TELT October 2022 Examiners' Report

1. Introduction

14 candidates sat for the TELT October 2022 examination session. 7 candidates were awarded Pass grades or higher. This is the equivalent of a 50% pass rate.

The grades for the written paper are listed below:

0 Distinction
2 Pass with Merit
5 Pass
4 Narrow Fail
3 Fail
0 Unclassified

2. General Remarks

Candidate performance in the October 2022 TELT session was rather disappointing all round. The Writing Section was satisfactory in this examination session with an average mark of 66%. Several candidates demonstrated a good control of language and familiarity with idiomatic expressions. In this section, a certain lack of punctuation and, especially, paragraphing were also evident, and this resulted in loss of marks. As in past TELT examinations, the presentation of many essays, moreover, left much to be desired.

3. Section Analysis

Part 1 Language Description, Sensitivity and Awareness

Part 1 Section A – Language Terminology

Candidates' performance in Section A Part 1 was good and this contributed to the average pass mark of79%. The general impression is that a number of candidates were well prepared and demonstrated an adequate 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 was clearly satisfactory in the Word Stress Section B with an average mark of 65%, and in Section C, average mark of 84%. A small number of candidates lost marks for spelling errors in Section C. However, candidates overall showed good skill in recognizing items in phonemic script and were able to change them to normal spelling. The fact that candidates can generally ecognize primary word stress and easily decipher words transcribed phonemically was, once again, counterbalanced by a very poor performance in Section D with an average mark of just 13%.

Significantly, none of the 14 candidates managed to to achieve a pass mark in this

section. Much better preparation for and familiarisation with the IPA and transcription is required for this section.

Part 1 Section E – Odd One Out

Candidate performance in this section was poor with an average mark registering 53%. The examiners noticed that a significant number 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.

As usual, many 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

Part 2 Section A registered a low average pass mark of 53%. As noted in earlier examination reports, most errors had to do with failing to identify and correct errors, with a lack of familiarity with certain collocations, word formation, and word choice. Some candidates wrongly identified errors in sentences where there were no errors.

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 performed well and this contributed to an average mark of 74%. Some valuable marks were, however, lost due to poor spelling in a number of instances.

Part 2 Section C – Cloze Test – Selective Deletion

Performance in this task was very poor with an average mark of 34%. 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, which exam candidates often find challenging. Examiners encourage examination preparation trainers to emphasise the importance of this concept.

Part 2 Section D – Sentence Transformation

Candidates registered an adequate 64% average pass mark. Marks were lost mostly due to errors in phrase construction, word order, misspelt words and, especially word collocation and turn of phrase.

Part 2 Section E – Writing Section

Performance in this section was adequate with an average pass mark of 66%. A few essays were well-written; a few others clearly less so in terms of language range and control as well as presentation. As usual, marks were deducted for poor spelling, awkward sentence construction, weak control of structure, and poor text cohesion.

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 and recommended. The lack of familiarity with the phonemic script remains a matter of serious concern. Examiners feel that this continues to arise from the fact that candidates fail to recognise its usefulness in and out of class for their learners, especially with a view of reinforcing learner autonomy. This is an area that trainers should strive to address much more forcibly in future TELT Preparation courses.

Trainers are encouraged to provide candidates with opportunities to improve their writing skills in the various text genres and their respective writing conventions. Correct punctuation and conventions for paragraphing, in particular, 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, as well as their creativity.