



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



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2023**

ENGLISH LANGUAGE



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

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FOREWORD

The English Language Form Two National Assessment (FTNA) was conducted in November 2023, and this report presents the Students' Item Response Analysis (SIRA). It aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in English Language.

The Form Two National Assessment (FTNA) intends to monitor students' learning and provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. This analysis shows justifications for the students' performance in the English Language subject. The students who attained high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary to use in different contexts, interpret simple stories to answer multiple-choice questions and match dictionary descriptions with their common names. In contrast, students who scored low marks faced difficulties in addressing the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will also help teachers to identify challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that; the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the English Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations administered by the Council.

The Council appreciates the contribution of all those who prepared this report.



Dr Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The English Language Form Two National Assessment (FTNA) was set following the 2010 English Language syllabus and the 2021 English Language format.

The paper consisted of Sections A, B and C, with a total of 10 compulsory questions. Section A consisted of multiple choice and matching-item questions: Question 1 consisted of 10 multiple choice items, and each item weighed one (01) mark, making a total of 10 marks. Question 2 consisted of five (5) matching items, each weighing one (1) mark, making a total of five (5) marks. Section B comprised seven (7) Language Use Questions from Questions 3 to 9. Each question weighed 10 marks, making a total of 70 marks. Section C focused on reading, with Question 10 weighing 15 marks.

The analysis of students' performance on each question is presented by indicating the requirement of each question, the students' performance and explanations on the students' responses. Sample responses are attached to support the explanations given.

This analysis is based on three performance categories: 65 to 100 per cent is categorized as good and indicated by a green colour; 30 to 64 per cent is average and indicated by a yellow colour; and 0 to 29 per cent is weak and is indicated by a red colour. The students' performance on each topic is summarized in Appendices A and B.

A total of 695,191 students sat for the English Language Assessment in November 2023. Among them, 474,035 (68.27%) passed. The performance has increased by 7.96 per cent when compared to the performance in FTNA 2022, whereby 381,914 (60.31 %) passed with various grades, as shown in Table 1.

Table 1: Students' Pass Grades in FTNA 2022 and 2023 by Gender

Year	Gender	Sat	Total passed	Grades				
				A	B	C	D	F
2022	M	292,676	187,509	9,304	10,883	53,714	113,608	104,364
	F	342,115	194,405	9,616	9,484	47,057	128,248	146,924
	Total	634,791	381,914	18,920	20,367	100,771	241,856	251,288
2023	M	318,373	227,918	16,599	19,759	76,230	115,330	90,033
	F	376,818	246,117	18,807	17,843	69,303	140,164	130,253
	Total	695,191	474,035	35,406	37,602	145,533	255,494	220,286

Table 1 shows that the number of females who passed in both FTNA 2022 and FTNA 2023 outweighs that of males. However, most females passed with grades C and D.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

2.1 Section A: Multiple-Choice and Matching-Item Questions

This section consisted of two (2) questions: one (1) and two (2). Question 1 consisted of ten multiple-choice items that weighed 10 marks, and Question 2 consisted of five matching items that weighed five (5) marks, making a total of 15 marks in this section.

The multiple-choice and matching-item questions were set to assess the status of higher order thinking skills of the students in terms of identification, recognition and recollection competence in specific content areas.

2.1.1 Question 1: Multiple-Choice Question

The question required the students to choose the correct answer from the four given alternatives by writing its letter in the box provided. The question aimed at testing their ability to remember and understand vocabulary items from various topics. For example, Question 1(i) *Talking about One's family*, (ii) *Expressing Opinions*, (iii) *Locating Places*, (iv) *Expressing Personal and Group Routine/Habits*, (v) *Analyzing Information from the Media*, (vi) *Expressing On-going Activities*, (vii) *Giving*

Descriptions, (viii) Writing Cards and Messages, (ix), Writing Cards and Messages, and (x) Taking Notes.

This question was answered by 695,188 students (100%). Among them, 122,375 (17.60%) scored from 7.0 to 10 marks, which is good performance; 370,101 (53.24%) scored from 3.0 to 6.0, which is average performance; and 202,712 (29.16%) scored from 0 to 2.0 marks, which is weak performance. The general performance on this question was good because 70.84 per cent of the students scored from 3 to 10 marks. The students' performance on this question is summarised in Figure 1.

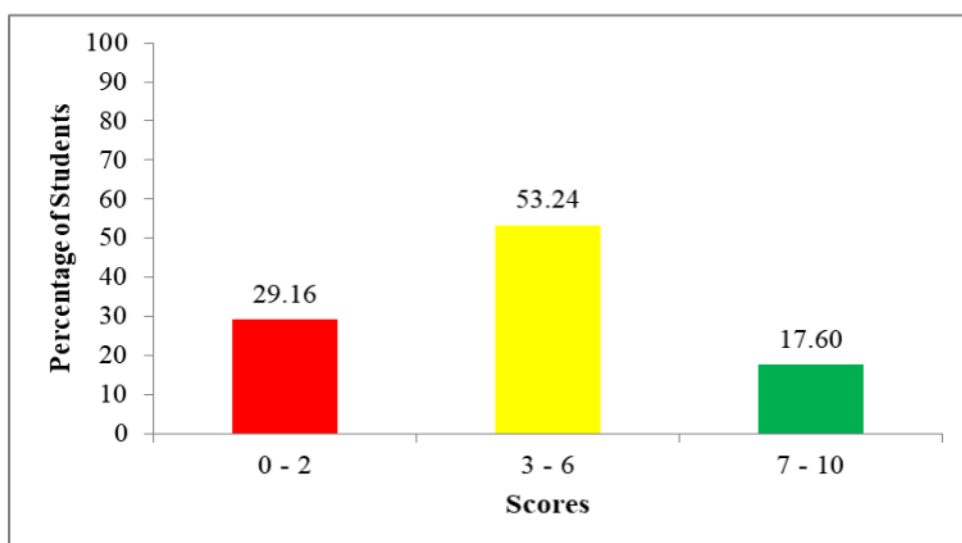


Figure 1: *Students' performance on Question 1*

The students with good performance on this question scored from 7.0 to 10 marks. This performance was determined by the correctness of their answers. Those who scored 10 marks read and obtained the correct meaning from the given alternatives. Hence, they correctly answered the questions in all items. These students had adequate knowledge of the topics from which the questions were set. The majority of the students scored average marks (3 to 6), indicating inadequate knowledge about the subject matter; they provided few correct responses. Therefore, did not to score full marks. Some students also scored from 0 to 2.0 marks. These had

inadequate knowledge of the subject matter. Some of them skipped the items, and others guessed the answers.

The following part analyses the students' responses to the items from (i) to (x).

Item (i): *Uncle Swedi is a generous person. This means that uncle Swedi is*

a:

A person with a bad heart

B hard working person

C mean person

D good hearted person

Most of the students chose the correct answer, D (good hearted person), showing that they had a good understanding of the topic of *Talking about One's Family* under the sub topic *Describing character*. They were familiar with the vocabulary used to describe a person's character. They knew that the word "generous" means showing readiness to give more of something.

Conversely, only a few students failed to choose the correct answer, as some of them chose A (person with a bad heart). These students did not realise that a person with a bad heart is the opposite of the targeted vocabulary *generous*. Those who chose B (hard working person) did not know that a hard-working person is the one who does a job and does not stop until it gets done, something which is not related to a generous person. Those who selected C did not know that a 'mean' person is someone who is very bad-tempered and cruel. These incorrect choices indicate that such students were not knowledgeable about the relevant topic, particularly the description of a person's character and vocabularies used in describing one's character.

Item (ii): *In spite of being injured, Mayele scored a goal. This sentence means that Mayele was injured*

A before he scored a goal

B because he scored a goal

C by the goal he scored

D after he scored a goal

The correct response was A (before he scored a goal). The students who selected this option had an adequate understanding of the topic *Expressing Opinions*, particularly on *Expressing Point of View*. These students knew that the subordinating conjunction (in spite of) means without being affected by the factor mentioned. Hence, the occurrence of the first action does not guarantee the occurrence of the second one. In contrast, some students provided incorrect choices like B (because he scored a goal). These students did not know that the word *because* as used in the sentence to mean that the goal that Mayele scored was a result of being injured, which is not correct. Those who opted for C (by the goal he scored) did not know that the option suggests that the injury that Mayele sustained was caused by scoring the goal, which is incorrect. Moreover, those who chose D (after he scored a goal) did not know that the word ‘after’ means in the time following the event or another period. This option is incorrect because, by the time Mayele scored a goal, he was already injured. The students lacked knowledge about subordinating conjunctions and their functions.

Item (iii): *The following expressions have prepositions that are used to show location except:*

- A *I parked my car at the post office.*
- B *We all have to meet at the bus stop.*
- C *They arrived late at the airport.*
- D *The meeting will start at noon.*

Most of the students chose the correct answer, D (The meeting will start at noon), indicating that they had adequate knowledge of the functions of preposition *at*. This preposition expresses the time the event takes place. Since all other alternatives used *at* to show the location or arrival in a particular place or position, then the options A, B and C were all incorrect in the provided context. The nouns *post office*, *bus stop* and *airport* all refer to locations except for *noon*, which refer to time. Students who opted for A, B or C lacked knowledge of prepositions of time and places.

Item (iv): *The teacher provides a lot of classroom exercises to the students almost every Friday. This statement implies that the action is*

- A *in progress*
- B *habitual*
- C *ongoing*
- D *perfect*

Only a few students chose the correct answer, B *habitual*. These students knew that when the present tense is used to describe a routine activity, it may have an adverb of frequency with it. The phrase *every Friday* in the sentence is the adverb of frequency that suggests that the statement is habitual. On the contrary, most students failed to choose the correct response as they opted for A (in progress) and C (ongoing). These students chose the expressions that imply activities that are continuous without considering the rule that governs the formation of such sentences. The students who chose D (perfect) did not know that the verb tense is used to refer to an action or state that is completed at the time of speaking or at a time spoken of. Hence, they were wrong. This shows that the students failed to apply the acquired knowledge.

Item (v): *While reading a newspaper you come across the headlines reporting disasters. Which one do you think is a natural disaster?*

- A *Jet Crash Claims 125 lives*
- B *Ten Officers Jailed for Corruption*
- C *Thousands Killed in Earthquake*
- D *Abortion- A Disaster in Tanzania*

The item tested the students' ability to differentiate natural calamities from human made ones. Some of the students provided the required response as they opted for C (Thousands Killed in Earthquake). These students understood that a natural disaster is something that is sudden and terrible that occurs naturally and result in serious damage to the environment or the death of people. Students with adequate knowledge of the English language knew that a jet crash, corruption and abortion are all human made disasters. Those who opted for A (Jet Crash Claims 125 lives) were unaware that transport vehicles are operated by human. Therefore, their accidents can be caused by human, not nature. Those who opted for B (Ten Officers Jailed for Corruption) were wrong because corruption is a form of dishonesty or a criminal offense which is undertaken by a person or an organization who is entrusted in a position of authority to acquire illicit benefits or abuse power for one's personal gain. Hence, corruption is not a natural disaster but human made. The students who chose D (Abortion-A Disaster in Tanzania) were not aware that abortion is a deliberate termination of a human pregnancy, usually performed during the first 28 weeks of pregnancy.

Abortion is a person's decision to terminate one's pregnancy and hence not a natural disaster.

Item (vi): *Our group leader gave us a task to use the verb "understand" to form a sentence that shows an on-going activity. Which one is the correct sentence?*

- A *I am understanding what you say.*
- B *I understood not.*
- C *I am understanding what you are saying.*
- D *I understand what you say.*

The students with good performance on this question described on-going activities and correctly applied the knowledge of using stative verbs, as they opted for D (I understand what you say). These students understood that the verb *understand* is stative. Therefore; it does not take the *-ing* form when expressing on-going activities. On the contrary, most students failed to apply this knowledge of using stative verbs to express ongoing activities. Students who chose A (I am understanding what you say) and C (I am understanding what you are saying) did not know that the verb *understand* is stative. A stative verb is the one that describes a state of being, contrary to a dynamic verb which describes an action. This verb does not use the *-ing* progressive form to express on-going activities. Students who chose B (I understood not) had inadequate knowledge of expressing ongoing activities because the verb *understood* does not express an ongoing activity but a past one.

Item (vii): *The class prefect said that "There was no water left in the bucket." This sentence means:*

- A *There wasn't much water in the bucket.*
- B *There wasn't any water in the bucket.*
- C *There was some water in the bucket.*
- D *There wasn't a little water in the bucket.*

This item tested the student's ability to use English quantifiers. Students with adequate knowledge of identifying the meaning and uses of quantifiers *much*, *any*, *some* and *little* opted for the correct answer, B (There wasn't any water in the bucket). They knew that the quantifier *any* is an adjective which means one or some indiscriminately of whatever kind. Therefore, the

statement *there was no water* aligns with B. Those who selected A (There wasn't much water in the bucket) did not understand that the quantifier *much* means a great amount. Therefore, the answer is contrary to the statement in question. Students who opted for C (There was some water in the bucket) did not know that the quantifier *some* means an unspecified amount or number of something. The statement was clear that there was no water. The amount was specified; hence, C was a wrong answer. Students who opted for D (There wasn't a little water in the bucket) did not know that *a little* means a small amount of something. Hence, the answer was wrong because the statement meant there was no water at all.

Item (viii): *Imagine you have received an invitation to the birthday party of your friend. Unfortunately, you are not able to attend. If you really care you will make the following choices **except**:*

- A Sending him/her a short message of apology.*
- B Finding him/her and inform him/her about your excuse.*
- C Sending someone to attend on your behalf.*
- D Keeping quiet because he/she will not know.*

The item tested the students' ability to respond to invitation cards. It required them to identify the response that the invitee would not give if they could not attend. The students who chose D (Keeping quiet because he/she will not know) gave the correct response because keeping quiet would mean that the invitation was ignored. Conversely, those who selected A (Sending him/her a short message of apology), B (Finding him/her about your excuse, and C (Sending someone to attend on your behalf) did not know that those were the appropriate responses when one had regrets for the invitation. These responses were wrong since the question instructed them to choose the act which was not supposed to be done when one declined the invitation.

Item (ix): *Fiona has been invited to the party. If she can't attend the party, how is she going to reply?*

- A I will have attended the party.*
- B I was not going to attend the party.*
- C I was able to attend the party.*
- D I will not be able to attend the party.*

Students who opted for D (I will not be able to attend the party) as the answer were correct. These students had adequate knowledge of the language used in responding to invitation cards. This option was the only one that expresses the future plan proceeded by the negative phrase showing the denial of the invitation. The students who selected A (I will have attended the party) were wrong because the answer is in affirmative form, contrary to the requirement of the question. Similarly, those who chose C (I was able to attend the party) were wrong because the alternative was in affirmative form where the students were supposed to decline the invitation. Those who chose B (I was not going to attend the party) were also wrong. They did not know that the party would be held in the future. Hence, one cannot decline the invitation with past progressive sentence.

Item (x): *Note taking is a useful tool for successful listeners in classrooms.*

In which situation should a learner take notes?

- A When collecting assignments.*
- B When listening to everybody.*
- C When listening to lesson presentations.*
- D When doing assignments.*

This question tested the students' ability to apply note-taking skills in the classroom. Students with good performance on this question had adequate knowledge of things to consider when writing down important points from oral presentations. They opted for C (When listening to lesson presentations). Those who wrongly chose A (*When collecting assignments*) and D (*When doing assignments*) lacked knowledge about writing notes from oral presentation because one can grasp important ideas during the lesson and write them down. Students who selected B (*When listening to everybody*) did not know that note taking is done on special occasions, not when listening to everybody. Hence, they opted for an incorrect response.

Question 2: Matching-Item Question

This question required the students to match the dictionary descriptions in List A with their common names in List B by writing the letter of the correct answer against the item number. The question intended to test their ability to understand and remember dictionary terminologies. The dictionary descriptions and their common names were as follows:

List A	List B
(i) Words or expressions that share the same or nearly the same meaning in the same language.	A Anatomy B Definition C Entry
(ii) A word that means the opposite of another word.	D Etymology E Left guideword
(iii) Origin and history of a particular word.	F Synonym
(iv) The word that directs the last word to be printed on that page.	G Right guide word
(v) A word with all the information about it in a dictionary.	

A total of 695,189 students (100%) answered the question. Of whom, 106,219 (15.28%) scored from 4 to 5 marks, which is good performance; 251,194 (36.13%) scored from 2 to 3 marks, which is average performance; and 337,776 (48.59%) scored from 0 to 1 mark, which is weak performance. Among those with weak performance, 166,646 (23.97%) scored 0. Their general performance on this question was average, since 357,413 (51.41%) scored from 2 to 5 marks. Their overall performance on the question is summarised in Figure 2.

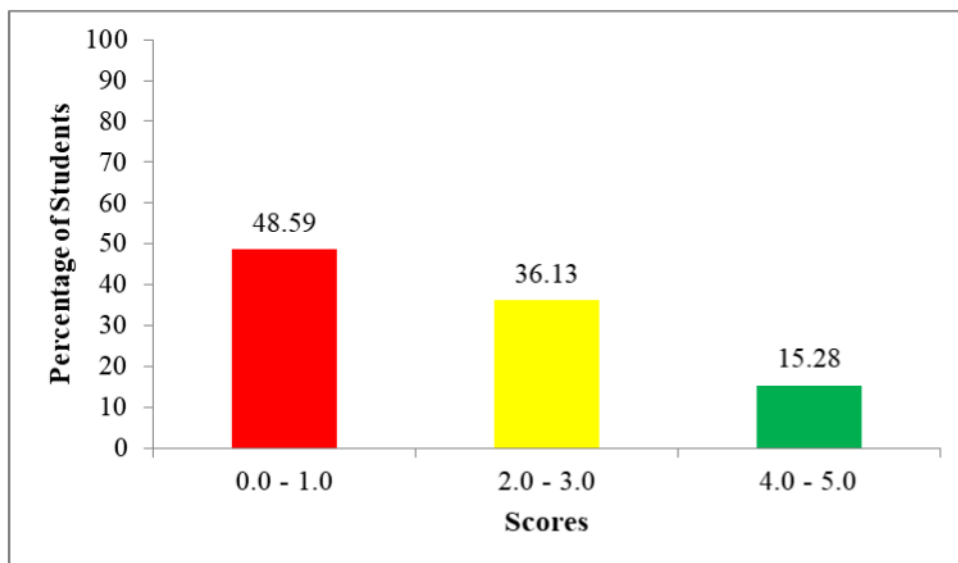


Figure 2: *Students' Performance on Question 2*

Analysis shows that the students who scored high marks had adequate knowledge of dictionary terminologies, arrangements and uses. They also demonstrated adequate knowledge of vocabularies. Hence, they correctly applied the knowledge to match the descriptions given in the table with their corresponding common names. For example, in item (i), they correctly matched words or expressions that share the same or similar meanings in the same language with F (synonyms). In item (ii), a word that means the opposite of another word was matched with A (antonym). In item (iii), origin and history of a particular word was also correctly matched with D (etymology). Additionally, in item (iv), the word that directs the last word to be printed on that page was matched with G (Right guide word); and lastly in item (v), a word with all the information about it in a dictionary was rightly matched with C (Entry). Items (i) to (iii) tested the students' knowledge about the uses of the dictionary; item (iv) asked the students about the arrangement of the dictionary words, and Item (v) tested their understanding of dictionary terminologies. Extract 2. 1 is illustrative.

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	F	A	D	G	C

Extract 2.1: A Sample of Correct Responses to Question 2

In Extract 2.1, the student had adequate knowledge of dictionary terminologies, arrangement and uses.

In contrast, 125,597 students (36.13%) with average performance on this question scored from 2 to 3 marks. These students provided correct answers to some items of the question. Other students provided incorrect answers, because they failed to interpret important information from the box provided, and some of them had inadequate knowledge of dictionary use.

Further analysis shows that 168,888 students (48.60%) scored from 0 to 1 mark. These students lacked adequate knowledge of dictionary use. Some of them failed to manipulate language properly. Thus, they provided irrelevant responses. For example, one of the students mismatched words or expressions that share the same or nearly the same meaning in the same language with G (right guide word) instead of F (synonym). A word that

means the opposite of another word with E (etymology) instead of A (antonym), and the origin and history of a particular word with B (antonym) instead of D (etymology). Extract 2.2 is worth considering.

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	G	D	B	E	A

Extract 2.2: A Sample of Incorrect Responses to Question 2

In Extract 2.2, the student lacked knowledge about dictionary use.

2.2 SECTION B: LANGUAGE USE

This section consisted of seven (7) compulsory questions, namely Questions 3 to 9. The questions required the students to fill in the spaces provided and give brief explanations. Each question carried ten (10) marks, making a total of seventy (70) marks.

2.2.1 Question 3: Talking about Past Events/Activities

The students were required to fill in the blank spaces with appropriate verb forms describing how they spent their annual holiday. The question tested the students' competence in describing past events. It required them to change the given words to create a meaningful paragraph in the past tense.

A total of 69,188 students (100%) answered this question. Among them, 107,903 (15.52%) scored from 7.0 to 10 marks, which is good performance; 197,787 (28.45%) scored from 3 to 6 marks, which is average performance; and 389,498 (56.03%) scored from 0 to 2.0 mark, which is weak performance. Among those with weak performance, 187,398 (26.96%) scored 0. Their general performance on this question was average since 234,378 (43.97%) scored from 3 to 10 marks. The students' overall performance on the question is summarised in Figure 3.

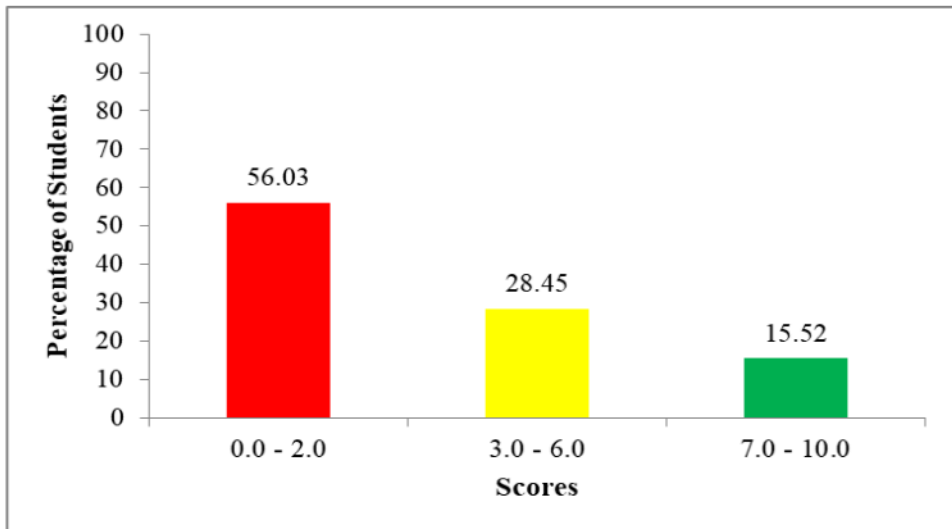


Figure 3: *Students' Performance on Question 3*

The students who correctly answered the question provided appropriate forms of verbs in the past tense and wrote them in the spaces provided. These students had adequate knowledge of changing regular and irregular verbs into their past forms. They correctly changed the given verbs *go*, *be*, *travel*, *have*, *stand*, *ask*, *see*, *take* and *enjoy* into *went*, *was*, *travelled*, *had*, *stood*, *asked*, *saw* and *enjoyed* respectively. The knowledge of changing the verb forms helped them to correctly describe the annual holiday in the past tense as Extract 3.1 illustrates.

3. The following passage is about how you spent your annual holiday. Complete it by filling in the blank spaces provided with appropriate forms of verbs in brackets.

Last holiday my father and I *went* (go) to visit my grandparents in Kigoma. As his car *was not* (be, not) working properly we both *travelled* (travel) by train. I was very excited because I *had* (have) never been on a train before. As I *was* (be) in the train, I *stood* (stand) near the window and *asked* (ask) a lot of questions about the things I *saw* (see). It *took* (take) us two days to reach my grandparents' place. Our journey to Kigoma was one of my greatest experiences as I *enjoyed* (enjoy) every part of it.

Extract 3.1: A Sample of Correct Responses to Question 3

In Extract 3.1, the student had sufficient knowledge and competence in changing the verbs into the correct past forms.

In contrast, those who performed poorly on this question had insufficient knowledge and competence in changing the form of verbs into the past tense. These students did not know the rule for changing regular and irregular verbs into their respective past forms. Some of them wrote irrelevant responses. Some copied the same words from brackets and used them as answers. Others changed the verbs into participles or added *ing* to the given verbs. Consider Extract 3.2.

3. The following passage is about how you spent your annual holiday. Complete it by filling in the blank spaces provided with appropriate forms of verbs in brackets.

Last holiday my father and I *did not* (go) to visit my grandparents in Kigoma. As his car *is* (be, not) working properly we both *travels* (travel) by train. I was very excited because I *was* (have) never been on a train before. As I *going* (be) in the train, I *am* (stand) near the window and *asked* (ask) a lot of questions about the things I *was* (see). It *took* (take) us two days to reach my grandparents' place. Our journey to Kigoma was one of my greatest experiences as I *enjoyed* (enjoy) every part of it.

Extract 3.2: A Sample of Incorrect Responses to Question 3

In Extract 3.2, the student answered the question but the responses were incorrect.

2.2.2 Question 4: Expressing Opinions and Feelings

The question required the students to fill in the blanks using appropriate words in the box to express complete messages in the dialogue between a patient and a doctor. The question tested their ability to express their state of health.

The question asked:

4. *Imagine you are Maya and you have not been feeling well. You decided to go to the hospital and the following dialogue is your conversation*

with the doctor. Complete it by filling in the blank spaces with the words given in the box.

Much, injection, headache, stomachache, vomit, joints, nausea, tests, dizziness, feeling

Doctor: Good morning Maya. How can I help you?

Maya: Hello Doctor, I am not (i).....well.

Doctor: How do you feel?

Maya: I feel sick. All the (ii).....are aching and I have a bad (iii).....which I think it causes the (iv)..... I feel.

Doctor: Sorry Maya, do you have a (v).....

Maya: No Doctor

Doctor: Are you eating well?

Maya: Not that (vi)..... When I eat something I feel (vii)..... then I (viii).....

Doctor: Don't worry Maya. We will take some (ix) to establish what the problem is.

Maya: Thank you. But please I do not want an (x).....instead I can take some pill.

This question was answered by 695,190 students (100%). Among them 75,742 (10.90%) scored from 7.0 to 10 marks, which is good performance; 263,898 (37.96%) scored from 3 to 6 marks, which is average performance; and 355,550 (51.14) scored from 0 to 2.5 marks, which is weak performance. Among the students with weak performance, 82,278 (11.84)

scored 0. The general performance on this question was average since 171,076 (48.86%) scored from 3 to 10 marks. Figure 4 summarises their overall performance on the question.

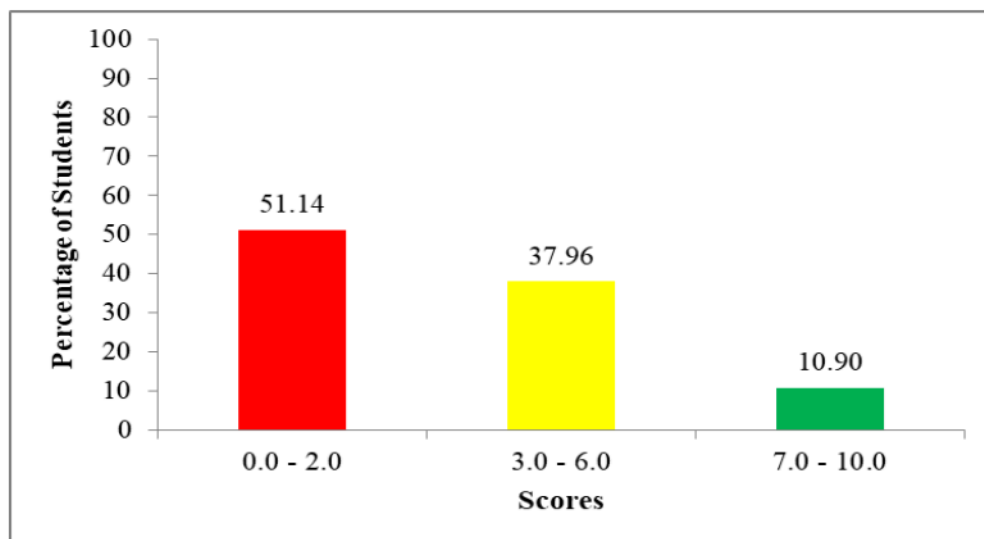


Figure 4: Students' Performance on Question 4

Students with high marks in items (ix) of this question had adequate knowledge of describing their state of health. The students were knowledgeable about using simple English to communicate in social interactions and settings as they correctly completed the dialogue of conversation between the patient and the doctor. These students applied their knowledge of vocabularies that are used in describing health conditions. In item (i), for example, they chose *feeling* as the correct answer because the blank was preceded by the word *well*. Hence the state of not being well signaled that answer. In item (ii), the correct answer was *joints* because one among the symptoms of being unwell is feeling pain in the joints, and the only answer that blended with the word aching among those given in the box was joints. In item (iii), the answer was *headache* and item (iv) *dizziness* because the patient felt some kind of pain that caused him to feel dizzy. In item (v), *stomachache* was the correct answer because after the patient told the doctor that she had a headache, it was important for the doctor to know if she also has a stomachache since the two conditions are sometimes related. In items (vi), (vii) and (viii) the answers *much*, *nausea* and *vomit* are correct because the sentence signaled that being sick the

patient lost her appetite, and when she tries to eat she becomes nauseous and sometimes vomits. In item (ix) *tests* was the correct answer because for the doctor to diagnose accurately what Maya was suffering from, the symptoms were to be examined. In item (x) *injection* was the correct answer because, after the diagnosis, the patient is normally treated with either pills or injections; Maya chose to take some pills. Extract 4.1 is illustrative.

4. Imagine you are Maya and you have not been feeling well. You decided to go to the hospital and the following dialogue is your conversation with the doctor. Complete it by filling in the blank spaces with the words given in the box.

much, injection, headache, stomach-ache, vomit, joints, nausea, tests, dizziness, feeling

Doctor: Good morning Maya. How can I help you?

Maya: Hello Doctor, I am not (i) Feeling well.

Doctor: How do you feel?

Maya: I feel sick. All the (ii) joints are aching and I have a bad (iii) headache which I think it causes the (iv) dizziness I feel.

Doctor: Sorry Maya, do you have a (v) stomach-ache.

Maya: No Doctor

Doctor: Are you eating well?

Maya: Not that (vi) much. When I eat something I feel (vii) nausea then I (viii) Vomit.

Doctor: Don't worry Maya. We will take some (ix) tests to establish what the problem is.

Maya: Thank you. But please I do not want an (x) Injection instead I can take some pill.

Extract 4.1 A Sample of Correct Responses to Question 4

In Extract 4.1, the student demonstrated a good command of the English language and competence in describing his/her state of health.

Moreover, other students answered some of the items correctly. Most of these students demonstrated partial knowledge of the language used in expressing one's health condition. Hence, they got average marks.

In contrast, the students who scored zero (0) failed to comprehend the messages communicated in the given dialogue and choose the wrong words that describe the state of health. The students had insufficient knowledge about the usage of such vocabularies and their functions in describing health condition. These students demonstrated poor command of English. For example, some of them randomly picked the words and filled them in the blanks. Extract 4.2 is worth considering.

4. Imagine you are Maya and you have not been feeling well. You decided to go to the hospital and the following dialogue is your conversation with the doctor. Complete it by filling in the blank spaces with the words given in the box.

much, injection, headache, stomach-ache, vomit, joints, nausea, tests, dizziness, feeling

Doctor: Good morning Maya. How can I help you?

Maya: Hello Doctor, I am not (i) nausea well.

Doctor: How do you feel?

Maya: I feel sick. All the (ii) injection are aching and I have a bad (iii) feeling which I think it causes the (iv) joints I feel.

Doctor: Sorry Maya, do you have a (v) tests

Maya: No Doctor

Doctor: Are you eating well?

Maya: Not that (vi) head ache When I eat something I feel (vii) stomach ache then I (viii) vomit

Doctor: Don't worry Maya. We will take some (ix) much to establish what the problem is.

Maya: Thank you. But please I do not want an (x) dizziness instead I can take some pill.

Extract 4.2 A Sample of Incorrect Responses to Question 4

In Extract 4.2, the student had insufficient knowledge of the vocabulary used to describe a health condition.

2.2.3 Question 5: Dictionary Use

The question required the students to construct sentences using the given nouns in their collective names. It tested their ability to describe things using collective names.

The question asked follows:

5. *You recently bought the following items: soap, shoes, chairs, bananas, matchboxes and bread. Write sentences that you would use to tell your friend about the items you bought in terms of their collective names. One item has been used in a sentence as an example.*

Example: *I bought a bar of soap.*

- (i)
- (ii)
- (iii).....
- (iv).....
- (v)

This question was answered by 695,182 students (100%). Among them, 17,731 (17.45%) scored from 7.0 to 10 marks, which is good performance; 103,364 (2.55%) scored from 3.0 to 6.0 marks, which is average performance; and 574,087 (82.58%) scored from 0 to 2.0 marks, which is weak performance. Among those with weak performance, 465,959 (67.03%) scored 0. The general performance on this question was weak since 121,095 (17.42%) scored from 3 to 10 marks. The students' overall performance on the question is summarised in Figure 5.

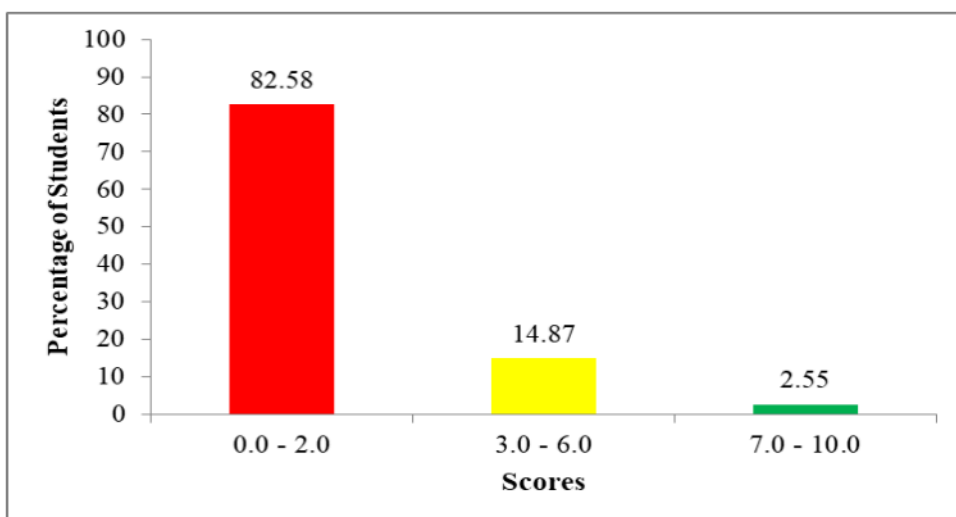


Figure 5: Students' Performance on Question 5

Students with weak performance on this question lacked adequate knowledge and skills in describing the collective names of the given nouns. They did not know that, when nouns are in a group, they are named using their collective names. For example, one student copied the nouns given and constructed sentences without giving collective names of such nouns. Others copied the collective noun bar given in the example and used it to construct sentences, as Extract 5.1 shows.

5. You recently bought the following items: soap, shoes, chairs, bananas, matchboxes and bread. Write sentences that you would use to tell your friend about the items you bought in terms of their collective names. One item has been used in a sentence as an example.

Example: I bought a bar of soap.

- (i) I bought a bar of shoes
- (ii) I bought a bar of bananas
- (iii) I bought a bar of chairs.
- (iv) I bought a bar of matchboxes
- (v) I bought a bar of bread.

Extract 5.1 A Sample of Incorrect Responses to Question 5

In Extract 5.1, the student lacked adequate knowledge about collective nouns. Hence, he/she used the word given in the example to attempt the question.

Conversely, students with good performance on this question correctly provided collective names of the nouns given. They demonstrated a good understanding and skills in describing groups of nouns. They correctly constructed sentences with collective names of each noun given, as Extract 5.2 illustrates.

5. You recently bought the following items: soap, shoes, chairs, bananas, matchboxes and bread. Write sentences that you would use to tell your friend about the items you bought in terms of their collective names. One item has been used in a sentence as an example.

Example: I bought a bar of soap.

- (i) I bought a pair of shoes.
- (ii) I bought a set of chairs.
- (iii) I bought a bunch of bananas.
- (iv) I bought a dozen of matchboxes.
- (v) I bought a loaf of bread.

Extract 5.2: A Sample of Correct Responses to Question 5

In Extract 5.2, the student was competent in identifying collective names of the nouns given.

2.2.4 Question 6: Expressing Personal and Group Routine/Habits

This question required the students to use the words given in the box to construct a five-sentence paragraph on the activities that one does at school and at home. It tested the students' ability to use verbs to construct grammatical sentences that express routine activities.

The question asked:

6. *Your English Language teacher calls you in front of the class to share your daily routine as a way of helping your fellow students to schedule*

their plans for the daily activities. Use the words given in the box to construct a five sentence paragraph. Two sentences of the activities done at home and three sentences of the activities done at school before going to the class.

assembly, early, inspection, line up, brush

This question was answered by 695,189 students (100%). Among them, 55,197 (7.94%) scored from 7.0 to 10 marks, which is good performance; 107,565 (15.47%) scored from 3 to 6 marks, which is average performance; and 532,427 (76.59%) scored from 0 to 2.0 marks, which is weak performance. Among students with weak performance, 450,826 (64.85%) scored 0. The general performance on this question was weak since 162,762 (23.41%) scored from 3 to 10 marks. The students' overall performance on the question is summarised in Figure 6.

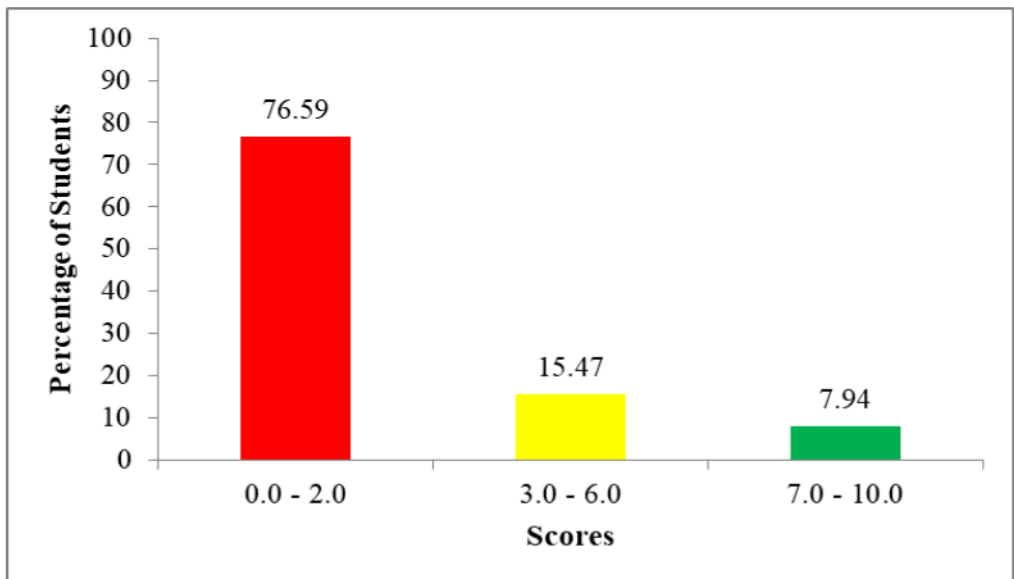
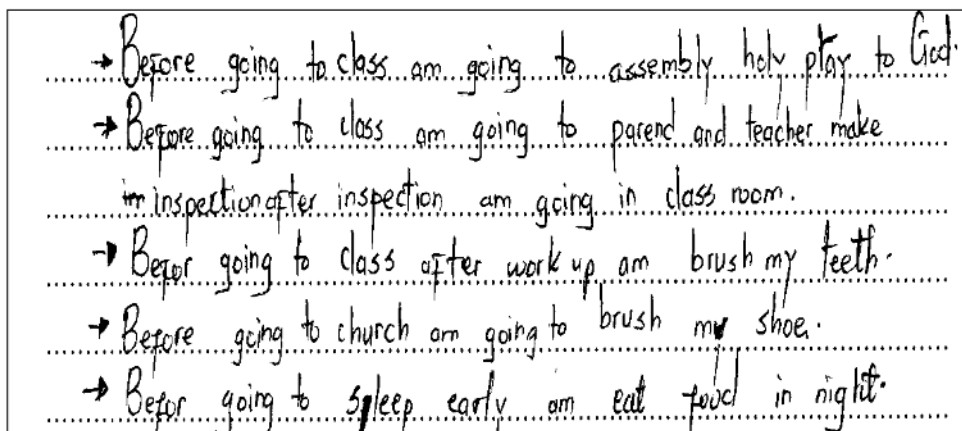


Figure 6: *Students' Performance on Question 6*

Furthermore, the students who scored 0 failed to construct meaningful sentences that describe routine activities. Some of them were not knowledgeable about the subject-verb agreement and the rules that make

the verb expressing routine activities. Some students constructed sentences that express the future tense, and others with poor proficiency in English connected ungrammatical sentences to form paragraphs. Others did not understand the requirements of the question; hence, they copied the given words as answers without constructing sentences that form paragraphs. Extract 6.1 provides an example.



Extract 6.1: A Sample of Incorrect Responses to Question 6

In Extract 6.1, the student lacked adequate knowledge about describing routine activities.

The students who scored higher marks on this question had adequate knowledge of expressing routine activities. These students addressed the demands of the question by constructing sentences that express the routine activities they do at school and at home using the given words in the box. These students were knowledgeable about subject-verb agreement and the rules that make the verb describe routine activities. They used the words given in the box and constructed a meaningful paragraph that is in the simple present tense. Extract 6.1 is illustrative.

MY DAILY ROUTINE

.....I wake up early in the morning and take bath. Then I brush my teeth and wear my school uniform ready for school. When I reach school I attend the assembly in the assembly ground. I line up and listen to the announcements. Then the teacher on duty carries out inspection before all students go to their classes.....

Extract 6.2: A Sample of Correct Responses to Question 6

In Extract 6.2, the student addressed the demands of the question by constructing a meaningful paragraph describing the routine activities done at home and at school.

2.2.5 Question 7: Writing Cards and Messages

The question required the students to take a telephone message to his/ her father reporting on the headmaster's call using the appropriate format in this question. The question tested the student's competency in taking telephone messages from callers.

The question asked:

Assume you are in Form Two at Amani Secondary School, and the school has been closed for a long vacation. The Headmaster of your school call your father, Mr. Mpenja, to inform him that he has to attend the parents' meeting to be held on 8th December from 9:00 hours. Unfortunately, your father is not at home. Thus, you pick the phone as to respond to the headmaster's call and take the message. Write the telephone message for your father in the black spaces provided, reporting on headmaster's call using the appropriate format. Sign your name as Hope.

This question was answered by 695,188 students (100%). Among them, 26,052 (3.75%) scored from 7.0 to 10 marks, which is good performance; 64,615 (9.29%) scored from 3 to 6 marks, which is average performance; and 604,521 (86.96%) scored from 0 to 2.0 marks, which is weak performance. Among students with weak performance, 546,364 (78.59%) scored 0. The general performance on this question was weak since 90,667 (13.04%) scored from 3 to 10 marks. The students' overall performance on the question is summarised in Figure 7.

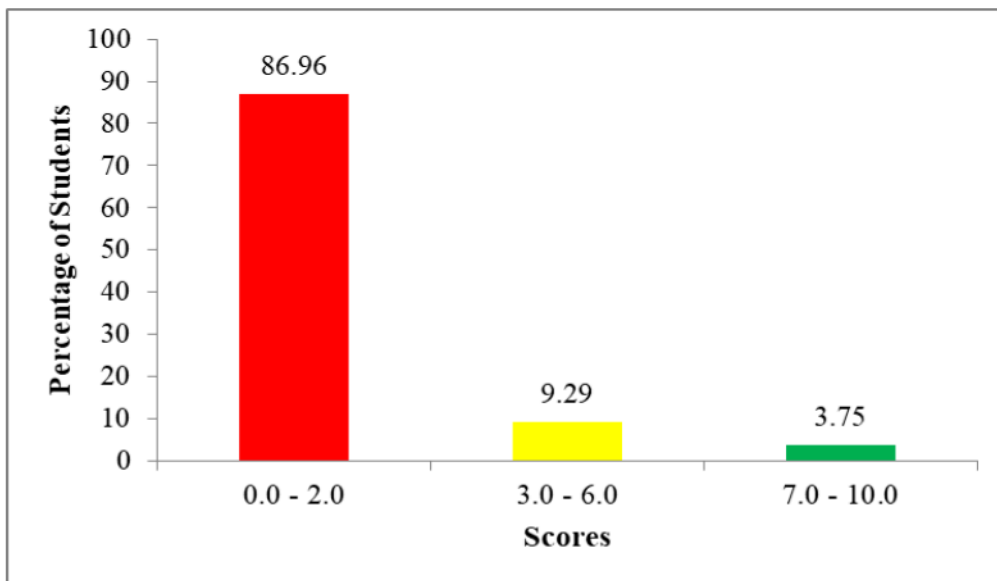


Figure 7: *Students' Performance on Question 7*

The students who scored zero (0) on this question failed to write the contents of the phone call by the headmaster. These students lacked knowledge of the correct format for writing telephone messages. One of the students, for example, wrote a friendly letter to the father using the contents of the question as the body of the letter. Another student copied the question as the answers, and others skipped the question. Extract 7.1 is worth considering.

7. Assume you are in Form Two at Amani Secondary School, and the school has been closed for a long vacation. The Headmaster of your school call your father, Mr. Mpenja, to inform him that he has to attend the parents' meeting to be held on 8th December from 9:00 hours. Unfortunately your father is not at home. Thus, you pick the phone so as to respond to the headmaster's call and take the message. Write the telephone message for your father in the blank spaces provided, reporting on the Headmaster's call using the appropriate format. Sign your name as Hope.

..... AMANI SECONDARY SCHOOL.....
 P.O Box 13.....
 MWANZA.....
 8th december.....

Mr. mpenja
 The Headmaster of your school call your father
 to inform him that he has to attend the parents
 meeting to be held at 9:00 hours unfortunat-
 ely your father is not at home. Thus you pick the
 phone so as to respond to the Headmaster's call and
 take the message.
 Your name as Hope.

Extract 7.1: A Sample of Incorrect Responses to Question 7

In Extract 7.1, the student lacked skills in taking telephone messages. Hence the student wrote a letter.

Conversely, the students who scored high marks on this question correctly took the telephone message from the caller. These students demonstrated a good understanding of the essential elements of the telephone message, which include the sender of the message (from), the intended person (to), the receiver of the phone call (taken/received by), subject (message) and time (when the message was received), as Extract 7.2 shows.

.....
..... From: <u>the Head master</u>
..... TO: <u>Mr. Mpenja</u>
..... Message: <u>You should attend the Parents meeting on 8th</u>
..... <u>December From 9:00 hours.</u>
..... Received by: <u>HOPE</u>
..... Time: <u>9:30 pm</u>
.....

Extract 7.2: A Sample of Correct Responses to Question 7

In Extract 7.2, the student correctly took the telephone message from the caller.

2.2.6 Question 8: Analysing Information from the Media

This question required the students to compose sentences from a given passage expressing factual information about Tanzania. The students had to read the passage and identify factual statements in it. This question assessed the students' competence in identifying factual information in the given text.

The question asked:

8. *Imagine your teacher has given you the following article from a newspaper to read. Read it then answer the questions that follow:*

A part from mountains, Tanzania is fortunate to have many rivers and lakes. The largest rivers are Kagera, Malagarasi, Pangani, Ruaha, Ruvuma and Rufiji while the largest lakes are Tanganyika, Victoria and Nyasa. These rivers flow into the Indian Ocean except River Kagera which flows its water into Lake Victoria; and River Malagarasi which flows into Lake Tanganyika.

One of the benefits that Tanzanians get from rivers and lakes is being able to conduct fishing activities. Tanzanians also use water for domestic purposes and irrigation. They also use it as a source of HydroElectric Power. Blessed as it is, Tanzania has three lakes that are shared with other neighbouring countries. These are Lake Victoria, Lake

Tanganyika and Lake Nyasa. Other important lakes in Tanzania are Rukwa, Natron, Manyara and Eyasi.

Tanzania has several large populated islands such as Unguja, Pemba and Mafia. Moreover, Tanzania also has many high mountains such as Kilimanjaro, Meru and Rungwe. What a blessed country!

Question:

Compose five sentences expressing factual information concerning Tanzania. Start your sentences with: "Tanzania

This question was answered by 695,191 students (100%). Among them, 409,635 (58.92%) scored from 7.0 to 10 marks, which is good performance; 163,296 (21.07%) scored from 3 to 6 marks, which is average performance; and 122,260 (20.01%) scored from 0 to 2.0 marks, which is weak performance. Among students with weak performance, 71,424 (10.27%) scored 0. The general performance on this question was good since 572,931 (79.99%) scored from 3 to 10 marks. Their overall performance on the question is summarised in Figure 8.

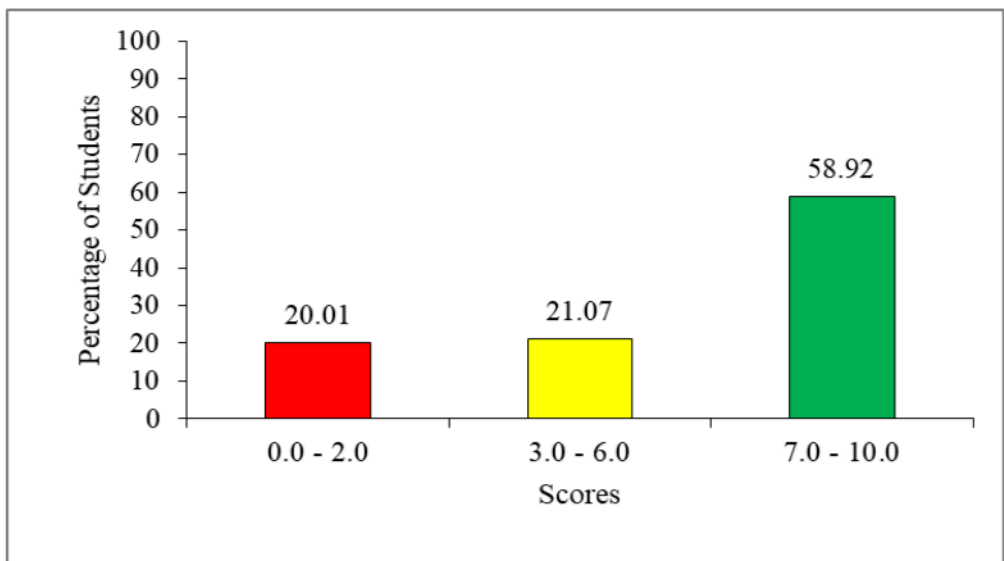


Figure 8: *Students' Performance on Question 8*

The students who correctly answered this question composed correct sentences describing information about Tanzania from the given passage. These students demonstrated adequate proficiency in reading and

comprehending the passage. They also constructed meaningful sentences conveying factual information about Tanzania, as Extract 8.1 shows.

Question
Compose five sentences expressing factual information concerning Tanzania. Start your sentences with: "Tanzania

(i) Tanzania has several large populated islands such as Unguja, Pemba and Mafia.

(ii) Tanzania has many high mountains such as Kilimanjaro, Meru and Rungwe.

(iii) Tanzania use rivers and lakes as a source of Hydro-Electric Power.

(iv) Tanzania is fortunate to have many rivers and lakes.

(v) Tanzania uses water from rivers and lakes for domestic purposes and irrigation.

Extract 8.1: A Sample of Correct Responses to Question 8

In Extract 8.1, the student had adequate knowledge about the concept of identifying factual information from the media.

Conversely, the students who scored zero (0) failed to identify factual information about Tanzania. Some of these students had poor command of the English language. Evidently, they constructed ungrammatical sentences that do not relate with the passage. Others did not understand the demand of the question. They constructed different kinds of sentences, which did not come from the passage. Extract 8.2 illustrates such responses.

Question

Compose five sentences expressing factual information concerning Tanzania. Start your sentences with: "Tanzania

- (i) Tanzania is ~~an~~ country ~~of an~~ of one a freedom get peace and security.
- (ii) In years 1999 Tanzania is a note of dead of Mwal. J. h. Nyerere.
- (iii) Tanzania it get mineral for a money eg of mineral Diamond, Alminium, Copper and other mineral.
- (iv) Tanzania it provide employment for people in a lives.
- (v) Tanzania It get education for school and universal for now.

Extract 8.2: A Sample of Incorrect Responses to Question 8

In Extract 8.2, the student has poor command of the English language, constructing sentences that did not come from the article given.

2.2.7 Question 9: Writing Personal Letters

Question 9 required the students to read a letter and identify five features that make it informal. The identified features had to be those appearing in the letter. The question assessed the students' understanding of features of informal letters.

The question asked as follows:

8. *Read the following letter and then suggest five features that make it an informal letter in the blank spaces provided.*

*Kizinja Secondary School,
P. O. Box 2,
Kizinja.*

15/10/2023

Dear Seth,

How are you? I hope you are doing fine. I and my parents are all fine. We are about to start writing our examinations. This is just a short letter to say 'Good luck for your coming examination' and please let me know about your holiday plans.

My academic term ends on 14th November 2023. My uncle is travelling by a private car to Kampala next week for business affairs. He has offered to take me along and also said that I can bring a friend too. Would you like to travel with me? Please, let me know as soon as possible so that I can ask for someone else if you can't make it.

All the best. I hope to hear from you soon.

Yours,

Frank.

This question was answered by 695,191 students (100%). Among them, 41,991 (6.04%) scored from 7.0 to 10 marks, which is good performance; 240,353 (34.57%) scored from 3 to 6 marks, which is average performance; and 412,847 (59.39 %) scored from 0 to 2.0 marks, which is weak performance. Among the students with weak performance, 259,827 (37.37%) scored 0. The general performance on this question was average since 282,344 (40.61%) scored from 3 to 10 marks. Their overall performance on the question is summarised in Figure 9.

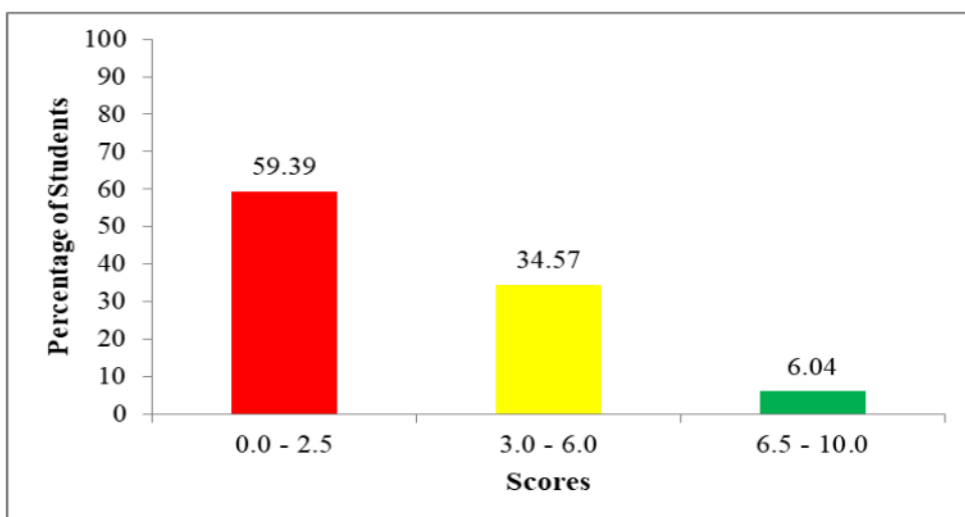


Figure 9: The Students' Performance on Question 9

Analysis shows that the students with high marks in this question demonstrated a good understanding of the features that make the letter informal. They identified features such as the use of only one address (the sender's address) which is on the top right corner of the page. The use of informal salutation was another element they identified. The salutation involved the name of the person to whom the letter was written. Moreover, they identified the use of extended greetings in the first paragraph and contracted words like *can't*. The use of a complementary close *yours* and the writer's first name only i.e. Frank were also features identified that make the given letter informal as Extract 9.1 indicates.

Answers

(i) It only has one address.....

(ii) It starts with a greeting.....

(iii) It uses informal language.....

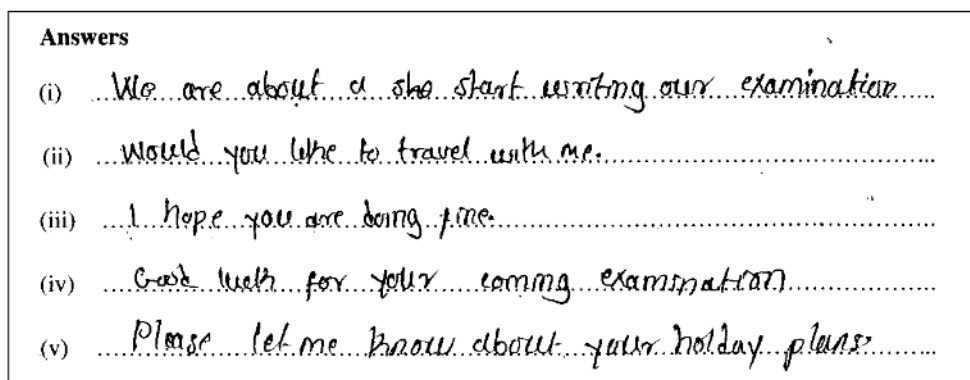
(iv) It explains much about what is going on in the writer's life.....

(v) The letter ends with the writer's first name and not his full name.....

Extract 9.1: A Sample of Correct Responses to Question 9

In Extract 9.1, the student correctly identified features that make the given letter an informal letter.

In contrast, students with weak performance lacked knowledge about features of an informal letter. These students also demonstrated poor command of English. Instead of identifying the features of informal letter, they copied the sentences from the main body of the letter and used them as answers. Others wrote that the letter does not have features like heading, the receiver's address and signature, which make it informal, contrary to the requirements of the question as Extract 9.2 shows.



Extract 9.2: A Sample of Incorrect Responses to Question 9

In Extract 9.2, the student lacked knowledge of the features of an informal letter.

2.3 SECTION C: Interpreting Literary Works

This section had only one (1) question that tested the students' ability to analyse literary works (class readers). It required them to select two (2) female characters (one from each class reader) and support the statement that *women are not only responsible for taking care of kitchen activities*. It required the students to introduce the essay appropriately with the overview that most African societies disregard women as they consider them suitable for simple household chores, despite the important roles they undertake. The following list of readings was given:

The Magic Garden	- K.R. Cripwell (1977), William Collins Sons and Company Ltd, Great Britain.
Kalulu the Hare	- F. Worthington (1937), Longman, England.
Hawa the Bus Driver	- R.S. Mabala (1988), Ben & Company, Dar es Salaam
Fast Money	- K.R. Cripwell (1978), William Collins Sons and Company Ltd, Great Britain.
Mabala the Farmer	- R.S. Mabala (1988), Ben & Company, Dar es Salaam

The question asked:

10. *“Women are not only responsible to take care of kitchen activities.”*
With reference to two class readers, support this statement using examples of female characters by providing three points from each class reader.

This question was answered by 695,153 students (100%). Of whom, 42,936 (6.18%) scored from 10 to 15 marks, which is good performance; 105,132 (15.12%) scored from 4.5 to 9.5 marks, which is average performance; and 547,085 (78.70 %) scored from 0 to 4 marks, which is weak performance. Among the students with weak performance 326,797 (47.01%) scored zero. The general performance on this question was weak since only 148,068 (21.30%) scored from 4.5 to 15 marks. Their overall performance on the question is summarised in Figure 10.

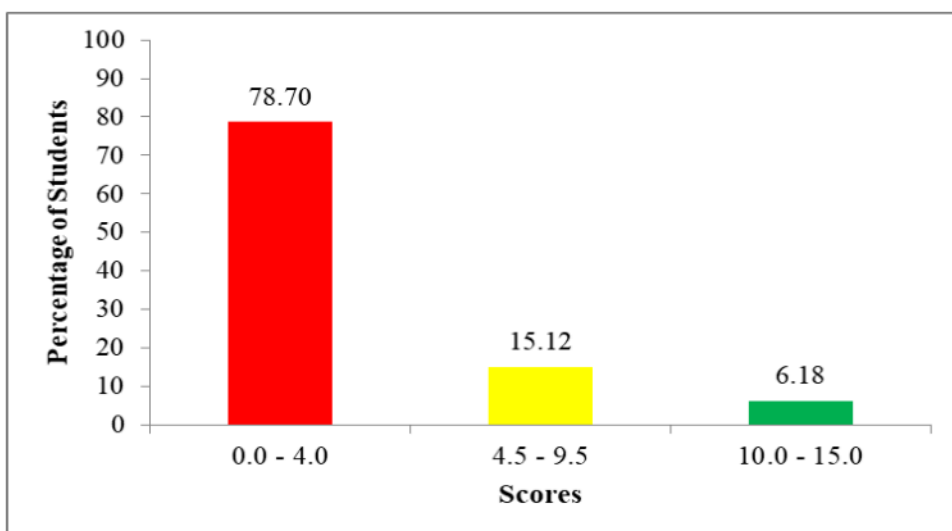


Figure 10: *Students' Performance on Question 10*

Analysis shows that, students with weak performance on this question failed to respond accordingly due to poor proficiency in English. Hence, they did not understand the requirement of the question. They wrote things that did not address with the question. Some of them presented irrelevant characters, titles and other information; some skipped the question. Others presented unclear responses using ungrammatical sentences or merely mentioned points without supporting them with examples from the readers. Extract 10.1 is illustrative.

10. "Women are not only responsible to take care of kitchen activities." With reference to two class readers, support this statement using examples of female characters by providing three points from each class reader.

Class readers is the people who guiding people for their activities. In my class there are three female class reader. The following is the characters of their class readers.

Monstress is the female class reader who guiding student for the following points

to guiding the class sweepers - the monitress must to guide student to clean the class carefully.

To listening students who noise makers

To guide the students about clean their environment.

Academic is the female readers in my class room the academic must to go from the teacher teaching for that period of time.

To guide us to read very carefully and to forming about academic issues like do examination result.

To sign the teacher who taught and not taught in the class journal.

To forming students what you are about announcement from their teachers

Extract 10.1: A Sample of Incorrect Responses to Question 10

In Extract 10.1, the student scored poorly because of mistaking the phrase *class readers* for *students' representatives*.

Conversely, students with high scores in this question demonstrated good ability in reading and interpreting the class readers. Hence, they answered the question correctly. Their good competence in English enabled them to understand the requirements of the questions, and correctly describe and exemplify the roles of women in our society using the given readings. They demonstrated that women have other essential roles to play, apart from doing kitchen chores.

For instance, by using 'Hawa the Bus Driver' by R.S. Mabala, the students demonstrated that women can drive vehicles such as busses and save peoples' lives. Hawa stops the bus and takes the boy who has been hit by

another bus to the hospital. Moreover, Hawa strongly throws a drunkard down in front of men who were just looking on.

Additionally, the students with good performance used Mauja (Mama Martina) in Mabala the Famer to show that women contribute more to the society than merely doing kitchen chores. Using Mauja, these students justified that women are good family advisors. Mauja advises her husband to move to the village to engage in farming activities, as life in town is tougher. As a woman, Mauja also contributes to the family income as she makes and vends mats to supplement her husband's meagre salary. Like men, the woman works on the farm, as she is seen digging, planting and weeding crops in her husband's absence. Most of these students gave the right conclusions that women are capable of contributing to societal development, besides performing kitchen duties, as Extract 10 shows.

Women are people who play an important role of development in the society. Women are thoughtful, generous and kind. Most people tend to believe that women are supposed

Women are people who play an important role of development in the society. Women are thoughtful, generous and kind. Most people tend to believe that women are supposed to stay home, cook food and clean the house. This belief is gender stereotypical and untrue. Women have other responsibilities to perform. From our class readers, Hawa the Bus Driver and Mabala the Farmer, it can be explained clearly.

Starting with Hawa the Bus Driver, in this story Hawa is a woman who performs a job of driving a bus. In the book it is explained that Hawa has other tasks such as,

Hawa had a responsibility of driving the bus. In the story, we are explained that Hawa drives her bus and she is a good driver. We observe that Hawa fulfills her responsibility of driving the bus safely. Hawa ensured that when she would be driving her passengers to their destination they would be able to reach there safely.

Hawa helped to earn income for the family. Hawa could cook vitumbus for the family to not only eat but also to sell them to her fellow bus drivers. It is observed in the book that many bus drivers could normally buy Hawa's vitumbus

Extract 10.2: A Sample of Students' Correct Responses to Question 10

Hawa the bus driver was brave and courageous. Besides her job, she could be seen helping her passengers and courage she was able to protect her passengers against those problems. When she was attacked by the thieves she did all she could by getting assistance from the man in blue overalls to help keep her passengers safe.

Also our second class reader which was Mabala the Farmer. Mabala's wife who was Muija also performed different roles including,

In Extract 10.2, the student described other duties women fulfill in the society, besides doing kitchen duties.

3.0 STUDENTS' PERFORMANCE ON EACH TOPIC

The topics included in the 2023 English Language FTNA were *Giving Description, Talking about One's Family, Talking about Past Events, Expressing Opinions and Feelings, Locating Places, Expressing Personal/Group Routines, Writing Cards and Messages, Writing Personal Letters, Dictionary Use, Writing Personal Letters, Taking Notes, Expressing Ongoing Activities, Analysing information from the Media and Interpreting Literary Works.*

The analysis done indicates that the students had good performance on the topics of *Analyzing Information from the Media* (Question 8), *Talking about One's family, Expressing Opinions, Locating Places, Expressing Personal and Group Routine/Habits, Expressing Ongoing Activities, Giving Descriptions, Writing Cards and Messages, Writing Cards and Messages, Taking Notes* and *Giving Descriptions* (Question 1). Results show that 79.99 per cent and 70.84 per cent of the students attained high performance on these topics respectively.

The students had average performance on *Using a Dictionary, Expressing Opinions and Feelings, Talking about Past Events* and *Writing Personal Letters* (Question 2, 4, 3 and 9). The percentage of students with average performance on these topics was 51.41 per cent, 48.86 per cent, 43.97 per cent and 40.61 per cent *respectively*. Weak performance was noted on *Expressing Personal and Group Routines* (23.41%), *Interpreting Literary works* (21.30%), *Talking about Events* (17.42%), and *Writing Cards and Messages* (13.04%) in Questions 6, 10, 5, and 7 respectively.

The students performed poorly on *Writing Cards and Messages* because they had problems with taking telephone messages.

Appendix A summarizes 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 students' general performance in the 2023 English Language FTNA, was good since 474,035 students (68.18%) scored 30 marks or above. This performance reflected their ability to identify the requirements of the questions, follow the given instructions, and communicate their knowledge of various entities related to the topics.

Conversely, 220,286 (31.82%) of the students faced challenges in this assessment, particularly in answering Questions 5, 6, 7 and 10. These challenges were caused by their inability to follow the instructions given after each sentence and their inadequate knowledge of the concepts related to past activities.

5.0 RECOMMENDATIONS

To increase students' performance in the future, this report recommends the following:

- (a) The topic *Writing Cards and Messages* particularly the subtopic *Writing Telephone Messages* which was poorly performed should be taught and learnt through the competence based approach. According to the performance analysis, the students' little knowledge of the subject matter (telephone messages from callers) and failure to understand the demand of the question contributed to the poor performance.
- (b) The topics *Expressing Personal and Group Routines*, *Expressing On Going Activities* and *Talking about Past Events* should be taught following the rules that govern the formation of sentences expressing daily, continuous and past activities. Students should also be taught relevant sentence structures and patterns for them to apply the knowledge to express such events in different situations.
- (c) Teaching the *Interpreting Literary Works* topic should use appropriate teaching and learning strategies. For example, teachers can employ drama, dialogues and storytelling techniques which bring the contents of books into the real world. This practice can help students to comprehend class readers.

- (d) The topics *Talking about Events*, *Using a Dictionary*, and *Giving Descriptions* were challenging. These topics usually involve implicit teaching of language rules (grammar). Teachers should consider incorporating explicit grammar teaching in these topics. The students should be encouraged to do enough practice and read grammar books to equip themselves with the rules of English language.

- (e) Students should be encouraged to do many exercises on reading texts, pronouncing words and broadening their vocabulary to improve their mastery of comprehension skills in writing invitation cards, messages and friendly letters. Moreover, teachers should provide many dictation exercises to improve their students' listening and writing skills.

Appendix A: Summary of the Students' Performance per Topic in the 2023 FTNA

S/N	Topic	Question Number	Percentages of Students who Scored the Average of 30 per cent or Above	Remarks
1	Analysing Information from the Media	8	79.99	Good
2	Giving Descriptions, Talking about One's Family, Taking Notes, Expressing Ongoing Activities, Locating Places	1	70.84	Good
3	Using a Dictionary	2	51.41	Average
4	Expressing Opinions and Feelings	4	48.86	Average
5	Talking about Past Activities/ Events	3	43.97	Average
6	Writing Personal Letters	9	40.61	Average
7	Expressing Personal and Group Routines	6	23.41	Weak
8	Interpreting Literary Works	10	21.30	Weak
9	Talking about Events	5	17.42	Weak
10	Writing Cards and Messages	7	13.04	Weak

