

# TELT April 2021 Examiners' Report

## 1. Introduction

13 candidates sat for the April 2021 TELT session. 10 candidates were awarded Pass grades or higher. This is the equivalent of a 77% pass rate.

The grades for the written paper are listed below:

0 Distinction  
2 Pass with merit  
8 Pass  
2 Narrow Fail  
1 Fail  
0 Unclassified

## 2. General Remarks

Overall, candidate performance in the April 2021 TELT session was quite good. Candidates performed quite well with an average mark of 68% in Part 1 and 73% in Part 2. The weakest areas were in Sections B and E in Part 1 and Section A in Part 2. Candidates who struggled in these sections demonstrated lack of sensitivity to word stress, knowledge of language awareness, and a weak intrinsic sensitivity to collocation, word choice and spelling.

## 3. Section Analysis

### Part 1 Language Description, Sensitivity and Awareness

#### Part 1 Section A – Language Terminology

In Section A Part 1, the average pass mark was quite strong in this section, registering 73%. Many candidates demonstrated an adequate general knowledge of language terms. Candidates who struggled in this area mostly did not demonstrate an adequate understanding of language structures or lexis. Candidates who did well were likely to have been well prepared in terms of grammar and lexis.

#### 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

Surprisingly, candidate performance was weakest in Section B (61%) with candidates struggling with word stress. Candidates fared best in Section C (77%) and their performance in Section D (68%) was quite strong. Some marks in section C were lost due to poor spelling; some candidate's spelling was consistently poor throughout this section. Very weak performance of candidates in each of these sections seems to indicate inadequate preparation.

#### Part 1 Section E – Odd One Out

Performance for this task in this section was the weakest, registering 60%. Candidates who struggled in this task did not demonstrate adequate knowledge of language structure and terminology. Candidates who did not follow the example in the rubric and left parts of the answer out, such as not identifying what all the selected text had in common or what the rest of the examples had in common as opposed to the odd one out, lost marks. Candidates lost full marks for answers they did not attempt to address. Candidates who could correctly identify the odd one out but came up with a plausible reason for another possible answer still gained marks.

## **Part 2 Language Proficiency**

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

The average pass mark for this section was on the weak side at 60%. Most errors had to do with failing to identify misspelt words, wrong formation of words, and wrong choice of words. Candidates who struggled with this section demonstrated weak sensitivity to language use and idiom.

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

In this section, candidates averaged a high pass mark of 79%. There were instances where marks were lost due to poor spelling.

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

The majority of candidates performed well in this section with an average pass mark of 72%. Candidates who came up with plausible lexical options gained marks. Candidates who read regularly and broaden their range of collocation and commonly used phrases would fare well in this section.

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

Candidates registered a strong sensitivity to language reformulation with an average pass mark of 79%. Marks lost were mostly due to awkward sentence construction, misspelt words, and miscollocation.

### **Part 2 Section E – Writing Section**

Overall, performance in this section was quite strong with a 74% pass mark. There were a few weak samples, demonstrating a level of expression being far from an acceptable command of the language. In the weaker essays, there were recurrent instances where marks were deducted for poor spelling, awkward sentence construction, and an inadequate knowledge of text type. When it comes to text type, report structure, in particular, was not employed: candidates often used essay structure for the report question.

#### **4. Recommendations**

As with previous reports, more focus and attention to phonology, in particular, 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. The necessity to spell correctly and the use of correct combinations of collocation needs 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 focused on. Lastly, candidates should be encouraged to dedicate time for regular reading practice as this will increase their exposure to modern English and serve as a valuable model for their own writing.