

# TELT May 2019 Examiners' Report

## 1. Introduction

34 candidates sat for the TELT May 2019 examination session. 26 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  
7 Pass with merit  
19 Pass  
5 Narrow Fail  
3 Fail  
0 Unclassified

## 2. General Remarks

Overall, candidate performance in the May 2019 TELT session was strong in Sections A, B and C in Part One and Sections D and E in Part Two. Performance was adequate to good in other sections, while, as usual, candidates seem to have struggled with Part One Section D. The Writing Section still poses a challenge for some candidates who struggled with the format conventions of the text type they selected (this was especially true for the Proposal task type). Weaknesses regarding lexis, collocation and structure were noticeable throughout various sections of the paper. A certain lack of punctuation and paragraphing were also evident in section E. 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 very well in Section A Part 1. The average pass mark was high at 82%. Many candidates demonstrated strong general knowledge of grammar and language terms and seem to have been well prepared for this section this time round.

#### Part 1 Section B – Primary Stress Identification

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

#### Part 1 Section D – Transcription into Phonemic Script

Candidate performance was quite good in Section B (72%) and very good in Section C (89%). Some 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 a rather poor performance in Section D. As in most of the previous examination sessions, Section D clearly remains the most challenging examination task for TELT candidates.

Candidate performance registered a low average pass rate at 31% for Section D, with a significant 35% of the candidates being awarded 0 – 2 marks for this section. Better preparation for familiarization with the IPA and transcription is required for this section.

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 average at 54%. Candidates lost marks for not taking their cue from the rubric and identifying 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. Some candidates presented only half the answer. 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 66%. Most errors had to do with failing to identify and correct errors with collocation, wrong formation of words, and wrong choice of words. Some candidates wrongly identified errors in sentences where there were no errors. There seemed to be a weakness in terms of sensitivity to language forms and collocation.

Examiners believe that examination preparation trainers would do well to remind candidates to follow the rubric: 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 an average pass mark of 66%. Some valuable marks were lost due to poor spelling in a number of instances and poor word formation.

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

The majority of candidates performed rather poorly in what is usually one of the most challenging sections in the exam with an average pass mark of 63%. 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 generally have a good chance of performing well in this section.

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

Candidates registered a good 76% average pass mark. Marks were lost mostly due to awkward sentence construction, misspelt words, non-existent collocations and a certain unease with the Use of English sentence transformation task.

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

Overall, performance in this section was quite good with a 72% pass mark. A number of essays were written exceptionally well; others were mediocre in terms of both language and ideas. Many of the candidates produced responses with an acceptable format and register depending on the task type. There were isolated instances of weakness with paragraph structure. Weak responses indicated an insensitivity to collocation and a weakness in grammatical structures and included errors with register, leaving a poor impression on the examiners. Marks were deducted for poor spelling, awkward sentence construction, a lack of idiomatic language and poor text cohesion.

Candidates are advised to revise their writing and make any necessary corrections 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 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 remains an area that trainers should address more forcibly in future TELT Preparation courses. Moreover, 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 reminded of the importance of regular reading practice as this will increase their exposure to modern English and serve as a valuable model for their own writing.

In preparation of the writing section of the exam, examiners suggest that candidates dedicate more time to quality reading, with reading being a model for 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.