

LINGUA ASSESS

DİL DEĞERLENDİRME ÇÖZÜMLERİ



Hedef dilde belirli düzeyde yetkinliğe sahip aday personeli işe almak isteyen kuruluşlar veya mevcut personelinin dil seviyelerini değerlendirmek isteyen şirketler için Lingua Assess şirketiniz için doğru değerlendirme araçlarına sahiptir.

Çevrimiçi Değerlendirme programımız, potansiyel adaylarınızın veya mevcut personelinizin dil yeterliliğinin gerekli seviyede olmasını sağlayacaktır.

Sanal değerlendirmemiz, potansiyel adayın değerlendirme testinde desteklenmesi veya başka türlü güvenilir bir çevrimiçi yerleştirme testinde cevapları tahmin etme korkusu olmadan, çevrimiçi olarak doğru bir şekilde yürütülmesinin kolaylığı ile yüz yüze bir değerlendirme ile tamamen aynı şekilde çalışır.

Eğitilmiş değerlendiricilerimiz, adayın görüşmek istediğiniz başvuru sahibi olduğundan emin olmak için değerlendirmeden önce gerekli tüm kimlik ve güvenlik kontrollerini gerçekleştirir. Bu, potansiyel adayın pasaport kimliğini veya Menşe Ülkesini, resmi fotoğraflı kimlik kartını sağlamasıyla Gerçek Zamanlı olarak gerçekleştirilir.

Değerlendirme testi, kuruluşunuzun gerekli olan belirli bir yetkinlik düzeyine sahip olması durumunda sektörünüze uyacak şekilde uyarlanabilir. Aşağıdaki yetkinlikler ölçülebilir.

KONUŞMA:

- Konuşma sınavında öğrencilere günlük yaşam durumlarına göre sorular sorulur.
- Tam cümlelerle cevap vermeli, doğru dilbilgisi zamanını ve doğru kelimeleri kullandıklarından emin olmalıdırlar.
- Test sırasında akıcılık ve telaffuz da göz önünde bulundurulur.



YAZMA:

- Öğrencilere yazmaları için bir konu verilir, yazı bir kelimedenden oluşur ve kelime sayısına göre işaretlenir.
- Öğrenciler kendilerini net bir şekilde ifade edebilmeli, sunulan konuya göre çeşitli tarzlarda yazabilmeli ve fikirlerini dikkatli bir şekilde düzenleyebilmelidir.
- Doğruluk ve yazım da yazmada önemli bir rol oynar.



DİNLEDİĞİNİ ANLAMA:

- Bu bölümde öğrenciler 4 bölüm halinde 30 dakikalık bir kayıt dinleyeceklerdir
- Dinleme bölümü, gerçek yaşam durumlarını yansıtacak şekilde tasarlanmıştır.
- Dinlemede, öğrencinin detay dinleme, genel bağlamı ve konuşmacının görüşünü anlama gibi anlama becerilerini test ediyoruz.



OKUDUĞUNU ANLAMA:

- Bu bölümde öğrencilere okumaları için 4 adet kısa metin verilecektir.
- Öğrenciler metni okuma, anlama, gözden geçirme ve önemli bilgileri belirli bir zaman diliminde çıkarma becerisine sahip olmalıdır.
- Daha sonra metinle ilgili soruları belirlenen sürede cevaplamaları gerekmektedir.





ÖĞRENCİNİN ALDIĞI HER DİL YETERLİLİĞİ İÇİN, ALDIĞI TÜM YETERLİLİKLERİ KAPSAYAN GENEL BİR NOT İLE BİR CEFR SEVİYE NOTU VERİLECEKTİR.



SÜRELER

Aşağıdaki tablo, bir Lingua Değerlendiricisi ile çevrimiçi olarak gerçekleştirilen yeni adaylar için 1-4 beceri değerlendirmesine dayanmaktadır .

1 SKILL ASSESSMENT	
Tuition Type	Duration
Language Assessment Speaking	Approx. 15 minutes per student
2 SKILLS ASSESSMENT	
Tuition Type	Duration
Language Assessment Speaking Writing	Approx. 45 minutes per student
4 SKILLS ASSESSMENT	
Tuition Type	Duration
Language Assessment Speaking Writing Listening Reading	Approx. 120 minutes per student

RAPOR ÖRNEĞİ

OPTION 1: SPEAKING ONLY ASSESSMENT - BASIC REPORT

(CLIENT'S NAME) English Language Assessment Results					
Name of Participant	ID No.	Date	Overall Grade	Speaking	Comments
			B1.4	B1.4	Two main weaknesses: pronunciation, and the need to learn to use short, precise, direct sentences which sound professional and accurate, rather than casual and inefficient. Also tends to speak quickly and thus articulate poorly because they want to show a strong command of the language, which is unfortunately reflecting negatively on their speaking abilities.
			B1.2	B1.2	Has an elementary background of the target language. However, she needs to practice more grammatical skills in order to strengthen verb tense and sentence structure knowledge in order to use the correct grammar in spoken language.

OPTION 2: 2 SKILLS ASSESSMENT - BASIC REPORT (SPEAKING & WRITTEN)

(CLIENT'S NAME) English Language Assessment Results						
Name of Participant	ID No.	Date	Overall Grade	Oral Score	Written Score	Comments
			B2.2	B2.2	B2.1	Excellent language range. Some minor bad habits due to limited exposure and practice. This is also confirmed in his writing.
			A2.1	A2.1	A1.2	Has good language ability and knowledge but does not always use it unless prompted. Tends to stick to simple and familiar language structures and grammar. Writing skills are somewhat weak.

OPTION 3: 4 SKILLS ASSESSMENT - BASIC REPORT (SPEAKING, READING, WRITING, LISTENING)

(CLIENT'S NAME) English Language Assessment Results								
Name of Participant	ID No.	Date	Overall Grade	Oral Score	Written Score	Listening Score	Reading Score	Comments
			A1.1	A1.1	A1.2	A1.1	A1.1	Has some basic knowledge. Tends to use simple structure. No complex grammar. Their writing seems to be a bit better than their spoken.
			A2.2	A2.1	A2.2	A2.2	A2.2	Good sentence structure and good knowledge of the language. Fluency and accuracy are good. Speaks clearly. Some grammar gaps.

OPTION 4: 4 SKILLS ASSESSMENT – FULL DETAILED REPORT (SPEAKING, READING, WRITING, LISTENING)

STUDENT REPORT

Student's Name: XXXXXXXX XXXXXXXX
Language: English
Program Type: Private
Company: XXXXXXXX XXXX
Overall Assessed Level: B1.4



GENERAL EVALUATION

RECOMMENDED PROGRAM: B1.4

XXXXXXX was adept while talking and making conversation. His responses were quite dynamic. He would answer the questions posed to him in a direct and concise manner, although he could have been a little more in depth and analytical with his answers.

FLUENCY

XXXXXXX is a confident speaker and is proficient at using the target language. He is talkative and can "hold his own" during a conversation and would try to answer in as much detail as possible, although it is thought that he could have been more informative. The conversation often fell short, with just a few short-phrase answers or awkward silences, between topics. There were some issues when linking sentences to each other with heavy usage of "and" and "but" not using other linking words as often as they could have been used.

STUDENT REPORT

FLUENCY (CONTINUED)

Passive forms were also ok, but when posed to ask a question in the passive form he had some difficulty. Despite making a few mistakes here and there he tried his best to keep the conversation going and he did not let his mistakes ruin the flow of the conversation. He has limited knowledge on certain topics such as Education, Law and History in terms of vocabulary and his lack of knowledge in these subjects was quite noticeable.

GRAMMAR

xxxxxxx showed a great use of grammatical rules and construction. He has a very good grasp of certain tenses, such as simple present / past perfect and past continuous tenses. Even though he made a few mistakes with the past perfect simple / continuous as he sometimes misused them. He also had some issues with the future continuous tense, not always using it when it was appropriate to do so. In general, he used passive structures correctly and also used inquisitive tags and phrasal verbs properly. In some cases, he did put the pronoun after the verb but once the structure was explained he was always quick to self-correct.

PRONUNCIATION

His pronunciations were great overall, however it should be mentioned that he has a strong accent and this does sometimes affect the clarity of his speech. Even though this was the case, it was not always so noticeable and he did not make many mistakes. The biggest issues are with certain advanced vocabulary related to certain themes and adjectives such as reputable, overshadowed etc. He also had several issues with the pronunciation of the past simple tense, especially with the (t) sound.

VOCABULARY

He exhibited a great command of a broad range of vocabulary and its use during a variety of topics. He used extensive words and absolute adjectives although he would more often than not, use more simple vocabulary. The use of advanced adjectives was a little sparse and words like; “very” and “a lot” were used instead of basic adjectives to replace them.

WRITING

His writing skills are very good although, as with his speaking assessment, similar mistakes were made. In general tense use was ok, but he was not pressured to use more advanced tenses in writing or speaking, he didn't use them to their full potential and ended up using more basic tenses instead. The third and second conditional were not used to their full effect, especially considering the easy topic was about where he sees himself in the future.

SUGGESTIONS

Xxxxxxx has a great grasp of the English Language, however there is definitely room for improvement. Specifically, in terms of grammar; some tenses need a brush-up to further emphasise their use and placement within a sentence. Also, the use of advanced vocabulary should be encouraged, followed by tips and tricks on how to avoid using basic vocabulary. In general, all areas could be improved and reading/listening to, certain media types, such as: articles, journals, e-books etc., would help to improve that.

To achieve a higher level, I would recommend that he takes classes, three times a week, at 1hr30mins each class, to constantly practice and help him achieve his desired goal. I believe that this constant practice will help him advance higher as he really needs to strengthen and reassess some of the rules he already knows.

CERTIFICATION

Değerlendirilen her öğrenci, onaylanmış sonucunun dijital sertifikasını alır.

