

# TELT

## Test of English for Language Teachers

This test is designed to provide a measure of the competence in English of candidates in a training program for the teaching of English as a second language.

The purpose of the test is to help the university in determining whether the candidate for the BEALS, MEALS or the *maîtrise qualifiante à l'enseignement au secondaire – cheminement qualifiant à l'enseignement de l'anglais langue seconde*, is proficient in English at the level needed to teach the language.

### REQUIRED SCORES FOR A PASS

- *BEALS*: 3/4 on all four tasks BEFORE the third practicum  
Max. of 4 chances to pass the test: 1 first time + 3 retakes.
- *MEALS*: 3/4 on all four tasks
- *Maîtrise qualifiante*: 3/4 on all four tasks BEFORE the second practicum  
(2.4/4 to be admitted to the program)

### DESCRIPTION OF THE TEST

The test consists of **four tasks**, all of which resemble tasks routinely performed by teachers. The test takes approximately **2 hours** to complete.

#### WRITTEN SECTION: 75 minutes max.

- **Task 1: Identify errors in a written text.**  
The text is continuous prose and is one written by a language learner in an intermediate ESL class.
- **Task 2: Write a letter or a composition of about 200 words.**  
You are provided with a specific context within which to write.

SPEAKING SECTION: 25 minutes max.

- **Task 3: Read a text aloud.**  
The text is one that would likely be read aloud in an ESL educational context. This task is video-recorded.
- **Task 4: Explain a certain procedure as you might to a group of students in a classroom.**  
You are given the steps of the procedure (usually a class activity) in a written document as well as a brief period of time to prepare. The last step consists of presenting your explanation in a maximum of 5 minutes. This task is video-recorded.

Please take note that tasks 3 and 4 take place in the test room and not in front of an actual group of students.

<b>IN CASE OF FAILING ONE OR SEVERAL TASKS OF THE TELT</b>
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A student who fails one or more of the tasks must retake only the section(s) they failed.

*BEALS students:*

If a BEALS student fails one or more tasks (score under 3/4), he or she may want to enrol in a course, participate in an immersion program, or arrange for private or small group tutoring before retaking the test. It is up to the BEALS student to find ways to improve the quality of their English. The Centre de langues can provide tutoring for retakes of the TELT.

*Maîtrise qualifiante à l'enseignement en anglais langue seconde students (MQES):*

A student must receive at least 3/4 on all four tasks BEFORE the second practicum (2.4/4 to be admitted to the program)

If a MQES student fails one or more tasks (score under 3/4), he or she may want to enrol in a course, participate in an immersion program, or arrange for private or small group tutoring before retaking the test. It is up to the MQES student to find ways to improve the quality of their English. The Centre de langues can provide tutoring for retakes of the TELT.

## PREPARING FOR THE TELT

### Task 1: Finding and Correcting Errors

#### INSTRUCTIONS

The purpose of Task 1 is to test the student's ability to detect errors in spelling, grammar and punctuation in a composition by an intermediate level ESL student and provide the correct form. This task tests the student's knowledge of the English language in a form that ESL teachers need to be able to use.

*Dictionaries and electronic devices (e.g. cellphones, laptops...) are not allowed in the test room. Scrap paper will be provided.*

#### SCORING

Students receive one point for finding an error and a second point for providing the correct form of the word or very short phrase. If a student selects a word or punctuation mark that is not an error, they will receive 0, even if the alternative response they give is correct, such as an exact synonym of the word.

There are always between 22 and 24 errors in any text used, and the students are expected to find 20 and correct them. The passing grade is 75% so students must get a mark of 30/40 to pass.

#### PREPARATION

The best way to prepare for Task 1 is to practice looking for errors in texts. A good way to begin is with their students' own texts that he or she is writing for courses offered in English.

It is best to read right through the text and pick out the most obvious errors. The errors do not have to be found in order, as long as they are clearly identified. Once the obvious errors have been found, go over it again for any other more minor errors.

Do not change or rewrite the overall sentence structure. Keep in mind that the text was written by a language learner and will contain phrases that may sound awkward, while not necessarily be grammatically wrong. Look for only real grammatical errors. As teachers, you will need to let your students find their own voices even in writing.

Here is a sample text and correction key:

### Practice Activity for Task 1: Correcting errors

*Today I write you about my best friend. My best friend, she is name Cynthia and has 14 years. She has brown hair and brown eyes, and is not short or tall, just average. She has the braces on her teeth. We were to go the same primary school. Now we are to the same secondairy school but we are not in the same class.*

*My friend is a funny girl. Since two years she go to the circus school, and she can ride the unicycle and juggle with the balls. She never drops. Actually she can juggle four balls. She like to dress and put face paint and act like a clown. Next week we have a show at the school. All the persons are singing or dance. My friend, Cynthia will like to be in the show for sure!*

24 errors

### Answer Key for Practice Activity for Task 1: Correcting errors

Number	Error	Correction
1.	write	will write or am writing
2.	between write and you	to you
3.	she is name	is named
4.	has 14 years	is 14 years old
5.	the braces	braces
6.	were to go	went
7.	we are to	we go to or we are at
8.	secondairy	secondary
9.	funny girl	fun-loving or a lot of fun
10.	since two years	for two years
11.	she go	she has been going
12.	to the circus school	to circus school
13.	ride the unicycle	ride a unicycle
14.	juggle with the balls	juggle balls
15.	never drops	never drops one or any or them
16.	actually	now or right now
17.	dress	dress up
18.	dress and put	dress, put on...
19.	she like	she likes
20.	put face paint	put on face paint
21.	we have a show	we will have
22.	all the persons	everyone
23.	are singing	will sing
24.	friend,	no comma

## Task 2: Writing a Text

### INSTRUCTIONS

The second task of the TELT exam is writing a text of between 200 and 250 words on a topic related to teaching ESL or being a student in a teaching ESL program. Students are given a context and have up to 45 minutes to write a short text on the given topic.

*Dictionaries and electronic devices (e.g. cellphones, laptops...) are not allowed in the test room. Scrap paper will be provided.*

### SCORING

The texts are evaluated on the following criteria:

- **Content and organization**: if the student does not use the format requested (such as a letter or a composition), or writes texts that are off topic, rambling, too long or too short, he or she will lose points in this category.
- **Range of language**: students who use a wide range of appropriate vocabulary and complex sentences will score higher than students who use very simple language and forms.
- **Linguistic accuracy**: spelling, grammar and punctuation errors are evaluated in this section.

### PREPARATION

The best thing to do to prepare for this task is to write as often as possible, using a timer. Bring your text to your tutorial sessions or trade them with your classmates and correct each other's texts.

Some students find it difficult to write under pressure, while others find the time allowed to be very short. Some helpful strategies with a time limit:

- Read the instructions carefully
- Brainstorm by making an outline of the main points and listing their examples.

## Task 3: Reading Aloud

### INSTRUCTIONS

The third task of the TELT is an oral task that requires students to read a text aloud in a convincing manner. This task evaluates the student's capacity to speak clearly when reading aloud and apply their knowledge of the rules of pronunciation in the English language to words they may not know. The texts are usually authentic texts that are reviews of books or films that might be usefully incorporated into an ESL program.

The students are given a text and have about **7 or 8 minutes to prepare** it before speaking in front of a video camera while alone in a room.

*Electronic devices (e.g. cellphones, laptops...) are not allowed in the test room.*

### SCORING

Students are evaluated on:

- **their sensitivity to their audience**
- **their pronunciation**
- **their intonation and stress**

### PREPARATION

This task is often found to be the most difficult one for non-native speakers of English, partly because students are not used to reading aloud, even in their first language.

Practice reading aloud as often as possible. Find book and movie reviews to read (backs of books or DVD boxes, newspapers and magazines). Take the time to read the text at least four times in your head:

1. The first time to understand the global message
2. The second time to identify any tricky words to pronounce
3. The third time to identify the tone, rhythm and words you want to emphasize
4. The fourth time as if you were reading it aloud

Each time you read the text over again, you will feel more comfortable with it, which will help you to liven up your delivery. Students should also consider the audience as their ability to read aloud in a convincing manner is one of the two aspects of the task to be evaluated.

Record yourself reading aloud and listen to the playback. You may want to ask an anglophone to read the same text aloud and record it to compare to your own reading aloud.

If a student has serious problems in pronunciation or stress, it is important to isolate the major problems and work on those. Here is a list of the most common trouble spots for francophones:

- “th” sound
- Aspirated “h” sound and NOT putting the “h” sound in front of vowels
- “S” sound at the end of plural nouns and 3<sup>rd</sup> person singular in simple present
- Putting the stress on the right syllable.

## Task 4: Explaining a Procedure

### INSTRUCTIONS

The fourth task is an oral language test where students are required to explain the procedure for an activity to an imaginary class. The students are given a description of an activity such as Charades and about 8 minutes to prepare to present the activity orally. This task evaluates the language level of the students in a teaching ESL context.

*Electronic devices (e.g. cellphones, laptops...) are not allowed in the test room.*

### SCORING

**The students are evaluated on**

- **using their own words and their capacity to explain procedures clearly**
- **using appropriate vocabulary and pronouncing words correctly.**

**The focus is not on didactics, but on oral competency.**

To score highly on this task, students must be able to explain the procedures for taking part in the designated activity in clear, well-articulated unambiguous language, with no errors in pronunciation, grammar, syntax or stress and intonation.

### PREPARATION

In order to prepare for this task, students should practice giving instructions and explaining procedures (baking a cake, changing a tire etc...).

Video-record yourself. Use the same strategies as listed for task 3 for working on pronunciation, stress and intonation. Watch or listen to your recording and ask for feedback from classmates or tutors, in order to discuss the strengths and weaknesses of your performance.

## FREQUENTLY ASKED QUESTIONS

Q: If I don't go to one of the TELT sessions scheduled for my cohort, can I take it later without any consequences?

A: *No. You will forfeit one of your tries for the TELT. Remember that you only have 4 CHANCES to pass the TELT.*

Q: What happens if I am absent for a valid reason?

A: *Only mortality or a severe medical condition certified by a doctor can motivate an absence. Contact the BEALS rep immediately.*

Q: Am I allowed to see my corrected test paper or my video performance?

A: *No. The TELT is a certified proficiency test that is evaluated and you will only be given your score with a brief summary of your performance.*

Q: Can I use a dictionary or my smartphone during the written tasks?

Can I bring my own draft paper?

A: *NO.*

Q: What happens if I forget to bring my ID card on test day?

A: *You may not be allowed to take the test, forfeiting one of your tries for the TELT.*

Q: What happens if I forget which classroom to go to on test day?

A: *Find the information on the lists at the welcome table and make sure to do the right tasks at the right time. Otherwise, you may lose one of your tries.*

Q: Where and when do I sign up?

A: *The students receive an email from their program inviting them to register for the TELT about 3-4 weeks before the exam. The students register ONLINE by filling out the registration form and making their payment (link on the TELT web page).*

***Registrations close 1 week before the test.***

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## Any other questions?

- **about the test itself:**  
ESL advisor: [ANS.Langues@USherbrooke.ca](mailto:ANS.Langues@USherbrooke.ca)
- **about registrations, results, retakes...:**  
BEALS: [bes.beals.education@usherbrooke.ca](mailto:bes.beals.education@usherbrooke.ca)
- **TELT web page:** <http://www.usherbrooke.ca/centredelangues/tests-et-certifications/telt-test-of-english-for-language-teachers/>