

## TELT March 2025 Examiners' Report

### **1. Introduction**

13 candidates sat for the TELT March 2025 examination session. 4 candidates were awarded Pass grades. This is the equivalent of a 30.8% pass rate.

The grades for the written paper are listed below:

0 Distinction

0 Pass with Merit

4 Pass

4 Narrow Fail

4 Fail

1 Unclassified

### **2. General Remarks**

Candidate performance in the March 2025 TELT session was utterly unsatisfactory falling below the standard of previous exam sessions. Examiners, noted a certain lack of attention to examination task rubric which often led to loss of marks in Part 1 Section D, Part 2 Section A and E.

The Writing Section, part 2, section E, was totally inadequate and clearly demonstrated that candidates lack ability in their writing with capital letters, genre writing style, formal and informal writing, and punctuation, leading to an average score reaching 48.65%.

Many candidates demonstrated a lack of control of language and familiarity with idiomatic expressions, and common phrase. In this section, a certain inattentiveness to essay format was clearly evident as dictated by the unawareness of the genre, spelling, and paragraphing was also apparent. Additionally, marks were lost when less words than the word limit was present.

As in past TELT examinations, the presentation of many essays left much to be desired, with some submissions being close to being illegible.

### **3. Section Analysis**

#### **Part 1 Language Description, Sensitivity and Awareness**

##### **Section A – Language Terminology**

Candidates performed generally satisfactory in this section where the average pass mark of 60.92% was reached. Nevertheless, many candidates were not well prepared for this section, and demonstrated a lack of knowledge in grammar and language terminology.

**Section B – Primary Stress Identification****Section C – Transcription of Phonemic Script into Normal Spelling****Section D – Transcription into Phonemic Script**

Candidate performance ranged from satisfactory in the Word Stress Section B with an average mark of 66.67%, to relatively decent in Section C, with an average mark of 83%. As in previous examination sessions, several candidates lost marks for spelling errors in Section C. The performance in section D was very poor, with a low average score of 19.23%. Candidates overall showed extremely minimal knowledge in recognizing items in phonemic script and were unable to change IPA texts to the normal spelling. More preparation and familiarity with the phonemic transcription is needed for candidates to be able to deal with this section.

**Section E – Odd one out**

Candidate performance in this section was again relatively poor with an average mark registering 50.27%. The examiners noticed that many of the candidates either ignored or did not read the rubric carefully. Consequently, most of the candidates either failed to complete the answers or wrote a totally different answer. It was noted that there was a lack of preparation for this section.

**Part 2 Language Proficiency****Section A – Identifying and Correcting Errors**

This section seemed to be challenging for candidates, resulting in a low average pass mark of just 65.77%. Candidates showed lack of knowledge in identifying and correcting errors. It was evident that there was a strong unfamiliarity with collocations, word formation, and word choice. Additionally, some candidates wrongly identified errors in sentences where there were none and marked as 'correct' the ones that included an error.

**Section B – Word Formation**

In this section, candidates accomplished an excellent average mark of 87%. Once again, some valuable marks were however lost due to poor spelling.

**Section C – Cloze Test – Selective Deletion**

Performance in this section was largely inadequate with an average score mark of just 53%. Those candidates who came up with plausible lexical options gained marks. Candidates will highly benefit and do well in this section only if they possess a strong knowledge of common phrases and collocations. Course trainers are encouraged to raise awareness about the importance and benefits of this concept during the preparation courses.

## **Section D – Sentence Transformation**

Considering previous TELT results, this section also demonstrated a poor result of 58.10% average pass mark. Candidates lost marks mostly due to errors in phrase construction, word order, collocations, and spelling mistakes.

## **Section E – Writing Section**

Performance in this section was extremely weak with a middling pass mark below average reaching 48.62%. Many essays were illegible and unclear, additionally, there was clear evidence of a lack of essay structure, vocabulary range, grammar knowledge, and poor sentence structure.

In addition to this, one of the candidates only wrote one essay and left essay 2 out, whilst most of the candidates failed to reach the word limit that was stated in the rubric. Marks were deducted for spelling mistakes, weak text cohesion and cohesive, incorrect sentence construction, poor writing structure, and for not meeting the asked word count. Additionally, when candidates opted for the letter-writing task, it became evident that many lacked understandings of the differences between formal and informal styles. Moreover, they showed little awareness of how the opening and closing of a formal letter should correspond in tone and format.

Candidates should carefully plan and review their writing tasks, ensuring they make the needed edits before submitting. Even with limited time, attention to presentation remains important, as poor presentation can still result in lower marks.

Ultimately, examiners observed noticeable influence from candidates' first languages in their written work. It was evident that English is not their native language, and their motivation to teach it appears to stem primarily from their ability to speak the language rather than from formal linguistic proficiency.

## **4. Recommendations**

As highlighted in previous reports, examiners continue to stress the need for greater emphasis on phonology, particularly phonemic transcription, where candidates consistently perform poorly. This area is often overlooked, possibly because its importance in teaching and promoting learner independence is not well understood. Training providers and exam centres should give this skill more attention during course preparation.

Candidates also require more experience in writing different types of texts using suitable conventions and tone. Clear instruction should be given on punctuation, paragraphing, and proper use of genre. Trainers are encouraged to implement a process writing approach, while also offering opportunities to practise writing under timed conditions.

Finally, candidates should be encouraged to engage in regular, high-quality reading, as it exposes them to authentic English and helps expand their vocabulary and understanding of sentence structure, collocations, common phrases, and expressions. This also fosters creativity, an area that was notably weak in this session. Activities like journaling can aid in developing and refining writing skills, as well as trainers are encouraged to incorporate and support such practices during preparation courses.