

## TELT March 2020 Examiners' Report

### 1. Introduction

17 candidates sat for the TELT March 2020 examination session. 12 candidates were awarded Pass grades or higher. This is the equivalent of a 71% pass rate.

The grades for the written paper are listed below:

0 Distinction  
5 Pass with merit  
7 Pass  
2 Narrow Fail  
2 Fail  
1 Unclassified

### 2. General Remarks

Overall, candidate performance in the March 2020 TELT session was quite good with candidates struggling with Part One Section D. The Writing Section was very satisfactory in this examination session with an average mark of 73%. Many candidates demonstrated a good control of language and familiarity with idiomatic expressions and turn of phrase. Some weaknesses regarding lexis, collocation and structure were noticeable throughout various sections of the paper. In the Writing section, a certain lack of punctuation and paragraphing were also evident, and this resulted in loss of marks. The presentation of some essays, moreover, left much to be desired.

### 3. Section Analysis

Part 1 Language Description, Sensitivity and Awareness

Part 1 Section A – Language Terminology

Candidates fared adequately in Section A Part 1 where the average pass mark was 69%. Many candidates demonstrated some general knowledge of grammar and language terms.

Part 1 Section B – Primary Stress Identification

Part 1 Section C – Transcription of Phonemic Script into Normal Spelling

Part 1 Section D – Transcription into Phonemic Script

Candidate performance ranged from adequate in Section B with an average mark of 62% to excellent in Section C, average mark of 82%. Quite a few candidates lost marks for spelling errors in Section C. The fact that candidates can generally recognise primary word stress and decipher words transcribed phonemically was, once again, counterbalanced by very poor performance in Section D with an average mark of 34%. Better preparation for and familiarisation with the IPA and transcription is required for this section. Two candidates did not attempt Section D.

Once again, the examiners would like to impress upon centres and trainers preparing candidates for this exam the importance of teaching pronunciation and using the phonemic script as a teaching aid in the classroom, especially with a view of reinforcing learner autonomy.

#### Part 1 Section E – Odd One Out

Candidate performance in this section was very weak at an average mark registering 54%. The examiners noticed that many of the candidates did not follow the rubric carefully and did not identify all the three distinct strands: identifying the odd one out; specifying what all the items in bold had in common; and why the odd one out was different to the others. Marks were therefore lost by those candidates who presented only part of the answer.

Some candidates showed a certain lack of preparation for this section by not even hazarding a guess where they were not sure of the answer.

#### Part 2 Language Proficiency

##### Part 2 Section A – Identifying and Correcting Errors

The average pass mark for this section was a satisfactory 69%. Most errors had to do with failing to identify and correct errors with collocation, word formation, and word choice. A few candidates wrongly identified errors in sentences where there were no errors. Those candidates who performed well in this section demonstrate strong intrinsic knowledge of the language.

Examiners encourage examination preparation trainers to remind candidates to closely follow the rubric in this section: identify the error by underlining the target error and writing ONLY the corrected word(s).

##### Part 2 Section B – Word Formation

In this section, candidates averaged a weak pass mark of 51%. Valuable marks were lost due to poor spelling in a number of instances and illogical word formation. One candidate did not attempt to complete this task.

##### Part 2 Section C – Cloze Test – Selective Deletion

Performance in this task was adequate with an average mark of 65%. Candidates who came up with plausible lexical options gained marks. Examiners believe that candidates who read regularly and broaden their range of collocation and commonly used phrases would generally stand a better chance of performing well in this section. Examiners encourage examination preparation trainers to emphasise the importance of this concept.

##### Part 2 Section D – Sentence Transformation

Candidates registered a good 72% average pass mark. Marks were lost mostly due to errors in phrase construction, word order and collocation and misspelt words, indicating weak control of the language.

#### Part 2 Section E – Writing Section

Overall, performance in this section was good with an average pass mark of 73%. A few essays were written exceptionally well; others clearly less so in terms of both language range and control. Many of the candidates produced responses with an acceptable format and register depending on the task type. There were some instances of weakness with paragraph structure. Marks were deducted for poor spelling, awkward sentence construction, weak control of structure, and poor text cohesion.

One candidate did not submit any essay.

Candidates are advised to plan what to write and revise their written text, making any necessary edits before handing the paper in. Even though candidates are writing under examination conditions, they should still pay some attention to presentation of their work.

#### 4. Recommendations

As with previous reports, more focus and attention to phonology, in particular, the transcription of the phonemic script, is encouraged. The lack of familiarity with the phonemic script is a matter of concern and, examiners feel, continues to arise from the fact that candidates fail to recognise its usefulness in and out of class for their learners. This is an area that trainers should address much more forcibly in future TELT Preparation courses. Moreover, the necessity to spell correctly and the use of correct combinations of collocation, need to be impressed upon candidates.

Trainers are encouraged to provide candidates with opportunities to improve their writing skills in the various text types and their respective writing conventions. Correct punctuation and conventions for paragraphing should also be explicitly focused on.

Lastly, candidates should be reminded of the importance of regular quality reading practice as this will increase their exposure to modern English and serve as a valuable model for their own writing as well as a means by which candidates broaden their range of lexis and structures. Reading a variety of texts would also serve to help students develop their creativity.