

Diagnostic Assessment

Level 2

Student's name:

Skills	Achieved (yes or no)
Listening	
Speaking	
Reading	
Writing	

Reflection

What do I need to work on?

Listening & Speaking

Diagnostic ESOL Level 2

In order to demonstrate ability to take an ESOL L2 course, you would need to fulfil the following criteria:

Listening

1a	Identify the main points of a listening
1b	Extract an information and detail from an extended explanation & texts
1c	listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts

Speaking

2.1	Use clear pronunciation to convey meaning
2.2	Use appropriate language in context according to formality
3.1	Present information in a logical sequence for a given purpose
3.2	Provide a verbal account with relevant information
3.3	Convey detail during verbal communication
4.1	Contribute constructively to discussion
4.2	Express views constructively during verbal communication
4.3	Respond to others constructively to move discussion forward
4.4	Obtain relevant information from others

Listening Exam

Task 1

Criteria

1a	
1b	
1c	

1a What's the main point of the talk?

- 1 To explain the policy and regulations working for the company.
- 2 To give advice and information about working for the company.
- 3 to provide an overview of the history of the company.
- 4 To explain the company's employee evaluation process

1b 2 Write two pieces of advice given by the speaker:

1 _____

2 _____

1c Who might be the most helpful in the apprenticeship program?

- 1 Manager
- 2 Colleagues
- 3 Mentor

Criteria

1a	
1b	
1c	

Task 2**1a What's the main topic of the presentation?**

- a) To discuss how coastal cities have developed.
- b) To highlight the rapid growth of urban populations worldwide
- c) To explore the challenges and considerations of urban planning for coastal cities
- d) To advocate for increased industrial development along rivers

1b Write ONE problem that building coastal cities near the river can cause:

1c The reason why the drainage system was inadequate because they weren't built well

True

False

Task 3

Criteria

1a	
1b	
1c	

Listen and answer the questions

1A What's the main point of the lecture?

- 1 To discuss the environmental impact of fossil fuel.
- 2 To highlight the benefits of alternative sources of energy.
- 3 To compare the pros and cons of different sources of energy.
- 4 to advocate for the use of alternative sources of energy.

1B. A List two reasons why the demand of energy is high :

1B List ONE advantage of tidal energy:

1C Electricity is generated by the tides

True

False

Speaking exam

Prepare a discussion/debate to talk about the following topic:

"Social media platforms should be regulated by governments to prevent the spread of misinformation."

2.1	Use clear pronunciation to convey meaning
2.2	Use appropriate language in context according to formality
3.1	Present information in a logical sequence for a given purpose
3.2	Provide a verbal account with relevant information
3.3	Convey detail during verbal communication
4.1	Contribute constructively to discussion
4.2	Express views constructively during verbal communication
4.3	Respond to others constructively to move discussion forward
4.4	Obtain relevant information from others

Reading & Writing

Diagnostic ESOL Level 2

In order to be able to pass a L2 reading and writing exam, you need to be able to demonstrate your capability in meeting the following criteria:

1.1	Identify the main points of a text
1.2	Identify the main events of a text
1.3	Use language features to identify meaning in text
1.4	Identify meaning of vocabulary in text
2.1	Identify the purpose of the text
3.1	Obtain specific information from the text
3.2	Evaluate information from different sources

1.1	Plan a text
1.2	Relevant content
2.2	Use language effectively
2.3	Structure text coherently
2.4	Use grammar correctly
2.5	Use punctuation correctly
2.6	Spell words correctly

Instruction:

Read the two passages and answer the questions

Text A

Dear Ms Palmer,

I would like to express my extreme disappointment with the service provided by CONFEX at our recent conference, although I have been happy with the contact I have had with you personally. I must confess I was rather shocked by the sheer quantity of complaints I received via our feedback forms.

The main cause for complaint was the size of the venue. You had assured my Human Resources Manager that the larger room would be available and that there would be ample seating for all of our staff. In fact, this was not the case. Not only that, but the restaurant was extremely cramped. Some staff complained that they were not able to reach the buffet table, and had to order their own food from the **extortionate** café menu.

Unfortunately, I have also had nothing but complaints about the so-called 'keynote' speaker. I will not repeat here how some members of staff have described him!

You will understand that with such grave shortcomings, I feel that we should not be charged the full amount for your service, so I request that you immediately refund 50% of the money which we paid upfront.

Yours sincerely,

Tom Paine

Tick or circle the correct answers:

1.1 What were the main complaints expressed by Tom Paine in the letter?

- A The size of the venue was inadequate.
- B The restaurant was too spacious.
- C The keynote speaker received negative feedback.
- D The buffet table was inaccessible for some staff.
- E The café menu prices were reasonable

1.2 The main motive behind Tom writing the letter is to highlight the negative experience he had at the conference:

- True
- False

1.3 What does Tom imply when he says “I was rather shocked”?

- A To highlight his negative feelings about the experience.
- B To describe how shocking the experience was.
- C To emphasise the severity of the issue he encountered.

1.4 What does “extortionate” mean?

- A Affordable
- B Extravagant
- C Competitive
- D Too expensive

2.1 Identify one feature that indicate that purpose of the text is to complain:

3.1 Who is responsible for failing to meet Tom’s expectation?

- A The staff.
- B The baristas.
- C Keynote speaker.
- D HR manager.

3.2 What were Tom’s expectations before the conference?

- A Neutral
- B Negative
- C Positive
- D Indifferent

Mark:

Text B

Ghana school students talk about their social media addiction, and how it affects their use of English

Social media networks such as Facebook, WhatsApp, Telegram, YouTube and Instagram have been shown to have significantly transformed student behaviour. But the focus has been on students' social behaviour. And on how the English language is being spoken because of social media use.

The relationship between social media and students' English language writing has been largely ignored.

Our team of four researchers who specialise in language studies set out to study the relationship between social media use and English language performance. We studied one English as a Second Language class at Fiaseman Senior High School in Tarkwa, western Ghana.

English is Ghana's official language and is the medium of instruction for all levels of education.

We learnt from the students that they spend significantly long periods of time on various social media platforms. Some even described their use as an "addiction". We also found that their social media use had resulted in their adoption of shortened forms of English words in their writing, including in their English examinations.

We concluded from our findings that the significantly long periods of time spent on social media platforms was worrying, considering that most of the sites they visited are not pro-learning. This means that they are sites where most activities are not academically oriented.

In our view as language and communication experts, this situation could culminate in poor performances in the English language, as the valuable time students need to study to improve their proficiency is channelled into unproductive exploits on social media.

Our findings are important because in the West African Senior School Certificate Examination, English language is a core subject that students need to pass before

gaining entry into institutions of higher learning like universities and training colleges.

What the students told us

In Ghana, the West African Senior School Certificate Examination is taken by students after completing their high school coursework. It is primarily a written examination.

Our research targeted a Form 2 class (students who are a year away from writing their final high school exams), made up of 47 students aged 17 and 18 on average. They were one of the largest classes in the school, which offers English as a general subject and Literature-in-English as an elective subject.

All the students in the class volunteered to take part in our study.

We divided the students into seven groups. Our rationale was to obtain diverse in-depth knowledge from them.

The study found that the students were exposed to most social media platforms, especially WhatsApp and Facebook. We also found that participants paid regular visits to social networking sites and spent significantly long periods of time there. One respondent said:

I visit social media twice in a day. Sir, I visit there every day. I can't count. I'm always there.

In addition, participants had been active on social media platforms for significant periods, even before their enrolment into the school. Most participants admitted that they were addicted to social media.

Please, yes. That is very true. I am hundred percent addicted. I can see that I'm very addicted because it is very difficult to control my presence there.

Consequences

Based on this experience we argue that there are two critical consequences here: the participants are likely not to give their studies the needed time and attention, and their English language performances will be negatively affected, culminating in poor academic progression.

Exacerbating this is the finding that the students frequently use short forms in their academic writings.

Short forms are the unacceptable written forms of English – such as “4” in place of “for”, “u” in place of “you” and “d” in place of “the” – that students transfer from their informal social media interactions into their formal English language examination writing.

Our research indicates that it is a frequent student practice. Interestingly, we found that the participants know that such deviant practices affect their English language performances.

For my side, I use short hands doing chats on social media, and I forget myself and use them in my compositions. I sometimes find myself using short hands in my notes and also in exams.

We concluded that the way in which English is being used in examinations by students is being undermined by their use of the English language on social media. This is a growing trend that will see students struggle to get ahead in the subject, as more formal English language writing is needed for examinations and for further studies.

What should be done

We recommend that those involved in education should consider integrating teaching practices that take advantage of social media to engage students. This would allow students to learn during their time on social media platforms. Online dictionaries with pronunciation buttons and websites that offer free educational materials to students, for instance, could come in handy.

Also, teachers should assist students in selecting appropriate social media sites. The academic counselling units of high schools should engage students to sensitise them on social media sites, their importance, dangers and how best to use social media, especially for academic purposes.

All those involved in education should be taking students’ use of social media seriously. Until innovative approaches are implemented, Ghana risks recording mass failures in the English language component of the West African Senior School Certificate Examination.

1.1 What is the main concern expressed by the researcher concerning the use of social media?

- A It can result in an addiction.
- B It can lead to a poor academic performance.
- C It can negatively impact their English writing.
- D It might lead to failure in the West African International Exam.

1.4 Find a word closest to meaning to the word **“impact”**

2.1 What’s the purpose of the article?

- A To complain.
- B To warn.
- C To persuade.
- D To analyse.

3.2 What’s the researcher’s attitude towards the use of social media?

- A Neutral.
- B Sceptical.
- C Concerned.
- D Optimistic.

3.1 Students’ use of short forms on social media influences their English writing.

True

False

1.2 Which two of the four is not a finding of the research?

- A Technology should be integrated in teaching English.
- B Addiction to social media is common in Ghanaian students.
- C Social media use leads to poor academic performance.
- D Students' English writing is negatively impacted by social media.

Writing

ESOL Level 2

Task

You recently stayed at a hotel during your vacation. Unfortunately, your experience was not as pleasant as you expected. Some of the problems you encountered included:

1. The room was not clean when you arrived.
2. The air conditioning or heating was not working properly.
3. The staff was unprofessional or unresponsive to your concerns.
4. The amenities (e.g., Wi-Fi, gym, pool) were not available or were in poor condition, despite being advertised.

Task:

Write a formal letter of complaint to the hotel management. In your letter, you should plan your letter.

Plan