

ESB Pre-Entry Assessment in Speaking and Listening



Unregulated

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Table of Contents

Introduction	4
ESB Pre-entry Assessment in Speaking and Listening.....	5
Qualification Objective	5
Prior knowledge, Skills and Understanding	5
Reasonable Adjustments	5
Qualification Profile.....	6
Assessment overview	7
Assessment timing	7
Assessment format.....	8
Assessment criteria	9
Resources and Support for Tutors	9
Qualification content.....	10
1. Vocabulary	10
2. Language functions	10
3. Language features.....	10
Assessment, Moderation and Quality Assurance.....	11

Changes from Version 2

Changes made	Pages
Reasonable adjustments information updated	5
Assessment overview, timing, format and criteria added	7-9
Resources and support added	9

Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



ESB Pre-entry Assessment in Speaking and Listening

These specifications are designed to assist tutors in preparing learners for the ESB Pre-entry Assessment in Speaking and Listening. The document supports both tutors and learners and describes the content and assessment of the qualification.

Qualification Objective

The ESB Pre-entry Assessment in Speaking and Listening is an unregulated qualification for learners of English for Speakers of Other Languages (ESOL) who have very little literacy knowledge or experience with English but who need English to manage day-to-day life in the UK. The assessment can be used as first step in working towards the ESOL Skills for Life Entry 1 to Level 2 qualifications. Working towards the qualification will be particularly useful to those who have never experienced an external assessment or have not studied in a formal educational environment for some years.

ESOL Skills for Life learners are diverse and may be members of settled minority communities, refugees or asylum seekers, migrant workers, or partners or spouses of UK residents. ESB ESOL Skills for Life assessments are designed to assess real-life English language skills for work, further learning and everyday life, encourage progression into further and higher education and employment, support learners' integration into the community and equip learners with the confidence to use English language skills in the real world. They are suitable for learners from the age of 16 upwards and are available in England, Wales and Northern Ireland.

Prior knowledge, Skills and Understanding

There are no prior learning or formal qualification requirements for the ESB Pre-entry Assessment in Speaking and Listening. ESB recommends that each learner have an initial assessment before the start of their programme to identify whether this qualification or ESOL Skills for Life Entry Level 1 would be more appropriate.

Reasonable Adjustments

We believe that assessment should be a fair test of learners' skills and knowledge. For some learners the usual format of assessment may not be suitable or accessible, and we recognise that disabilities can be physical or invisible. Some learners may need an access arrangement (also known as a special accommodation or reasonable adjustment) to access the assessment and show what they know and can do without changing the demands of the assessment, i.e. the assessment criteria. We refer to these as Reasonable Adjustments and centres need to apply for a reasonable adjustment before their learners' assessment. Please see <https://esbuk.org/web/support/equality-diversity-inclusion-safeguarding/> for examples of reasonable adjustments, how to apply for them and further guidance. For further information about our policy in relation to access arrangements, please visit <https://esbuk.org/web/app/uploads/2022/11/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v8.pdf>.

Qualification Profile

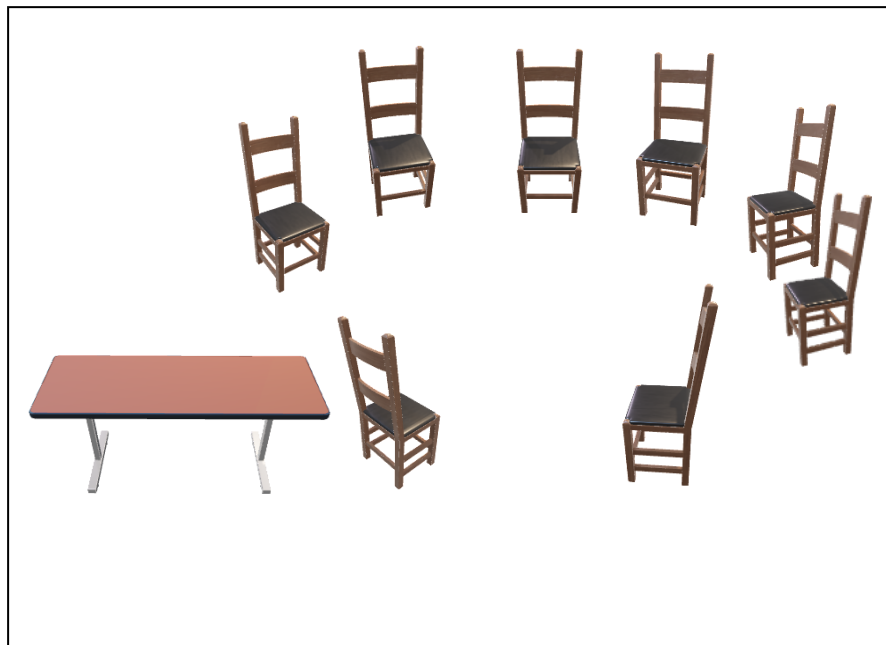
ESB PRE-ENTRY ASSESSMENT IN SPEAKING AND LISTENING	
Level	Pre-entry
Assessment method	Assessment by external assessors in groups of 2 to 7
Time of assessment	5 minutes per learner
Grading	Pass/Unsuccessful
Accreditation information	This qualification is unregulated
Age range	16-19,19 +
An ESOL Skills for Life learner may be anyone who speaks English as an acquired language, for example:	<ul style="list-style-type: none"> • Learners at further education colleges and adult education centres • Learners attending private training organisations • Learners attending community-based ESOL providers and educational charities • Learners referred from Jobcentre Plus • Young learners (16-18) on ESOL courses • Learners from settled minority communities • Refugees or asylum seekers • Migrant workers • Partners or spouses of UK residents
Progression	Learners can progress to ESB Entry Level Award in ESOL Skills for Life Entry 1, and then subsequent levels up to Level 2, further education or employment.

Learners' educational and employment backgrounds are often highly diverse and ESB ESOL Skills for Life assessments are designed to reflect this diversity. Learners' real life circumstances are taken into account when assessments are designed.

Assessment overview

Speaking and Listening assessments are conducted on site at approved ESB International centres by a team of trained assessors. All assessors are independent of the centres they visit and subject to moderation by ESB International, following best practice guidelines. All learners receive a report form with their result and personalised feedback. Successful learners receive a certificate with the qualification title and level. Results are issued within 5 working days (10 days at peak times) and qualification certificates are issued to centres within 10 days.

Pre-entry Assessments in Speaking and Listening are carried out in groups of 2 to 7 learners. Learners are seated in a semi-circle with the assessor and a table at the front. The assessor sits on one side of the table, not behind it, to encourage natural conversation and create a positive, non-intimidating environment. The chair next to the assessor, at the end of the semi-circle, is for individual learners when they speak to the assessor in Task 1 – Personal information.



Assessment timing

5 minutes per learner:

3 learners – 15 minutes

4 learners – 20 minutes

5 learners – 25 minutes

6 learners – 30 minutes

7 learners – 35 minutes

2 minutes per group for introductions, setting at ease and taking leave.

Assessment format

There are three tasks in the assessment.

Length	5 minutes per learner + introductions and farewells	
Format	The assessment takes place in groups of 2 to 7 learners, with one assessor.	
Number of tasks/sections	3	
Introduction	Up to 1 minute The assessor introduces her/himself/themselves to the group, establishing a positive and encouraging atmosphere.	
Task 1	Personal information (2 minutes per learner) Each learner comes to where the assessor is sitting and speaks to them individually. The assessor asks the learner up to 8 simple personal information questions about their home, family, study or work and simple free time activities. (We recognise that questions about family and relationships may not be suitable for some individuals.) The learner returns to their seat in the group.	Example questions What's your name? What language do you speak? What day do you come to college?
Task 2	Expressing likes/dislikes and using vocabulary (2 minutes per learner) The assessor leads a conversation with the learners in a group. The assessor shows the group photographs and asks individual learners questions about the people, activities, weather and places in the picture, and the learners' likes and dislikes.	Example questions How many people are there? What weather do you like? What is your favourite football team?
Task 3	Following single-step instructions (1 minute per learner) The assessor leads a conversation with the learners in a group. The assessor shows the group a small selection of objects or pictures and ask individual learners to follow single step instructions.	Example instructions Put the pencil on the table. Please show me the picture of the car.
Thanks and farewell	Up to 1 minute The assessor ends the conversation, thanks the learners and says goodbye.	

Assessment criteria

	Adult ESOL core curriculum reference	The learner can:
Communication	Sd/E1.1b Lr/E1.5c	introduce themselves
	Sc/E1.3d Lr/E1.1d	ask for clarification
	Sc/E1.1a	speak loudly enough to be heard
	Sd/E1.a Lr/E1.1d	communicate using words, phrases and some fixed expressions
	Sc/E1.4	use a range of appropriate familiar vocabulary
	Sd/E1.1c	express likes and dislikes verbally or with non-verbal signalling
Understanding	Lr/E1.4a	listen to and respond very simply to requests for personal information
	Lr/E1.1d Lr/E1.2a, b	listen to and respond very simply to requests for factual information
	Lr/E1.3a	follow single step instructions
	Lr/E1.1 Lr/E1.2b	use non-verbal signalling to indicate understanding or lack of understanding

Resources and Support for Tutors

Sample photographs and links to resources are available on our website <https://esbuk.org/web/our-teacher-resources/esol-skills-for-life-resources/esol-skills-for-life-pre-entry/>

For questions about the content and conduct of assessments, contact product@esbuk.org. To find out more about the type of training available for your centre and to arrange bespoke face-to-face or remote training for tutors, contact business@esbuk.org.

Qualification content

1. Vocabulary

The learner can use high-frequency, familiar words to talk about:

adjectives *nice, happy, big, good, hot, cold*
classroom objects *pen, book*
clothes *shirt, dress, hat*
colours *red, green*
common everyday places *supermarket, park, school*
days of the week
food and drink *rice, chicken, pasta, tea*
free time activities *watch TV, play football*
jobs *teacher, police officer, shop assistant*
letters of the alphabet *to spell learner's own name*
me, my family and friends *husband, son, sister, friend*
months of the year
numbers 1-20
parts of the day *in the morning, at night*
the home, rooms and furniture *living room, sofa, TV*
weather *It's sunny. It's cold.*

2. Language functions

The learner can:

ask for/indicate the need for clarification. *Sorry? Pardon?*
describe familiar objects, food, people, clothes. *It's salad. She's a mother. It's blue.*
describe the weather *It's sunny.*
give short answers *Yes, I am. No, I'm not. Yes, it is. No, it isn't. Yes, I can. No, I can't.*
greet and take leave *Good morning. Goodbye.*
indicate likes and dislikes when asked *I like football. I don't like rain.*
respond to questions asking for factual information *I live in Leeds. I'm from Turkey.*
respond to requests for personal information *My name is Maria.*
respond to simple single step instructions, e.g. Please give me the pen.

3. Language features

The learner can understand and use:

formulaic use of present simple affirmative and negative in the first person singular *I live in Leeds. I like pizza. I don't like rain. I watch TV. I study English.*
prepositions of place *in, on, between, next to*
singular and plural of nouns *child, children, pen, pens*
subject personal pronouns *I, you, he, she, we, they*
there is/there are *there are four students, there is a teacher.*

The learner can understand and respond to:

formulaic use of present simple questions in the second person singular *Do you like football? (Yes)*

What day do you come to college? (Tuesday)

possessive adjectives *my, your, his, her, its, our, their*

questions using the present continuous *What's he wearing? (a shirt), What's she doing? (cooking)*

questions with can *Can you cook? (Yes, I can. No, I can't.)*

questions with have you got *Have you got a bicycle? (Yes, I have. No, I haven't)*

questions with the verb to be *What's the weather in the picture? (Sunny) What's your favourite drink? (tea) What colour is it? (Blue)*

this/that *What's that? (a pen)*

Assessment, Moderation and Quality Assurance

Speaking and Listening assessments are carried out by trained assessors according to ESB International policies. Speaking assessments are marked as they happen, based on the mark scheme linked to the Adult ESOL Core Curriculum.

All ESOL Skills for Life Speaking and Listening assessors are trained and standardised by our Chief and Senior Assessors. In addition to this, ESB International conducts live moderations of a proportion of assessors every year.

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