Confederation of Indian Industry (CII)

and

University of Cambridge
ESOL Examinations

report on

**Benchmarking English language skills
required for entry level jobs in the Indian
services sector**

by

Ms Christine Walker and Dr Andrew Blackhurst

Confederation of Indian Industry

Contents

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Contents (contd.)

CII

Confederation of Indian Industry

Contents of Tables

Contents of Figures

Confederation of Indian Industry

1. Management summary

The Confederation of Indian Industry is the largest industry apex body in India that covers all business sectors. One of the key skills for development that CII has identified is the skill of communication – especially in English language. Cambridge ESOL was tasked with creating a clear set of English language benchmarks as an aid for the development of English proficiency and methods of training within the retail sector and the travel and tourism sector.

The objective of this document is to provide a baseline language audit using the Business Language Testing Service (BULATS) assessment tool. This audit will be used to establish a set of workplace English language benchmarks linked to established framework levels, such as the Council of Europe's Common European Framework of Reference for Languages (CEFR), for employees within those sectors. This report provides a summary of the baseline audit and indicates benchmarks for specific job roles.

The majority of line managers indicated that English is very important in their company, is used for most formal communications and is used to communicate with most clients and partners. In both sectors, a majority of participants perceived themselves to have an upper intermediate level of ability (B2 on the CEFR). However, when compared to actual BULATS scores, it seems there was a tendency for participants to over-estimate their ability. The mean score for participants in the travel and tourism sector was indeed at B2 (a mean BULATS score of 68), but in the Retail sector the mean score was at B1 level (a mean BULATS score of 40).

Based on the employees questionnaire responses a level of B2/3 would be appropriate as the benchmark level of ability of entry level candidates to possess or to attain in both sectors. In the retail sector, however, many current staff are not yet at this level.

2. Project Brief

The purpose of the survey was to identify the perceived level of English required in the sectors, and to compare this with current actual levels of ability on the basis of BULATS scores. Language use needs data was to be collected both from employees and from their line-managers, to draw out any differences between their experiences and managers' expectations. Following from this, advice was sought as to future language level requirements for entry level staff and how these should be implemented.

Participants were invited to take the BULATS standard (pen and paper) test and to complete BULATS benchmarking questionnaires. Each participant was also requested to complete the Business Language Testing Service (BULATS) assessment tool. This is an established and validated assessment tool designed by Cambridge ESOL to assess candidates' level of English through tasks set in a business context. BULATS places candidates across a broad spectrum of levels of language ability which have been equated to the Council of Europe's Common European Framework of Reference for Languages (CEFR). Both BULATS and the CEFR are described in more detail below.

3. Background Statement

Indian Economy Overview

The Indian economy is one of the fastest expanding in the world, with a rapidly expanding consumer class.[1] The country has witnessed phenomenal growth during the last decade, and the country is still holding its ground in the midst of the current global financial crisis.

The Quarterly gross domestic product (GDP) for Q3 of 2008-09 is estimated at US$ 171.24 billion, against US$ 162.57 billion in Q3 of 2007-08, showing a growth rate of 5.3 per cent over the corresponding quarter of previous year. [2]

Indian Retail Sector

The Indian retail market, which is the fifth largest retail destination globally, has been ranked as the most attractive emerging market for investment in the retail sector by AT Kearney's eighth annual Global Retail Development Index (GRDI), in 2009. The share of retail trade in the country's gross domestic product (GDP) was between 8–10 per cent in 2007. It is currently around 12 per cent, and is likely to reach 22 per cent by 2010.

A McKinsey report 'The rise of Indian Consumer Market', estimates that the Indian consumer market is likely to grow four times by 2025. Commercial real estate services company, CB Richard Ellis' findings state that India's retail market is currently valued at US$ 511 billion. Further, CB Richard Ellis states that India has moved up to the 39th most preferred retail destination in the world in 2009, up from 44 last year.

---

[1] UKTI 2009
[2] India Branch Equity Foundation (IBEF) May 2009

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Figure 1: Growth in Retail Industry[3]

India's overall retail sector is expected to rise to US$ 833 billion by 2013 and to US$ 1.3 trillion by 2018, at a compound annual growth rate (CAGR) of 10 per cent. As a democratic country with high growth rates, consumer spending has risen sharply as the youth population (more than 33 percent of the country is below the age of 15) has seen a significant increase in its disposable income. Consumer spending rose an impressive 75 per cent in the past four years alone. Also, organised retail, which is pegged at around US$ 8.14 billion, is expected to grow at a CAGR of 40 per cent to touch US$ 107 billion by 2013[4].

Indian Tourism Industry

The tourism industry in India is substantial and the country is fast becoming a major global destination. India's travel and tourism industry is one of the most profitable industries in the country, and credited with contributing a substantial amount of foreign exchange. This is illustrated by the fact that during 2006, four million tourists visited India and spent US $8.9 billion[5]. Several reasons are cited for the growth and prosperity of India's travel and tourism industry. Economic growth has added millions annually to the ranks of India's middle class, a

---

[3] Ministry of Tourism, Government of India
[4] IBEF 2009
[5] Ministry of Tourism, Government of India

CII

Confederation of Indian Industry

group that is driving domestic tourism growth. Disposable income in India has grown by 10.11% annually from 2001-2006, and much of that is being spent on travel[6].

Table 1 Top 10 States/UTs of India in number of domestic tourist visits[7]

Ranking	State	% share
1	Andhra Pradesh	24.3
2	Uttar Pradesh	22.1
3	Tamil Nadu	13.5
4	Rajasthan	7.2
5	Karnataka	4.9
6	Uttarakhand	3.8
7	Maharashtra	3.7
8	West Bengal	3.5
9	Madhya	2.6
10	Gujarat	2.6

Thanks in part to its booming IT and outsourcing industry a growing number of business trips are made by foreigners to India, who will often add a weekend break or longer holiday to their trip. Foreign tourists spend more in India than almost any other country worldwide. Tourist arrivals are projected to increase by over 22% per year through till 2010, with a 33% increase in foreign exchange earnings recorded in 2004. The Tourism Ministry has also played an important role in the development of the industry, initiating advertising campaigns such as the "Incredible India" campaign, which promoted India's culture and tourist attractions in a fresh and memorable way. The campaign helped create a colourful image of India in the minds of consumers all over the world, and has directly led to an increase in the interest among tourists. The tourism industry has helped growth in other sectors as diverse as horticulture, handicrafts, agriculture, construction and even poultry.

---

[6] IBEF 2009
[7] Ministry of Tourism, Government of India

Impact on English language teaching, learning and assessment

Research conducted recently by the British Council shows that English language learning, teaching and the need for assessment is developing rapidly in India. As one of the world's fastest growing economies, India is reported to have a learning population of more than 200 million people.

India's Retail and Travel sectors are developing rapidly, however where communication presents a barrier due to the absence of people who can speak both in their local language and in English, the need for effective English language skills becomes more apparent. It is recognised by the industry that the provision of reliable and trusted English language assessments plays a key part in the development of English language proficiency in India, offering employers the reassurance that their employees are able to prove their level of proficiency in the language.

4. BULATS Benchmarking

The Business Language Testing Service Assessment Tool (BULATS)

BULATS is a suite of language tests specifically for the use of companies and organisations which need a reliable way of assessing the language ability of groups of employees who need to use a foreign language for their work, and for students and employees on language courses or on professional/business courses where foreign language ability is an important element of the course. BULATS tests across a very wide ability range so the same test can be used for all the staff in a company or organisation. BULATS is a multilingual service, offering parallel tests in English, French, German and Spanish. It provides relevant, useful and reliable language tests in work contexts and reports on candidates' performance in terms of internationally understood standards.

As part of the business suite of language assessment tools produced by Cambridge ESOL, BULATS tests are produced through an extensive and stringent test production cycle that incorporates pretesting, item banking and item response theory. BULATS assesses candidates across the six levels of the Council of Europe Common European Framework of Reference for Languages (CEFR) and the six levels of the Association of Language Testers in Europe (ALTE) 56 (see Table 2 for an explanation of these levels).

The Council of Europe's Common European Framework of Reference for Languages (CEFR)

The Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) defines levels of proficiency using 'Can Do' statements and provides the basis for many language syllabuses around the world. It describes in a comprehensive way the knowledge and skills required by language learners in order to communicate effectively. The CEFR also covers the cultural context in which language education is set.

The CEFR defines levels of proficiency which allow each learner's progress to be measured at each stage of learning, and on a life-long basis. Hence, it enhances the transparency of courses, syllabuses and qualifications, thereby promoting international co-operation in the field of modern languages.

BULATS places candidates at levels on the CEFR. In the process of developing the CEFR, a number of functional-oriented statements of what candidates may be able to accomplish in English were devised and calibrated. From these statements a set of work-related 'Can Do' statements were evolved. It is these 'Can Do' statements that form the basis of the questionnaires provided to participants in this study.

BULATS Reporting

BULATS reports on the CEFR as well as giving ALTE or BULATS levels and a BULATS score. There is no 'pass mark'; rather candidates are placed at one of the six levels. Candidates also receive an overall BULATS score out of 100 and scores, also out of 100, for Listening and Reading and Language Knowledge. The relationship between the CEFR, ALTE or BULATS levels and BULATS scores are shown in Table 2 below.

Table 2 CEFR, ALTE or BULATS levels and BULATS scores

Council of Europe (CEFR) Levels	ALTE or BULATS Levels	BULATS Scores	Level Description
C2	5	90 - 100	Upper Advanced
C1	4	75 - 89	Advanced
B2	3	60 - 74	Upper Intermediate
B1	2	40 - 59	Intermediate
A2	1	20 - 39	Elementary
A1	0	0 - 19	Beginner

Establishing Benchmark Systems

Benchmarking seeks to define the required level of English language skills appropriate to the circumstances of specific industries, business sectors and occupations. The process of defining benchmarks follows a heuristic model of consultancy and assessment; employing criteria methods to establish the perceived requirements of English within set circumstances and to assess participants' English language abilities in conjunction with this. The BULATS benchmarking system employs BULATS tests to assess language ability, and a set of general and individual questionnaires to query each participant's perception of their language ability in general and according to validated levels in reading, writing and speaking and listening.

Alongside this, a language use questionnaire is used to establish the circumstances in which participant employers and employees expect to use their language abilities and the importance they give to using them. These instruments serve to co-ordinate an impression of each participant's language ability and provide information which makes it possible to estimate the general abilities of workers within industries, business sectors and occupations.

The levels of the BULATS test are mapped to a set of 'Can Do' statements; these provide descriptions of the levels of ability required to achieve each level of the BULATS test. The questionnaires also employ the established 'Can Do' statements and therefore the data received from the two assessment tools can be effectively correlated. It should issue a clear impression of the divergence or overlying details of each participant's English ability, especially with regard to what they feel they can or ought to be able to do and what they can actually achieve under test conditions.

'Can Do' Statements

Developed by the Association of Language Testers in Europe (ALTE), 'Can Do' statements are a set of performance-related scales, describing what learners can actually do in a foreign language. They currently consist of about 400 statements organised into three general areas: Social and Tourist, Work, and Study. Each section includes a number of more particular areas, for instance the Social and Tourist area has sections on Shopping, Eating out, Accommodation, and so forth. Each of these includes three scales for the skills of Listening/Speaking, Reading and Writing. For the purpose of this project, where 'Can Do' statements are referred to, they denote the statements pertaining to Work.

Each statement serves to describe a situation in which a participant would use their foreign language skills. The statements offer a variety of circumstances in which foreign languages are used, and cover a broad range of complexity. Participants can evaluate their own skills by associating their experiences of using a foreign language with the series of statements. Each 'Can Do' statement is qualified as an indicator of language ability through its association with the CEFR; this relationship was set out during the development of the statements. As the 'Can Do' statements are so strongly correlated with the CEFR they can be seen to correspond, and indeed describe the various foreign language exam grades which are also mapped to the CEFR. Cambridge ESOL's exams are particularly applicable for this, and the reasons are twofold; firstly, because all Cambridge ESOL exams are mapped to the CEFR during development, and, secondly, because various Cambridge ESOL exams were used to establish the correlation between 'Can Do' and Cambridge ESOL examination levels during

the development of the 'Can Do' statements. Within the process of benchmarking, 'Can Do' statements offer a clear scale for employers and employees to establish what language abilities they perceive to be key to their work, as well as how well their own language abilities match up to that. By applying this scale in conjunction with the BULATS test, it is possible to assess each participant's skills clearly, while relating them to the defined needs of the business sector, industry or employee and in a manner which can be easily understood.

Examples of Job Roles and Benchmark Levels

Whilst the actual benchmark levels for different roles will vary depending on the company and the context, a general picture can be presented which shows the main job types and the level of language ability expected in those posts. The table below gives examples of the benchmark levels for what may be described as 'generic' job descriptions:

Table 3 Jobs and benchmark levels

Benchmark Level (CEFR/ALTE or BULATS Level)	Job Roles
C2/5	Manager, Personal Assistant, Salesperson, Specialised professional (Lawyer, Doctor, Architect), Trainer, Writer, Journalist
C1/4	Manager, Executive, Senior Administrator, Personal Assistant, Salesperson, Secretary, Specialised professional (Lawyer, Doctor, Architect), Trainer, Writer, Journalist
B2/3	Manager, Executive, Senior Administrator, Personal Assistant, Secretary/Typist, Engineer/Scientist, Accountant/Auditor, Specialised professional (Lawyer, Doctor, Architect), Inspector (safety, quality), Trainer, Writer, Journalist
B1/2	Receptionist, Secretary/Typist, Computer Programmer/analyst, Bookkeeper, Technical/Clerical Supervisor, Airline Attendant, Sales Assistant
A2/1	Technician/Machine Operator, Clerical Assistant, Computer Operator, Telephone Operator

Benefits of Benchmarking

BULATS benchmarks provide a number of key benefits for governments, companies, industries or organisations; for both internal and external comparison and analysis, benchmarks provide a helpful basis for evaluation. Whether they are used for building new education policies, training, recruitment, internal auditing or career development, benchmarks provide a clear set of achievable objectives and guidelines which participants can understand and be motivated to achieve.

Benchmarks provide key information for external comparison, allowing governments and companies to realise their position within industries or sectors, whilst equally helping to set out

goals for future development. For companies, benchmarks provide key information for screening applicants for jobs through a clear provision of required skills. For staff already in place, benchmarking provides a clear definition of the skills necessary for each member of staff to function effectively. BULATS benchmarks provide a system for comparing the language proficiency required for any post, which is specifically geared to the user. For both employers and employees, BULATS benchmarking is a useful aid for the propagation of an effective and efficient workplace.

Benchmarking also provides data which will help governments to evaluate the education system and identify training requirements and problems. The information provided by benchmarking can also help with the development of teaching processes, particularly in regard to gearing teaching resources to specific spheres and the division of the population into classes according to skills and level of competency.

5. Data Collection and Analysis in India

To ascertain the current level of language proficiency and for the provision of coherent and realistic benchmarks for workers in the retail and travel & tourism sectors within India, participants were requested to complete five questionnaires related to their use of English in the workplace. The questionnaires taken by the participants were of three types; a General Questionnaire, three Individual Questionnaires, which focus on writing, reading, and speaking and listening skills respectively, and a Use of English Questionnaire. The self assessments of the participants' English language abilities were set out and correlated against Cambridge ESOL's Business Language Testing Service (BULATS). These questionnaires are described in more detail in the following paragraphs.

The General Questionnaire required participants to indicate at what level of English they considered themselves to be by presenting a number of functions and situations in a work environment and asking whether they could communicate adequately in these situations in English. The General Questionnaire presents the participant with a list of statements for each level of English ability, ranging from Beginner to Advanced, and each statement is mapped to the CEFR scale. Each level provides a number of statements for the participant to match themselves against; the participant is encouraged to designate a single level of English appropriate to what they believe they can do. Similarly the Individual Questionnaires for Writing, Reading and Speaking and Listening present the participant with a list of functions and situations in a work environment which correspond to levels of English ability; in this case, however, multiple descriptions of situations are presented, allowing the participant to present a more nuanced expression of the functions and situations they think they can perform satisfactorily for each skill. The questionnaires present an impression of the ways in which a participant can communicate in English within specific skill sets and generally.

The Use of English Questionnaires query how frequently participants employ English in the workplace and the importance they attach to this. Language Use Questionnaire 1 (Appendix 9 Language Use Questionnaire 1) is used solely to gauge the opinions of managerial staff on how widely English is used in their company and how important it is. Language Use Questionnaire 2 (Appendix 10 Language Use Questionnaire 2) is used by staff working within particular areas. Therefore, the information garnered from Language Use Questionnaire 1 broadly reflects a generalised impression of how language is used within particular sectors,

and within organisations, industries and occupations as a whole. It will largely assert the ambitions of the company, and its perception of language needs in relation to projections of business growth and its position within its industry or sector. In contrast, Language Use Questionnaire 2 offers an insight into how important and frequently used English is within particular areas of work and occupations. The information in this case will offer valuable insights into the everyday use of English skills within the workplace and the attitudes toward the need and applicability of these skills.

Perceived and Real Abilities

As mentioned, the self-assessment levels of ability of each participant were set out by their responses to the General and Individual Questionnaires. In below it, can be seen that participants tended to place themselves at an upper intermediate level (CEFR Level B2/ALTE or BULATS Level 3) in the General, Writing and Reading Questionnaires, but at an intermediate level (CEFR Level B1/ALTE or BULATS Level 2) on the Speaking & Listening Questionnaire.

Table 4 Number of participants and mean score of participants in all questionnaires

Questionnaire	No. of Participants	Mean Score	Average Maximum Level (CEFR/ALTE or BULATS Level)
General Questionnaire	567	3.22	B2/3 Upper Intermediate
Writing Questionnaire	567	3.04	B2/3 Upper Intermediate
Reading Questionnaire	567	3.08	B2/3 Upper Intermediate
Speaking & Listening Questionnaire	567	2.90	B1/2 Intermediate

It is important to note that of the 567 participants who completed questionnaires, BULATS scores were not provided for 149 participants. Therefore 418 participants were used in the analysis of overall scores and levels in this report.

When we compare this self assessed level with each participant's performance in the two BULATS tests and the overall BULATS scores, as shown in Tables 5 and 6 below, it can be seen that they tend to achieve the intermediate level (CEFR Level B1/ALTE or BULATS Level 2):

Table 5 Number of participants and mean score of participants in individual BULATS tests

BULATS Test	No. of Participants	Mean Score	Average Level (CEFR/ALTE or BULATS Level)
Listening Test	418	56	B1/2 Intermediate
Reading and Language Knowledge Test	418	55	B1/2 Intermediate

Table 6 Number of participants and mean score of participants in overall BULATS test

BULATS Test	No. of Participants	Mean Score *	Average Level (CEFR/ALTE or BULATS Level)
Overall Test Score	418	55	B1/2 Intermediate

* Standard deviation 18

Figures 2–6 below show the distribution of levels in the BULATS test and the distribution of responses to the General and Individual Questionnaires. These charts illustrate the number of participants who contributed to the research project and include details of the frequency of responses regarding levels of English language competency within the questionnaires, as well as the level of achievement of participants in the BULATS test.

Figure 2 Frequency of participants at each CEFR/ALTE or BULATS level

Frequency of participants at each CEFR/ALTE or BULATS level
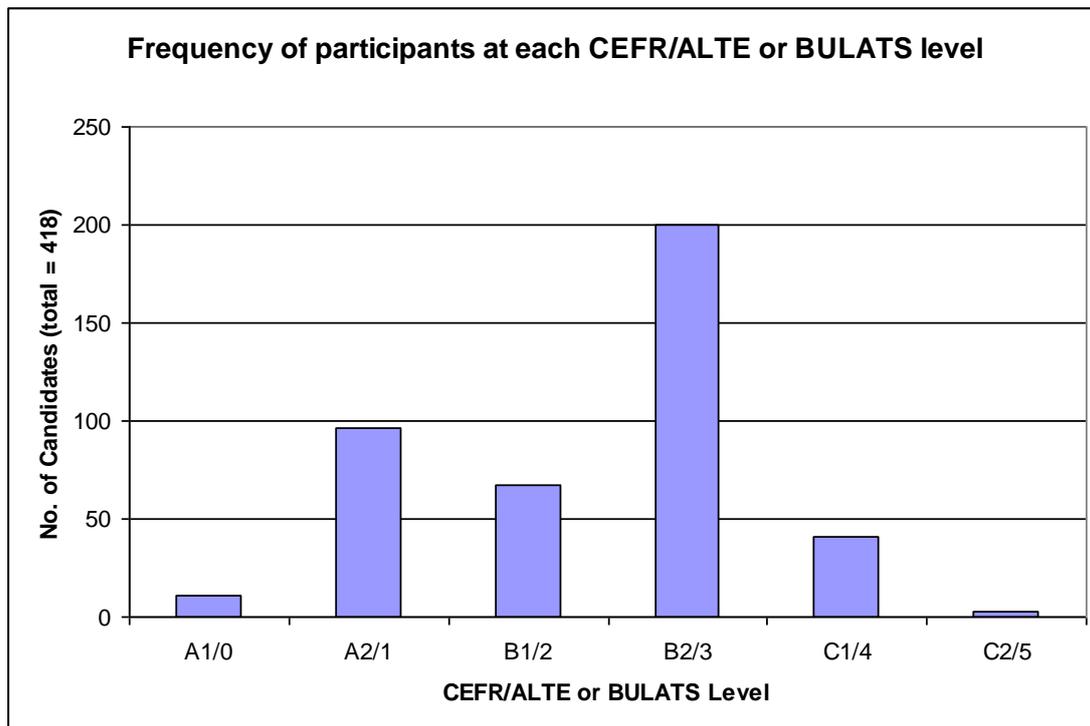
We can see that participants largely scored in the middle of the scale. Although the average, or mean, score received by participants (see Table 5 Number of participants and mean score of participants in individual BULATS tests) was Level B1/2 (a BULATS score between 40 and 59), the most common result, or the mode, was Level B2/3 (a BULATS score between 60 and 74).

Participants questionnaire responses split by business sector can be seen in Appendices 2-8.

In the following chart, we can see the distribution of levels which resulted from the General Questionnaire.

Figure 3 Frequency of participants' responses to the General Questionnaire

Frequency of participants' responses to the General Questionnaire
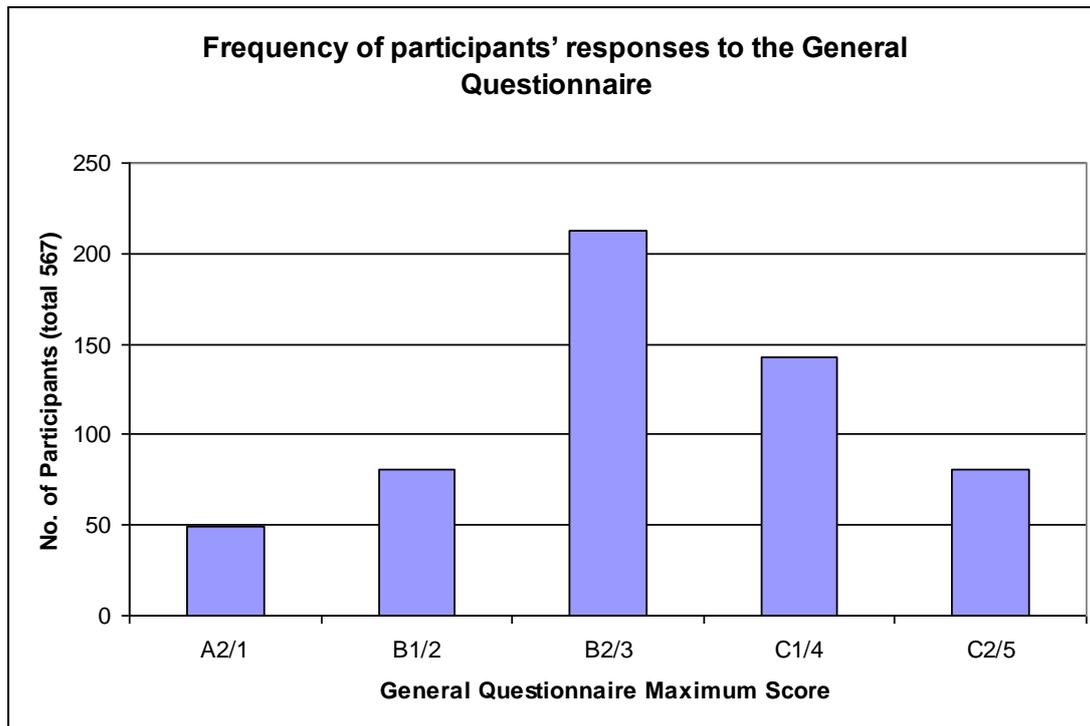
We can see that the majority of participants perceived themselves to have an upper intermediate level of English language proficiency. However, in relation to what the participants scored in the BULATS test, it would appear that they over-estimated their language abilities in this questionnaire. However, there is a high correlation between the BULATS test overall score (Table 6 Number of participants and mean score of participants in overall BULATS test) and the responses on the General Questionnaire, which stands at 0.87 (number of participants = 418). Correlation allows us to examine the measure of agreement between performances in different tests and the high correlation found here shows that the hierarchy or ranking of participants' scores in both the BULATS test and the General Questionnaire was similar even though the actual scores varied.

In addition, the high correlation also serves to show that the statements within the General Questionnaire are in a suitable and consistent hierarchy of difficulty for the participants and that the participants have understood this questionnaire and engaged with the test and questionnaire to the best of their abilities.

Below are charts indicating the frequency of participants at each level for Writing, Reading and Speaking/Listening.

Figure 4 Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Individual Questionnaire – Writing

Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Individual Questionnaire – Writing
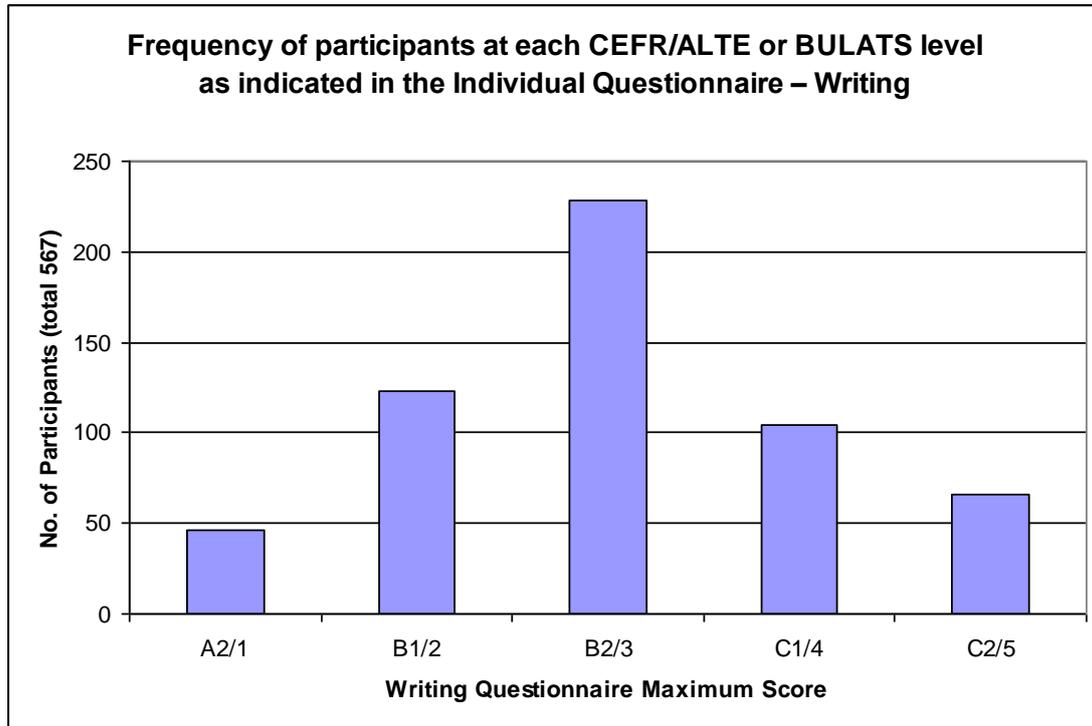
Figure 5 Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Individual Questionnaire – Reading

Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Individual Questionnaire – Reading
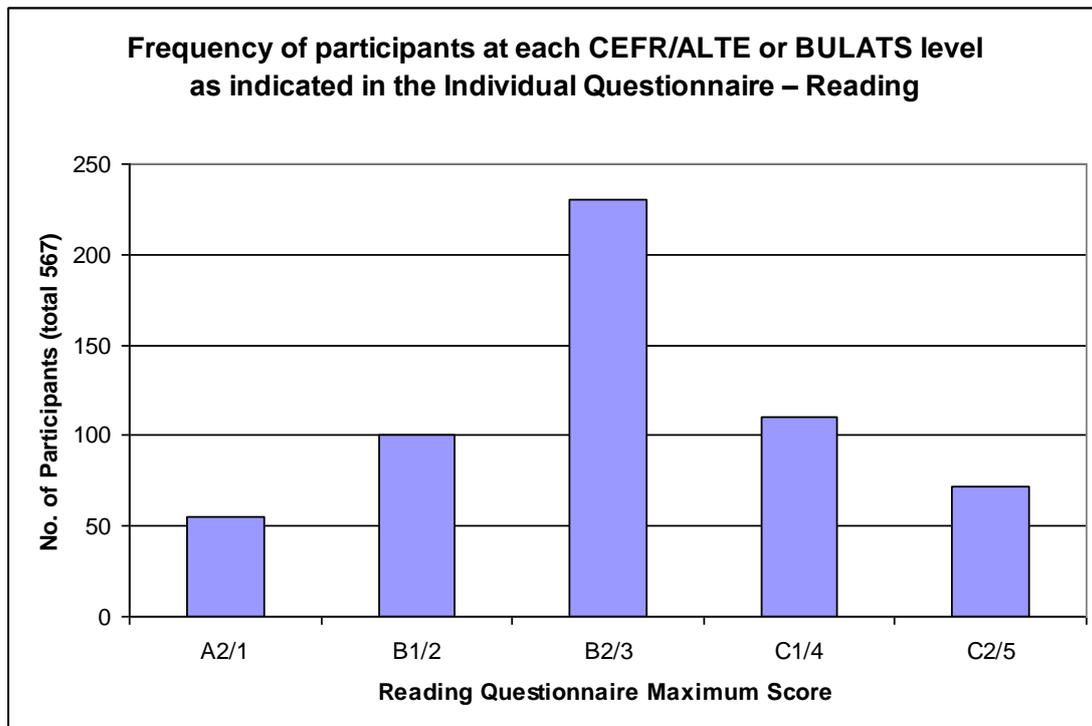
Figure 6 Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Individual Questionnaire – Speaking and Listening

Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Individual Questionnaire – Speaking and Listening
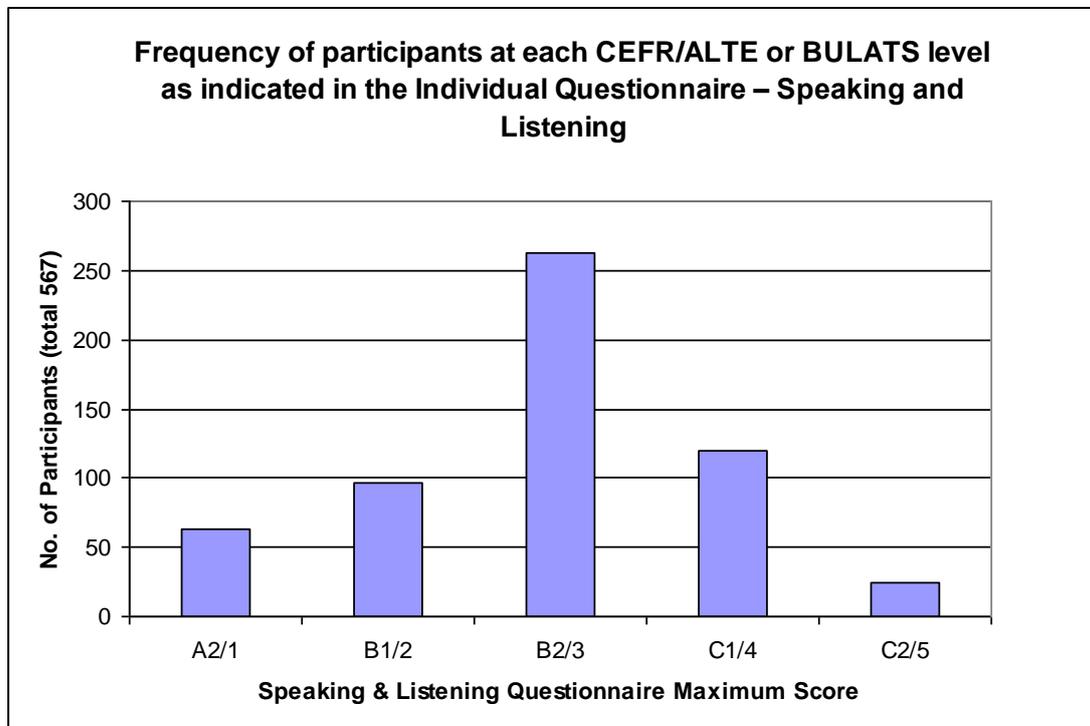
It is noticeable that participants appear to have again indicated higher levels in Reading and Writing than they have achieved in the BULATS test. This may partly or wholly be explained by the differing formats of the General and Individual Skill Questionnaires where, in the General one, participants cannot select individual statements but rather need to select a group of statements at one level. When calculating the overall level of a participant in each skill set, it was considered reasonable to use the statement associated with the highest level they selected. This positive registering of results may have served to inflate each participant's indication of their level, as the highest level which the participant selected would be chosen as their overall level even if they chose a lower level more frequently. Equally, the difference between the frequencies of scores indicated by the participants in the Reading, Writing and Speaking/Listening questionnaire charts serves to illustrate that the participants appraised themselves to have varying skills between the different skill sets. For example, one participant may have indicated that they could perform a Level B2/3 reading task, but only a Level A2/1 speaking/listening task, whilst another participant may have claimed the opposite. The variation in these graphs serves to illustrate the broad differences in each participant's perception of their language skills in relation to one another.

Performance by Business Sector and Occupation

The participants on the project came from five companies. Participants were asked to indicate the business sector in which they worked. Business sector is super-ordinate to occupation and gives the type of business participants work in, for example Travel & Tourism. Participants were also asked to specify an occupation.

Tables 7 and 8 below show the mean overall scores in the BULATS test by business sector and by occupation:

Table 7 BULATS overall scores by Business Sector

Business Sector	Mean	Std. Deviation	No. of Candidates
Retail	40.39	13.34	187
Travel & Tourism	67.55	10.86	231
Total	55.40	18.09	418

Table 8 BULATS overall scores by Occupation

Business Sector	Job Type	Mean	Std. Deviation	No. of Candidates
Retail	Associate - Aisle	39.28	12.90	58
	Associate - Backend	40.88	14.97	16
	Associate - Cash Till	41.96	12.87	26
	CSA Cashier	41.25	14.14	63
	CSA Sales	38.74	12.52	23
Travel & Tourism	Contracting	65.97	4.51	30
	Operations	66.98	14.30	92
	Sales	71.31	8.06	29
	Services	67.53	7.47	17
	Inbound	67.33	4.13	6
	Outbound	66.70	10.97	33
	Domestic	67.86	5.34	22
	Not given or multiple	N/A	N/A	3
Total	Total	55.40	10.86	418

It was observed that the participants in the Travel & Tourism business sector achieved a higher mean BULATS overall score than those in the Retail business sector (68 and 40 respectively). It can also be seen that within each business sector, there is little variation in the mean BULATS overall score between occupations.

(See Table 2 for a summary of how BULATS scores relate to CEFR/ALTE or BULATS levels.)

However, to examine whether any statistically significant differences in performances can be found by Business Sector and/or Occupation, an Analysis of Variance (one-way between subjects ANOVA) was used. Analysis of Variance (ANOVA) is a statistical tool that allows us to examine whether, in data with a number of variables or factors such as in this study with Business Sector and Occupation, any one of these variables is statistically significant in that the observed difference in mean scores between participants can reasonably be assumed to reflect a real difference in scores; that is to say, the results are not attributable to chance alone. When reporting ANOVA it is customary to give the F ratio (F), an index of the variance in scores within and between the groups examined and the probability (p) of the observed difference in scores. If this probability is less than 5% ($p < 0.05$) we can say that the observed difference is statistically significant as there is less than 1:20 chance that the difference in mean scores is caused by chance alone. The particular type of ANOVA employed depends on the number of factors or variables in the data and whether all participants gave responses to all factors or only some.

Using a one-way between-subjects ANOVA with the factor Business Sector with 2 levels, Retail and Travel & Tourism, there was found to be a significant effect by Business Sector on scores ($F_{(1,416)} = 526.9$, $p < .05$). Tables related to this ANOVA are given in Table 31 ANOVA BULATS test scores by Business Sector.

From this we can conclude that the differences found in the mean scores of candidates in different business sectors reflects a real difference in language ability by business sector.

Using a one-way between-subjects ANOVA with the factor Occupation with 12 levels (number of occupations in the data), there was found to be a significant effect by Occupation on scores ($F_{(12,405)} = 42.9$, $p < .05$). Tables related to this ANOVA are given in Table 32 ANOVA BULATS test scores by Occupation.

It is worthwhile considering the difference in meaning between 'significance' used in a statistical sense and in common usage; while a statistical significance has been found between the performance of participants with different occupations there is no reason for this statistical significance to impact on recommendations for further training of workers. The over-riding information coming from this analysis is that in all business sectors and occupations analysed in this study, participants are predominantly at CEFR/ALTE or BULATS Levels B1/2 (Intermediate) and B2/3 (Upper Intermediate), regardless of business sector or occupation.

Defining Benchmarks for Workers in the Retail and Travel & Tourism Sectors

Forty seven line managers were asked to complete Language Use Questionnaire 1 on how widely English is used in the workplace. Appendices 9 and 10 show a higher level of detail; what follows are the most salient points. The majority of line managers indicated that English is very important in their company, is used for most formal communications and is used to communicate with most clients and partners.

Participants were asked to complete Language Use Questionnaire 2; this questionnaire asked how often English is used at work and about the range of reasons for using English. The majority of participants said they use English every day and the range of reasons for using English was fairly evenly spread, from just basic purposes up to difficult tasks such as negotiating. When the responses are split by business sector it can be seen that the majority of participants in the Retail sector said they use English for basic purposes whereas the majority of participants in the Travel & Tourism sector said they use English for a wide range of difficult reasons. More detail can be found in Appendices 11 and 12. Operations and sales staff showed a greater need for advanced English (at C1) , but only backend staff indicated that lower intermediate level (B1) was sufficient.

There is a relationship between CEFR/ALTE or BULATS levels, work-oriented 'Can Do' statements and what may be termed 'generic' job positions. It was comprised by Cambridge ESOL from a number of studies of workers' and stakeholders' perceived needs around the world as well as their performance in BULATS tests and an analysis of the CEFR statements and ALTE 'Can Do' statements used to define the CEFR levels (Appendix 1: 'Can Do' statements and ALTE levels). These include two studies produced in collaboration with the British Council which were published between 2002 and 2004. A number of other studies have been produced by a senior consultant based in Hong Kong between 2002 and 2006, which involved companies based in Hong Kong and mainland China. Other benchmarking studies have been undertaken in Taiwan and France.

The information provided by Participants in the study provides a set of benchmarks for entry-level employees in accordance with their job title.

Figure 7 ALTE or BULATS levels to benchmarks by occupation
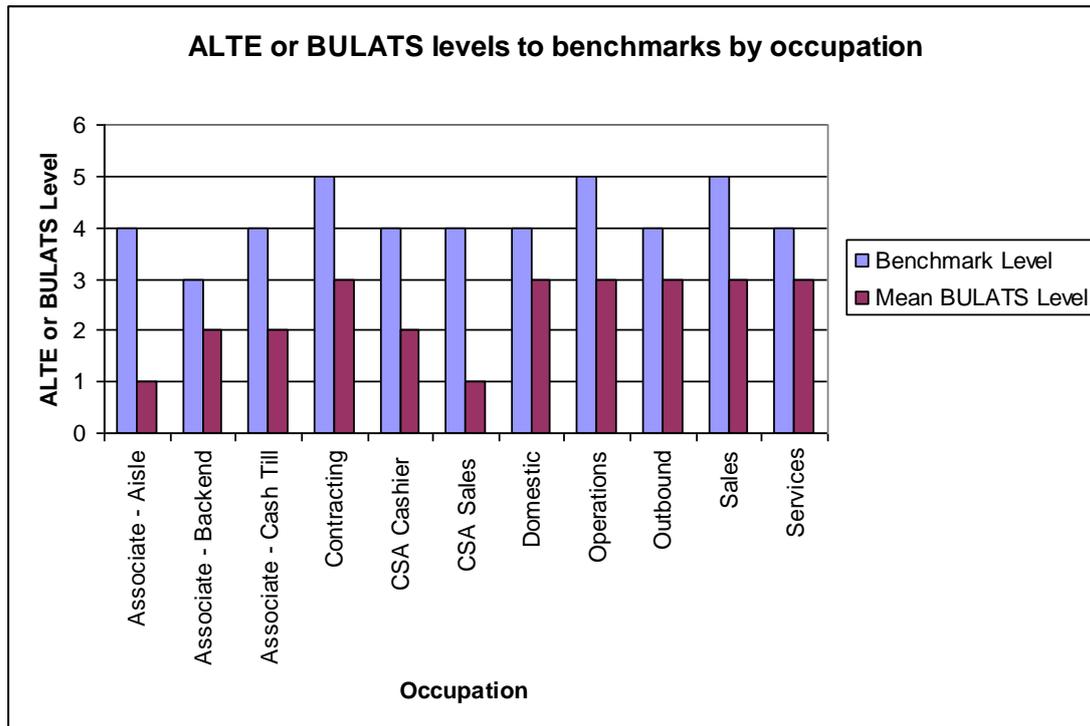
The benchmarks provided in this report would be useful targets for participants in the training programme to achieve over time. However, it is necessary for trainers and participants to have realistic goals when undertaking training and an understanding of the amount of time required to gain a CEFR/ALTE or BULATS level. The number of guided learning hours required to upgrade an individual's English proficiency can be seen in the table below.

Table 9 Guided Learning Hours to achieve CEFR/ALTE or BULATS levels

CEFR Level	ALTE/BULATS Level	Guided Learning Hours (from beginner level)
C2	Level 5 (Upper-Advanced)	Approx. 1,000 — 1,200
C1	Level 4 (Advanced)	Approx. 700 — 800
B2	Level 3 (Upper-Intermediate)	Approx. 500 — 600
B1	Level 2 (Intermediate)	Approx. 350 — 400
A2	Level 1 (Elementary)	Approx. 180 — 200

The numbers of hours listed refer to the amount of time the average candidate will take to upgrade their level from A1/0 (Beginner). Each level requires, on average, between 180 and 200 hours of teaching time to be achieved. The benchmarks set are broadly one or two levels

higher than the current level of proficiency shown by the participants. Therefore, as mentioned in 'Defining Benchmarks for Workers in Sectors connected with the Tourism Industry', the process of upgrading language proficiency for some workers may need to be staggered. That is to say, benchmarks should not take longer than 180-200 hours to achieve, and therefore it would be prudent to encourage participants with lower language proficiency to first seek to achieve the lower end of the benchmark scale relevant to their job type.

The preceding information should be regarded as a guideline. The learning speeds of individuals naturally vary in accordance with a vast array of factors, including; motivation, established capabilities, and the amount of time each person is able to devote to revising and applying what they learn within the classroom. These factors can all have distinct effects on the amount of guided learning time required by each participant to upgrade their English proficiency.

It is important in a language training programme with benchmarks to apply achievement tests to monitor the development of language proficiency in participants. The BULATS test provides a reliable and cost-effective means of measuring increases in language proficiency in a business context but it must be understood by trainers, managerial staff and employees that improvements in proficiency will only be consistently detected if participants follow a sustained language training programme crafted to their particular level and needs and that their levels of involvement and motivation in this programme are adequately monitored.

Appendices

Appendix 1: 'Can Do' statements and ALTE levels

Table 10: "Can do" statements and ALTE levels

ALTE Level	Listening/Speaking	Reading	Writing
ALTE Level 5	CAN advise on/handle complex delicate or contentious issues, such as legal or financial matters, to the extent that he/she has the necessary specialist knowledge.	CAN understand reports and articles likely to be encountered during his/her work, including complex ideas expressed in complex language	CAN make full and accurate notes and continue to participate in a meeting or seminar.
ALTE Level 4	CAN contribute effectively to meetings and seminars within own area of work and argue for or against a case.	CAN understand correspondence expressed in non-standard language.	CAN handle a wide range of routine and non-routine situations in which professional services are requested from colleagues or external contacts.
ALTE Level 3	CAN take and pass on most messages that are likely to require attention during a normal working day.	CAN understand most correspondence, reports and factual product literature he/she is likely to come across.	CAN deal with all routine requests for goods or services.
ALTE Level 2	CAN offer advice to clients within own job area on simple matters.	CAN understand the general meaning of nonroutine letters and theoretical articles within own work area.	CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.
ALTE Level 1	CAN state simple requirements within own job area, such as 'I want to order 25 of...'.	CAN understand most short reports or manuals of a predictable nature within his/her own area of expertise, provided enough time is given.	CAN write a short, comprehensible note of request to a colleague or a known contact in another company.
ALTE Level 0 (Breakthrough Level)	CAN take and pass on simple messages of a routine kind, such as 'Friday meeting 10 a.m.'.	CAN understand short reports or product descriptions on familiar matters, if these are expressed in simple language and the contents are predictable.	CAN write a simple routine request to a colleague, such as 'Can I have 20X please?'

29

Appendix 2: Frequency of participants at each CEFR/ALTE or BULATS level – by business sector

Figure 8: Frequency of Participants at each CEFR/ALTE or BULTAS level - Retail

Frequency of participants at each CEFR/ALTE or BULATS level - Retail

No of Participants (total 187) vs *CEFR/ALTE or BULATS Level*

Level	Approx. No. of Participants
A1/0	5
A2/1	96
B1/2	67
B2/3	16
C1/4	3
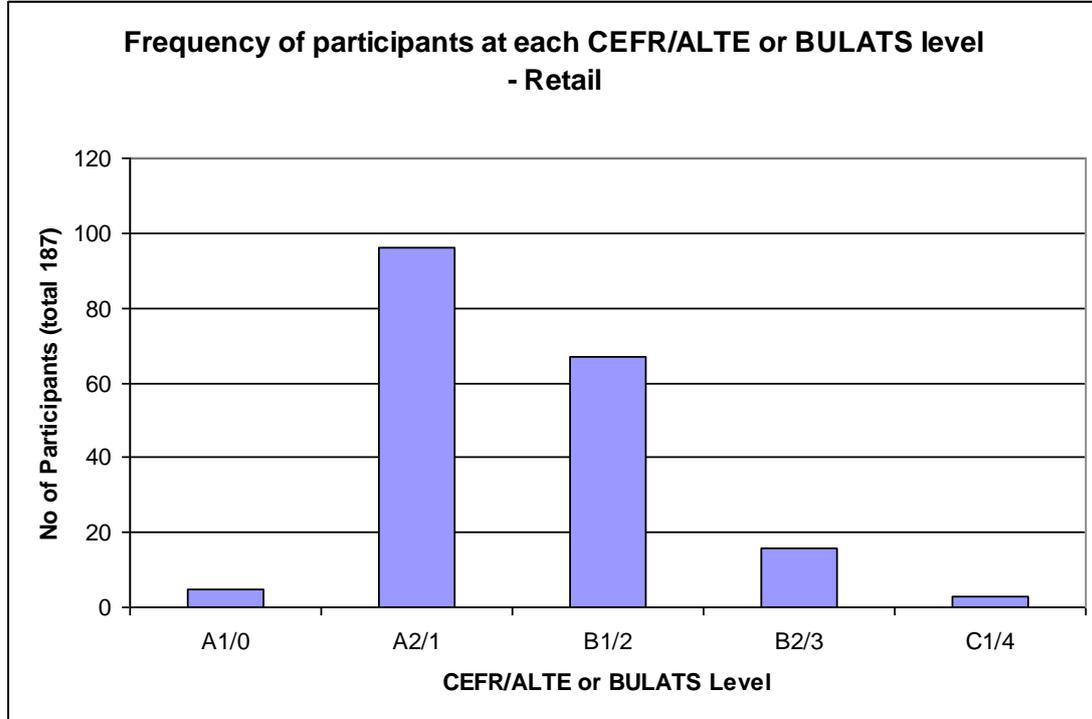
Figure 9: Frequency of Participants at each CEFR/ALTE or BULTAS level – Travel and Tourism

Frequency of participants at each CEFR/ALTE or BULATS level - Travel & Tourism

No. of Participants (total = 231) vs *CEFR/ALTE or BULATS Level*

Level	Approx. No. of Participants
A1/0	6
A2/1	
B2/3	184
C1/4	38
C2/5	4

CII

Confederation of Indian Industry

UNIVERSITY of CAMBRIDGE
ESOL Examinations
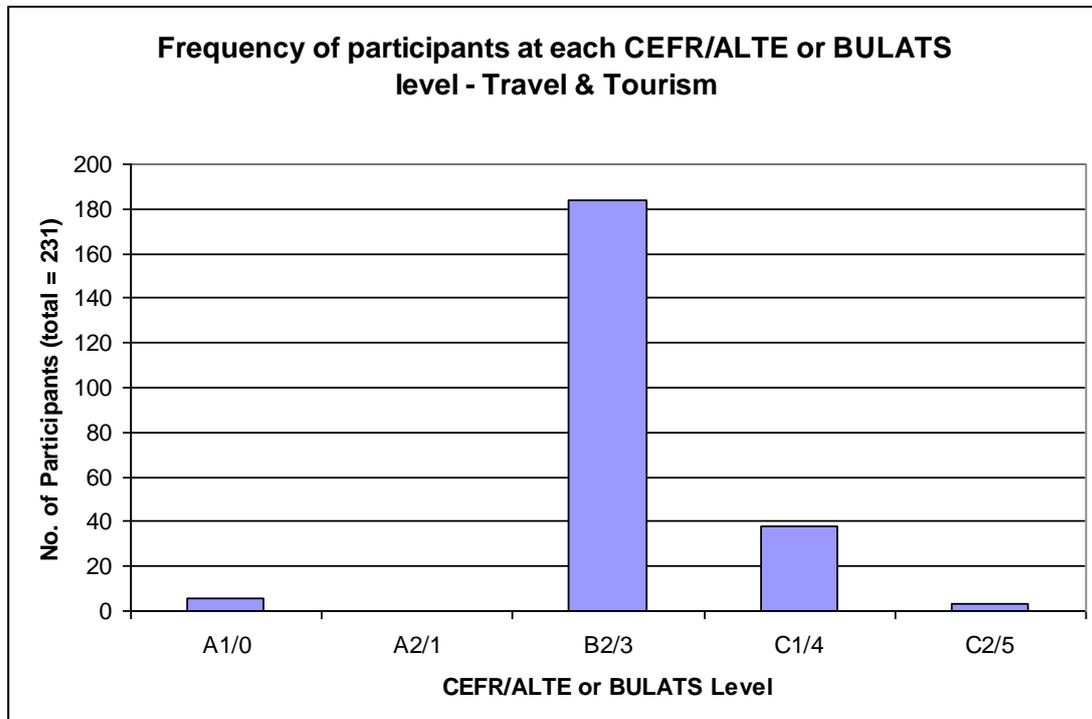
Appendix 3 Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Writing Questionnaire– by business sector

Figure 10: Retail Entry Level - Writing

Retail Entry Level - Writing

(Bar chart. X-axis: Writing Questionaire Maximum Score — A2/1, B1/2, B2/3, C1/4, C2/5. Y-axis: No. of Participants (total 284), 0 to 140. Approximate values: A2/1 ≈ 40, B1/2 ≈ 72, B2/3 ≈ 117, C1/4 ≈ 39, C2/5 ≈ 16.)
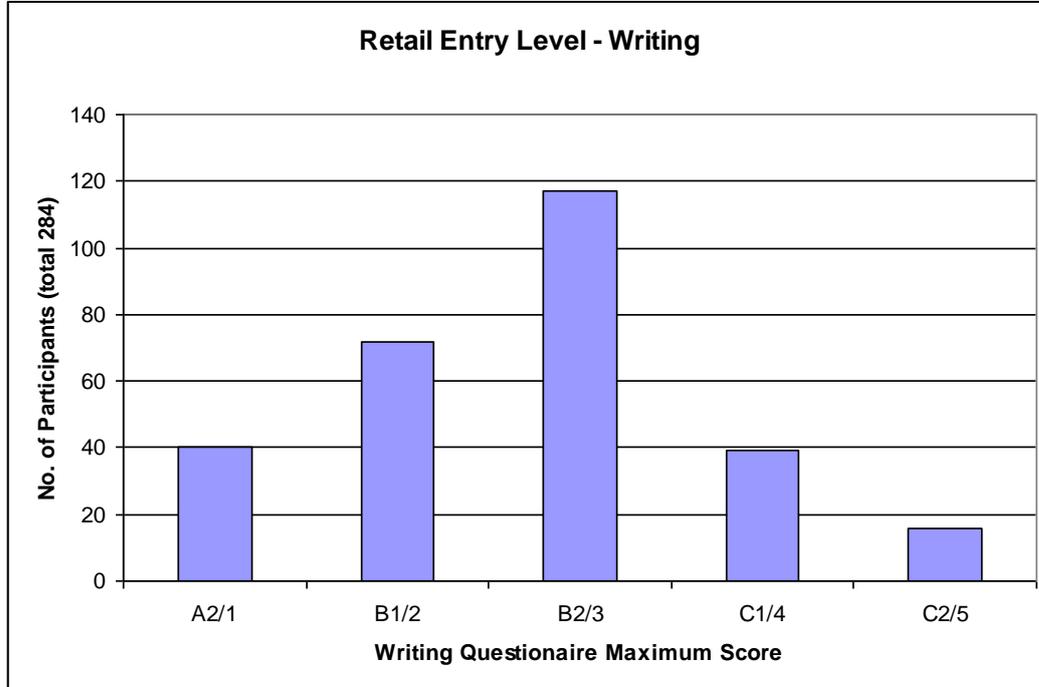
Figure 11: Travel and Tourism Entry Level – Writing

Travel & Tourism Entry Level - Writing

(Bar chart. X-axis: Writing Questionnaire Maximum Score — A2/1, B1/2, B2/3, C1/4, C2/5. Y-axis: No. of Participants (total 283), 0 to 120. Approximate values: A2/1 ≈ 6, B1/2 ≈ 51, B2/3 ≈ 111, C1/4 ≈ 65, C2/5 ≈ 50.)

CII
Confederation of Indian Industry
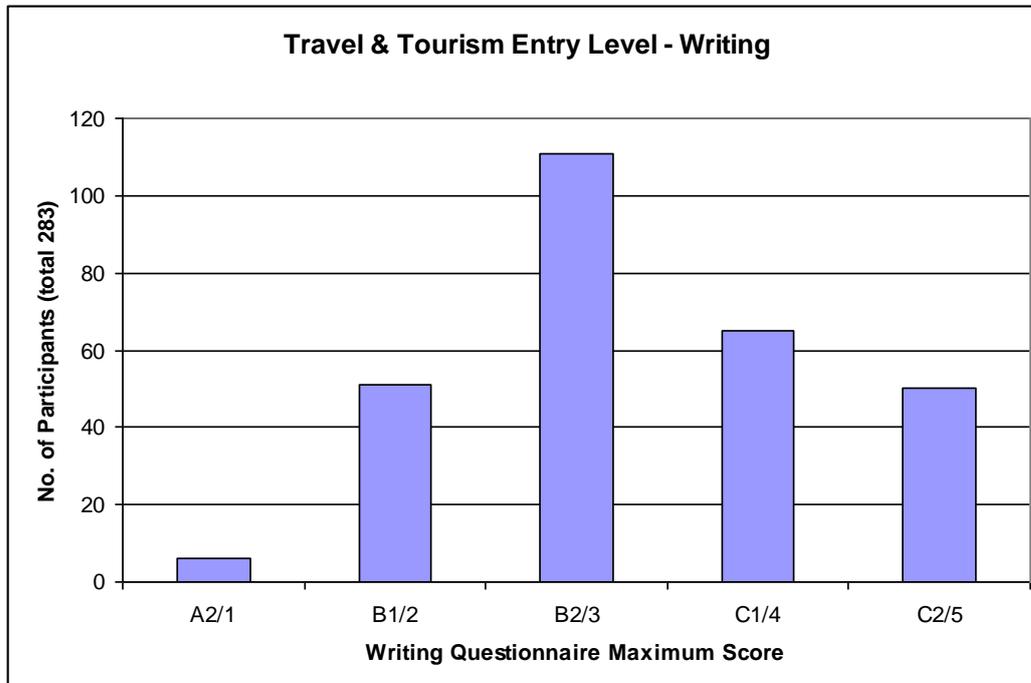
Appendix 4 Frequency of line managers' judgement at each CEFR/ALTE or BULATS level as indicated in the Writing Questionnaire – overall and by business sector

Figure 12: All Managers - Writing

All Managers - Writing
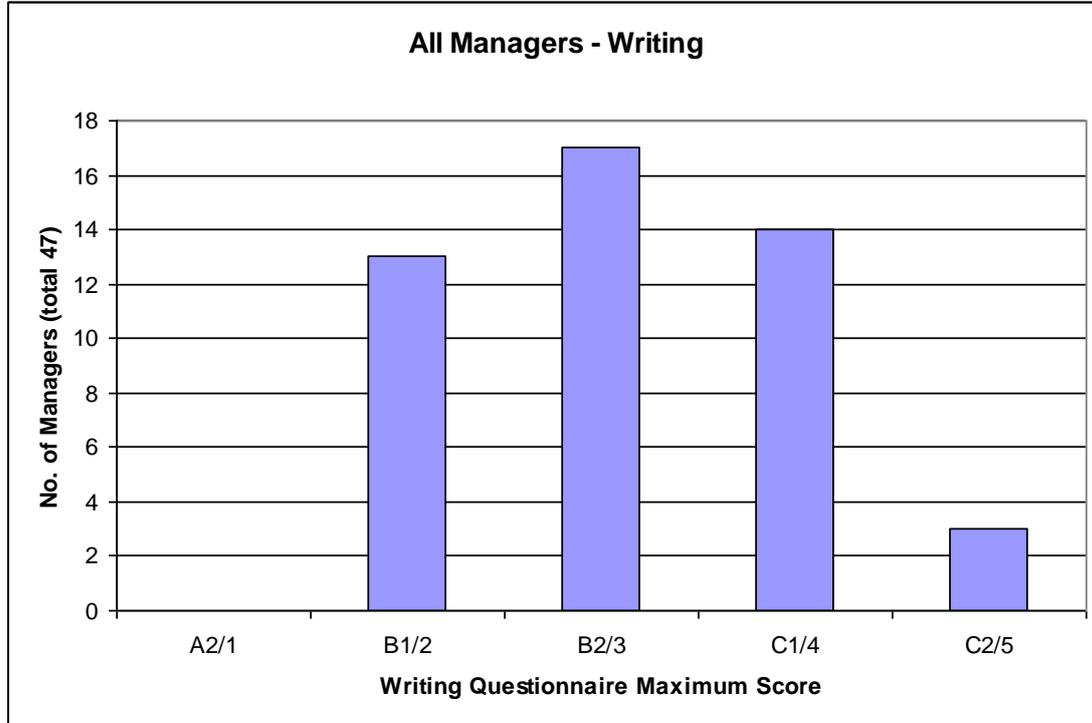
Figure 13: Retail Managers - Writing

Retail Managers - Writing

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Figure 14: Travel and Tourism Managers - Writing

Travel & Tourism Managers - Writing

CII

Confederation of Indian industry

Appendix 5 Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Reading Questionnaire– by business sector

Figure 15: Retail Entry Level - Reading

Retail Entry Level - Reading
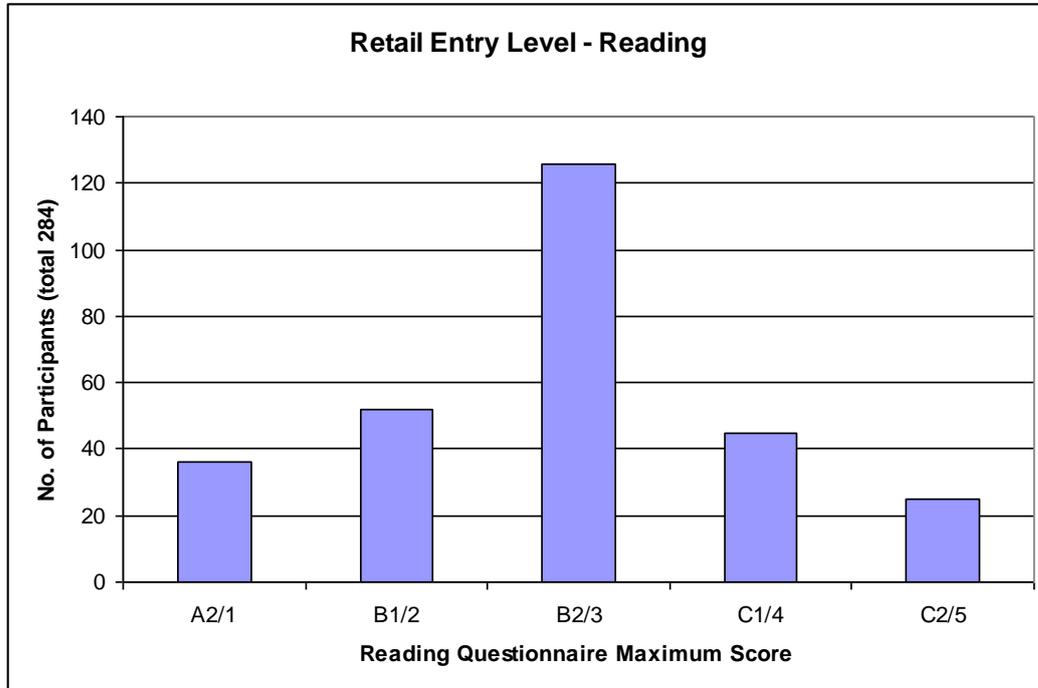
Figure 16: Travel and Tourism Entry Level – Reading

Travel & Tourism Entry Level - Reading
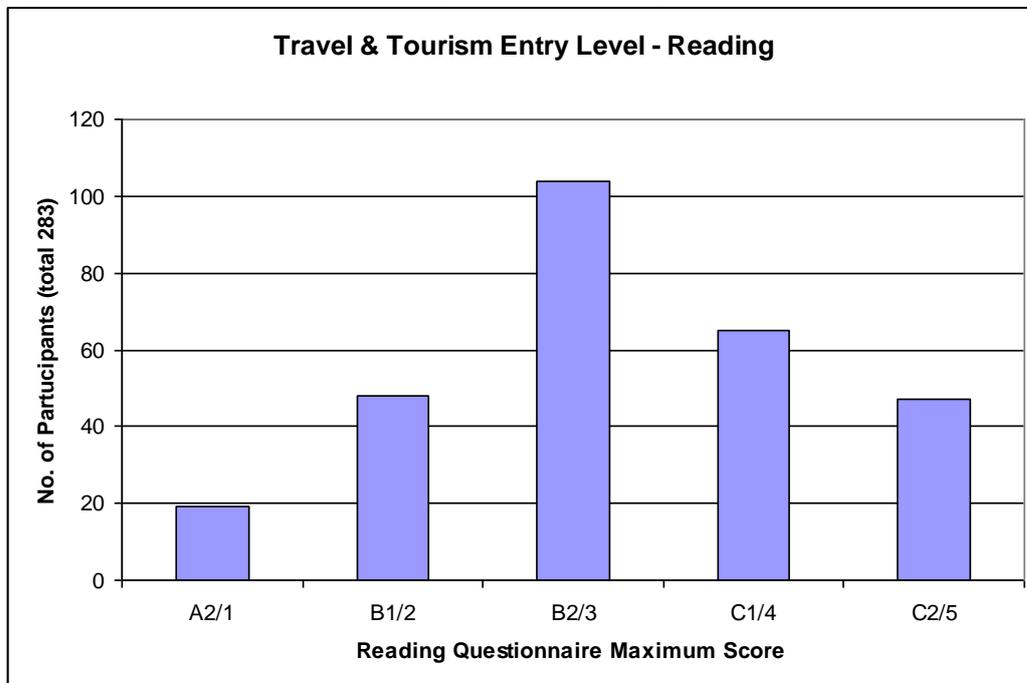
Appendix 6 Frequency of line managers' judgement at each CEFR/ALTE or BULATS level as indicated in the Reading Questionnaire – overall and by business sector

Figure 17: All Managers – Reading
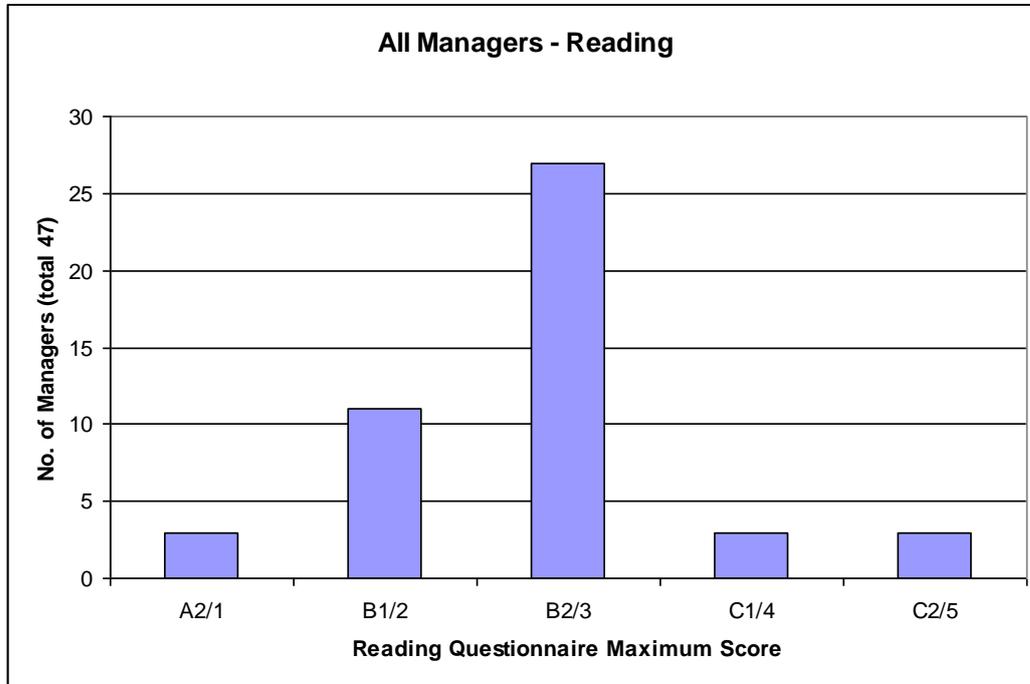
Figure 18: Retail Managers – Reading
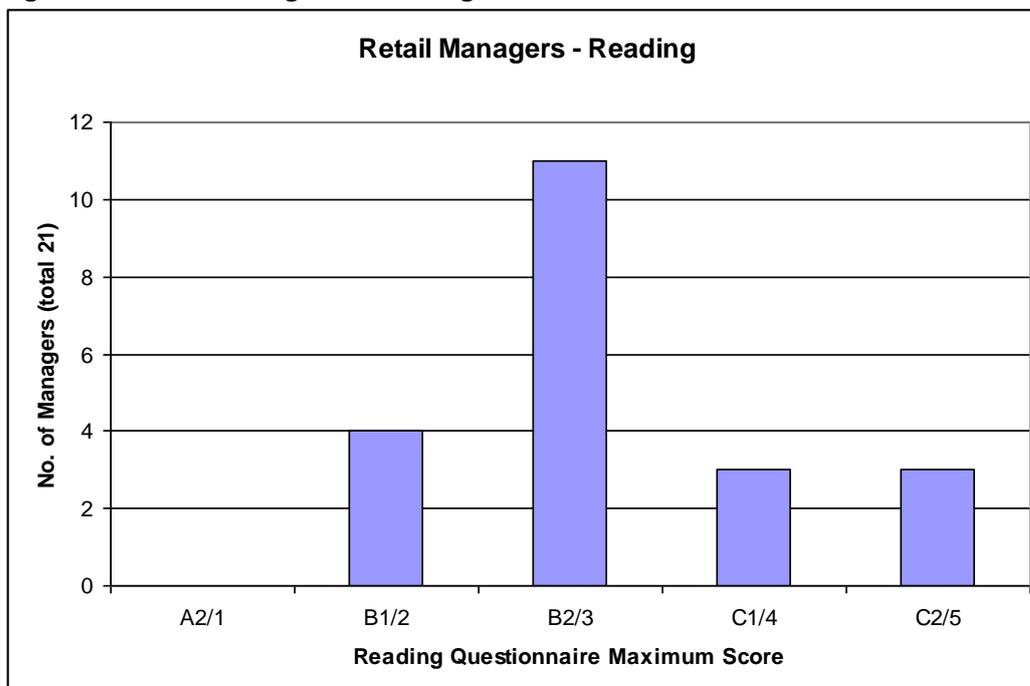
Figure 19: Travel and Tourism Managers – Reading

Travel & Tourism Managers - Reading
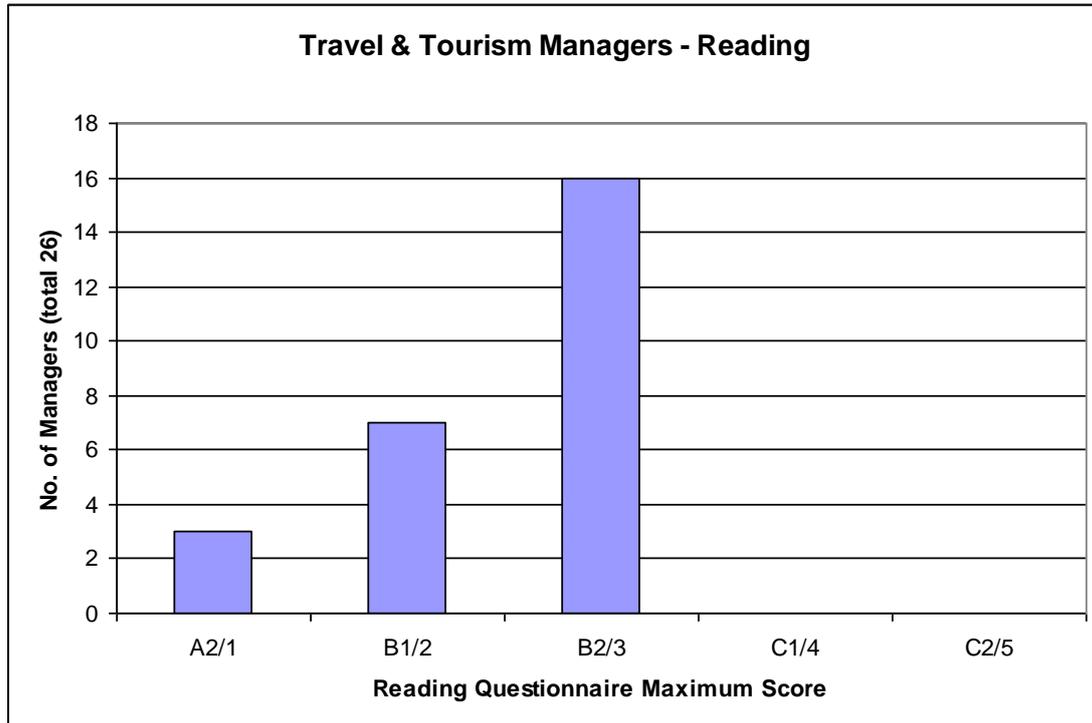
Appendix 7 Frequency of participants at each CEFR/ALTE or BULATS level as indicated in the Speaking & Listening Questionnaire– by business sector

Figure 20: Retail Entry Level – Speaking and Listening

Retail Entry Level - Speaking & Listening
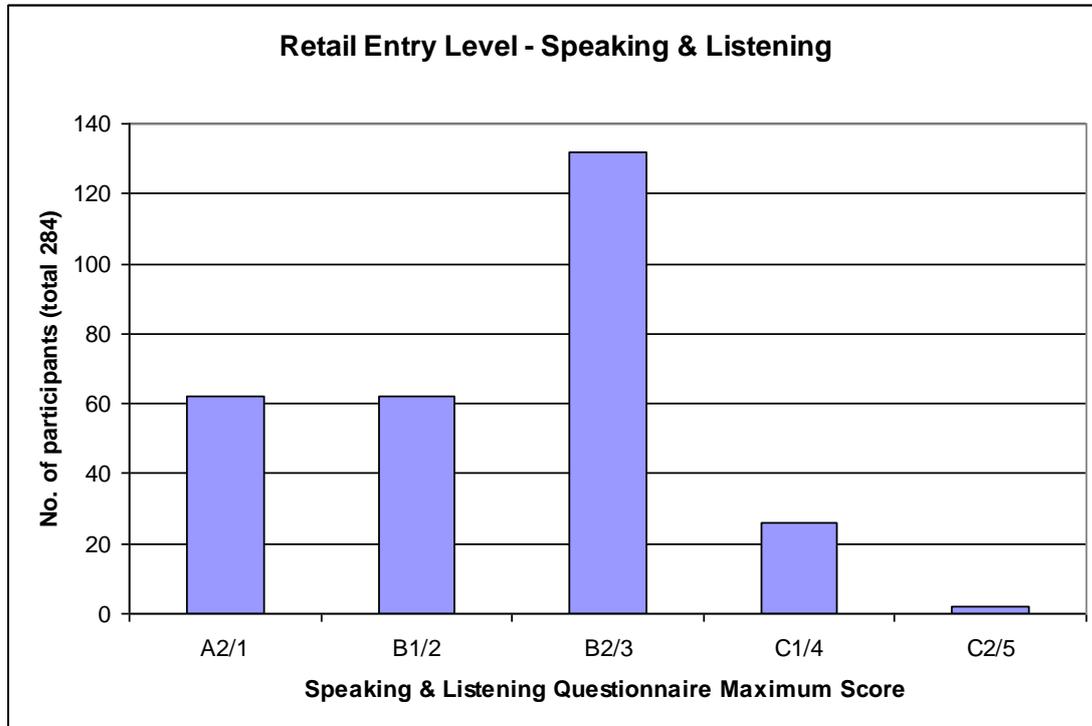
Figure 21: Travel and Tourism Managers – Speaking and Listening

Travel & Tourism Entry Level - Speaking & Listening
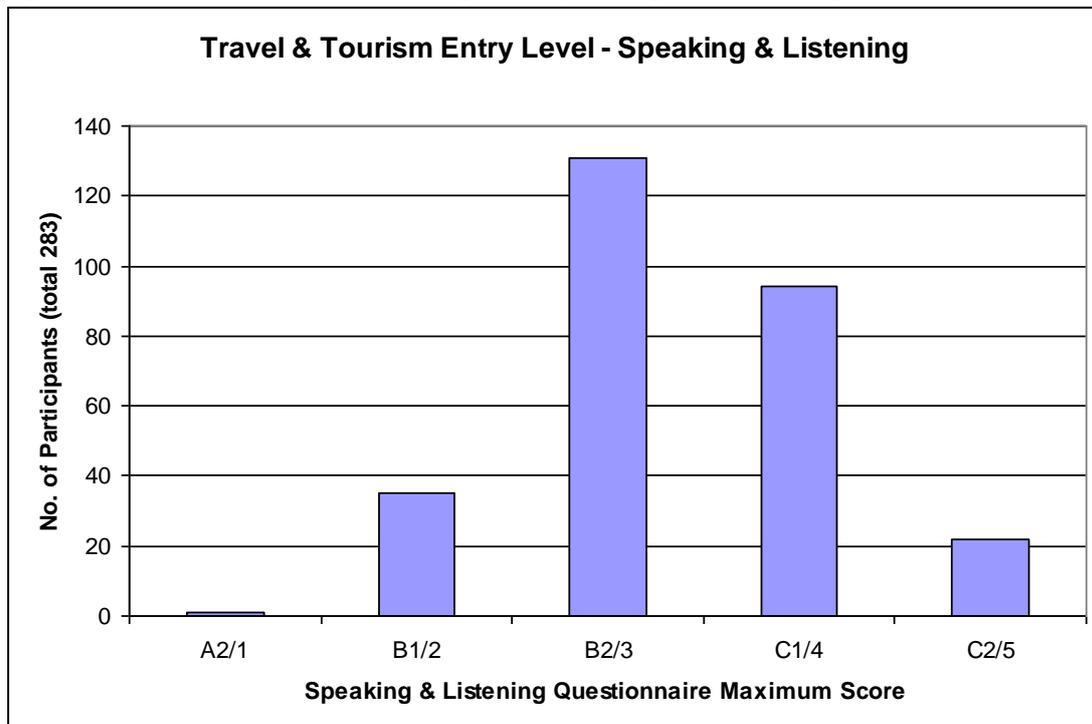
Appendix 8 Frequency of line managers' judgement at each CEFR/ALTE or BULATS level as indicated in the Speaking & Listening Questionnaire – overall and by business sector

Figure 22: All Managers – Speaking and Listening
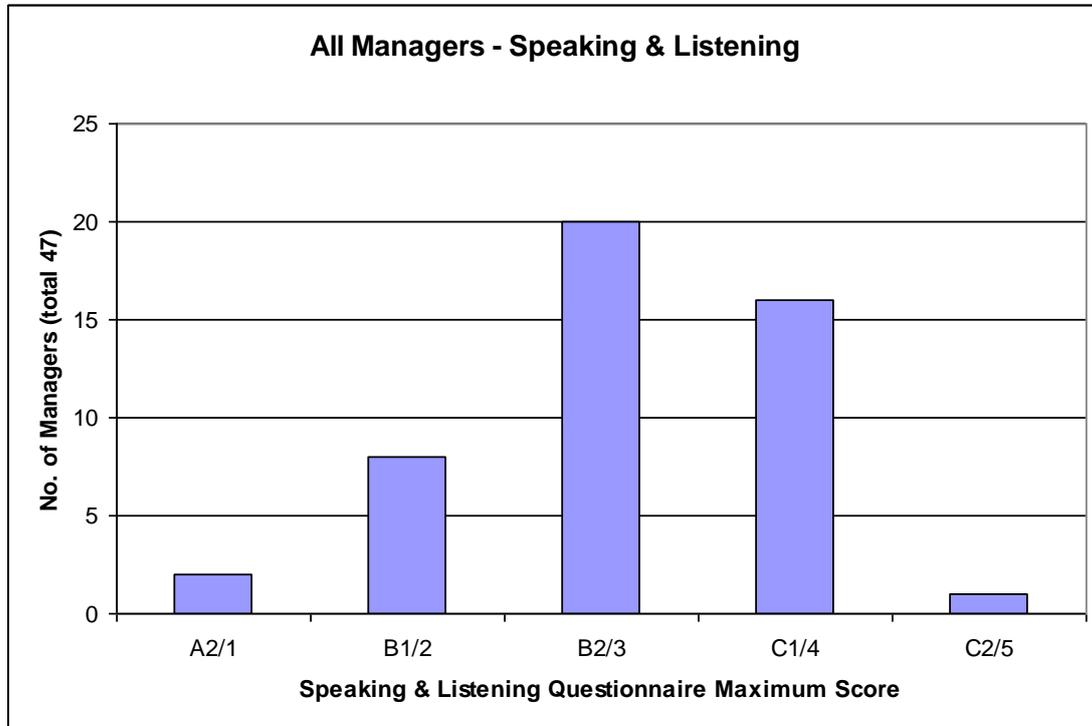
Figure 23: Retail Managers – Speaking and Listening
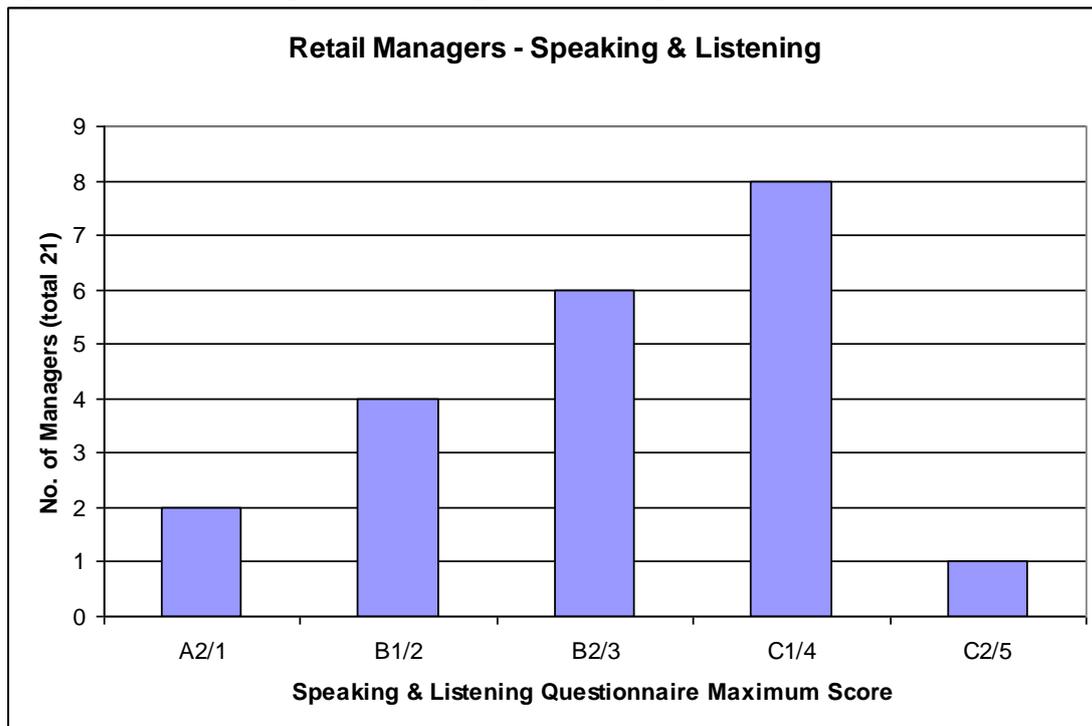
Figure 24: Travel and Tourism Managers – Speaking and Listening

Travel & Tourism Managers - Speaking & Listening

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations
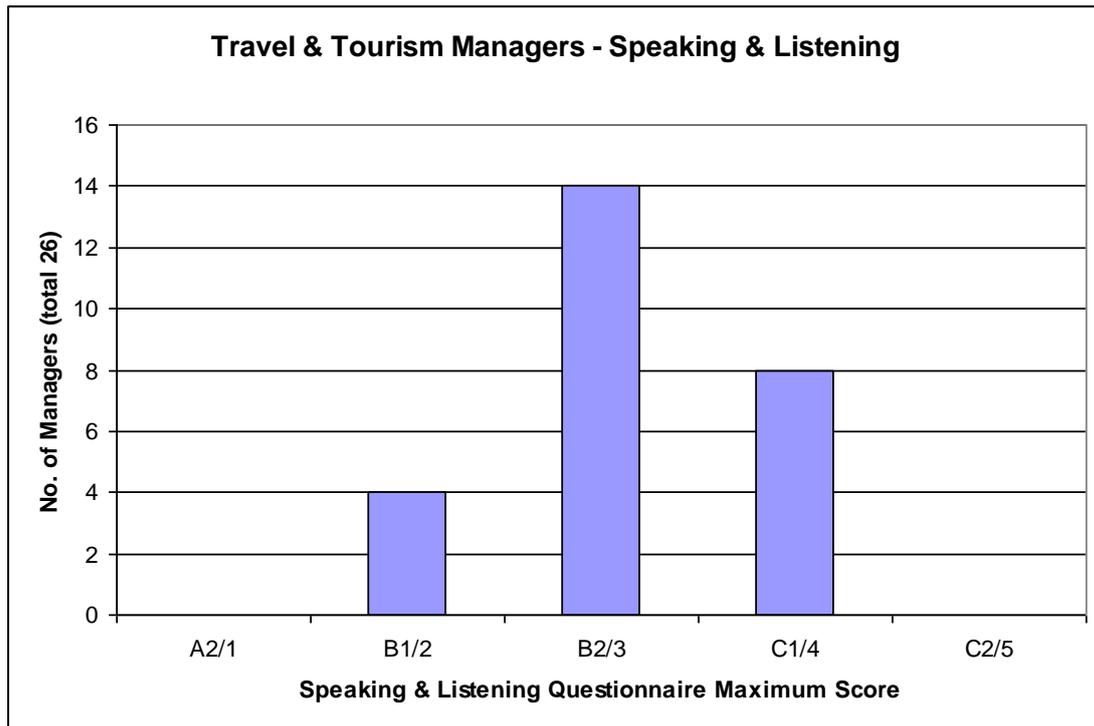
Appendix 9 Language Use Questionnaire 1 Results – all managerial staff

Table 11: How widely is English used between staff within your company?
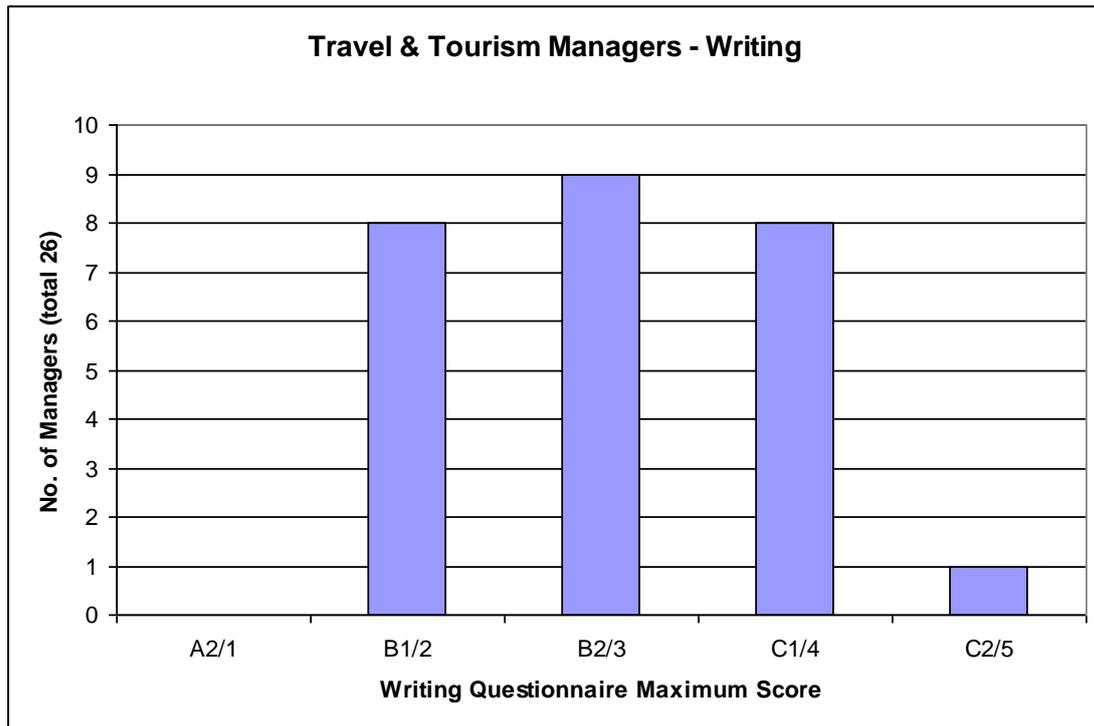
	Frequency	Valid Percent	Cumulative Percent
A) for almost all communications, formal and informal	14	29.8%	29.8%
B) for most formal communications	22	46.8%	76.6%
C) for some communications, with certain staff	8	17.0%	93.6%
D) rarely used within company	3	6.4%	100.0%
Total	47	100.0%	

Table 12: How much is English used to communicate with clients or partners?

	Frequency	Valid Percent	Cumulative Percent
A) for most clients	22	46.8%	46.8%
B) within some major clients or partners	20	42.6%	89.4%
C) with some clients or partners, but not major ones	4	8.5%	97.9%
D) rarely with clients or partners	1	2.1%	100.0%
Total	47	100.0%	

Table 13: How many other languages are used regularly in your company?

	Frequency	Valid Percent	Cumulative Percent
A) more than 3	7	14.9%	14.9%
B) 3	20	42.6%	57.4%
C) 2	20	42.6%	100.0%
Total	47	100.0%	

Table 14: How important is English generally in your company?

	Frequency	Valid Percent	Cumulative Percent
A) very important - it is used for most communications within the company and major clients/ partners	22	47.8%	47.8%
B) quite important - it is used quite often for communications within the company and major clients/ partners	14	30.4%	78.3%
C) sometimes important - it is used with some clients/partners	5	10.9%	89.1%
D) occasionally important - it is only used with a few clients/partners	3	6.5%	95.7%
E) unimportant - it is rarely used in the company	2	4.35%	100.00%
Total	46	100.0%	

CII

Confederation of indian industry

Appendix 10 Language Use Questionnaire 1 Results – managerial staff by job area

Table 15: How widely is English used between staff within your company?

Sector		Frequency	Valid Percent	Cumulative Percent
Retail	A) for almost all communications, formal and informal	4	19.0%	19.0%
	B) for most formal communications	8	38.1%	57.1%
	C) for some communications, with certain staff	6	28.6%	85.7%
	D) rarely used within company	3	14.3%	100.0%
	Total	21	100.0%	
Travel & Tourism	A) for almost all communications, formal and informal	10	38.5%	38.5%
	B) for most formal communications	14	53.8%	92.3%
	C) for some communications, with certain staff	2	7.7%	100.0%
	Total	26	100.0%	

Table 16: How much is English used to communicate with clients or partners?

Sector		Frequency	Valid Percent	Cumulative Percent
Retail	A) for most clients	4	19.0%	19.0%
	B) within some major clients or partners	12	57.1%	76.2%
	C) with some clients or partners, but not major ones	4	19.0%	95.2%
	D) rarely with clients or partners	1	4.8%	100.0%
	Total	21	100.0%	
Travel & Tourism	A) for most clients	18	69.2%	69.2%
	B) within some major clients or partners	8	30.8%	100.0%
	Total	26	100.0%	

Table 17: How many other languages are used regularly in your company?

Sector		Frequency	Valid Percent	Cumulative Percent
Retail	A) more than 3	2	9.5%	9.5%
	B) 3	12	57.1%	66.7%
	C) 2	7	33.3%	100.0%
	Total	21	100.0%	
Travel & Tourism	A) more than 3	5	19.2%	19.2%
	B) 3	8	30.8%	50.0%
	C) 2	13	50.0%	100.0%
	Total	26	100.0%	

Table 18: How important is English generally in your company?

Sector		Frequency	Valid Percent	Cumulative Percent
Retail	A) very important - it is used for most communications within the company and major clients/ partners	9	45.0%	45.0%
	B) quite important - it is used quite often for communications within the company and major clients/ partners	7	35.0%	80.0%
	C) sometimes important - it is used with some clients/partners	2	10.0%	90.0%
	D) occasionally important - it is only used with a few clients/partners	1	5.0%	95.0%
	E) unimportant - it is rarely used in the company	1	5.00%	100.00%
	Total	20	100.0%	
Travel & Tourism	A) very important - it is used for most communications within the company and major clients/ partners	13	50.0%	50.0%
	B) quite important - it is used quite often for communications within the company and major clients/ partners	7	26.9%	76.9%
	C) sometimes important - it is used with some clients/partners	3	11.5%	88.5%
	D) occasionally important - it is only used with a few clients/partners	2	7.7%	96.2%
	E) unimportant - it is rarely used in the company	1	3.85%	100.00%
	Total	26	100.0%	

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Appendix 11 Language Use Questionnaire 2 Results – all participants

Table 19: How often do you use English (on average)?

	Frequency	Percent	Valid Percent	Cumulative Percent
A) every day	442	77.95%	77.95%	77.95%
B) every week	93	16.40%	16.40%	94.36%
C) every month	4	0.71%	0.71%	95.06%
D) every 6 months	0	0.00%	0.00%	95.06%
E) rarely	28	4.94%	4.94%	100.00%
Total	567	100.00%	100.00%	

Table 20: The range of topic areas you use English for

	Frequency	Percent	Valid Percent	Cumulative Percent
A) could be any area - related to work or not	283	49.91%	50.00%	50.00%
B) range of areas, but usually related to work	179	31.57%	31.63%	81.63%
C) only for areas closely related to your job	70	12.35%	12.37%	93.99%
D) just a few predictable areas	34	6.00%	6.01%	100.00%
Total	566	99.82%	100.00%	
Missing	1	0.18%		
Total	567	100.00%		

Table 21: The range of reasons for using English

	Frequency	Percent	Valid Percent	Cumulative Percent
A) wide range, including difficult ones such as negotiating, persuading, placating	195	34.39%	35.07%	35.07%
B) mainly exchanging information, though also arguing a point of view in meetings	178	31.39%	32.01%	67.09%
C) just basic purposes e.g. asking for and giving information, making and answering routine requests	183	32.28%	32.91%	100.00%
Total	556	98.06%	100.00%	
Missing	11	1.94%		
Total	567	100.00%		

CII

Table 22: The importance of accuracy in English

	Frequency	Percent	Valid Percent	Cumulative Percent
A) language errors could have significant negative consequences for your company	223	39.33%	39.75%	39.75%
B) language errors could cause problems which will take time/resources to put right	137	24.16%	24.42%	64.17%
C) language errors will create a poor impression, but are unlikely to affect business outcomes	146	25.75%	26.02%	90.20%
D) language errors are unlikely to have any significance	55	9.70%	9.80%	100.00%
Total	561	98.94%	100.00%	
Missing	6	1.06%		
Total	567	100.00%		

Table 23: Support from colleagues when using English

	Frequency	Percent	Valid Percent	Cumulative Percent
A) wide range, including difficult ones such as negotiating, persuading, placating	260	45.86%	46.18%	46.18%
B) mainly exchanging information, though also arguing a point of view in meetings	223	39.33%	39.61%	85.79%
C) just basic purposes e.g. asking for and giving information, making and answering routine requests	80	14.11%	14.21%	100.00%
Total	563	99.29%	100.00%	
Missing	4	0.71%		
Total	567	100.00%		

Table 24: Attitudes of people you speak/write to in English

	Frequency	Percent	Valid Percent	Cumulative Percent
A) you often need to communicate with people who are not positively disposed to your company	195	34.39%	35.20%	35.20%
B) you often need to communicate with people who are neutral to you	228	40.21%	41.16%	76.35%
C) you usually need to communicate with people who are positively disposed to you e.g. other staff in your company	131	23.10%	23.65%	100.00%
Total	554	97.71%	100.00%	
Missing	13	2.29%		
Total	567	100.00%		

Appendix 12 Language Use Questionnaire 2 Results – participants by job area

Table 25: How often do you use English (on average)?

Sector		Frequency	Percent	Valid Percent	Cumulative Percent
Retail	A) every day	194	68.31%	68.31%	68.31%
	B) every week	62	21.83%	21.83%	90.14%
	C) every month	0	0.00%	0.00%	90.14%
	D) every 6 months	0	0.00%	0.00%	90.14%
	E) rarely	28	9.86%	9.86%	100.00%
	Total	284	100.00%	100.00%	
Travel & Tourism	A) every day	248	87.63%	87.63%	87.63%
	B) every week	31	10.95%	10.95%	98.59%
	C) every month	4	1.41%	1.41%	100.00%
	D) every 6 months	0	0.00%	0.00%	
	E) rarely	0	0.00%	0.00%	
	Total	283	100.00%	100.00%	

Table 26: The range of topic areas you use English for

Sector		Frequency	Percent	Valid Percent	Cumulative Percent
Retail	A) could be any area - related to work or not	101	35.56%	35.69%	35.69%
	B) range of areas, but usually related to work	103	36.27%	36.40%	72.08%
	C) only for areas closely related to your job	45	15.85%	15.90%	87.99%
	D) just a few predictable areas	34	11.97%	12.01%	100.00%
	Total	283	99.65%	100.00%	
	Missing	1	0.35%		
	Total	284	100.00%		
Travel & Tourism	A) could be any area - related to work or not	182	64.31%	64.31%	64.31%
	B) range of areas, but usually related to work	76	26.86%	26.86%	91.17%
	C) only for areas closely related to your job	25	8.83%	8.83%	100.00%
	Total	283	100.00%	100.00%	

Table 27: The range of reasons for using English

Sector		Frequency	Percent	Valid Percent	Cumulative Percent
Retail	A) wide range, including difficult ones such as negotiating, persuading, placating	36	12.68%	13.14%	13.14%
	B) mainly exchanging information, though also arguing a point of view in meetings	96	33.80%	35.04%	48.18%
	C) just basic purposes e.g. asking for and giving information, making and answering routine requests	142	50.00%	51.82%	100.00%
	Total	274	96.48%	100.00%	
	Missing	10	3.52%		
	Total	284	100.00%		
Travel & Tourism	A) wide range, including difficult ones such as negotiating, persuading, placating	159	56.18%	56.38%	56.38%
	B) mainly exchanging information, though also arguing a point of view in meetings	82	28.98%	29.08%	85.46%
	C) just basic purposes e.g. asking for and giving information, making and answering routine requests	41	14.49%	14.54%	100.00%
	Total	282	99.65%	100.00%	
	Missing	1	0.35%		
	Total	283	100.00%		

Table 28: The importance of accuracy in English

Sector		Frequency	Percent	Valid Percent	Cumulative Percent
Retail	A) language errors could have significant negative consequences for your company	87	30.63%	31.29%	31.29%
	B) language errors could cause problems which will take time/resources to put right	66	23.24%	23.74%	55.04%
	C) language errors will create a poor impression, but are unlikely to affect business outcomes	82	28.87%	29.50%	84.53%
	D) language errors are unlikely to have any significance	43	15.14%	15.47%	100.00%
	Total	278	97.89%	100.00%	
	Missing	6	2.11%		
	Total	284	100.00%		
Travel & Tourism	A) language errors could have significant negative consequences for your company	136	48.06%	48.06%	48.06%
	B) language errors could cause problems which will take time/resources to put right	71	25.09%	25.09%	73.14%
	C) language errors will create a poor impression, but are unlikely to affect business outcomes	64	22.61%	22.61%	95.76%
	D) language errors are unlikely to have any significance	12	4.24%	4.24%	100.00%
	Total	283	100.00%	100.00%	

Table 29: Support from colleagues when using English

Sector		Frequency	Percent	Valid Percent	Cumulative Percent
Retail	A) wide range, including difficult ones such as negotiating, persuading, placating	99	34.86%	46.18%	46.18%
	B) mainly exchanging information, though also arguing a point of view in meetings	130	45.77%	39.61%	85.79%
	C) just basic purposes e.g. asking for and giving information, making and answering routine requests	51	17.96%	14.21%	100.00%
	Total	280	98.59%	100.00%	
	Missing	4	1.41%		
	Total	284	100.00%		
Travel & Tourism	A) wide range, including difficult ones such as negotiating, persuading, placating	161	56.89%	56.89%	56.89%
	B) mainly exchanging information, though also arguing a point of view in meetings	93	32.86%	32.86%	89.75%
	C) just basic purposes e.g. asking for and giving information, making and answering routine requests	29	10.25%	10.25%	100.00%
	Total	283	100.00%	100.00%	

Table 30: Attitudes of people you speak/write to in English

Sector		Frequency	Percent	Valid Percent	Cumulative Percent
Retail	A) you often need to communicate with people who are not positively disposed to your company	76	26.76%	27.84%	27.84%
	B) you often need to communicate with people who are neutral to you	130	45.77%	47.62%	75.46%
	C) you usually need to communicate with people who are positively disposed to you e.g. other staff in your company	67	23.59%	24.54%	100.00%
	Total	273	96.13%	100.00%	
	Missing	11	3.87%		
	Total	284	100.00%		
Travel & Tourism	A) you often need to communicate with people who are not positively disposed to your company	119	42.05%	42.35%	42.35%
	B) you often need to communicate with people who are neutral to you	98	34.63%	34.88%	77.22%
	C) you usually need to communicate with people who are positively disposed to you e.g. other staff in your company	64	22.61%	22.78%	100.00%
	Total	281	99.29%	100.00%	
	Missing	2	0.71%		
	Total	283	100.00%		

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Appendix 13 ANOVA results

Table 31: ANOVA BULATS test scores by Business Sector

Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	76228.600(a)	1	76228.600	526.853	.000	.559
Intercept	1204046.896	1	1204046.896	8321.751	.000	.952
Sector	76228.600	1	76228.600	526.853	.000	.559
Error	60189.680	416	144.687			
Total	1419305.000	418				
Corrected Total	136418.280	417				

a R Squared = .559 (Adjusted R Squared = .558)

Table 32: ANOVA BULATS test scores by Occupation

Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	76323.352(a)	12	6360.279	42.864	.000	.559
Intercept	612695.487	1	612695.487	4129.162	.000	.911
Job Title	76323.352	12	6360.279	42.864	.000	.559
Error	60094.928	405	148.383			
Total	1419305.000	418				
Corrected Total	136418.280	417				

a R Squared = .559 (Adjusted R Squared = .546)

CII

Confederation of Indian Industry

Appendix 14 Summary of Information from Research Interviews

51 members of staff from the Travel & Tourism sector were interviewed under the direction of Mark Knight during July 2009. The following are actual responses to these questions during the research interviews (in some cases they are translations from Hindi or Marathi):

In what situation do you use English? Listening / Reading / Speaking / Writing?

> ➢ *"70% English, 30% Hindi in my job"*
> ➢ *"taking calls, talking to customers, meetings with managers, making presentation and emailing customers"*
> ➢ *I use English in all situations from drafting tour proposals, drawing up itineraries, costing, interacting with clients / agents, airlines and hoteliers"*
> ➢ *"Reading travel literature"*
> ➢ *"Speaking with sales, dealers, hoteliers and customers"*
> ➢ *"Designing packages, helping customers plan and giving details of budget"*
> ➢ *"preparing brochures"*

What is the most difficult task you perform in English?

> ➢ *"Convincing and persuading difficult clients why something can't be done"*
> ➢ *"Sometimes customers can be very rude and degrading - difficult to continue talking politely. Some words or phrases for such situations would be useful"*
> ➢ *"Explaining to agents / clients why some changes in the proposed programme have become necessary e.g. because of local disturbances (political rallies, curfews etc.)"*
> ➢ *"Reading terms and conditions of contracts / agreements does pose a problem sometimes"*
> ➢ *"writing emails that are clear and make an impression on clients"*
> ➢ *"To say 'No' while being polite"*
> ➢ *"When people speak at length, we get stuck"*
> ➢ *As I come from a Rajasthani medium school I find it difficult to express exactly what I want say"*
> ➢ *"Deciphering legal documents and technical jargon"*
> ➢ *"Talking to people with limited English but who take offence if you try to switch to Hindi"*

52

> *"Describing certain situations (e.g. once on a visit to a rural area there was a woman kneading flour. The guest asked what she was doing, but I didn't have the vocabulary to explain)"*

Of the people you talk with, in English, which accents are the most difficult to understand?

> *"American accents. You have to be very attentive"*
> *"US slang causes a problem"*
> *"French and Japanese"*
> *"None, because I previously worked in a call centre with both UK and US processes"*
> *"Tamil Nadu"*
> *"Some sounds from south India"*
> *"UK accents as words are eaten up"*
> *"Far eastern"*
> *"Nigerian accents"*
> *"UK people don't speak in full words, so that's difficult"*
> *"Some problems with the Scottish accent"*

Do you receive any English training form your employer?

Some interviewees had received some training, but most felt that (more) training would be useful.

> *"Everyone who calls expects you to use correct English. Feedback from customers on English not being good does come in…and that's not good!"*
> *"Pronunciation is very important in the travel industry"*
> *"I would like to improve my fluency so that I can speak more confidently. I feel I make a lot of mistakes in grammar"*
> *"In 2 years I have learned to handle difficult customers in English to convince them. It is very challenging and satisfying"*

"It would be useful to learn grammar without rules but with examples that will

53

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Appendix 15 About the Authors and Cambridge ESOL

The authors

Dr Andrew Blackhurst

Andy holds a **PhD in History** from University College London (UK). Before joining Cambridge ESOL, he assisted in teaching and assessing undergraduate students at University College London. He now manages a team with responsibilities for the IELTS exam and Cambridge ESOL Skills for Life exams. He also undertakes operational analyses, research projects, and external presentations related to the above mentioned products. Current research interests include: the assessment of English for academic purposes, language testing and migration, and **the ethics of test usage**.

Ms Christine Walker

Christine holds a **BSc in Food Science** from South Bank University (UK). Before joining Cambridge ESOL she worked in a research laboratory and then as an inventory controller on a manufacturing site. In her current role, she is engaged in statistical analyses for a variety of ESOL examinations.

Cambridge ESOL and Cambridge University

Cambridge ESOL is a part of Cambridge Assessment, a leading international examinations body. Cambridge Assessment (a not-for-profit organisation) is a department of the University of Cambridge, which enjoys a worldwide reputation for outstanding academic achievement and has become a focal point of Europe's high-tech industries and research. Cambridge Assessment itself is part of this 'centre of excellence', researching and developing new forms of assessment and the application of new technologies to the assessment process. The Group provides a wide range of general academic, English for speakers of other languages, vocational and skills-based qualifications in over 150 countries.

Cambridge Assessment comprises three business streams, each of which has its own product range and client base:

• Oxford, Cambridge and RSA Examinations (OCR)

• Cambridge International Examinations (CIE)

• Cambridge ESOL (English for Speakers of Other Languages).

The business streams are supported by a range of corporate services, covering IT, Human Resources, premises and other essential business functions. Cambridge Assessment also supports the University's objective to widen access and make a direct educational contribution to the lives of millions around the world. As part of one of the oldest and most respected universities in the world, Cambridge ESOL (University of Cambridge ESOL Examinations) is responsible for the world's leading range of qualifications for learners and teachers of English for speakers of other languages.

54

Our mission is:

'To provide language learners and teachers in a wide variety of situations with access to a range of high-quality international examinations, tests and teaching awards, which will help them to achieve their life goals and have a positive impact on their learning and professional development experience.'

Cambridge ESOL exams include qualifications in general English, business English and academic English and English for young learners, as well as qualifications for language teachers. Cambridge ESOL exams are characterised by an uncompromising commitment to assessment of the highest quality, recognition by universities, employers and official bodies throughout the world, and a high level of support for learners and teachers. Cambridge ESOL exams are linked to the Common European Framework of Reference for Languages (CEFR), published by the Council of Europe. Cambridge ESOL is also a founding member of ALTE – the Association of Language Testers in Europe.

Research and Validation

Cambridge ESOL exams are supported by the largest dedicated research team of any UK- based provider of English language assessment. The exams are designed to be fair to test takers whatever their background or circumstances, and for this reason an extensive research and validation programme is undertaken to ensure that the questions and tasks used in the exams provide an accurate measure of test takers' true abilities.

The Cambridge ESOL research operation also submits papers to academic journals, makes conference presentations and produces a number of publications geared towards researchers, language test developers and test users. Among them are the quarterly journal Research Notes and a series of books entitled Studies in Language Testing.

Cambridge ESOL Quality Management System

In order to ensure that Cambridge ESOL delivers an appropriate level of quality to its stakeholders, and maintains a policy of continuous improvement, Cambridge ESOL has been engaged since 2004 on a programme leading to external certification of its Quality Management System to the requirements of ISO 9001:2000.

As part of this development, the core Cambridge ESOL processes have been identified, including the following:

• Business Development

• Product Development

• Routine Test Production

• Examination Administration

• Post Exam Processing

• Post Exam Review and Evaluation

• Marketing Services.

A Quality Policy and Quality Manual summarise the operation of the Quality Management System. External assessment was carried out by BSI Management Systems in May 2007, and as a result Cambridge ESOL has been registered under the ISO 9001:2000 standard.

55

Statutory regulation: self-assessment

Cambridge ESOL is accredited as an Awarding Body by the Qualifications and Curriculum Authority (QCA), the statutory regulator for external examinations for England, Wales and Northern Ireland.

In order to comply with the regulatory criteria, accredited Awarding Bodies must carry out self-assessment, to ensure the effective standards, quality and delivery of their qualifications.

The self-assessment covers the following aspects of the business:

• Corporate governance

• Resources and expertise to secure the delivery of qualifications

• Plan of provision

• Content and design of qualifications

• Content and design of assessment

• Application of assessment methods

• Determination and reporting of results

• Registration, certification and malpractice

• Equality and fair assessment

• Customer service

• Enquiries and appeals.

Cambridge ESOL has incorporated these processes into its ISO 9001:2000 programme of continuous improvement.

Association of Language Testers in Europe (ALTE) quality audits

As a founder member of ALTE, Cambridge ESOL has been centrally involved in the development and implementation of the ALTE Quality Management System. The

• ALTE Code of Practice

• ALTE Standards and Principles of Good Practice

• ALTE Quality Management System and Checklists.

The process of setting and monitoring standards began through self-evaluation and monitoring within each ALTE member organisation. A system of peer evaluation was developed and piloted in 2005 in order to carry out the task of assessing and advising members on achieving acceptable standards.

In general terms the ALTE Procedures for Auditing draw on approaches to auditing adopted by EAQUALS and ISO 9001:2000 and aim to be professional, confidential, comprehensive, impartial, consistent and supportive.

www.CambridgeESOL.org

University of Cambridge ESOL Examinations

1 Hills Road

Cambridge, CB1 2EU

United Kingdom

Tel: +44 1223 553355

Fax: +44 1223 460278

E-mail: enquiries@cambridgeesolindia.org