

TELT GUIDE

Test of English for Language Teachers

- General information
- Guidelines
- Test Preparation
- Registration procedures

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TELT GUIDE



TABLE OF CONTENTS

1. INTRODUCTION	2
1.1. WHAT IS THE TELT?	2
1.2. WHO IS THE TELT FOR?	2
1.3. TEST DATES*	2
1.4. TELT WEB PAGE	2
2. TEST REGISTRATION	2
2.1. HOW AND WHEN TO REGISTER	2
2.2. PAYMENT AND FEES* (*SUBJECT TO CHANGE)	2
3. PROGRAM REQUIREMENTS	3
3.1. MANDATORY ATTENDANCE	3
3.2. ABSENCE*	3
3.3. WHAT DOES IT TAKE TO PASS THE TELT?	3
4. TEST DESCRIPTION	3
4.1. FACTS AND REQUIREMENTS	3
4.2. SCORING	3
4.3. TASKS & SCORING CRITERIA	3
Task 1:	4
Task 2:	4
Task 3:	5
Task 4:	5
5. PREPARING FOR THE TELT	6
5.1. TASK 1: IDENTIFY ERRORS IN A WRITTEN TEXT.	6
5.1.1. Task 1 Practice Activity	6
5.1.2. Answer Key for Task 1 Practice Activity	7
5.2. TASK 2: WRITE A 200- TO 250-WORD COMPOSITION.	7
5.3. TASK 3: READ A TEXT ALOUD.	7
5.4. TASK 4: EXPLAIN A CERTAIN PROCEDURE AS YOU MIGHT TO A GROUP OF STUDENTS IN A CLASSROOM.	8
6. ON TEST DAY	8
6.1. WHAT TO BRING	8
6.2. WHERE TO GO	8
7. TEST RESULTS	9
7.1. WHEN AND HOW WILL I GET MY TEST RESULTS?	9
7.2. FAILING ONE OR SEVERAL TASKS	9
7.2.1. Retakes	9
7.2.2. Tutoring	9
8. INQUIRIES	9
9. STEP-BY-STEP CHECKLIST	10

1. INTRODUCTION

This guide is meant to provide information on the *Test of English for Language Teachers (TELT)*, and to help BEALS, MEALS and MQES students prepare for this English language proficiency test.

1.1. What is the TELT?

The **Test of English for Language Teachers (TELT)** is a certified proficiency assessment tool designed to provide a measure of the competence in English of candidates in order to teach in an English as a second language (ESL) teaching training program. The candidates must successfully complete the TELT to obtain their **teaching permit** or **brevet d'enseignement**.

1.2. Who is the TELT for?

The purpose of the test is to help the university determine whether candidates for the **BEALS, MEALS and MQES** are proficient in English at the level needed to teach the language.

- BEALS: Baccalauréat en enseignement de l'anglais langue seconde
- MEALS : Maîtrise en enseignement de l'anglais langue seconde
- MQES : Maîtrise qualifiante en enseignement au secondaire

1.3. Test Dates*

The TELT is usually offered twice a year: in spring and in fall. MQES candidates may have a third date in summer. Test dates are posted on the Language Centre's TELT web page, and announced to the students by the Education Faculty. (**Test dates and locations are subject to change.*)

1.4. TELT web page

All the information related to the TELT is accessible online: information videos, test dates, TELT Guide, registration link (activated periodically), contacts and coordinates, etc. Here are a few ways to locate the web page quickly:



- Scan this QR code with your smart phone, and bookmark the TELT webpage
- Google Search: "TELT UdeS"
- www.usherbrooke.ca – type TELT in the search box at the top
- www.usherbrooke.ca/centredelangues – "Tests and Evaluations" tab – TELT
- www.usherbrooke.ca / Accueil / Facultés / FLSH / Centre de langues / Tests et certifications / TELT

2. TEST REGISTRATION

Registration is required from all test takers to ensure proper scheduling. Registrations open only during a specific window of time, and late registrations may not be accepted. **Candidates should register as soon as they receive the email invitation in order to avoid an oversight or technical glitch resulting in unfortunate consequences.**

2.1. How and when to register

Candidates will receive an e-mail inviting them to register for the TELT about **3-4 weeks before** the exam. Then, they **REGISTER ONLINE ON THE TELT WEB PAGE** by filling out the registration form and making their payment by credit card. **Registrations close 1 week before the test.**

2.2. Payment and Fees* (**Subject to change*)

Payment is done online by credit card during the registration process. Full payment is required to confirm registration. **Cash and cheques are not accepted.**

- First test attempt: \$70
- Subsequent retakes: \$35 per retake, regardless of the number of tasks to do.

3. PROGRAM REQUIREMENTS

3.1. Mandatory attendance

Candidates must attend **all** TELT sessions scheduled for their cohort until they get a passing grade – with a maximum of **4 tries and a time limit set by their program**. Each scheduled attempt counts, and a re-take is mandatory in the event a task is failed.

3.2. Absence*

An absence counts as a failed attempt and leads to an "**unjustified absence**" statement in the candidate's record. Failure to comply to punctuality and/or completing the right tasks at the right time will result in losing one of the four tries for the TELT. A severe medical condition certified by a doctor, or other exceptional personal circumstances, can motivate an absence. **In the event of an absence, test takers must immediately contact their program representative.** (*Refer to section 8 of this guide for program contact information)

3.3. What does it take to pass the TELT?

Candidates have a maximum of 4 chances to pass the TELT: 1 first time + 3 retakes.

BEALS: 3/4 on all four tasks BEFORE the third practicum.

MEALS: 3/4 on all four tasks.

MQES: 3/4 on all four tasks BEFORE the second practicum.
(A minimum of 60% or 2.4/4 to be admitted to the program)

4. TEST DESCRIPTION

4.1. Facts and Requirements

The test takes approximately **2 hours** to complete. It consists of **4 tasks**, all of which resemble tasks routinely performed by teachers in a classroom. Proficiency in writing, editing, speaking and pronunciation are assessed.

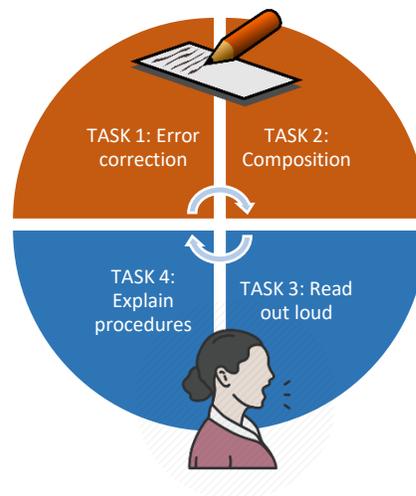
4.2. Scoring

Each task is corrected by several evaluators who have been specifically trained for the TELT. The results are then reverified both manually and statistically to eliminate any form of error. Therefore, candidates need to wait **at least one month** before receiving their final results from the Pedagogy Department.

4.3. Tasks & Scoring Criteria

Tasks 1 and 2 take place in one room, and tasks 3 and 4 in another room. The exact time and locations are sent to candidates by e-mail **two days** before test day.

Tasks 3 and 4 are video-recorded. They take place in a test room and not in front of an actual group of students. You will be given the steps of the procedure in a written document as well as a brief period of time to prepare before recording.



A **photo ID** is required throughout the test. Dictionaries and electronic devices (e.g. cellphones, laptops...) are not allowed in any test rooms. Draft paper will be provided. The tasks 3 and 4 video recording will be kept for our records and not available to test takers.

SECTIONS	TASK DESCRIPTION	INSTRUCTIONS	SCORING CRITERIA
<p>WRITTEN SECTIONS:</p> <p>75 minutes maximum altogether</p> 	<p>The written sections take a maximum of 75 minutes maximum altogether. Although students manage their own time in their first test attempt, they should expect to spend no more than 30 minutes on task 1 and 60 minutes on task 2. The test facilitator will provide draft paper, which must be handed back at the end of the test. Please refer to the tips outlined in Section 5.</p>		
	<p>Task 1: Identify errors in a written text.</p>	<p>The text is continuous prose and is one written by a language learner in an intermediate ESL class.</p> <p>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.</p>	<p>Students receive one point for finding an error and a second point for providing the correct form of the word or very short phrase.</p> <p>There are between 22 and 24 errors in any text used. Students are expected to find 20 and correct them.</p> <p>The passing grade is 75% so students must get a mark of 3/4 to pass.</p> <p>If students select 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.</p>
	<p>Task 2: Write a 200-to-250 word composition on a given topic.</p>	<p>The second task of the TELT exam is writing a text on a topic related to teaching ESL or being a student in a teaching ESL program.</p> <p>Students are given a specific context within which to write their composition.</p>	<p>The compositions are evaluated on the following criteria:</p> <p>Content and organization: If the student does not use the format requested (such as a letter or a composition), or writes a text that is off topic, rambling, too long or too short, he or she will lose points in this category and may not reach the objectives.</p> <p>Range of language: A student who uses a wide range of appropriate vocabulary and complex sentences will score higher than a student who uses very simple language and forms.</p> <p>Linguistic accuracy: Spelling, grammar and punctuation errors are evaluated in this section.</p>

SECTIONS	TASK DESCRIPTION	INSTRUCTIONS	SCORING CRITERIA
<p>SPEAKING SECTIONS:</p> <p>25 minutes maximum altogether</p> 	<p>The spoken sections take a maximum of 25 minutes maximum altogether: one 15-minute period to prepare for tasks 3 and 4, followed by a single video recording period in which the student performs both tasks back to back. The test monitor will keep track of time and operate the camera. Please refer to the tips outlined in Section 5.</p>		
	<p>Task 3: Read a text aloud.</p>	<p>The third task consists of reading a text aloud in a convincing manner.</p> <p>The texts are usually authentic texts that are reviews of books or films that might be usefully incorporated into an ESL program would likely be read aloud in an ESL educational context.</p> <p>The students have 7 minutes to prepare it before speaking in front of a video camera while alone in a room.</p> <p>This task seeks to evaluate the candidates' 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.</p>	<p>The candidates are evaluated on their:</p> <ul style="list-style-type: none"> • sensitivity to their audience • pronunciation • intonation and stress <p>This task is often found to be the most difficult for non-native speakers of English.</p>
	<p>Task 4: Explain a certain procedure as you might to a group of students in a classroom.</p>	<p>In the fourth task, students are required to explain the procedure for an activity to an imaginary class.</p> <p>Test takers are given a description of an activity such as Charades and 8 minutes to prepare to present the activity orally.</p> <p>This task evaluates the language level of the candidates in an ELT context.</p>	<p>The students are evaluated on their:</p> <ul style="list-style-type: none"> • Use of language and their capacity to explain procedures clearly. • Use of appropriate vocabulary and correct pronunciation. <p>The focus is not so much on didactics, but on oral competency.</p>

5. PREPARING FOR THE TELT

5.1. Task 1: Identify errors in a written text.

Task 1 tests the candidate’s knowledge of the English language in a way ESL teachers will need to evaluate their own students' writing production.

The best way to prepare for Task 1 is to develop **self-editing skills**. For example, students may look for errors in the writings done for one of their courses offered in English.

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



TIP: Do not change or rewrite the overall sentence structure. Look for actual grammatical errors. As teachers, you will need to let your students find their own voices even in writing. 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.

5.1.1. Task 1 Practice Activity

Here is a sample text that contains 24 errors. Identify and correct 20 of these errors. Then, correct your answers with the answer key on the next page. **Don’t cheat if you want to test your abilities!**

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 secondary 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!

Number	Error	Correction
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

5.1.2. Answer Key for Task 1 Practice Activity

Number	Error	Correction
1	<i>write</i>	will write or am writing
2	<i>between write and you</i>	to you
3	<i>she is name</i>	is named
4	<i>has 14 years</i>	is 14 years old
5	<i>the braces</i>	braces
6	<i>were to go</i>	went
7	<i>we are to</i>	we go to or we are at
8	<i>secondairy</i>	secondary
9	<i>funny girl</i>	fun-loving or a lot of fun
10	<i>since two years</i>	for two years
11	<i>she go</i>	she has been going
12	<i>to the circus school</i>	to circus school

Number	Error	Correction
13	<i>ride the unicycle</i>	ride a unicycle
14	<i>juggle with the balls</i>	juggle balls
15	<i>never drops</i>	never drops one or any or them
16	<i>actually</i>	now or right now
17	<i>dress</i>	dress up
18	<i>dress and put</i>	dress, put on...
19	<i>she like</i>	she likes
20	<i>put face paint</i>	put on face paint
21	<i>we have a show</i>	we will have
22	<i>all the persons</i>	everyone
23	<i>are singing</i>	will sing
24	<i>friend,</i>	no comma

5.2. Task 2: Write a 200- to 250-word composition.

The best thing to do to prepare for this task is to **write as often as possible, using a timer**. Some students find it difficult to write under pressure, while others find the time allowed to be very short. Therefore, some helpful strategies with a time limit are:

- Reading instructions carefully
- Brainstorming by making an outline of the main points, details, and examples.

Take a private course and bring your texts to your tutorial sessions and/or trade them with your classmates and correct each other's texts. For more information, please visit the [private courses](#) section on the Language Centre's website.

You may also want to visit [La Clé anglaise](#), a free service provided to students who would like to improve their English skills. Visit their web page for more information.

5.3. Task 3: Read a text aloud.

This task is **often found to be the most difficult** one for non-native speakers of English.

The best way to prepare is by practicing, recording yourself reading aloud and listening to the playback. Find book and movie reviews to read (backs of books or DVD boxes, newspapers and magazines). You may want to ask an anglophone to read the same text aloud and record it, and compare it with your own speech.

Practice reading aloud as often as possible. You may want to read a 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** when doing Task 3, as their ability to read aloud in a convincing manner is one of the two aspects to be evaluated.



TIP: *If a student has serious problems in pronunciation or stress, it is important to isolate the major problems and work on them ahead of time.*

Here is a list of the **most common trouble spots** for French and Spanish speakers:

- The “th” sound, aspirated “h” sound, and NOT putting the “h” sound in front of vowels
- The “s” sound at the end of plural nouns and 3rd person singular in simple present
- Putting the stress on the right syllable
- Overuse of repeated discourse markers, such as “You know... Like... Basically...”

5.4. Task 4: Explain a certain procedure as you might to a group of students in a classroom.

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**, then 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. This will help you control your nerves and notice important verbal and non-verbal issues that need work.
- Use the same strategies as listed for task 3 for working on pronunciation, stress and intonation.
- Refer to the scoring section to find out about the evaluation criteria.
- Visit the [TELT web page](#) for more useful information, including short video tutorials.

6. ON TEST DAY

6.1. What to bring

Bring the following on test day:

- Your student ID card, or another official photo ID
- Your test schedule with task time and location
- Pencil, or black or blue pen
- Eraser, or white-out

6.2. Where to go

- First, go to the TELT welcome table and show your ID card to announce your presence.
- Then confirm your tasks’ times and locations on the large board or at the welcome table.
- Attend your scheduled tasks **ON TIME**.
- Please keep silence in the TELT hallways. There is a sitting area close by for chatting.

TASK SCHEDULE:

The tasks are **not always** done in order. Tasks 1 and 2 can be scheduled BEFORE or AFTER tasks 3 and 4. Make sure to go to the right place at the right time; otherwise you may be marked as absent and lose one of your test attempts.



NOT ALLOWED THROUGHOUT THE TEST:

Electronic devices, dictionary, reference books or notes, draft paper, bags and purses, pencil cases, and other supplies are not allowed in the test rooms.

7. TEST RESULTS

7.1. When and how will I get my test results?

Test results are e-mailed at least **4 to 6 weeks later**. Test takers are not allowed to see the corrected test or video. However, the assessment provides a score for each task and a brief summary of the student's performance.

7.2. Failing one or several tasks

7.2.1. Retakes

A student who fails one or more of the tasks must **only** retake the section(s) they failed.

7.2.2. Tutoring

If a BEALS, MEALS, or MQES student fails one or more tasks, he or she may want to enroll in a course, participate in an immersion program, or arrange private or small group tutoring **before retaking the test**. It is up to the students to find ways to improve the quality of their English. The Language Centre can provide tutoring for retakes of the TELT; see the INQUIRIES section below or submit a request for a private session [ONLINE](#).

8. INQUIRIES

For inquiries about test dates, registration, results, retakes, and absences, please contact your Program Rep:

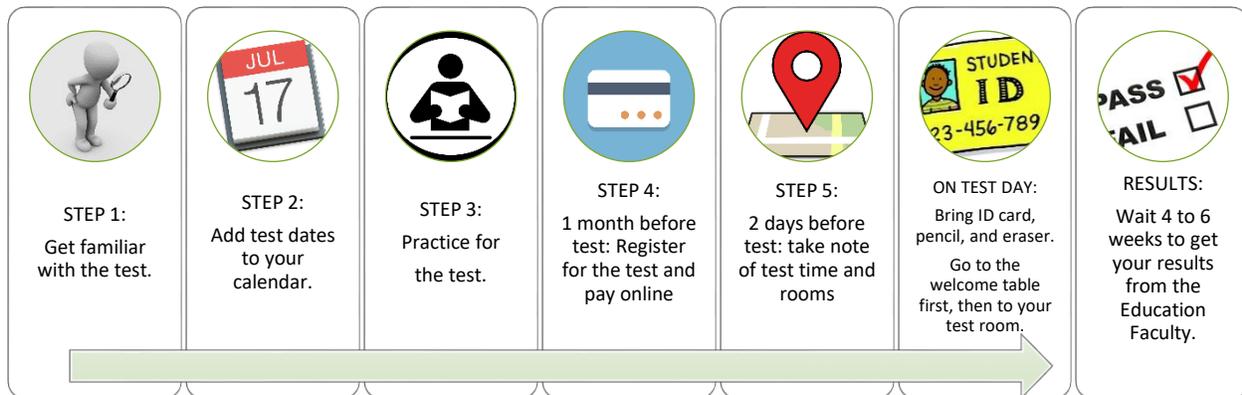
BEALS:	bes.beals.education@usherbrooke.ca
MEALS:	meals.education@usherbrooke.ca
MQES:	me-de.sec.education@usherbrooke.ca

For inquiries about test preparation:

- **Tutoring and private courses:** please visit the [Language Center's Private Tutoring web page](#), or write to: coordo.langues@usherbrooke.ca
- **TELT Web Page:** for videos and a digital version of this TELT Guide (explanatory document), visit <https://www.usherbrooke.ca/centredelangues/tests-et-certifications/telt-test-of-english-for-language-teachers/>

9. STEP-BY-STEP CHECKLIST

Please watch the “**Step-By-Step Guide for the TELT**” video on the TELT webpage. The steps are summarized below.



STEP 1: Get familiar with the nature of the test. To do so, carefully read the e-mails that your Program Manager sends you on this topic, visit the TELT web page, and watch the complementary “TELT” videos.

STEP 2: Add test dates to your calendar, and make sure you are available.

STEP 3: Practice for the test, using this TELT Guide. Test preparation is crucial and you will benefit from practicing along time ahead.

STEP 4: Register for the test 1 month before the test, using the e-mailed invitation. Do it as soon as you receive it and proceed to pay the fees online.

STEP 5: Get the instructions, test rooms and time where you will need to be for your tasks. You will get this information in an e-mail 2 days before the test.

STEP 6: On test day:

- Bring your student ID card, a pencil and an eraser. Nothing else is allowed in the test rooms. Therefore, do NOT bring a bag, draft paper, a pencil case, a dictionary, a phone or other electronic devices.
- Go to the TELT welcome table and confirm your attendance by presenting your ID card to the facilitator.
- Look at the posted schedule carefully to confirm the times and locations where you need to go. The written tasks are done in one room, and the oral tasks in another room. Please go to the right place at the right time, otherwise you may lose an attempt. Keep silence in the hallways at all times.
- Present your student card to the supervisor during each task.

STEP 7: Get your results about 4 to 8 weeks after the test. Contact your Program Representative only if you do not receive them in the usual deadlines. If you passed the test, Congratulations! You have satisfied your program’s language requirement and do not have to re-take the test. If you failed any of the tasks, you will need to retake them at the next scheduled test date. You do not need to retake successful tasks.

Good Luck!