PSAC 2020-2021

Examiners' Report – Telugu

General Comments

The 2021 Telugu PSAC Question Paper was based on the prototype paper set by the Mauritius Examinations Syndicate. This paper was prepared keeping in mind the competencies of the candidates.

The main objective of this report is to provide an overview of the students' performance in the exams by highlighting their strength and weaknesses. At the same time, it proposes ways forward to Educators as to how to promote the reading and writing skills of the students as well as their assimilation capabilities and understanding.

The question paper is divided into 9 questions. The candidates, overall, did not encounter major difficulties in answering the questions. The paper was within the reach of many candidates.

Question 1A

The question relates to the labeling of 5 pictures and carries 5 marks. The majority of the candidates did quite well in this exercise. However, there were still some candidates who could not write the Telugu words correctly.

For example, some students did not know the Telugu words for pants, umbrella and mango. Some students wrote the English word 'umbrella" in Telugu script (అంబ్రెలా). Some wrote ship instead of boat.

Fruits, animals and clothes are basic things. Students must know these things in Telugu. Some spelling mistakes also could be found.

The students wrote dental sounds for retroflex sounds. For e.g.

ఉదా: మామిడి బదులుగా మామిది.

పడవ బదులుగా పదవ.

పిల్లి బదులుగా పిల్లి, పిల .... మొ//వి

Question 1B

This question assesses the candidates' ability to read and understand at a basic level through matching a sentence to the corresponding picture. It carries 5 marks. The majority of the candidates did very well here as they matched the sentences with the appropriate pictures and hence got full marks.

Question 2A

This question consists of 10 Multiple Choice questions and carries 10 marks. It aims at testing candidates' knowledge and recognition of proper grammatical structures. While many candidates did quite well, quite a number of them could attempt these questions fairly.

In this question students' weakness in grammar could be seen – use of wrong tenses, question tags, linking words, time markers like yesterday, next week was obvious. Since this question is one of the easiest, it allows the students to score maximum marks. Educators need to provide ample practice on this type of question and items.

Question 2B

This question consists of 5 Multiple Choice questions, carrying 1 mark each. Candidates' knowledge on vocabulary is assessed through multiple-choice items. Many students had problems in identifying the correct answers. Emphasis should be laid on vocabulary building/knowledge in class.

Question 3

This question assesses candidates' ability to read with understanding and locate information in the passage. This question consists of 10 questions and carries 10 marks.

The passage was well within the reach of candidates. Most of the students did very well and scored maximum marks in this question. However, some students did not answer questions 6, 7

and 10 correctly. For question 6 they wrote only the 12th (12వ తేదిన). In the poster, the date is

clearly mentioned and there is no room for confusion but still the students could not identify the date. For question 7 the students had to give the time the competition started. Here the students copied from the text both the starting and the finishing time. Likewise, the students did complete lifting for question 10 where they had just to say who Gopayya was. Instead, they copied the whole sentence which contains Gopayya without understanding what was asked of them. It is to be noted that such a question is one of the easiest to answer. So, it is surprising that some students could not answer directly.

Educators should draw students' attention to these types of questions and should train them in such a way that they do not do complete lifting. The students should be trained to extract the required information from the given text.

Question 4

This question is split into two parts: **4A** and **4B**. **4A** carries 5 marks and **4B** carries 10 marks. Candidates' ability in reading comprehension is assessed through their understanding of the given passage.

- **Question 4A**

This is a multiple-choice exercise. Most of the students attempted this exercise very well. However, a great number of the students wrongly answered item 5.

- **Question 4B**

In this question, candidates are supposed to identify the answers from the passage and write in the space provided.

Item 2: Most of the students wrongly answered **Item 2:** '*Why did Madhava followed the thieves silently'?* This was an inference question. The students completely ignored the key word 'slowly' which makes a lot of difference. Educators need to advise the students to read the questions carefully before answering.

Item 4: While most of the students copied from the text, very few students did not copy the answer from the text for this item. The latter answered correctly following the order of the question. This skill should be further encouraged by Educators.

Item 5: The **chronology item** was indeed correctly answered by the majority of the students.

Item 3 and **Item 4**: We got interesting answers which were not expected. The students wrote in their own words. (S*ee examples below in Telugu*).

- ➤ **Item 3:** "పోలిసువాళ్ళు మాధవ బాబామ్మకు తన నగ ఇవ్వటానికి సహాయం చేశారు."

- ➤ **Item 4:** 'ఎందుకు' భాగానికి "మాధవ ఆమె బంగారు నగ తిరిగి ఇవ్వటానికి ఎంతో చేశాడు."

<u>Question 5A</u>

In this question, candidates' knowledge of syntax is assessed through re-arranging jumbled words in the given sentences. It carries 4 marks.

Most of the students did well in this exercise and thus got full marks. However, very few students could not arrange one or two words correctly which is why they lost marks.

Question 5B

In this question, candidates' knowledge of syntax is assessed through a sentence completion task. It carries 6 marks.

Many students could attempt this exercise well by using meaningful phrases. However, only a

few students could not add meaningful words/phrases to complete the sentences.

Question 6

The cloze-text aims at assessing the candidates' ability to read and understand. Candidates have to fill in the blanks with the given words. It carries 10 marks.

This exercise was within the reach of the students as a many of them could score good marks. However, some students could not get good marks because they placed 2 or more words in wrong blanks.

Question 7A

This question assesses candidates' knowledge of grammar and spelling in context. Sentences containing grammatical and spelling mistakes are set and students have to correct them. It carries 5 marks.

This exercise was not difficult but still the students' performance was very poor.

Item 1: The students had to write the possessive form of the pronoun 'they', that is 'their' but it was found that many students wrote 'her' instead of 'their'. Here it is clear that the students have misunderstood. As the sentence ends with a verb in the neuter gender/ feminine, they wrote 'she'.   Here it is obvious that the students have completely ignored the word 'money', thus explaining why they have wrongly written the answer.

The Educators should advise the students to read all the words in the sentence carefully, not only the verb in order to avoid wrong answers.

Item 3: Many students did not write the human form of the word by adding the suffix *'mandi'* to 'many' (devotees). This shows that the students do not master the human and non-human forms of the quantitative adjectives. Great emphasis should, therefore, be laid during teaching on the human and non human forms of the quantitative adjectives for consolidation of knowledge.

Item 4: Here the students had to put the word 'monkey' in the plural form which is very easy but surprisingly some could not apply the plural rule correctly. They wrongly wrote 'కోతిలు'.

Item 5: Many students could not write the correct form of the word 'nest' when followed by the postposition 'to'. The following are the wrong answers which were mostly found: గూడి , గుట్టి , గూట్టి .

Question 7B

In this question, the knowledge and application of word transformation rules in Telugu is assessed. The students have to carry out the correct transformation of the given words. It carries 5 marks.

Many students could not attempt items 1, 3 and 5 correctly.

Many spelling mistakes could be found as well (*see examples below in Telugu*).

For e.g.

ఉదా:

Item 1 – 'చెప్పిన' బదులుగా 'చెప్రన', 'చెపై'*

Item 2 – 'గట్టిగా' బదులుగా 'గటిగా'

Item 3 – Here the students had to transform the word 'heavy' from *baruvu'* to *baruvainadi'*.

This type of word formation is very common in Telugu but still most of the students wrongly attempted this item. For e.g. : 'బరు<u>వుమై</u>నది', 'బరు<u>మై</u>నది'

There is a need to draw students' attention on the rule of this type of word formation and to provide more practice.

Item 4 – Here the word had to be transformed from noun to adjective form but the answers were written with spelling mistakes.

For e.g.: ఎ<u>రా</u>ని, ఎ<u>ల</u>ని instead of ఎర్రని'.

Item 5 - Here the noun form of the verb 'to think' had to be written but many students could not attempt this item correctly. Very few students wrote the correct answer without spelling mistakes. (S*ee examples below in Telugu*).

For e.g.: అలోచిన , ఆలోచన, ఆలోచనే, ఆలోచింది, అలోచించుగా, ఆలోచిగా

Question 8

This question assesses student's ability to use simple cohesive devices (like adverbs of time, manner or place) or conjugations to write sentences based on pictures and given words to make up a coherent short story. It carries 10 marks.

1) Most of the students did well and scored maximum marks. They produced very beautiful grammatically correct and meaningful sentences. *(See examples below in Telugu).*

   ఉదా:

   (అ) ఒక రోజు ఒక ముసలి ఆవిడ తన గంపతో అంగడికి వెళ్ళింది.

   (ఆ) కొంత సేపటి తర్వాత ఆమె తన బరువైన సంచితో అంగడి నించి తిరిగి వస్తున్న ది.

   (ఇ) దురదృష్టం వల్ల మా మంచి బాబమ్మ కిందపడింది.

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(ఈ) అప్పుడు రవి అనే ఒక మంచివాడు ఆవిడకు గబగబ సహాయం చేశాడు.

(ఉ) చివరికి ఆ ముసలమ్మ అతనికి చాలా ధన్యవాదాలు చెప్పింది.

2) However quite a number of students used wrong postpositions in the last two sentences leading to loss of marks. *(See examples below in Telugu).*

ఉదా:

(అ) చివరికి ఆవిడ ఆయన<u>ను</u> ధన్యవాదం చెప్పింది.

(ఆ) అప్పుడు రవి ఆమె<u>ను</u> సహాయం చేశాడు.

3) In the second sentence the verb had to be written in the continuous tense but the past tense was used. Many students did this mistake but they were not penalized. Teachers should clearly explain the difference between these 2 tenses and provide ample practice for consolidation of knowledge. *(See examples below in Telugu).*

ఉదా:

(అ) కొంత సేపటి తర్వాత ఆమె తన కొనిన సామానులతో తిరిగి **వచ్చింది**.

(ఆ) కొంత సేపటి తర్వాత ఆమె ఇంటికి తిరిగి **వస్తారు**.

Question 9

In this question, candidates are asked to write a composition of about 100 words based on a given canvas. It carries 10 marks. This question tests the ability to write a coherent piece of continuous prose based on a given canvas.

The canvas was familiar to the candidates. Many did quite well. Still, the majority of the students' performance was fair. Apart from a few remarkably well written compositions, the

majority of the compositions contained a large number of grammatical and spelling mistakes. However, several compositions contained good and appropriate expressions and vocabulary. There were also a good number of below average candidates who did not attempt the essay or simply copied the canvas. This shows that candidates lack essay-writing skills. Teachers should therefore, provide more practice in essay writing in order to get rid of this limitation.

Recommendations

Some recommendations are proposed below with a view to improve the teaching and learning process of Telugu language in the primary schools:

1. To teach sounds and letters especially retroflex sounds and other sounds which differ in L1 regularly so as to alleviate reading and writing problems.
2. The teachers should speak with correct pronunciation, intonation and accent as they are the language model in the class. In short, they should be good phoneticians whom the students can follow.
3. To teach vocabulary so as to enrich students' lexicon and thus facilitate comprehension.
4. To provide ample opportunities in the classroom to develop the students' language skills – the receptive and communicative skills as well.
5. To use appropriate and varied teaching techniques, strategies and methods to enhance the students' language skills, i.e. a combination of traditional and active learning methods according to the context and the students' needs.
6. To use different teaching aids like audio-visual aids, charts, pictures etc. and ICT to facilitate learning and to create a motivating learning environment.
7. Teach grammar and lay emphasis on forms and accuracy to enable the students to produce good piece of works.
8. Use different writing models and approaches (product & process approaches, pre-writing, paragraph and free-writing techniques) to teach writing.
9. To give numerous written exercises as class-works and home-works.
10. To provide much practice in answering lower order and higher order questions.

11. To do regular revision on key grammatical items especially on areas where students experience more difficulties.
12. To provide feedback on students' works and ways forward.
13. To identify students' learning difficulties and do remedial teaching.
14. To make maximum use of Telugu language in the classroom while teaching, through comprehensible input, so that the students get the opportunity to listen to Telugu language and thus get a good exposure to it.

Conclusion

It can be construed that many candidates lack the required basic knowledge in Telugu Language such as phonetic awareness and grammatical knowledge. Lack of phonetic awareness and poor grammatical knowledge leads to improper development of the language skills namely listening, speaking, reading and writing. Educators should thus, focus on them in order to alleviate the students' difficulties. Educators need to use contrastive and error analysis in analyzing students' errors to better plan for remedial teaching. They also need to reflect on their own teaching methods and strategies with the aim of improving the Telugu teaching and learning process. An eclectic approach coupled with the use of ICT would be more beneficial to improve students' performance in the Telugu language. Therefore, the educators should endeavor, through ways and means, to motivate the students to learn Telugu and produce good piece of works.