in Tanzania.

The analysis presented in this report is intended to contribute towards the understanding of some reasons behind the performance of students in the French Language subject. The report highlights some of the factors that made students fail to score high marks while attempting the questions. Such factors include poor interpretation of the requirement of the questions, inability to express themselves by using simple French Language and lack of knowledge on the principles and rules related to the use of French Language. The feedback provided will enable the education administrators, school managers, teachers and students to device appropriate measures in order to improve students' performance in future assessments administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general that can be used for improving future students' items response analysis report.

Finally, the Council would like to thank the Examinations officers, statisticians, ICT experts and all those who participated in the preparation and in analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in French Language subject in November 2015. The assessment was set in accordance with the French Language Syllabus of 2010.

The students were tested in Written Comprehension, Grammar/Structure, Language Use (Vocabulary) and Composition/Written Expression. The paper consisted of four sections with a total of 10 questions from which the students were required to attempt all the questions.

The analysis shows that the overall performance of the students was poor. A total of 15,875 students sat for the Form Two National Assessment in November 2015 out of which, 3,749 students (23.62%) passed the assessment and were able to continue with their studies in Form Three. These results reflect a decrease of 16.9 percent in the students' performance compared to 2014.

This report aims at providing feedback on the performance of the students in each question. The presentation highlights the requirements of each question by indicating the expected responses to the question, how the students answered the question and the analysis for the student's responses. Extract samples of students' responses are presented in order to provide a general overview of how the students responded in view of the demands of each item or question.

The performance of the students was categorized into three (3) groups: good, average and weak based on the average percentage of students who scored 30 percent or above the marks allocated to the question. A topic was considered as poorly performed if the percentage of the students who scored an average of 30 percent or above is from 0 to 29 marks, from 30 to 49 marks the performance is regarded as average and from 50 to 100 marks the performance is considered as good.

It is expected that the analysis will enable teachers to improve the teaching and learning of French Language so as to improve the performance in this subject.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER QUESTION

2.1 Question 1: Filling in the Blank Spaces (Comprehension)

The students were given five cards with the information of five people from different nationalities introducing themselves. The students were asked to read those cards and then to answer the questions which followed. The questions were in the form of short paragraphs and the students were required to fill in the blank spaces with appropriate information extracted from the cards.

The question was attempted by all the students (100%) out of which, 63.3 percent performed poorly by scoring from 0 to 7 marks. Of these, 2.6 percent scored 0 mark. However, 21.9 percent performed averagely by scoring from 7.5 to 12 marks while 36.7 percent scored from 12.5 to 25 marks which is a good performance. According to this data, the performance in this question was average since the percentage of students who scored 30 percent or above is 36.7 percent as indicated in figure 1.

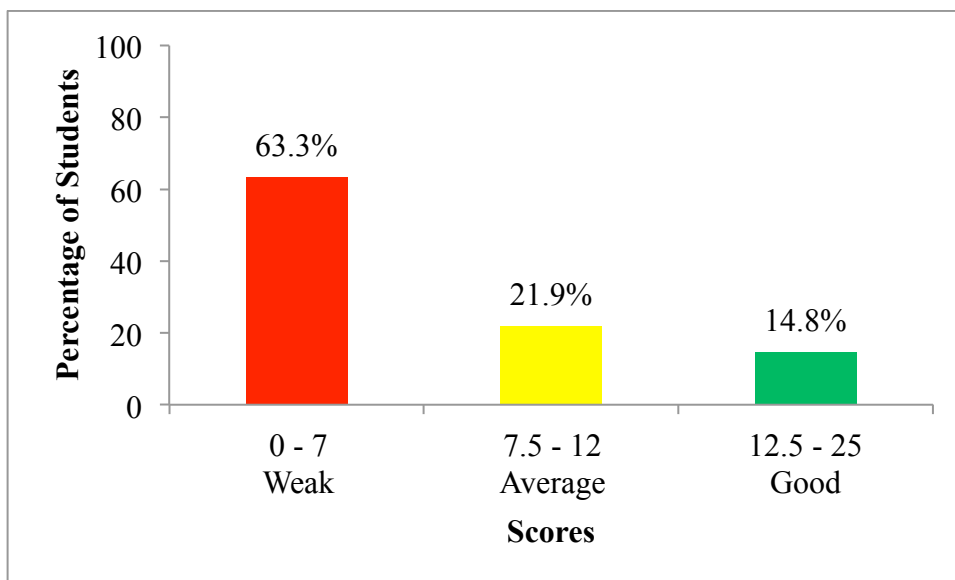


Figure 1: Students' performance and their scores

The students who scored low marks failed to comprehend what was written in the cards. They failed to use the information given in the cards to answer the questions. Some students copied words from the cards and filled in the blank spaces while others answered few questions only and left other questions unanswered.

In French language, a sentence is composed of a Subject + Verb + Complement(s)(direct/indirect). For example in card 1(a) the sentence started with *il* (Subject =he) followed by blank spaces which were followed by a name. According to the rule, a verb was missing and that was *s'appeler*: *Il s'appelle Mamadou Koné*. (He is called Mamadou Koné/His name is Mamadou Koné). One of the students wrote the age of *Mamadou Koné* (*12 ans*).

In the second sentence *Il vient du ...*(he comes from...) instead of writing *Sénégal* (place of origin), one of the students wrote the nationality *sénégalais*. In the third sentence *il habite* (He lives...) instead of writing the street where he lives, the student filled in the blank spaces with the type of sports Mamadou Koné likes; football. The fourth was about Mamadous' taste/likes; Mamadou likes playing football but one of the students wrote the surname of Mamadou which was Koné. The last sentence *mais ille cours de mathématiques* the student wrote the name Mamadou instead of the verb *déteste* (*hate/dislike*). *Mamadou Koné* dislikes/hates mathematics.

The students did not comprehend the information given in the cards and instead picked any word from the card and filled in the blank spaces. This proves that the students did not have a good command of French Language, which hindered them from answering the questions correctly. Extract 1.1 shows a sample of a response from a script of a student who performed poorly.

Extract 1.1

1. Lisez des informations données dans chaque boîte et puis remplissez les vides.

(a)

Nom: Koné
Prénom: Mamadou
Nationalité: Sénégalais
Adresse: 15 rue de l'Indépendance
Âge: 12 ans
Profession: Élève en classe de 5^{ème}
Goûts: Football
Déteste: Mathématiques

Il ... nas Mamadou Koné. Il vient du Sénégal et il habite Football Il aime le Koné mais il Mamadou le cours de mathématiques.

(b)

Nom: Kiwewe
Prénom: Abubakar
Nationalité: Tanzanien
Né le: 12 Avril 1977
À: Mombo
État civil: Marié avec 2 enfants ; une fille et un fils
Adresse: Dodoma
Langues: kisambaa, kiswahili, arabe, français et anglais
Profession: Journaliste
Goûts: Natation

C'est un journaliste Abubakar et il Journaliste Abubakar Kiwewe. Il est né à Dodoma Il Tanzanien kisambaa, kiswahili, arabe, français et anglais. Il aime la natation

(c)

Nom: Souleymane
Prénom: Sabrina
Nationalité: Syrienne
Née le : 28 Novembre 1971
À: Pemba
Adresse: Mwembeladu
Nom populaire: Mama Msiria
Métier: Commerçante

C'est une Mwembeladu syrienne. Pemba s'appelle Sabrina Souleymane, née le Mama à Msiria Elle 28 novembre à Mwembeladu.

(d)

Nom: Martinez
Prénom: Jean-Claude
Nationalité: Français
Âge: 37 ans
Adresse: 2, rue Nationale, Dakar
Profession: ingénieur
Goûts: Pêcher

Il ...ingénieur Jean-Claude Martinez. Il ...pêcher... français et il ...Français 2, rue Nationale. Il est né en ...maximé et il aime ...Claude... en mer.

(e)

Nom: Wanjiru
Prénom: Aminata
Nationalité: Kenyane
Adresse: Nakuru
Âge: 32 ans
État Civil: Célibataire
Profession: Pilote
Goûts: Jouer du piano
Déteste: Pollution

Cette jeune fille s'appelle ...Pollution... Son pays natal s'appelle le ...Nakuru... Elle ...Pilote... à Nakuru. Elle est née en ...32 ans... Elle se destine à la profession de ...Pollution...

Extract 1.1 shows a sample of a script from a student who copied words from the cards instead of using appropriate information extracted from the texts.

The students who scored high marks were able to fill in the blank spaces with the appropriate words and gave the correct answers. These students demonstrated a good command of French Language, had adequate reading and comprehension skills which enabled them to identify the meaning of the words used in the cards. For example in card, 1(d) and 1(e), the students were given the years but they were asked to give the date of birth of Jean-Claude Martinez and Aminata Wanjiru respectively. These students understood what was asked and succeeded to give the correct answer. In question 1(d), the students subtracted 37 years from 2015 and found out that Jean-Claude Martinez was born in 1978. For Aminata Wanjiru, they

subtracted 32 years from 2015 and found out that she was born in 1983.
Extract 1.2 shows a sample of a good response.

Extract 1.2

1. Lisez des informations données dans chaque boîte et puis remplissez les vides.

(a)

Nom: Koné
Prénom: Mamadou
Nationalité: Sénégalais
Adresse: 15 rue de l'Indépendance
Âge: 12 ans
Profession: Élève en classe de 5^{ème}
Goûts: Football
Déteste: Mathématiques

Il s'appelle Mamadou Koné. Il vient du Sénégal et il habite à 15 rue de l'Indépendance.
Il aime le football mais il déteste le cours de mathématiques.

(b)

Nom: Kiwewe
Prénom: Abubakar
Nationalité: Tanzanien
Né le: 12 Avril 1977
À: Mombo
État civil: Marié avec 2 enfants ; une fille et un fils
Adresse: Dodoma
Langues: kisambaa, kiswahili, arabe, français et anglais
Profession: Journaliste
Goûts: Natation

C'est un journaliste tanzanien et il s'appelle Abubakar Kiwewe. Il est né à Mombo. Il parle kisambaa, kiswahili, arabe, français et anglais. Il aime la natation.

(c)

Nom: Souleymane
Prénom: Sabrina
Nationalité: Syrienne
Née le : 28 Novembre 1971
À: Pemba
Adresse: Mwembeladu
Nom populaire: Mama Msiria
Métier: Commerçante

C'est une femme syrienne. Elle s'appelle Sabrina Souleymane, née le 28 Novembre 1971 à Pemba. Elle habite à Mwembeladu.

(d)

Nom: Martinez
Prénom: Jean-Claude
Nationalité: Français
Âge: 37 ans
Adresse: 2, rue Nationale, Dakar
Profession: ingénieur
Goûts: Pêcher

Il s'appelle Jean-Claude Martinez. Il est français et il habite 2, rue Nationale. Il est né en 1978 et il aime pêcher en mer.

(e)

Nom: Wanjiru
Prénom: Aminata
Nationalité: Kenyane
Adresse: Nakuru
Âge: 32 ans
État Civil: Célibataire
Profession: Pilote
Goûts: Jouer du piano
Déteste: Pollution

Cette jeune fille s'appelle Wanjiru Aminata. Son pays natal s'appelle le Kenya. Elle habite à Nakuru. Elle est née en 1983. Elle se destine à la profession de pilote.

Extract 1.2 shows a sample of a response from a script of a student who filled in the blank spaces with appropriate words extracted from the cards.

2.2 Question 2: Short Answers (Comprehension)

The students were required to answer the questions using the information extracted in question number 1. Question 2(a) was on card 1(a), question 2(b) was on card 1(b), question 2(c) was on card 1(c), question 2(d) was on card 1(d) and question 2(e) was on card 1(e).

The question was attempted by all the students (100%) out of which, 51.3 percent scored from 2.5 to 5 marks and among them, 1.3 percent scored all 5 marks, 13.3 percent scored from 1.5 to 2 marks. However, 35.4 percent of the students scored poorly from 0 to 1 mark and among them, 20 percent

scored 0 out of the 5 marks allocated to the question. This data shows that the performance of this question was good.

The students who scored high marks were able to identify the correct answers to the items because they comprehended the language used in the text. This shows that these students had acquired adequate knowledge of the French Language and had adequate reading and comprehension skills. Extract 2.1 shows a sample of a response from a student who performed well.

Extract 2.1

2. Répondez aux questions suivantes d'après les informations données ci-dessus.	
(a) Mamadou Koné est un élève en quelle classe?	Mamadou Koné est un élève en <u>classe de 5^{ème}</u>
(b) Monsieur Kiwewe a des enfants? Combien	<u>Oui, Monsieur Kiwewe a deux enfants, une fille et un fils</u>
(c) Quel est le nom populaire de Sabrina Souleymane?	Le nom populaire de Sabrina Souleymane est <u>Mama Maria</u>
(d) Quelle est la profession de monsieur Jean-Claude Martinez?	Monsieur Jean-Claude Martinez est <u>ingénieur</u>
(e) Aminata Wanjiru est célibataire?	<u>Oui, elle est célibataire</u>

Extract 2.1, the student gave correct answers to all the items as required.

On the other hand, the students who scored low marks failed to identify the correct answers from the cards because they did not understand the language used in the text. Some of them copied words which were not correct answers. For example, in question 2(a) the students were asked to tell the class in which Mamadou Koné was studying. The correct answer for this question was standard five (*classe de 5^{ème}*) but one of the students wrote the street where Mamadou Koné lived (*15 rue de l'Indépendance*) while another student wrote the subject which Mamadou Koné hates (*Mathématiques*). Another example is in question 2(b) where the students were asked to tell the number of children Mr. Kiwewe had. Instead of

writing *deux enfants* (two children), one of the students wrote the profession of Mr. Kiwewe (*journaliste*) and another student wrote the first name (*prénom*). Question 2(e) required them to tell if Aminata Wanjiru is an unmarried woman but one of the students gave her nationality. This proved that the student lacked sufficient reading and comprehension skills. Extract 2.2 shows a sample of a response from a script of a student who performed poorly in this question.

Extract 2.2 Poor

2. Répondez aux questions suivantes d'après les informations données ci-dessus.

(a) Mamadou Koné est un élève en quelle classe?
Mamadou Koné est un élève en *Mathématiques*.....

(b) Monsieur Kiwewe a des enfants? Combien
Monsieur Kiwewe des abubakar.....

(c) Quel est le nom populaire de Sabrina Souleymane?
Le nom populaire de Sabrina Souleymane est *prénom*.....

(d) Quelle est la profession de monsieur Jean-Claude Martinez?
Monsieur Jean-Claude Martinez est *Profession*.....

(e) Aminata Wanjiru est célibataire?
Aminata Wanjiru est Kenyane.....

Extract 2.2 shows a sample of a response from a script of a student who copied information from the cards which was not correct.

2.3 Question 3: Mood and Tenses (Grammar)

The students were required to give the past participle and infinitive forms of the verbs from the five sentences given in column 1.

The question had three columns; column 1 comprised of five sentences with verbs in the present tense, in column 2 the students were required to give the infinitive forms of the verbs in the sentences in column 1, while in column 3 the students were required to give the past participle of the verbs found in the sentences in column 1.

Question 3 (a) was given as an example while in questions 3(b), 3(d) and 3(e), the students were given the past participle forms and were required to give the infinitive forms. In questions 3(c) and 3(f) the students were given the infinitive forms and they were required to give the past participle forms.

The verbs were from First, Second and Third groups. Verbs *travailler* in question 3(a) and *préparer* in question 3(b) belong to the First group, verb *choisir* in question 3(e) belongs to the Second group and verbs *faire* in 3(c), *apprendre* in 3(d) and *écrire* in 3(f) belong to the Third group. The characteristics of these verbs are as follows:

- (i) The verbs in the First group end with *-er* in the infinitive form and the past participles end with *-é* after removing *-er* except for verb *aller*. This verb is in the Third group although it ends with *-er* in infinitive form and its past participle ends with *-é*.
- (ii) The verbs in the Second group end with *-ir* in the infinitive form and the imperfect tense has an infix “*-iss-*” while the past participles end with *-i* after removing *-ir*.
- (iii) The Third group type has three subgroups and their infinitives and past participles vary. This is a group of irregular verbs.

The question was attempted by all the students (100%) but the performance was poor because 79.2 percent of the students scored from 0 to 1 mark and among them, 47.5 percent scored 0 mark. On the other hand, 10.8 percent scored from 1.5 to 2 marks while 10 percent scored from 2.5 to 5 marks and among them, 2.1 percent scored 5 full marks.

The students who scored low marks failed to change the verbs which appeared in column 1 into the infinitive and past participle forms. These students did not have enough knowledge and skills in identifying the infinitive and past participle forms of the three groups of verbs. There were students who put all the verbs in the present tense as they appeared in column 1 instead of giving the infinitive forms for questions 3(b), 3(d) and 3(e) and past participle forms for questions 3(c) and 3(f). Extract 3.1 shows such responses.

Extract 3.1

3. Complétez le tableau suivant comme dans l'exemple.

	Phrases	Infinitif	Participe passé
(a)	Hellène travaille à la banque.	Travailler	travaillé
(b)	Ma tante prépare le repas.	prépare.....	préparé
(c)	Les élèves font leurs devoirs.	Fairefont.....
(d)	Vous apprenez vos leçons jusqu'à midi.	apprenez.....	appris
(e)	Je choisis le métier de médecin.	Choisis.....	choisi
(f)	Tu écris une lettre à tes grands-parents?	écrire	écrit.....

Extract 3.1, is a sample of a response from a script of a student who copied the verbs as they appeared in the sentences in column 1 (present tense).

Other students copied the verbs as they appeared in either column 2 or 3. For example in question 3(b), the past participle was given and the students were asked to give the infinitive but there were students who copied the past participle in column 2 which was for infinitive form. In question 3(c), the students were given the infinitive form of verb *faire* and they were asked to give the past participle. Some of the students shifted the infinitive of verb *faire* and put it in column 3. Extract 3.2 shows a response of such a student.

Extract 3.2

3. Complétez le tableau suivant comme dans l'exemple.

	Phrases	Infinitif	Participe passé
(a)	Hellène travaille à la banque.	Travailler	travaillé
(b)	Ma tante prépare le repas. <i>prépare</i>	préparé
(c)	Les élèves font leurs devoirs.	Faire <i>faite</i>
(d)	Vous apprenez vos leçons jusqu'à midi. <i>apprenis</i>	appris
(e)	Je choisis le métier de médecin. <i>choisi</i>	choisi
(f)	Tu écris une lettre à tes grands-parents?	écrire <i>écrite</i>

Extract 3.2 is a sample of a response from a script of a student who used the same forms of verbs as they appeared in the 2nd and 3rd columns.

There were students who copied words which appeared in the sentences in column 1. These students failed to use the given example to help them. For example, in question 3(b) *Ma tante prépare le repas*; the verb was *prépare* which was in the present tense and it belongs to the First group. The students were given the past participle *préparé* and they were supposed to give the infinitive form. The verbs in the First group end with *-er*; therefore the infinitive form was *préparer* but one of the students copied a noun *repas* which appeared in the sentence in column 1; the same applied for questions 3(d) -3(f). Extract 3.3 shows a response from such a student.

Extract 3.3

3. Complétez le tableau suivant comme dans l'exemple.

	Phrases	Infinitif	Participe passé
(a)	Hellène travaille à la banque.	Travailler	travaillé
(b)	Ma tante prépare le repas.	...repas...	préparé
(c)	Les élèves font leurs devoirs.	Faire	...font...
(d)	Vous apprenez vos leçons jusqu'à midi.	...leçons...	appris
(e)	Je choisis le métier de médecin.	...médecin...	choisi
(f)	Tu écris une lettre à tes grands-parents?	écrire	à tes grands-parents

Extract 3.3, the student misinterpreted the question by copying the words from the sentences in column 1 which were not the correct answers.

However, the students who scored high marks were able to recall the characteristics of the verbs in the three groups. These students had enough knowledge and skills on the three types of the verbs, therefore they were able to find the infinitive and past participle forms of the verbs which appeared in the sentences in column 1. Extract 3.4 shows a sample of a good answer.

Extract 3.4

3. Complétez le tableau suivant comme dans l'exemple.

	Phrases	Infinitif	Participe passé
(a)	Hellène travaille à la banque.	Travailler	travaillé
(b)	Ma tante prépare le repas.	...préparer...	préparé
(c)	Les élèves font leurs devoirs.	Faire	...fait...
(d)	Vous apprenez vos leçons jusqu'à midi.	...apprendre...	appris
(e)	Je choisis le métier de médecin.	...choisir...	choisi
(f)	Tu écris une lettre à tes grands-parents?	écrire	...écrit...

Extract 3.4 is a sample of a response from a script of a student who identified the infinitives and the past participles of the three types of verbs.

2.4 Question 4: Singular and Plural Forms

The students were given five sentences in singular form and were required to change them into plural form.

This question was attempted by all the students (100%). The data from this question shows that the performance was poor as 92.5 percent scored from 0 to 1 mark and among them, 84.4 percent scored 0 mark. However, 4 percent scored from 1.5 to 2 marks while 3.5 percent scored from 2.5 to 5 marks with 0.3 percent of the students scoring full marks. The figure below presents the performance of the students in this question.

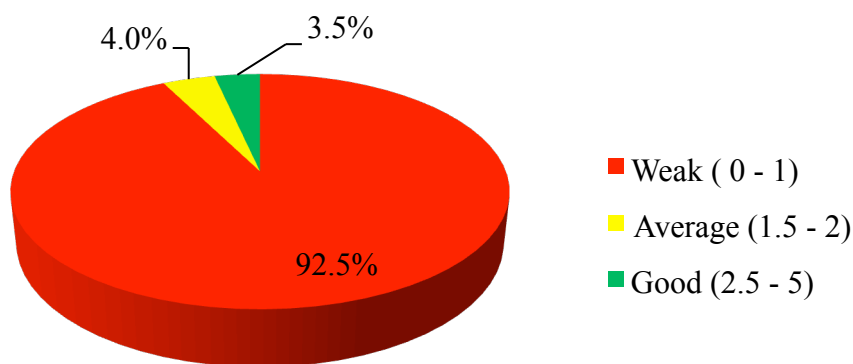


Figure 2: Students' performance and their scores

The students who scored low marks failed to apply the principle of changing the sentences from singular into plural form. These students could not put some elements like pronouns, nouns, adjectives and verbs in the sentences in plural form so as to have an agreement with the subject of the sentence. For example in question 4(a) *Mon frère se promène dans la forêt*; the correct answer was *Mes frères se promènent dans la forêt* but one of the students wrote *Mes frère sont promènes dans la forêt*. The verb was not in the correct form. *Se promène* is a reflexive verb marked by the pronoun *se* and when the subject denotes the third person singular or plural, the pronoun does not change but the verb must be in the correct form.

In French Language, most of the adjectives and nouns take an *-s* at the end of the word to mark the plural form but this student put the noun *frère* into singular form, replaced the reflexive pronoun *se* with verb *être* (*sont*) and put the verb *se promener* into a 2nd person singular instead of a 3rd person plural.

The change of the verbs depends on the person. In question 4(a), the plural form of *mon frère* (3rd person singular) is *mes frères* (3rd person plural/ils). When there is *mes frères/ils*, the verb must end with *-ent*; therefore, *se promène* was supposed to be *se promènent*. In question 4(b), the correct answer was *ces règles sont à Mwajuma* but one of the students wrote *sont regles sont Mwajuma*. This student could not change the demonstrative adjective *cette* into the appropriate form but instead he/she considered it as a verb (*être*) while others added an *-s* at the end and changed it to *Cettes* instead of *Ces*. In question 4(c), the correct answer was *nous rentrons à la maison à 4 heures*; the plural of pronoun *je* (1st person) is *nous* but some students wrote *tu* (2nd person singular) and the verb was not correct. In question 4(d), the correct answer was *les soeurs de Jumbo finissent leurs devoirs* but one of the students wrote *les soeurs des Jumbo finits sont devoirs*.

Other students confused the plural form of nouns and adjectives with the plural form of verbs; they generalized the principle that an *-s* is a mark for plural form therefore, applied this principle for the verbs and wrote *finits* instead of *finissent*. When the subject of a sentence denotes a 3rd person plural and the verbs belong to a Second group, the verb ends with *-issent*. Also...*de Jumbo*; Jumbo was the name of a person and is supposed to remain in singular, there was no need of putting an *-s* to the preposition *de* in plural form. The preposition was supposed to be in singular form *de* and not *des*.

In addition to that, some students replaced a possessive adjective with verb *être*. The possessive adjective was supposed to be *leurs* when the sentence is put in plural form but the student wrote *sont* (verb *être*). Extract 4.1 shows a sample of a response from a script of a student who could not put some elements in plural form.

Extract 4.1

4. Mettez les phrases suivantes au pluriel.
- (a) Mon frère se promène dans la forêt.
Mes frères se promènent dans la forêt.
 - (b) Cette règle est à Mwajuma.
Sont règles sont Mwajuma.
 - (c) Je rentre à la maison à 4 heures.
Tu vas les maisons 4 heures.
 - (d) La sœur de Jumbo finit ses devoirs.
Les sœurs des Jumbo finit sont devoirs.
 - (e) C'est un livre de français.
Cont des livres des français.

Extract 4.1 is a sample of a response from a script of a student who failed to put nouns, verbs, adjectives and pronouns in plural form in some items.

Other students copied the sentences without changing the persons, verbs, adjectives and pronouns and added prepositions. For example in questions 4(a) and 4(b), there was a student who inserted the preposition *en* and wrote 4(a) *Mon frère se promène en dans la forêt* and in question 4(b) *Cette en règle est à Mwajuma*. In questions 4(c) and 4(d) he/she inserted preposition *à*; in question 4(c) he/she wrote *Je à rentre à la maison à 4 heures* and in question 4(d) he/she wrote *vos frères et vos sœurs de Jumbo à finit ses devoirs*. Extract 4.2 shows a sample of such an answer.

Extract 4.2

4. Mettez les phrases suivantes au pluriel.
- (a) Mon frère se promène dans la forêt.
Mon Frère se promène en dans la forêt.
 - (b) Cette règle est à Mwajuma.
Cette en règle est à Mwajuma.
 - (c) Je rentre à la maison à 4 heures.
Je à rentre à la maison à 4 heures.
 - (d) La sœur de Jumbo finit ses devoirs.
Vos Frères et vos sœur de Jumbo à finit ses devoirs.
 - (e) C'est un livre de français.
C'est un livres de français.

Extract 4.2 is a sample of a response from a script of a student who misunderstood the requirements of the question and inserted prepositions instead of putting the sentences in plural form.

There were also students who interchanged the structure of the sentences as shown in Extract 4.3, resulting in scoring low marks.

Extract 4.3

4. Mettez les phrases suivantes au pluriel.

(a) Mon frère se promène dans la forêt.
Promene dans la forêt mon frère se

(b) Cette règle est à Mwajuma.
Cette règle ci MWAJUMA est

(c) Je rentre à la maison à 4 heures.
Je à la rente maison ci quatre heures

(d) La sœur de Jumbo finit ses devoirs.
La de Jumbo finit ses devoirs Soeur

(e) C'est un livre de français.
C'est un la français livre

Extract 4.3 shows a sample of a response from a script of a student who changed the structure of the sentences.

Similarly, some students confused the plural forms of verbs with nouns. These students changed the nouns into verbs. For example in question 4(a), one of the students treated *frère* (brother) as a verb instead of a noun and wrote *Ton frèrent ses promène...* instead of *Mes frères se promènent...*; -ent which is the ending of a verb in plural form for the third person plural and an -s as a mark of plural form for nouns. The words *règle* (4b), *sœur* 4(d) and *livre* (4e) were treated as verbs although they were nouns. Extract 4.4 shows a sample of a response from a script of a student who confused the plural forms of verbs with those of nouns.

Extract 4.4

4. Mettez les phrases suivantes au pluriel.

(a) Mon frère se promène dans la forêt.

Ton frère se promène dans la forêt

(b) Cette règle est à Mwajuma.

Ces règles sont à Mwajuma.

(c) Je rentre à la maison à 4 heures.

Nous rentrons à la maison à 4 heures.

(d) La sœur de Jumbo finit ses devoirs.

Les sœurs de Jumbo finissent leurs devoirs.

(e) C'est un livre de français.

Nous en lisons des français.

Extract 4.4 shows a sample of a response from a script of a student who treated most of the nouns as verbs.

The students who scored high marks were able to apply the principles of changing the sentences from plural form into singular form. These students were aware that in the process of changing the words in a sentence from plural to singular form, the adjectives, nouns and verbs change. Most of the adjectives and nouns in French Language take an *-s* at the end of the word to mark a plural. For the verbs, the change depends on the person. Table 1 shows the ending of the verbs in plural form.

Table 1

S/n	Noun/Pronoun	Verb ending
1	1 st person plural	<i>-ons</i>
2	2 nd person plural	<i>-ez</i>
3	3 rd person plural	<i>-ent</i>

Extract 4.5 shows a sample of a response from a script of a student who managed to put all the sentences in plural form correctly by changing all the elements.

Extract 4.5

4. Mettez les phrases suivantes au pluriel.

(a) Mon frère se promène dans la forêt.
Mes frères se promènent dans la forêt.

(b) Cette règle est à Mwajuma.
Ces règles sont à Mwajuma.

(c) Je rentre à la maison à 4 heures.
Nous rentrons à la maison à 4 heures.

(d) La sœur de Jumbo finit ses devoirs.
Les sœurs de Jumbo finissent leurs devoirs.

(e) C'est un livre de français.
Ce sont des livres de français.

Extract 4.5 shows the student who managed to change all the elements in the sentences correctly from singular form into plural form.

2.5 Question 5: Adjectives, Prepositions and Verbs

The students were given five sentences and there was a pair of words (adjectives, prepositions or verbs) in each sentence. Some of these words had the same meaning (5(b) and 5(e)) but they differ in their uses. The students were required to underline the correct word between the two in order to have a meaningful sentence.

Questions 5(a) and 5(c) had verbs; question 5(d) had prepositions while questions 5(b) and 5(e) had adjectives.

This question was attempted by all the students (100%) and the performance was good as 60 percent scored an average of 30 percent or above and among these students, 1.7 percent scored full marks. On the other hand, 40 percent of the students scored from 0 to 1 mark out of the 5 marks allocated to the question and among them, 24.2 percent scored a 0 mark.

The students who scored high marks were able to write the adjectives correctly and to differentiate the meaning of the verbs and the prepositions. The students were aware that verb *venir* (to come) in question 5(d) always goes with the preposition *de* (from) and since *marché* is a masculine noun,

the correct form of the preposition was *du*. In question 5(e), the word *maison* was a feminine noun therefore the correct adjective was *cette*. Extract 5.1 shows a sample of a good response.

Extract 5.1

5. Soulignez le mot correct pour la phrase.
Exemple: Cet enfant dit/parle beaucoup.
Cet enfant dit/parle beaucoup.
- (a) Ma cousine prend/apprend rendez-vous chez la coiffeuse.
(b) Les enfants vont aider leurs/leur mère ce soir.
(c) Ces gens sont/ont beaucoup d'argent.
(d) Je viens du/au marché avec ma tante.
(e) Mon professeur habite dans ce/cette maison en face de l'école.

Extract 5.1 is a sample of a response from a script of a student who identified the correct verbs in questions 5(a) and 5(c); the correct gender and number of the adjectives in questions 5(b) and 5(e) and correct preposition in question 5(d)

On the other hand, the students who scored low marks did not understand the requirements of the question as some students left the questions unanswered while others underlined both words and others copied the sentences without underlining the correct answer. Few students copied the two words only without indicating the correct answer.

Similarly, there were students who confused the masculine nouns with the feminine as a result they underlined a wrong answer. For example, one student underlined *ce* (masculine singular) instead of *cette* (feminine singular) in question 5(e). Other students failed to differentiate the meaning of the verbs *être* (to be) and *avoir* (to have). For example in question 5(c), one student underlined *sont* (*être*) instead of *ont* (*avoir*) which makes the sentence meaningless; *Ces gens sont beaucoup d'argent* (these men are a lot of money) instead of *Ces gens ont beaucoup d'argent* (these men have a lot of money). Extract 5.2 shows a sample of such a response.

Extract 5.2

5. Soulignez le mot correct pour la phrase.

Exemple: Cet enfant dit/parle beaucoup.

Cet enfant dit/parle beaucoup.

- (a) Ma cousine prend/apprend rendez-vous chez la coiffeuse.
- (b) Les enfants vont aider leurs/leur mère ce soir.
- (c) Ces gens sont/ont beaucoup d'argent.
- (d) Je viens du/au marché avec ma tante.
- (e) Mon professeur habite dans ce/cette maison en face de l'école.

Extract 5.2 shows a sample of a response from a script of a student who underlined incorrect answers.

There were also some students who underlined the wrong words. For example in question 5(a), the words used were the verbs *prend/apprend* but the student underlined the word *rendez-vous* (noun). In question 5(b), the words used were the possessive adjectives *leurs* (plural) and *leur* (singular) and the correct answer was *leur* (singular) but one of the students underlined *mère* (noun). In question 5(c), the words used were the verbs *être* (to be) and *avoir* (to have) but the student underlined the adverb *beaucoup*. In question 5(d) the words used were the prepositions *du/au* but the student underlined *marché* (noun) and in question 5(e), the words were demonstrative adjectives *ce/cette* but he/she underlined *maison* (noun). Extract 5.3 shows a sample of such a response.

Extract 5.3

5. Soulignez le mot correct pour la phrase.

Exemple: Cet enfant dit/parle beaucoup.

Cet enfant dit/parle beaucoup.

- (a) Ma cousine prend/apprend rendez-vous chez la coiffeuse.
- (b) Les enfants vont aider leurs/leur mère ce soir.
- (c) Ces gens sont/ont beaucoup d'argent.
- (d) Je viens du/au marché avec ma tante.
- (e) Mon professeur habite dans ce/cette maison en face de l'école.

Extract 5.3, the student underlined different words from the one they were asked to choose.

2.6 Question 6: Telling Time and Numbers

This question was divided into two parts (a) and (b). Part (a) was on telling time and the students were required to answer the questions using the words which were in brackets and which indicate time. In part (b), the students were given five sentences with Arabic numerals and they were required to write the Arabic numerals in words.

The question was attempted by all the students (100%) and the data shows that the performance was good as 15.9 percent of the students scored from 5 to 10 marks and among them, 0.2 percent scored full marks whereas, 34.7 percent scored from 3 to 4.5 marks and 49.4 percent scored from 0 to 2.5 marks with 10.6 percent scoring 0 mark.

The students who scored high marks were able to put the words in brackets in proper positions and identified the appropriate subjects to be used in each sentence. For example, in question 6(a)(i), when the question starts with a nominal group *vos parents* (masculine plural) then the answer must start with *nos parents/mes parents* or by replacing nominal group *nos/mes parents* with *ils* (pronoun) and the sentence will be *nos/mes parents/ils arrivent demain à quatre heures vingt*. If for example, a question is asked using the pronoun *vous* (2nd person plural or 2nd person singular polite form) like in question 6(a) (ii), then the subject of the answer must start with *je* (1st person singular) or *nous* (1st person plural). In question 6(a) (iii) the answer was supposed to be Ashura or pronoun *elle* for feminine singular nouns. Question 6(a) (iv) was asked using pronoun *tu* (2nd person singular) and the answer was to start with *je* (1st person singular).

This shows that the students understood the requirements of the question and had sufficient knowledge on this topic. They used the skills they acquired to change the pronouns and the adjectives correctly. Extract 6.1 shows a sample of a response from a script of a student who performed well.

Extract 6.1

6. (a) Répondez aux questions suivantes comme dans l'exemple.

Exemple: Tu téléphones à ton oncle à quelle heure? (cinq heures)

Je téléphone à mon oncle à cinq heures.

- (i) Vos parents arrivent demain à quelle heure? (quatre heures vingt)
Nos parents arrivent demain à quatre heures vingt.
- (ii) Vous allez à l'hôpital à quelle heure? (six heures et quart)
Nous allons à l'hôpital à six heures et quart.
- (iii) Ashura prend son petit déjeuner à quelle heure? (huit heures du matin)
Elle prend son petit déjeuner à huit heures du matin.
- (iv) Omari, tu passes chez moi à quelle heure? (neuf heures du soir)
Je passe chez toi à neuf heures du soir.
- (v) Vous prenez vos leçons jusqu'à quelle heure? (midi)
Nous prenons nos leçons jusqu'à midi.

Extract 6.1 shows a sample of a response from a script of a student who was able to put the words in the brackets into proper positions and identify the appropriate subjects to be used in each sentence.

On the other hand, the students who scored low marks in question 6(a) did not understand the requirements of the question. For example in question 6(b) (ii), *Vous allez à l'hôpital à quelle heure? (six heures et quart)* the correct answer was *Je vais/Nous allons à l'hôpital à six heures et quart* but there were students who answered the question by writing *Vous allez à l'hôpital à quelle heure six heures et quart*. These students copied the questions and added the words which were in brackets at the end. Extract 6.2 shows a sample of a response from a script of a student who wrote such an answer.

Extract 6.2

6. (a) Répondez aux questions suivantes comme dans l'exemple.

Exemple: Tu téléphones à ton oncle à quelle heure? (cinq heures)

Je téléphone à mon oncle à cinq heures.

- (i) Vos parents arrivent demain à quelle heure? (quatre heures vingt)
Vos parents arrivent demain à quelle heure quatre heures vingt
- (ii) Vous allez à l'hôpital à quelle heure? (six heures et quart)
Vous allez à l'hôpital à quelle heure six heures et quart
- (iii) Ashura prend son petit déjeuner à quelle heure? (huit heures du matin)
Ashura prend son petit déjeuner à quelle heure huit heures du matin
- (iv) Omari, tu passes chez moi à quelle heure? (neuf heures du soir)
Omari tu passes chez moi à quelle heure neuf heures de soir
- (v) Vous prenez vos leçons jusqu'à quelle heure? (midi)
Vous prenez vos leçons jusqu'à quelle heure midi

In Extract 6.2, the student copied the questions and added the answers at the end of the questions.

Other students failed to change the subject of the sentences when answering the question. For example in question 6(a) (i) they wrote *vos parents arrivent demain à quatre heures vingt* instead of *mes/nos parents/ils arrivent à quatre heures vingt*. Extract 6.3 shows a sample of a response from a script of a student who failed to answer the question.

Extract 6.3

6. (a) Répondez aux questions suivantes comme dans l'exemple.

Exemple: Tu téléphones à ton oncle à quelle heure? (cinq heures)

Je téléphone à mon oncle à cinq heures.

(i) Vos parents arrivent demain à quelle heure? (quatre heures vingt)

Vos parents arrivent demain à quatre heures vingt.

(ii) Vous allez à l'hôpital à quelle heure? (six heures et quart)

Vous allez à l'hôpital à six heures et quart.

(iii) Ashura prend son petit déjeuner à quelle heure? (huit heures du matin)

Ashura prend son petit déjeuner à huit heures du matin.

(iv) Omari, tu passes chez moi à quelle heure? (neuf heures du soir)

Omari, tu passes chez moi à neuf heures du soir.

(v) Vous prenez vos leçons jusqu'à quelle heure? (midi)

Vous prenez vos leçons jusqu'à midi heures.

Extract 6.3 shows a sample of a response from a script of a student who failed to change the subject of the sentences for questions 6(a) (i), 6(a) (ii), 6(a) (iv) and 6(a) (v).

There were few students who misinterpreted the question by putting the nouns/pronouns, adjectives and verbs in singular form for the sentences which were in plural form. For example, question 6(a)(i) *Vos parents arrivent demain à quelle heure?* One student wrote *Mon parent arrive demain à quatre heures vingt*. Question 6(a) (ii) *Vous allez à l'hôpital à quelle heure?* The student wrote *Tu vas à l'hôpital à six heures et quart*. Question 6(a) (v) *Vous prenez vos leçons jusqu'à quelle heure?* He/she wrote *tu prends mon leçon jusqu'à midi*. Extract 6.4 shows a sample of a response from a script of a student who put the sentences in singular form.

Extract 6.4

6. (a) Répondez aux questions suivantes comme dans l'exemple.

Exemple: Tu téléphones à ton oncle à quelle heure? (cinq heures)

Je téléphone à mon oncle à cinq heures.

(i) Vos parents arrivent demain à quelle heure? (quatre heures vingt)

Mon parent arrive demain à quatre heures vingt.

(ii) Vous allez à l'hôpital à quelle heure? (six heures et quart)

Tu vas à l'hôpital à six heures et quart.

(iii) Ashura prend son petit déjeuner à quelle heure? (huit heures du matin)

Ashura prend son petit déjeuner à huit heures du matin.

(iv) Omari, tu passes chez moi à quelle heure? (neuf heures du soir)

Omari, je passe chez moi à neuf heures du soir.

(v) Vous prenez vos leçons jusqu'à quelle heure? (midi)

Tu prends mon leçon jusqu'à midi.

Extract 6.4 shows a sample of a response from a script of a student who misinterpreted the question and put question 6(a)(i), 6(ii) and 6(a)(v) into singular form.

Similarly, there were students who replaced a feminine noun with a masculine pronoun. For example question 6(a)(iii) *Ashura prend son petit déjeuner à quelle heure?* One of the students wrote: *il prend son petit déjeuner à huit heures du matin*. Ashura is a feminine name and the correct pronoun is *elle* and not *il* which is used for masculine nouns.

Other students wrote the words in brackets without answering the question. For example in question 6(a)(i) one of the students wrote *quatre heures vingt* instead of *Mes/Nos parents/Ils arrivent à quatre heures vingt*. In question 6(a)(ii) he/she wrote *six heures et quart* instead of *Je vais/Nous allons à l'hôpital à six heures et quart*.

There were other students who wrote two subjects. For example question 6(a) (i), a student wrote *Nous vos parents arrivent demain ...* Question 6(a) (ii) he/she wrote *Nous vous allez à l'hôpital....* 6(a) (iii) he/she wrote *Tu Ashura prend son petit déjeuner....* 6(a)(v) he/she wrote *Tu vous prenez....* Extract 6.5 shows such a response.

Extract 6.5

6. (a) Répondez aux questions suivantes comme dans l'exemple.

Exemple: Tu téléphones à ton oncle à quelle heure? (cinq heures)

Je téléphone à mon oncle à cinq heures.

- (i) Vos parents arrivent demain à quelle heure? (quatre heures vingt)
Nous vos parents arrivent demain à quatre heures vingt
- (ii) Vous allez à l'hôpital à quelle heure? (six heures et quart)
Nous vous allez à l'hôpital à six heures et quart
- (iii) Ashura prend son petit déjeuner à quelle heure? (huit heures du matin)
Tu Ashura prend son petit déjeuner à huit heures du matin
- (iv) Omari, tu passes chez moi à quelle heure? (neuf heures du soir)
Omari tu passes chez moi à neuf heures du soir
- (v) Vous prenez vos leçons jusqu'à quelle heure? (midi)
Tu vous prenez vos leçons jusqu'à midi heures

Extract 6.5 shows a sample of a response from a script of a student who wrote two subjects in his/her answer.

However, there were students who misinterpreted the example and answered all the questions using pronoun *je* as in Extract 6.6. In the example, the question was asked using pronoun *tu* (2nd person singular), the answer was supposed to start with *je* (1st person singular).

Extract 6.6

6. (a) Répondez aux questions suivantes comme dans l'exemple.

Exemple: Tu téléphones à ton oncle à quelle heure? (cinq heures)

Je téléphone à mon oncle à cinq heures.

(i) Vos parents arrivent demain à quelle heure? (quatre heures vingt)

Je... Parents arrivent demain à cinq heures

(ii) Vous allez à l'hôpital à quelle heure? (six heures et quart)

Je aller à l'hôpital à cinq heures

(iii) Ashura prend son petit déjeuner à quelle heure? (huit heures du matin)

Je prend son petit déjeuner à cinq heure

(iv) Omari, tu passes chez moi à quelle heure? (neuf heures du soir)

Je tu passes chez moi à cinq heures

(v) Vous prenez vos leçons jusqu'à quelle heure? (midi)

Je Prenez vos leçons jusqu'à cinq heures

Extract 6.6 shows a sample of a response from a script of a student who misinterpreted the example and used pronoun *je* to represent the subject in all the sentences.

In question 6(b), the students who scored high marks were able to write correct spellings of the Arabic numerals. These students had sufficient knowledge on the orthography of those words. Extract 6.7 shows a sample of a response from a script of a student who performed well in this question.

Extract 6.7

(b) Ecrivez ces chiffres en mots.

Exemple: Le fils de notre voisin a 17 ans.

Le fils de notre voisin a dix-sept ans.

- (i) Il y a 75 passagers dans l'autobus pour Tanga.
Il y a soixante-quinze passagers dans l'autobus pour Tanga.
- (ii) Mon père a mis 20 litres d'essence dans le réservoir de la voiture.
Mon père a mis vingt litres d'essence dans le réservoir de la voiture.
- (iii) Ma sœur a fait 12 kilomètres à bicyclette.
Ma sœur a fait douze kilomètres à bicyclette.
- (iv) La cousine de Mitiu est née en 1994.
La cousine de Mitiu est née en mille neuf cent quatre-vingt-quatorze.
- (v) Ce garçon-là est paresseux. Il se lève tous les jours à 10 heures du matin.
Ce garçon-là est paresseux. Il se lève tous les jours à dix heures du matin.

Extract 6.7, the student managed to write correctly the Arabic numerals without any spelling mistakes.

The students who scored poorly in this question failed to give the correct spellings of the Arabic numerals while others copied the Arabic numerals instead of writing them in words. These students did not have sufficient knowledge on the orthography of French words. Extract 6.8 shows a sample of a response from a script of a student who performed poorly in question 6(b).

Extract 6.8

(b) Ecrivez ces chiffres en mots.

Exemple: Le fils de notre voisin a 17 ans.

Le fils de notre voisin a dix-sept ans.

(i) Il y a 75 passagers dans l'autobus pour Tanga.

Il y a Sept-vingt-cinq passagers dans l'autobus pour Tanga.

(ii) Mon père a mis 20 litres d'essence dans le réservoir de la voiture.

Mon père a mis deux-vingt litres d'essence dans le réservoir de la voiture.

(iii) Ma sœur a fait 12 kilomètres à bicyclette.

Ma sœur a fait dix-deux kilomètres à bicyclette.

(iv) La cousine de Mtitu est née en 1994.

La cousine de Mtitu est née en mille-neuf-cent-quatre-vingt-quatre.

(v) Ce garçon-là est paresseux. Il se lève tous les jours à 10 heures du matin.

Ce garçon-là est paresseux. Il se lève tous les jours à dix heures du matin.

Extract 6.8 shows sample of a response from a script of a student who failed to give the correct spellings of the Arabic numerals in French language.

2.7 Filling in the Blank Spaces with Preposition, Past Participle, Possessive Adjective, Demonstrative Adjective and an Auxiliary Verb.

The students were given five sentences with five options in brackets for each question and they were required to choose the correct answer. Question 7(a) was about preposition, question 7(b) was about past participle, question 7(c) was about possessives, question 7(d) was about demonstrative adjective and question 7(e) was about auxiliary verbs.

This question was attempted by 100 percent of the students and the performance was average. Out of the 100 percent, 65.2 percent scored poorly from 0 to 1 mark and among them, 25.7 percent scored 0 mark. However, 24.8 percent scored from 1.5 to 2 marks indicating an average

performance while 10 percent of the students scored from 2.5 to 5 marks and among them, 0.4 percent scored 5 full marks which is a good performance.

The students who scored low marks failed to identify the correct words needed to fill in the blank spaces, instead they picked them randomly. In question 7(a), there were students who failed to answer this question correctly because they did not know the meaning and functions of the given prepositions. The correct answer for this question was *Nous sommes en vacances **au** Mozambique avec nos parents.*

In French Language all the nouns are either masculine or feminine and Mozambique is a masculine country. The appropriate preposition in question 7(a) was *au*; *à la* is used for feminine countries, *à* is used for towns, villages etc, *du* goes with verb *venir* (to come) and not with verb *être* (to be) while *en* has got different meaning according to a particular situation (in, to, by).

In French language when a sentence starts with *hier* (yesterday), the verb must be in the past tense which is formed by using the past participle of the verb with the auxiliary verbs *être* (to be) or *avoir* (to have). The verbs which express movement use the auxiliary verb *être* and other verbs use the auxiliary verb *avoir*. The verbs which use the auxiliary verb *être* must agree with the noun/pronoun in gender (masculine or feminine) and in number (singular or plural). In question 7(b), the students were given the auxiliary verb *être* because verb *arriver* (to arrive) express movement, then they were supposed to choose the correct form of verb *arriver* among the five options.

The past participle of the verb *arriver* is *arrivé* but since the noun is in feminine plural form, the student has to add first an *-e* at the end of the past participle to mark the gender and then an *-s* to mark plural form, therefore the correct answer was *arrivées*.

In question 7(c) the students were given four possessive adjectives and one possessive pronoun. The aim was to find out if the students were able to differentiate possessive adjectives from possessive pronouns. The correct answer for this question was *leur* but some students wrote *le leur* because

they confused the possessive adjective with the possessive pronoun. Similarly, there were students who opted for *leurs* (plural) but these students failed to realize that *grand-père* was in singular form therefore, the correct answer was *leur*.

In question 7(d) the students were given four demonstrative adjectives and one demonstrative pronoun. The aim was to find out if the students were able to differentiate demonstrative adjectives from demonstrative pronouns. The word *nuit* was feminine singular noun therefore, the correct answer was *cette*. There were students who opted for *ce* because they thought that *nuit* was a masculine noun while others confused the demonstrative adjectives with demonstrative pronouns and picked *celle* which was a demonstrative pronoun.

In French language, the feminine of most nouns end with an *-e* but there were few exceptions like the case of *nuit*. These students failed to realize that *nuit* is a feminine noun although it does not end with an *-e*.

In question 7 (e), the students were given the past participle of the verb *ouvrir* (*ouvert*) and they were supposed to choose the correct auxiliary verb among the five options. The correct answer for this question was *C'est nous qui avons ouvert la fenêtre, hier soir* but there were students who opted for *sommes* while verb *ouvrir* goes with auxiliary *avoir*. The subject of this sentence was *nous* (1st person plural) but other students confused it with *ils/elles* (3rd person plural) and picked *ont* which was not correct.

The above explanations prove that the students did not have sufficient knowledge on these topics. Extract 7.1 shows a sample of a script of a student who performed poorly.

Extract 7.1

7. Complétez les phrases suivantes en choisissant la bonne réponse donnée entre parenthèses.

Exemple: Notre vache est sous un train.

(passer, passe, passes, passée, passé)

→ Notre vache est passée sous un train.

(a) Nous sommes en vacances du Mozambique avec nos parents.
(à la, à, du, au, en)

(b) Hier, les filles de madame Mussa sont arrivée à l'école à huit heures et demie.
(arriver, arrivées, arrivée, arrivés, arrivent)

(c) Ces enfants aiment beaucoup le leur grand-père.
(leurs, son, sa, le leur, leur)

(d) Celle nuit il y a une éclipse de lune.
(Ces, Cet, Cette, Ce, Celle)

(e) C'est nous qui ont ouvert la fenêtre, hier soir.
(avons, ont, avez, sont, sommes)

Extract 7.1 shows a sample of a response from a script of a student who failed to fill in the blank spaces with the correct items but instead picked them randomly.

Similarly, there were students who misunderstood the example and filled in all the blank spaces using the verb *passer*; the options given in the example in different forms. In question 7(a), the verb was in infinitive form (*passer*), in 7(b) the verb was in present tense but for a 2nd person singular (*passes*), in question 7(c) it was the past participle for masculine nouns, in question 7(d) the verb was in present tense for the 1st person singular (*je*) and the 3rd person singular (*il/elle*) and in question 7(e) it was the past participle for feminine nouns (*passée*). Extract 7.2 shows a sample of a response from such an answer.

Extract 7.2

7. Complétez les phrases suivantes en choisissant la bonne réponse donnée entre parenthèses.

Exemple: Notre vache est sous un train.

(passer, passe, passes, passée, passé)

Notre vache est passée sous un train.

(a) Nous sommes en vacances Mozambique avec nos parents.

(à la, à, du, au, en)

(b) Hier, les filles de madame Mussa sont à l'école à huit heures et demie.

(arriver, arrivées, arrivée, arrivés, arrivent)

(c) Ces enfants aiment beaucoup grand-père.

(leurs, son, sa, le leur, leur)

(d) nuit il y a une éclipse de lune.

(Ces, Cet, Cette, Ce, Celle)

(e) C'est nous qui ouvert la fenêtre, hier soir.

(avons, ont, avez, sont, sommes)

Extract 7.2 shows a sample of a response from a script of a student who filled in the blank spaces with the items used in the example.

However, the students who scored high marks were able to identify the correct items (preposition, past participle, possessive adjective, demonstrative pronoun and an auxiliary verb) needed in this question. These students managed to identify the gender and the number of the nouns they qualify. Extract 7.3 shows a sample of a response from a script of a student who performed well.

Extract 7.3

7. Complétez les phrases suivantes en choisissant la bonne réponse donnée entre parenthèses.

Exemple: Notre vache est sous un train.

(passer, passe, passes, passée, passé)

→ Notre vache est passée sous un train.

(a) Nous sommes en vacances Mozambique avec nos parents
(à la, à, du, au, en)

(b) Hier, les filles de madame Mussa sont à l'école à huit heures et demie.
(arriver, arrivées, arrivée, arrivés, arrivent)

(c) Ces enfants aiment beaucoup grand-père.
(leurs, son, sa, le leur, leur)

(d) nuit il y a une éclipse de lune.
(Ces, Cet, Cette, Ce, Celle)

(e) C'est nous qui ouvert la fenêtre, hier soir.
(avons, ont, avez, sont, sommes)

In Extract 7.3, the student was able to identify the correct items needed.

2.8 Question 8: Matching Items and Jumbled Sentences.

The question was divided into two parts (a) and (b). Part (a) was on matching items and the students were required to match the questions given in **List A** with corresponding answers given in **List B**. In part (b), the students were given five sentences with words which were not in a good order. The commas were put to separate the words. The students were required to re-arrange them in order to make meaningful sentences.

The question was attempted by 100 percent of the students out of which, 77.4 percent scored from 0 to 4 marks and among them, 8.1 percent scored 0 mark which was a poor performance. However, 16.9 percent scored from 4.5 to 7 marks while 5.7 percent scored from 7.5 to 15 marks and among them, 0.1 percent scored full 15 marks which was a good performance.

According to the data, the question was performed poorly by the students as shown in Figure 3.

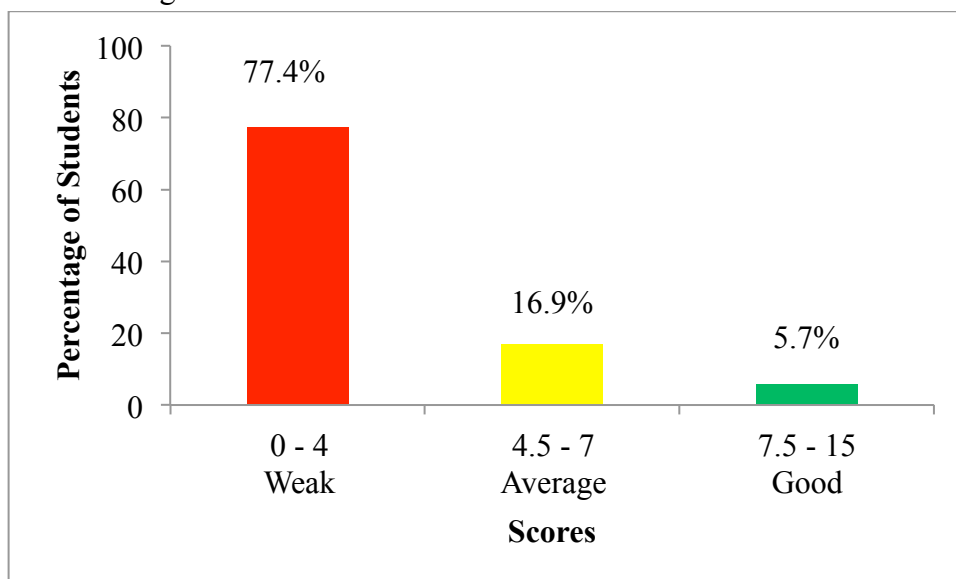


Figure 3: Students' performance and their scores

The students who scored low marks failed to choose the correct answer for question 8(ii), (iii), (iv) and (vi). For example in question 8(a)(ii) *Où se trouve le bureau des professeurs?* (Where is the teachers' staffroom?). The correct answer was C: *Il se trouve en face de notre classe* (it is found opposite our classroom). There were students who opted for B *Elle se trouve dans la classe* (it is found in the classroom). These students were attracted by the verb *se trouve* which was found in the question without realizing that *le bureau* was a masculine noun but *elle* is a pronoun for feminine nouns.

In question 8(a) (iii) *Combien d'élèves y a-t-il dans votre classe?* (How many students are there in your classroom?). The correct answer was F: *il y a quarante-cinq élèves* (there were 45 students) but there were students who opted for C *Il se trouve en face de notre classe*. These students were attracted by the word *classe* found in option C.

In question 8(a) (iv) *Quelle est la nationalité de votre professeur d'anglais?* (What is the nationality of your English teacher?). The correct answer was A: *Mon professeur d'anglais est kenyan* (My English teacher is a Kenyan) but there were students who opted for D: *Mon professeur d'anglais habite au Kenya* (My English teacher lives in Kenya). The students who opted for

D were attracted by the sentence *Mon professeur d'anglais* without considering what was asked. The students confused the nationality of the teacher with the country where the teacher comes from.

In question 8(a) (vi) *Comment s'appelle votre professeur de français?* (What is the name of your French teacher?). The correct answer for this question was E: *Mon professeur de français s'appelle madame Mzurikwao*. (My French teachers' name is Mrs. Mzurikwao). There were students who opted for H: *Mon professeur de français est tanzanien* (My French teacher is a Tanzanian). The question asked for the teachers' name but the student wrote the teachers' nationality. These students did not have a good command of French Language; as a result they picked the answers randomly. Extract 8.1 shows a sample of a response from a script of a student who performed poorly in this question.

Extract 8.1

8. (a) Associez une question de la **Liste A** à une réponse de la **Liste B**. Ecrivez la lettre de votre réponse dans la grille au-dessous. La première est faite comme un exemple.

Liste A	Liste B
(i) À quelle heure arrive le bus de Lushoto?	A Mon professeur d'anglais est kenyan.
(ii) Où se trouve le bureau des professeurs?	B Elle se trouve dans la classe.
(iii) Combien d'élèves y a-t-il dans votre classe?	C Il se trouve en face de notre classe.
(iv) Quelle est la nationalité de votre professeur d'anglais?	D Mon professeur d'anglais habite au Kenya.
(v) Vos petites sœurs, comment vont-elles à l'école?	E Mon professeur de français s'appelle madame Mzurikwao.
(vi) Comment s'appelle votre professeur de français?	F Il y a quarante-cinq élèves.
	G Il arrive à deux heures moins le quart.
	H Mon professeur de français est tanzanien.
	I Mes petites sœurs vont à l'école en "bajaj."

RÉPONSES

Liste A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Liste B	Exemple : G	B	C	D	A	H

Extract 8.1 shows the student who failed to match the questions in **List A** with the answers in **List B**.

On the other hand, the students who scored high marks understood the requirements of the question and were able to match the questions in **List A** with the answers in **List B** correctly. These students demonstrated a good command of French Language, which enabled them to know the meaning of the given sentences. Extract 8.2 shows a sample of a response from a script of a student who performed well.

Extract 8.2

8. (a) Associez une question de la **Liste A** à une réponse de la **Liste B**. Ecrivez la lettre de votre réponse dans la grille au-dessous. La première est faite comme un exemple.

Liste A	Liste B
(i) À quelle heure arrive le bus de Lushoto?	A Mon professeur d'anglais est kenyan.
(ii) Où se trouve le bureau des professeurs?	B Elle se trouve dans la classe.
(iii) Combien d'élèves y a-t-il dans votre classe?	C Il se trouve en face de notre classe.
(iv) Quelle est la nationalité de votre professeur d'anglais?	D Mon professeur d'anglais habite au Kenya.
(v) Vos petites sœurs, comment vont-elles à l'école?	E Mon professeur de français s'appelle madame Mzurikwao.
(vi) Comment s'appelle votre professeur de français?	F Il y a quarante-cinq élèves.
	G Il arrive à deux heures moins le quart.
	H Mon professeur de français est tanzanien.
	I Mes petites sœurs vont à l'école en "bajaj."

RÉPONSES

Liste A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Liste B	Exemple : G	C	F	A	I	E

Extract 8.2 shows the student who managed to match correctly the questions from **List A** with their answers in **List B**.

The students who performed poorly in question 8(b) failed to re-arrange the words so as to make meaningful sentences because they did not understand the meaning of the words. Extract 8.3 shows a sample of a response from a script of a student who failed to re-arrange the words correctly.

Extract 8.3

8. (b) Mettez les mots suivants en ordre pour constituer une phrase correcte.

Exemple : sur, livre, table, le, est, la.

Le livre est sur la table.

(i) regarde, père, télévision, film, à la, mon, un.

mon père un regarde à film la télévision

(ii) mon, amis, invite, tous, ses, voisin!

Mon tous ses amis invite voisin!

(iii) reste, grand-mère, avec, je, à la, ma, maison.

je, ma avec reste grand-mère à la maison

(iv) toute, français, vous, journée, la, parlez?

vous toute journée la parlez français.

(v) disques, de, nous, pas, ne, nouveaux, avons.

nous avons nouveaux de ne pas disques.

Extract 8.3, the student failed to re-arrange the words in a good order.

There were other students who did not understand the requirements of the question. Instead of re-arranging the words, one of the students underlined one item from each question. Extract 8.4 shows a sample response of such a student.

Extract 8.4

8. (b) Mettez les mots suivants en ordre pour constituer une phrase correcte.

Exemple : sur, livre, table, le, est, la.

Le livre est sur la table.

(i) regarde, père, télévision, film, à la, mon, un.

(ii) mon, amis, invite, tous, ses, voisin!

(iii) reste, grand-mère, avec, je, à la, ma, maison.

(iv) toute, français, vous, journée, la, parlez?

(v) disques, de, nous, pas, ne, nouveaux, avons.

Extract 8.4, the student misinterpreted the question and underlined one item from each sentence instead of re-arranging them.

However, there were students who scored high marks. These students were able to re-arrange the words correctly in a good order and constructed meaningful sentences. This indicates that, these students had a good command of French Language. Extract 8.5 shows a sample of a response from a script of a student who managed to re-arrange the words correctly.

Extract 8.5

8. (b) Mettez les mots suivants en ordre pour constituer une phrase correcte.
Exemple : sur, livre, table, le, est, la.
 Le livre est sur la table.

(i) regarde, père, télévision, film, à la, mon, un.
 Mon père regarde un film à la télévision.

(ii) mon, amis, invite, tous, ses, voisin!
 Mon voisin invite tous ses amis!

(iii) reste, grand-mère, avec, je, à la, ma, maison.
 Je reste à la maison avec ma grand-mère.

(iv) toute, français, vous, journée, la, parlez?
 Vous parlez français toute la journée?

(v) disques, de, nous, pas, ne, nouveaux, avons.
 Nous n'avons pas de nouveaux disques.

In Extract 8.5, the student managed to re-arrange the words in a good order.

2.9 Question 9: Filling in the Blank Spaces with Vocabulary from Family Relations

The students were required to fill in the blank spaces with vocabulary from family relations.

This question was attempted by 100 percent of the students out of which, 79.6 percent performed poorly by scoring from 0 to 1 mark and among them, 64 percent scored 0 mark. On the other hand, 10.5 percent scored from 1.5 to 2 marks while 9.9 percent of the students scored from 1.5 to 5 marks and among them, 0.7 percent scored full marks. Therefore, the performance in this question was poor.

The students who scored low marks failed to fill in the blank spaces with the correct vocabulary from family relations. Some of these students did not understand the requirements of the question because they copied the word *soeur* which was given in the example to fill in blank spaces for all the items. Other students did not have sufficient vocabulary and they wrote incorrect words. Extract 9.1 shows a sample of a response from a script of a student who copied the word used in the example to fill in the blank spaces.

Extract 9.1

<p>9. Remplissez les vides par les noms de la famille (l'arbre généalogique)</p> <p>Exemple: Une fille qui a les mêmes parents que moi est ma Une fille qui a les mêmes parents que moi est ma sœur.</p> <p>(a) Les filles de mon oncle ou ma tante sont mes Ma sœur.....</p> <p>(b) Le père du père ou de la mère est mon Ma sœur.....</p> <p>(c) La sœur du père ou de la mère est ma Ma sœur.....</p> <p>(d) La femme de mon frère est ma Ma sœur.....</p> <p>(e) Des garçons qui ont les mêmes parents que moi sont mes Ma sœur.....</p>

Extract 9.1 shows a sample of a response from a script of a student who copied the word used in the example to fill in the blank spaces.

Another example of a poorly performed answer was in Extract 9.2. In this Extract, one of the students filled in the blank spaces with vocabulary from family relations in English Language but even in English Language, the student gave incorrect answers for questions 9(b)-9(e). This shows that the student understood the question but he/she lacked enough vocabulary in French Language.

Extract 9.2

9. Remplissez les vides par les noms de la famille (l'arbre généalogique)

Exemple: Une fille qui a les mêmes parents que moi est ma

Une fille qui a les mêmes parents que moi est **ma sœur**.

- (a) Les filles de mon oncle ou ma tante sont mes Cousin.....
- (b) Le père du père ou de la mère est mon grand mother.....
- (c) La sœur du père ou de la mère est ma brother.....
- (d) La femme de mon frère est ma Sister.....
- (e) Des garçons qui ont les mêmes parents que moi sont mes Aunts...

Extract 9.2 shows a sample of a response from a script of a student who used English words to fill in blank spaces.

But still, there were students who misinterpreted the word *les noms de la famille* used in the instruction and filled in the blank spaces with the names of the persons instead of vocabulary used to express family relations. Extract 9.3 shows a sample of a response from a script of a student who used people's names.

Extract 9.3

9. Remplissez les vides par les noms de la famille (l'arbre généalogique)

Exemple: Une fille qui a les mêmes parents que moi est ma

Une fille qui a les mêmes parents que moi est **ma sœur**.

- (a) Les filles de mon oncle ou ma tante sont mes Tiba.....
- (b) Le père du père ou de la mère est mon Anna.....
- (c) La sœur du père ou de la mère est ma Amina.....
- (d) La femme de mon frère est ma Anita.....
- (e) Des garçons qui ont les mêmes parents que moi sont mes Onde...

Extract 9.3, the student used people's names instead of vocabulary used to express family relations.

On the other hand, the students who scored high marks were able to fill in the blank spaces with correct vocabulary. This shows that these students understood the requirements of the question and had acquired enough

vocabulary of French Language. Extract 9.4 shows a sample of a script of a student who filled in the blank spaces with the correct vocabulary used to express family relations.

Extract 9.4

9. Remplissez les vides par les noms de la famille (l'arbre généalogique)
Exemple: Une fille qui a les mêmes parents que moi est ma
Une fille qui a les mêmes parents que moi est ma sœur .
(a) Les filles de mon oncle ou ma tante sont mes cousines
(b) Le père du père ou de la mère est mon grand-père
(c) La sœur du père ou de la mère est ma tante
(d) La femme de mon frère est ma belle-sœur
(e) Des garçons qui ont les mêmes parents que moi sont mes..... frères

Extract 9.4, the student managed to fill in the blank spaces with correct vocabulary used to express family relations as required.

2.10 Question 10: Written Expression (Composition)

The students were given guided questions and they were required to write an essay on their family by answering the questions and giving extra information on their families.

This question was attempted by 99.8 percent of the students out of which, 88.6 percent scored from 0 to 5.5 marks denoting a poor performance and among them, 52.1 percent scored 0 mark. However, 7.1 percent of the students scored from 6 to 9 marks which was an average performance, 4.3 percent scored from 10 to 15 marks which was a good performance. On the other hand there were 24 students (0.2) who did not attempt this question. According to this data, the performance in this question was generally poor. The figure below presents students' scores in this question.

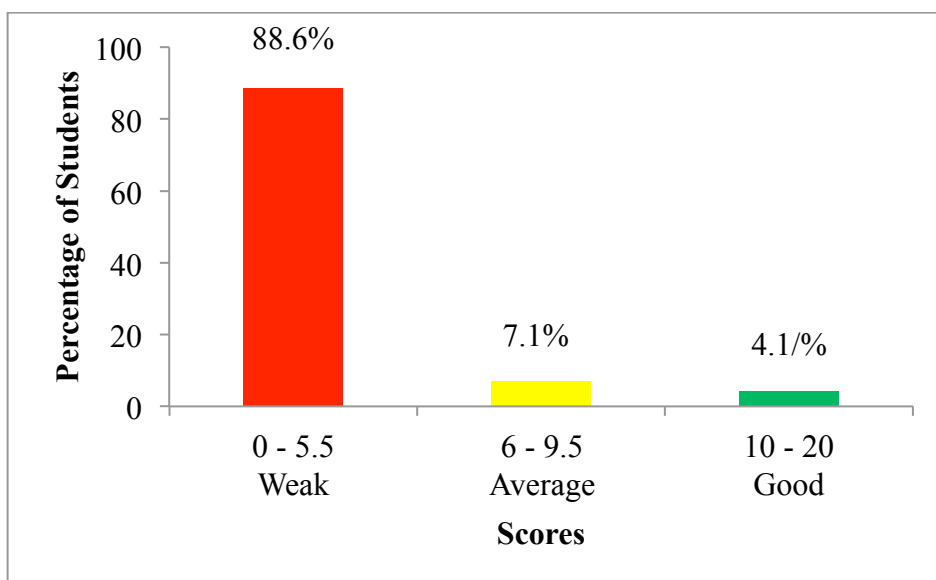


Figure 4: Students' performance and their scores

The students who performed poorly in this question did not follow the principles of essay writing, such as putting an introduction, a body and a conclusion. The paragraphs were also not well organized. Furthermore, some students failed to answer the questions but just copied the questions while the majority focused only on the guided questions without giving extra information on their families. This shows that these students did not have a good command of French Language due to limited vocabulary, which prevented them from writing good essays. Extract 10.1 shows a sample of a response from a script of a student who performed poorly in this question.

Extract 10.1

10. Comment tu t'appelles Asia Rashid tu fais vumulin seco
ndaries, comments'appellent vos parents deux un papan et maman
papan Rashid miisho et maman Asha mohamedi, habiter avec
votre famille dix vos parents ont quel âge je papan nomante
huit et maman âge quarante quatre. Et toi quel âge as-tu
âge as-tu dix-sept. Vous habitez avec vos grands-parents
grands-parents papan miisho matungiro. grand et maman
Madabuto maselengo, vous grands-parents ont quel âge
grands-parents papan âge cent-un grands-parents maman
nomante-neuf. parents and grands-parents arrivent et
Motomoto je proposer de français est James.

Extract 10.1 shows a sample of a response from a script of a student who copied some of the questions with answers which were not grammatically correct.

There were students who did not understand the requirements of the question. One of the students copied a card which appeared in question number 1 and filled it with his/her information instead of writing a composition as seen in Extract 10.2

Extract 10.2

10.
Nom: maloube
Prénom: Ali
Nationalité: Tanzanien
Né le: 5 Avril 1999
A: ~~Uganda~~ Malie
Etat civil: Célibataire
Adresse: Morogoro
Langues: Français, knowledge english biology
Profession: Elève en classe 4ème
Loisirs: Football
Détente: français

Extract 10.2, a student put his/her information in a card instead of writing a composition.

Furthermore, there were students who wrote in a letter form as shown in Extract 10.3 indicating that the students did not understand what they were required to do.

Extract 10.3

10.
Bonjour parents
Il s'appelle Adera votre famille
Papa à Fedrick et maman à Adera. Où est-ce que vous Tanzania
Papa ont 32ans et maman ont 30ans. Et toi quel âge as-tu
Papa et mama vos frères et vos sœurs. Sœurs et frères as
parent. Age ont sœurs à 20ans, vos parents travaillent

Extract 10.3, the student started his/her composition by writing the salutations *Bonjour parents* which is used in writing friendly letters.

However, the students who scored high marks wrote good essays by answering the questions correctly. They followed the principles of essay writing such as putting an introduction, a body and a conclusion. They also put correct punctuations and observed correct tenses. The paragraphs were also well arranged although there were few grammatical errors. The students did not give more information about their families which hindered them from scoring full marks. Extract 10.4 shows a sample of a response from a script of a student who wrote a good composition.

Extract 10.4

10.

Je m'appelle Winrida Francis Sukari. Ma mère s'appelle Mwahe Kija Jiru. Mon père s'appelle Francis Bernard Sukari. Nous habitons à Mbezi en Dar-es-Salaam. Ma mère a quarante quatre ans, mon père a cinquante quatre ans et j'ai quatorze ans. J'ai deux frères et deux sœurs. Mes frères s'appellent Bernard et Boniface Francis Sukari. Mes sœurs s'appellent Martha et Teddy Francis Sukari. Bernard a vingt et un ans, Boniface a dix-neuf ans, Teddy a vingt-cinq ans et Martha a vingt-trois ans.

Ma mère est professeur à St. Florence Academy et mon père est docteur à Mama Ngoma hôpital. Mes sœurs et frères sont étudiants. Ma sœur habite à Mbezi en Dar-es-Salaam avec mes parents. Mes frères habitent en Chine.

Mes sœurs et mes frères n'ont pas des enfants. Mes

grand-parents habitent en Muana. Mon grand-père est ingénieur mais
 Ma grand-mère ne travaille plus. Mon grand-père s'appelle Bernard
 Sukari et Ma grand-mère s'appelle Vaileth. Ma grand-mère a
 soixante-cinq ^{ans} et mon grand-père a soixante-dix-neuf ans.
 J'adore ma famille elle est amicale, intéressante et mignonne.
 Nous parlons Swahili, Anglais et Sukuma. Nous détestons violence et
 nous aimons regarder la télévision.

Extract 10.4 shows a candidate who followed the principles of essay writing although there were few grammatical errors

3.0 PERFORMANCE OF STUDENTS IN DIFFERENT TOPICS

The analysis of the students' responses in different topics shows that, the students performed well in the topic of Comprehension (questions number 1 and 2). Good performance was attributed to sufficient knowledge acquired by students on comprehension skills.

The students had an average performance on Structure/Grammar (questions number 3, 4, 5, 6 and 7). The students performed averagely in this topic because they did not fully master the principles and procedures applied in this language.

On the other hand, the topic on Language Use/Vocabulary (questions number 8 and 9) and Written Expression/Composition (question number 10) were poorly performed. This shows that, the students failed to follow the principles of essay writing and also they lacked sufficient vocabulary to express themselves in written expression.

However, the students' performance is grouped into three categories: good, average and weak and they are represented by different colours. If the performance ranges from 0 to 29 percent, it is considered as weak and is represented by red colour. If the performance ranges from 30 to 49 percent; it is considered as average and is represented by yellow colour. If the performance ranges from 50 to 100, it is considered as good and it is

represented by green colour. The analysis is based on the average percentage of students who scored 30 percent or above of the marks allocated to the questions as shown in the Appendix.

4.0 CONCLUSION

The performance of students in the form Two National Assessment in French Language was poor as only 23.62 percent of the students passed the assessment. The students performed poorly because they had not mastered all the topics taught in form I and II.

However, the analysis of the items indicates further that the students faced challenges in answering the questions. These challenges include lack of sufficient comprehension and composition skills, insufficient knowledge on some grammatical rules, tenses, proper vocabularies and spelling. These problems hindered the students from answering the questions correctly on Mood and Tenses, Singular and Plural forms of the sentences, Jumbled sentences, Vocabulary and Composition. Basing on these observations, it can be concluded that most of the students completing Form Two Secondary Education lack basic skills in French Language.

5.0 RECOMMENDATIONS

In order to improve the students' performance in the future, it is recommended that;

- 4.1 Teachers should encourage their students to read short story books so that they could acquire enough vocabulary that will enable them to express themselves in French Language especially in essay writing.
- 4.2 Teachers should guide students on how to answer the questions on composition and on structure/grammar by giving them enough exercises. This will help them to master the principles of essay writing and grammatical rules.
- 4.3 Teachers should guide students on how to identify tasks in different questions.

- 4.4 The students must be reminded to prepare themselves well for the examinations in order to answer the questions correctly.
- 4.5 Though French Language is a foreign language, teachers should use their creativity in teaching including using teaching methodologies which will motivate students to learn the language.

APPENDIX

SUMMARY OF ANALYSIS ON THE PERFORMANCE OF CONDIDATES IN EACH TOPIC

S/N	TOPIC	NUMBER OF QUESTIONS	PERCENTAGE OF STUDENTS WHO SCORED AN AVERAGE OF 30% OR ABOVE	Remarks
1.	Comprehension	1 and 2	50.65	Good
2.	Structure/Grammar	3,4,5,6 and 7	34.68	Average
3.	Language use (vocabulary)	8 and 9	21.5	Weak
4.	Written expression/ Composition	10	11.4	Weak

