

## Examination for prospective EFL Teachers – November 2006

### Examiners' Report

#### Section A

In **Part One**, some candidates were unfamiliar with basic language terminology, and were not able to choose the correct answer, even when they had to use words like connotation, or 'compound-noun'. This is clearly an area where more study needed to be done.

In **Part Two**, most candidates needed much more practice before attempting the exam, since most of them got less than half the answers correct.

In **Part Three**, many candidates did not fare too badly even though it was probably guess work, as was clear from some of the answers given, such as 'fan' instead of 'fun'.

**Part Four**, as in previous papers again brought out what must be one of the weaker areas for candidates. Here the vast majority of candidates were very weak, only attempting to give an answer for some of the words. Some did not even attempt any answers at all. Moreover when candidates did answer they did not write the phonemic symbols correctly, clearly showing they did not get enough practice before sitting the exam.

#### Section B

The answers given in **Part One** were surprisingly very weak. Most candidates had problems with the passive (No. 2), with distinguishing between the uses of 'as' (No.3), and with recognizing the pronunciation of the different '-ed' endings (No.4).

In **Part Two**, many candidates did not look at the meaning of the passage as a whole, concentrating on the sentences in isolation. Their answers were therefore grammatically correct at times but illogical. Some candidates also had problems with common expressions such as, 'a blessing or a curse', showing an obvious lack of familiarity with the language.

In **Part Three**, candidates came up with non-existent punctuation mistakes in Section A even though they were told to look for grammar or vocabulary mistakes. A more careful reading/understanding of the rubric is called for.

#### Section C

In **Part One**, some candidates did not give importance to the information they were supplied with in the advertisement and came up with answers in their letter of application that had nothing to do with the information they were given. Candidates had problems with the use of the correct register, and also got confused when it came to choose words like 'enclosed' using 'attached' instead.

In **Part Two**, many candidates had problems with the meaning of the phrasal verbs.

In **Part Three**, some candidates used more than one word, even though they had been clearly asked for one word, in this way losing marks they could easily have gained.

Many candidates were easily confused in **Part Four**, clearly indicating a lack of familiarity with the language.

#### Section D

When it came to essay writing a number of candidates were not comfortable enough with the language and used a limited range of vocabulary, too basic for this level. Furthermore many candidates had serious problems when it came to using the correct punctuation and paragraph structure. Moreover some candidates were not able to write in the correct genre for the essay they had chosen and also revealed immaturity when it came to ideas.

#### Conclusion

Many candidates do not seem to realise that to attain the required pass mark they need to be confident with and competent in every area of the paper. The main problems seem to be a lack of preparation and the fact that many candidates simply do not have a strong enough command of the English Language.