

## **TELT November 2015**

### **Examiners' Report**

#### **1. Introduction**

**53 candidates** sat for the TELT November 2015 examination session. **37 candidates** were awarded Pass grades or higher. This is the equivalent of a **69.8%** pass rate compared to 72% of the candidates who sat the examination in March 2015.

The grades for the written paper are listed below:

**0 Unclassified**

**6 Fail**

**10 Narrow Fail**

**22 Pass**

**15 Pass with merit**

No requests for a revision of paper were received.

**41 Oral Test sessions (including 4 who sat for Part 2 only)** were held with the following results:

**2 Absent**

**0 Unclassified**

**0 Fail**

**0 Narrow Fail**

**10 Pass**

**14 Pass with merit**

**15 Distinction**

## **2. General Remarks**

The TELT November 2015 session reconfirmed that the use throughout the paper of the exact rubric suggested in the new syllabus document certainly benefitted the majority of the candidates in that it eliminated doubts as to what was exactly required of them in any given part of the paper.

The examiners note the satisfactory overall results which demonstrate that an acceptable percentage of the candidates, i.e. 69.8%, were well-prepared for and/or performed satisfactorily in this TELT examination session.

## **3. Section Analysis**

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

#### **Part 1 Section A – Language Terminology**

As in previous examination sessions, the November 2015 candidates performed well in this section – a section for which candidates are able to study and prepare themselves adequately. The average mark was just above 32/40 indicating a good 80% in this important area.

Generally, candidates demonstrated that they can cope adequately with this section though a few lost marks as they clearly demonstrated problems with *basic* terminology like, for example, *names of tenses* and *auxiliary verbs*, among others. This strange phenomenon is recurrent in all recent TELT examination sessions.

## **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**

The satisfactory performance in the phonology sections registered in the March 2015 session (61%) rose by almost nine percentage points, 69.94%, this time round. Candidates performed well in Section C (just below 90%) and in Section B with a 70% rate (although many marks were again lost due to inaccurate spelling). As usual, **Section D – Transcription into Phonemic Script** comes out as the most challenging examination task for TELT candidates with a disappointing 42%. Once again, examiners noticed that candidates deliberately shy away from this very useful classroom tool with as many as 23% of the candidates failing to score any marks in this section.

The examiners feel that, once again, they have to reiterate their conviction with exam preparation centres regarding the importance of teaching pronunciation and using the phonemic script as an important teaching aid in the classroom, an aid which encourages learner autonomy.

## **Part 1 Section E – Odd One Out**

The average mark was just above 17/30, indicating a pass rate at just under 59% for this task.

Generally, candidate knowledge was quite strong in identifying grammar elements, especially in areas of the tense structure, aspect and voice; adverbs of manner and frequency; bare and full infinitives; the use of imperatives; and modal verbs. Candidates mostly submitted answers as per the rubric in the example provided.

# TELT Examiners' Report

---

Observations for candidates who struggled with this task are indicated below:

A few candidates lost a mark for not following the rubric and saying what all the items in bold had in common. Others lost marks for not providing any rationale whatsoever; however, in some instances, candidates scored a mark for selecting the appropriate answer. Some candidates did not recognise the commonality in number 4 with the conditional and, in particular, the zero conditional, often selecting the wrong answer. Candidates who selected the correct answer for number 7 said the target adverb was actually an adjective.

Candidates are once again reminded to provide answers according to the rubric provided and to focus on the words in bold and not the rest of the sentence.

Examiners once again noted those candidates who used the same answer pattern as provided in the rubric had more chances of scoring highly as they covered all areas.

Candidates are once again reminded to focus on the words or phrases in bold and not the rest of the sentence when identifying conformity and contrast.

## **Part 2 Language Proficiency**

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

The average mark was 14.3/20, indicating a good pass mark at just under 72% for this task. Overall, candidate performance was just adequate in this area. A few candidates did not stick to the rubric and underline the error in the printed sentence; others underlined the error but did not provide a correct version. Some candidates thought there was an error in number 4 and wanted to correct the sentence. Many candidates did not transform the word *implying* to the desired word in number 10, implications. Few candidates offered the word *than* in number 11 and, instead, corrected *then* to *when*. Surprisingly, many candidates did not notice the wrong form of the verb *attend* in number 12. It is interesting that while many candidates got *there's* correct, very few candidates corrected the error in number 13 to *their's*.

# TELT Examiners' Report

---

Candidates are advised to stick to the rubric and write down only the correct word, phrase or punctuation in the space provided. Examiners have once again noticed that candidates who wrote the whole sentence, sometimes made spelling errors in other sections of the sentence, and although marks were not deducted for this, it indicated carelessness and overall poor attention to detail.

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

The average mark was marginally over 8/10, indicating a very good 84% pass mark for this particular task – one which, this time round, did not seem to present a serious obstacle to would-be English language teachers. The team of examiners, however, noted once again that in this section they were repeatedly constrained to deduct marks for careless spelling mistakes, notable with the words *immersion*, *essential* and *recession*.

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

The average mark was just under 6/10 indicating a rather weak 59.4% average for this important task, one which sheds light on the candidates' familiarity, or in many cases, lack of it, with common English collocations and fixed expressions. The Cloze Test continues to be the Achilles' heel for TELT examination candidates. The examiners reiterate that the only solution to this problem is that candidates should read more regularly, as well as expose themselves to and exploit more English language opportunities in their everyday activities.

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

The average mark was just over 13/20 this time round, indicating a satisfactory 69% mark for this task. However, a number of candidates sometimes came out with incorrect, and at times, 'imaginative' and very awkward sentence transformations especially in numbers 1, 2, 3, 4 and 10. Once again, a considerable number of marks were deducted as a result of careless spelling errors.

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

The average percentage pass mark in this section, 74%, was an improvement over that recorded in the March 2015 session which stood at 71%.

Overall, there seems to have been an improvement in the writing section. Candidates should, however, pay much more attention to format with some text types such as reports and letters. Moreover, TELT Examination course providers should remind candidates that they should *not* sign letters with their real names or include their real addresses. Sentence structure caused problems and subsequent loss of marks: examiners sometimes came across incomplete sentences or ones which were too long, unwieldy and elaborate. There were two cases where candidates only wrote one essay, leaving out the second essay entirely, obviously resulting in a considerable loss of marks.

A number of candidates performed very well in this task: they were coherent, used acceptable examples of collocation and demonstrated a clear flow of expression.

Candidates are encouraged to allow time for revision. As has been remarked in previous examination session, a considerable number of papers were submitted with handwriting that was barely legible. It needs to be reiterated that TELT Examination course providers would do well to emphasise that candidates should avoid presenting shoddy work and crossed out paragraphs, which is often clear evidence of bad planning and a certain degree of carelessness.

Candidates are therefore once again reminded that examiners have to read and understand the written tasks – clear handwriting is imperative.

## **4. The Speaking Test**

A cursory look at the Speaking Test results on page 1 reveals that the Pass rate is very high, with no less than 15 candidates having been awarded a Distinction, and 14 a Pass with Merit. There were no Fail candidates this time round.

Examiners had very positive comments, and reported that the November 2015 ‘crop’ of candidates were generally very well prepared for the Speaking Test.

## **5. Recommendations**

Candidates and TELT preparation course providers are to be commended for their continued efforts to prepare well for this exam.

It is evident that more focus and attention still need to be given to phonology, in particular the phonemic script, spelling, and especially to increasing candidate familiarity with collocations in English, areas which continue to present real problems to most candidates, especially in the Cloze task.