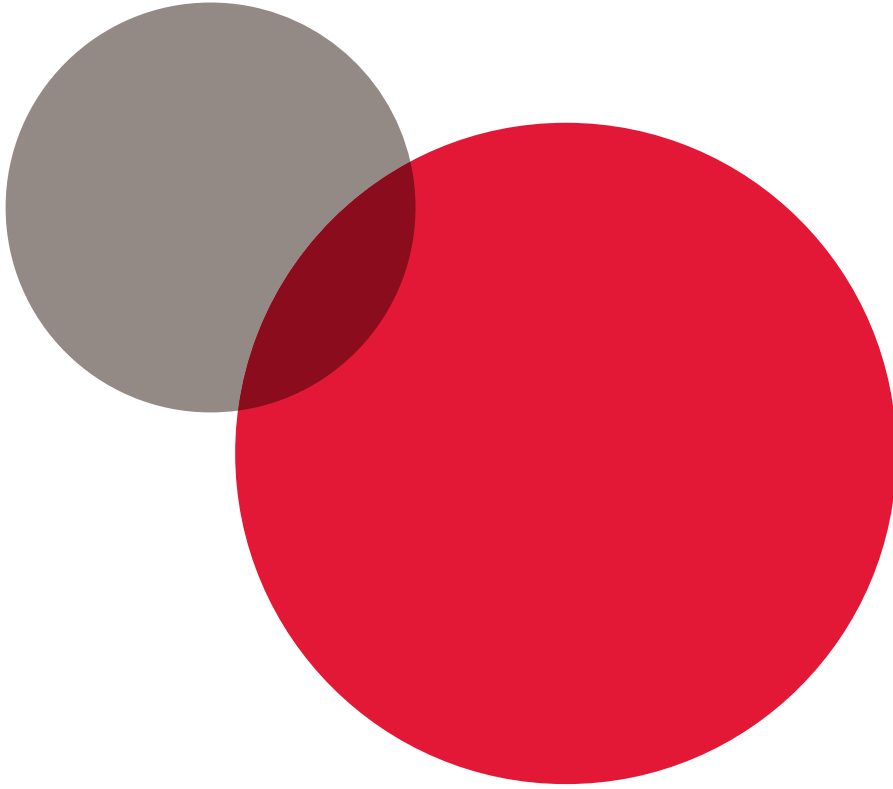


IELTS™

Annual Review 2010

The leading English
test for education
and migration





UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

IELTS is jointly owned by British Council, IDP: IELTS Australia and University of Cambridge ESOL Examinations (Cambridge ESOL). The IELTS test is designed and set by some of the world's leading experts in language assessment to give a true picture of a candidate's language skills.

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A truly global test

2010 was the 15th consecutive year of global growth for IELTS (International English Language Testing System), with a record 1.5 million tests taken around the world. This figure firmly cements the test as the world's most popular high-stakes English language test.

Our continued growth is largely fuelled by demand from educational institutions, employers, professional bodies and immigration authorities for high-quality proof of English language skills. Over 6,000 organisations worldwide rely on the rigour and reliability of IELTS as a tool for assessing English language proficiency and are increasingly specifying IELTS scores as part of their entry, recruitment and immigration procedures.

Another reason for the success of IELTS is that candidates can access the test so easily. People can take IELTS in over 800 locations in more than 130 countries, with tests available up to four times a month. Candidates can also choose from two modules of the IELTS test: Academic or General Training, giving them a choice of tests to achieve their work, study or migration ambitions.

Globally accepted and globally available, IELTS is itself produced by a global partnership. There are three IELTS partners – British Council, IDP: IELTS Australia and University of Cambridge ESOL Examinations (Cambridge ESOL). Their excellent collaboration and complementary sets of skills are largely responsible for the worldwide success of IELTS and its position as the world's premier English language proficiency test.



Highlights of 2010

IELTS breaks the 1.5 million tests mark

A record 1.5 million IELTS tests were taken in 2010. It is the popular choice for people looking for education, migration and employment opportunities around the world.

The US and Canada, followed by the Philippines and Hong Kong, experienced the largest growth over the year, whilst China, Australia and India continue to retain their positions as the largest markets for IELTS.

Increased recognition

Recognition of IELTS continued to expand rapidly in 2010, with hundreds of institutions accepting IELTS results for the first time. Highlights include:

- Approval by the UK Border Agency for Tier 4 student visas and partner visas in the UK.
- Recognition by all undergraduate programmes at 16 campuses of City University of New York. This is the nation's leading urban public university serving more than 480,000 students at colleges and institutions in New York City.
- Recognition by the Solicitors Regulation Authority in the UK. This is the independent regulatory body of the Law Society of England and Wales, regulating more than 120,000 solicitors in England and Wales, as well as registered foreign lawyers.
- Acceptance by University of Louisville, a state-supported metropolitan research university in Kentucky, US. The university is ranked 176th for National Universities according to a recent *US News & World Report*.

- Acceptance by the King Abdulaziz University, Saudi Arabia, which teaches a large array of business and science programmes. Some of the world's leading economists have graduated from this university.

Introduction of test day photography

IELTS is one of the most secure tests in existence, with security controls at every test stage. The IELTS partners are continually developing and reviewing security systems and procedures in order to ensure that multi-layered protocols address security risk.

Yet another layer of security is now being added by the introduction of test day photographs. Candidates will have their photo taken at the test centre and this picture will be displayed on their IELTS Test Report Form. This provides an additional security measure for all recognising organisations, ensuring that the person on the Test Report Form is the person who sat the test.

Hong Kong universities fund final-year students to take IELTS

A record number of final-year undergraduate students registered for an IELTS test in 2010, according to Hong Kong's University Grants Committee (UGC). Over 12,000 students registered for an IELTS test under the Common English Proficiency Assessment Scheme (CEPAS). This figure represents a 2.3% increase from the previous year.

Students clearly value an IELTS result when proving their English language proficiency to employers, and universities can use their results to measure score gains (increases in language proficiency) as they leave university.

Since the establishment of the IELTS CEPAS testing centre in Hong Kong in 2002, over 67,000 UGC-funded students have completed the test. The test centre was jointly set up through the offices of IDP Education and British Council in Hong Kong. Robust communication between the test centre, the UGC and university registrars also takes place, ensuring the candidate registration process runs smoothly.

The University Grants Committee is the non-statutory body which advises the Government of the Hong Kong Special Administrative Region on the funding and strategic development of higher education in Hong Kong.

Platinum sponsor at NAFSA

The 2010 NAFSA Annual Conference in Kansas City, Missouri attracted 7,200 delegates and was an opportunity for professionals in international education and exchange, campus leaders, policy experts, industry partners, experienced practitioners, students and international colleagues to participate in more than 250 workshops, sessions, seminars and networking opportunities.

IELTS is a NAFSA Global Advisor and had a stand at the event. Involvement included platinum sponsorship of the conference tote bags and the running of an informative session on 'Putting People First: IELTS Quality, Fairness, and Service'.

IELTS voted best stand at EAIE

The fresh, vibrant look of the IELTS stand made such a huge impact at the 22nd EAIE Conference in Nantes, France, that it was voted best stand.



Over 3,500 international higher education professionals attended the event from 82 countries around the world, making it the largest exhibition to date.

Six Korean students receive IELTS scholarship

The Korea Herald, British Council Korea and IDP Education awarded scholarships to six Korean high school students under their joint programme to help students prepare to study in the US through IELTS.

The six recipients – Lee Kun-woo, Lee Ji-won, Yoo Mi-rim, Lee Ye-ram, Oh Han-bit and Lee Woo-jin – each received a 1-million-won scholarship at an award ceremony at Herald Media Inc. in Seoul.



Extensive training for the global examiner network

All 6,200+ IELTS examiners are fully qualified, graduate professionals in ESL. Over 1,400 new examiners were trained in 2010, in order to meet the significant increase in the number of IELTS tests and testing locations.

IELTS responds to growing global demand

As the global demand for IELTS increases dramatically, thousands of extra places are made available. New test locations open, and many of our existing centres substantially increase their testing capacity each year.

In 2010 new test locations opened in:

Australia
 China
 Cyprus
 Finland
 France
 India
 Iran
 Ireland
 Japan
 Kazakhstan
 Latvia
 Libya
 Madagascar
 Montenegro
 Norway
 Oman
 Poland
 Trinidad and Tobago
 Turkey
 Ukraine
 United Kingdom
 United States

IELTS rises to the challenge

IELTS operates in many diverse locations in often difficult or dangerous environments. IELTS tests were conducted (by the British Council) in both Afghanistan and Iraq in 2010, where candidates and test day staff follow rigorous security checks in order to make IELTS happen.

New centre in Australia

In August 2010, the Queensland University of Technology (QUT) opened its new IELTS testing facility in Brisbane, Australia. Offering both General Training and Academic modules, the new test centre is conveniently located at the QUT International College on QUT's Kelvin Grove campus, only two kilometres from Brisbane's city centre.



Destinations spotlight

The main reason candidates choose IELTS is to help them move to another country to live, work and study.

IELTS is the English test of choice for migration authorities around the world. We have been working with immigration authorities in Canada, Australia, the UK and New Zealand for many years to make sure that IELTS meets their needs and ensures migrants and students have the language skills they need to integrate into their new countries.

IELTS sets the standard for Canadian migration

New Canadian migration rules make IELTS even more valuable for people who want to live and work in Canada. IELTS is one of only two tests recognised by Citizenship and Immigration Canada (CIC) as proof of language proficiency for skilled migrant workers intending to live or work in Canada.

IELTS is recognised by 286 organisations in Canada, including the highly ranked McGill University, University of Toronto, University of British Columbia, University of Alberta and Simon Fraser University.

Continued growth in the US

IELTS International, the US organisation jointly owned by the IELTS partners, is responsible for US recognition and stakeholder relations. It is also responsible for the establishment and management of the administration and delivery of the IELTS test throughout the US test centre network.

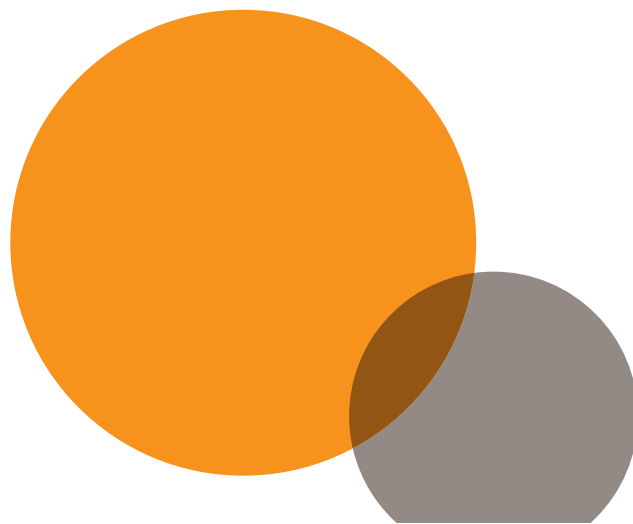
IELTS International has expanded access to the exam, with increased availability and frequency for test takers living and working in the US. In 2010, 14 new testing venues

opened, resulting in over 50 centres and testing locations across the country. This expansion has led to remarkable growth in US candidature, with 2010 marking the highest number of IELTS test takers taking the test in the US, to date.

In 2010, hundreds of US higher education institutions and programmes recognised IELTS for education, as IELTS has become increasingly popular among US stakeholders for education and professional accreditation. IELTS International met with numerous stakeholders on their campuses, as well as at industry conferences and events, to answer questions about IELTS and assist organisations in better understanding the test and its uses. IELTS was represented at over 35 national and regional conferences and events throughout the year.

One of the year's highlights was our participation in and sponsorship of EducationUSA Triennial Workshops in Prague for the Euroasia event and in Pretoria for the Africa meeting. This was an opportunity to inform international EducationUSA advisors and US colleagues about the increased use of IELTS in the US and access to exams globally.

In addition, IELTS International produced and facilitated a series of professional development workshops for ESL teachers, to provide an introductory overview specifically designed for teachers interested in integrating IELTS test preparation in curricula and ESL courses.



Engaging with stakeholders

The IELTS partners are always looking for opportunities to meet with our stakeholders in the teaching profession, higher education, immigration authorities, professional registration bodies and other users of the test. This is one of the ways we can better understand the needs of the different groups we work with and ensure IELTS continues to be relevant and customer focused.

Here are some highlights of our stakeholder engagement in 2010.

Sponsorship of the AACC International Reception

In April, IELTS International co-sponsored the International Reception at the American Association of Community Colleges (AACC) Annual Convention in Seattle, Washington. IELTS International supports AACC's mission to advance the recognition of the role of American community colleges and its commitment to diversity on community college campuses.

Workshops for ESL teachers in the US

IELTS International offered free professional development seminars to ESL teachers prior to seven major TESOL conferences.

Teachers received IELTS information about language testing, statistics, current research, band scoring and test use in the US. In addition, they shared ideas about how to integrate IELTS preparation into academic course curricula, and were given free resources including classroom-ready activities and syllabus materials.

Information sessions for stakeholders in Australia

IELTS Australia delivered nine information sessions in the capital cities around Australia, connecting with more than 220 stakeholders.

The 3-hour sessions were tailored for assessing authorities, employers and tertiary education providers, particularly staff in the areas of international student recruitment and admissions, teaching and learning support, policymakers and academics from the disciplines of language and education.

Participants particularly valued working through practical exercises, looking at listening and reading questions, writing tasks and authentic candidate responses, and Speaking test clips.

Bespoke information sessions in the UK

British Council tailored its information sessions to the needs of its UK stakeholders in 2010, holding bespoke sessions for the General Dental Council, the General Medical Council and the Solicitors Regulation Authority, among others. The audiences were keen to learn about the validity of the IELTS test, as well as the paper production process and security controls.

Lead sponsor of 4th Going Global conference in London, UK

This was a chance to meet policy, education and government decision makers from around the world. An interactive session by IELTS, entitled 'You can't ask that', was well received by delegates. It explained the process of developing new test questions to ensure IELTS is fair to all.

IELTS research grants in 2010

The IELTS programme of research includes academic research by the three IELTS partners and sponsorship of independent researchers through grant funding by British Council and IDP: IELTS Australia.

Over 80 research reports from the grant-funded programme have been published in 11 volumes, and the reports are available for download at

www.ielts.org/researchers/grants_and_awards.aspx

Applications for grant funding are received by the IELTS partners every year on or before 30 June.

The following projects were awarded grant funding in 2010:

Li-Shih Huang, <i>The University of Victoria, Canada</i>	<i>Cognitive processes involved in performing the IELTS Speaking Test: Respondents' reported strategic behaviours in testing and non-testing contexts</i>
John Knox and Mehdi Riazi, <i>Macquarie University, Australia</i>	<i>An Investigation of the Relations between Candidates' L1 and the Discourse of Written Performance on the IELTS Academic Writing Test</i>
Pamela Humphreys, Michael Haugh, Rowan Michael, Ian Walkinshaw, Ben Fenton-Smith and Ana Lobo, <i>Griffith University, Australia</i>	<i>International Student English Proficiency Changes: Tracking international student proficiency over time, by entry pathway, and evaluating an English language enhancement course</i>
Stephen Bax, <i>The University of Bedfordshire, UK</i>	<i>New insights into cognitive processes: researching IELTS reading tasks through eye-tracking technology</i>
Huei-Lien Hsu and Fred Davidson, <i>The University of Illinois, USA</i>	<i>Rater perception of varieties of English and its impact on interactive communication in the IELTS speaking tests</i>
Elizabeth Arrigoni and Victoria Clark, <i>The American University in Cairo, Egypt</i>	<i>Establishing appropriate IELTS cut-scores for admissions and placement decisions at an English-medium university in Egypt</i>

Winner of Caroline Clapham IELTS Masters Award 2010

Since 2000, the IELTS partners have presented an award for the Master's-level dissertation or thesis in English which makes the most significant contribution to the field of language testing. In 2010, the award was renamed after Caroline Clapham in recognition of her contributions to IELTS in particular and language testing in general.

Thom Kiddle was chosen as the first recipient of the renamed award for his dissertation entitled 'The effect of mode of response on a semi-direct test of oral proficiency'. The dissertation was submitted to Lancaster University and was supervised by Dr Judit Kormos.

Thom Kiddle was presented with his award – a certificate and a cheque for £1,000 – at the annual Language Testing Research Colloquium in Ann Arbor, Michigan.

Caroline Clapham

Caroline was a leading expert in language testing and a much-loved member of the language testing community at large. She was an established researcher and, after many years working for Lancaster University, joined Cambridge ESOL as a member of the team working on IELTS within the Research and Validation group. Caroline was the research co-ordinator for the IELTS development project in the 1980s, regularly reviewed for academic journals, contributed to editorial advisory boards and served the International Language Testing Association (ILTA) as both Secretary/Treasurer and President. For over 20 years she advised aspiring language testers from around the world and was widely respected by her students for her supportive supervision and fair judgements as a doctoral examiner. She is sadly missed.



Band score information

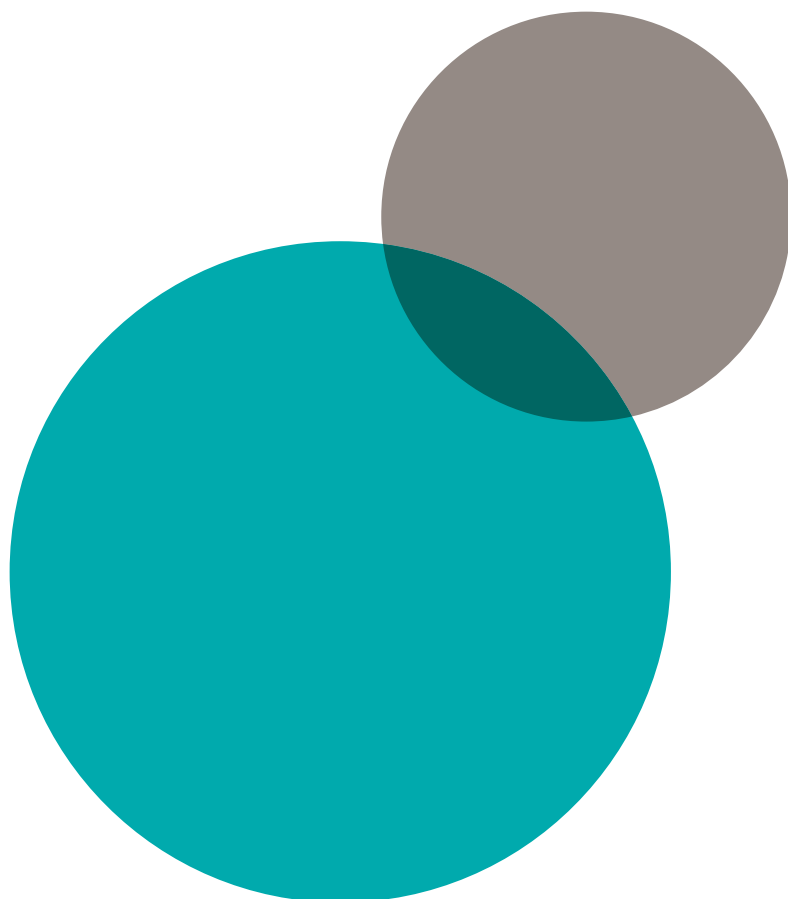
IELTS is assessed on a 9-band scale and reports scores both overall and by individual skill. Overall band scores for Academic and General Training candidates in 2010 are shown together with scores for individual skills according to a variety of classifications. These figures are broadly in line with statistics for previous years.

N.B. For place of origin and first language, the tables show the top 40 places and languages, listed alphabetically. Actual test scores are registered in whole and half bands only (e.g. 6 or 6.5).

Academic and General Training candidates

The following table shows the split between the Academic and General Training candidature in 2010.

	2010
Academic	73.8%
General Training	26.2%



Gender

Candidates receive an overall band score as well as individual scores for each test component (Listening, Reading, Writing and Speaking).

These figures show the mean overall and individual band scores achieved in 2010 by Academic and General Training candidates according to their gender.

Mean band scores for female candidates

	Listening	Reading	Writing	Speaking	Overall
Academic	6.1	6.1	5.6	5.9	6
General Training	6.2	5.8	5.9	6.3	6.1

Mean band scores for male candidates

	Listening	Reading	Writing	Speaking	Overall
Academic	5.9	5.9	5.4	5.8	5.8
General Training	6.2	5.8	5.8	6.2	6.1



Reason for taking IELTS

These tables show the percentage of Academic and General Training candidates who achieved each overall band score according to their reason for taking the test.

Academic candidates: Reason for taking IELTS Overall band score and candidates in %

Academic	Below 4	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
For employment	0%	1%	3%	6%	12%	18%	22%	19%	12%	5%	1%	0%
For higher education extended course (three months or more)	1%	3%	8%	15%	21%	20%	14%	9%	5%	2%	1%	0%
For higher education short course (up to three months)	2%	4%	11%	18%	20%	17%	13%	8%	5%	2%	0%	0%
For immigration	0%	1%	2%	6%	12%	17%	19%	17%	12%	8%	4%	1%
For other education purposes	2%	4%	9%	16%	21%	19%	14%	9%	5%	2%	0%	0%
For personal reasons	1%	4%	9%	15%	19%	19%	16%	10%	5%	2%	0%	0%
For professional registration (not medical)	1%	1%	3%	5%	9%	14%	21%	21%	13%	8%	3%	0%
For registration as a dentist	0%	0%	1%	3%	6%	15%	23%	23%	16%	9%	3%	0%
For registration as a doctor	0%	0%	1%	2%	5%	12%	22%	23%	18%	11%	4%	1%
For registration as a nurse (including CGFNS)	0%	0%	1%	2%	7%	17%	25%	22%	13%	7%	4%	1%
Other	1%	3%	8%	13%	17%	19%	17%	12%	7%	3%	1%	0%

General Training candidates: Reason for taking IELTS
Overall band score and candidates in %

General Training	Below 4	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
For employment	2%	3%	8%	14%	21%	23%	15%	8%	4%	1%	1%	0%
For higher education extended course (three months or more)	3%	5%	10%	14%	20%	21%	14%	7%	3%	1%	0%	0%
For higher education short course (up to three months)	3%	3%	8%	14%	21%	24%	14%	7%	3%	1%	0%	0%
For immigration	1%	1%	4%	9%	16%	21%	19%	13%	8%	4%	2%	0%
For other education purposes	4%	8%	13%	16%	20%	19%	11%	6%	2%	1%	0%	0%
For personal reasons	2%	3%	5%	12%	19%	23%	18%	11%	6%	2%	1%	0%
For professional registration (not medical)	1%	2%	3%	6%	15%	24%	21%	15%	8%	3%	1%	0%
For registration as a dentist	1%	3%	4%	13%	14%	16%	19%	16%	7%	4%	3%	0%
For registration as a doctor	1%	2%	5%	11%	16%	19%	18%	12%	8%	4%	2%	0%
For registration as a nurse (including CGFNS)	1%	2%	5%	8%	16%	23%	17%	11%	8%	4%	4%	0%
Other	2%	3%	8%	14%	21%	23%	15%	8%	4%	1%	1%	0%

Place of origin

These figures show the mean overall and individual band scores achieved in 2010 by Academic and General Training candidates from the top 40 places of origin.

Mean band score for the most frequent countries or regions of origin (Academic)

Academic	Listening	Reading	Writing	Speaking	Overall
Bangladesh	5.8	5.6	5.5	5.8	5.7
Brazil	6.8	6.9	6.2	6.8	6.7
China (People's Republic)	5.7	5.9	5.2	5.3	5.6
Colombia	6.3	6.5	5.7	6.4	6.3
Cyprus	6.4	5.9	5.7	6.3	6.1
Egypt	6.3	6.1	5.8	6.3	6.2
France	6.9	7.2	6	6.4	6.7
Germany	7.5	7.3	6.5	7.2	7.2
Greece	7.2	7	6.1	6.5	6.8
Hong Kong	6.8	6.7	5.8	6	6.4
India	6.3	5.8	5.7	6	6
Indonesia	6.3	6.4	5.6	6	6.2
Iran	5.8	5.7	5.7	6.3	6
Iraq	5.7	5.5	5.3	6.2	5.7
Italy	6.4	7	5.8	6.3	6.4
Japan	6	6	5.3	5.7	5.8
Jordan	5.7	5.5	5.2	5.9	5.6
Kazakhstan	5.8	5.9	5.6	6	5.9
Korea, South	6.1	6.1	5.3	5.7	5.9
Kuwait	5.3	5	4.9	5.7	5.3
Libya	5.2	5.1	5.1	5.8	5.4
Malaysia	7.2	7	6.2	6.6	6.8
Mexico	6.5	6.7	5.9	6.4	6.4
Myanmar	6.2	6.2	5.7	6	6.1
Nepal	6.3	5.8	5.7	5.9	6
Nigeria	6.2	6.1	6.3	7.1	6.5
Oman	5.1	5	4.9	5.6	5.2
Pakistan	5.9	5.7	5.8	6.1	5.9
Philippines	7	6.6	6.2	6.8	6.7
Qatar	4.8	4.6	4.5	5.3	4.9
Russia	6.6	6.6	5.9	6.6	6.5
Saudi Arabia	5	4.9	4.7	5.7	5.1
Spain	6.6	6.9	6	6.4	6.5
Sri Lanka	6.4	6	5.9	6.4	6.3
Sudan	5.8	5.7	5.6	6.2	5.9
Taiwan	5.8	5.9	5.4	5.8	5.8
Thailand	5.9	5.9	5.3	5.8	5.8
Turkey	6	6	5.5	6	5.9
United Arab Emirates	5	4.8	4.7	5.4	5.1
Vietnam	5.9	6.1	5.6	5.7	5.9

Mean band score for the most frequent countries or regions of origin (General Training)

General Training	Listening	Reading	Writing	Speaking	Overall
Bangladesh	5.9	5.3	5.7	6.1	5.8
Brazil	6.5	6.4	6.2	6.8	6.5
China (People's Republic)	6.3	6.1	5.7	5.9	6.1
Colombia	5.7	5.7	5.6	6	5.8
Egypt	6.1	5.7	5.8	6.3	6.1
France	6.9	6.8	6.3	6.8	6.8
Germany	6.9	6.6	6.4	7.1	6.8
Hong Kong	6.7	6.4	5.9	6.2	6.4
India	6.3	5.7	5.8	6.2	6.1
Indonesia	6.7	6.2	5.9	6.3	6.3
Iran	5.7	5.4	5.8	6.3	5.9
Iraq	5.7	5.3	5.5	6.3	5.8
Italy	6.2	6.3	5.8	6.4	6.2
Japan	6	5.6	5.5	5.9	5.8
Jordan	6	5.6	5.5	6.3	5.9
Kenya	6.8	6.4	6.7	7.3	6.9
Korea, South	5.8	5.5	5.3	5.5	5.6
Lebanon	6.3	5.9	5.9	6.6	6.2
Malaysia	7.3	6.8	6.5	6.9	6.9
Mauritius	6.5	5.9	6.2	6.7	6.4
Mexico	6.3	6.4	6	6.6	6.4
Nepal	6.2	5.6	5.8	6.1	6
Nigeria	5.9	5.9	6.6	7.1	6.4
Pakistan	6.2	5.7	6.1	6.5	6.2
Palestine	5.8	5.4	5.6	6.3	5.9
Philippines	6.3	5.7	6	6.4	6.1
Romania	6.4	6.3	6	6.3	6.3
Russia	6.3	6.4	6	6.4	6.3
Saudi Arabia	4.7	4	4.5	5	4.6
Singapore	7.6	7.2	6.9	7.5	7.3
South Africa	7.4	7	7.2	8.3	7.6
Sri Lanka	6.2	5.7	5.9	6.4	6.1
Syria	5.9	5.6	5.6	6.3	5.9
Taiwan	6.1	5.8	5.7	6.2	6
Thailand	5.6	5.2	5.3	5.7	5.5
Turkey	5.9	5.6	5.5	6	5.8
Ukraine	6	6	5.8	6.2	6.1
United Arab Emirates	4.4	3.7	4.3	5	4.4
Venezuela	6.2	6.3	6	6.4	6.3
Vietnam	5.8	5.6	5.7	5.8	5.8

First language

These figures show the mean overall and individual band scores achieved in 2010 by Academic and General Training candidates from the top 40 first language backgrounds.

Mean band scores for the most common first languages (Academic)

Academic	Listening	Reading	Writing	Speaking	Overall
Amharic	5.5	4.9	5.5	6.1	5.6
Arabic	5	5.2	4.9	5.7	5.3
Bengali	5.6	5.9	5.6	5.9	5.8
Burmese	6.2	6.2	5.8	6	6.1
Chinese	6	5.8	5.3	5.4	5.7
Dutch	7.8	7.9	6.8	7.6	7.6
English*	7	7.5	6.8	7.6	7.3
Farsi	5.8	5.8	5.7	6.3	6
French	6.9	6.7	6	6.5	6.6
German	7.3	7.5	6.6	7.2	7.2
Greek	6.6	6.9	6	6.4	6.5
Gujarati	5.6	6.1	5.5	5.8	5.8
Hindi	6.1	6.6	5.8	6.2	6.2
Indonesian	6.4	6.3	5.6	6	6.2
Italian	7	6.4	5.8	6.3	6.4
Japanese	6	6	5.3	5.7	5.8
Kannada	6.5	7	6.3	6.8	6.7
Kazakh	5.8	5.8	5.6	6	5.8
Korean	6.1	6.1	5.3	5.7	5.9
Lithuanian	6.7	7.1	5.9	6.4	6.6
Malay	6.8	7	6	6.5	6.6
Malayalam	6.3	6.6	6.1	6.3	6.4
Marathi	6.4	6.9	6.2	6.5	6.6
Nepali	5.8	6.3	5.7	6	6
Other	6.1	6.4	6.1	6.8	6.4
Pashto	5.4	5.5	5.5	6	5.7
Polish	6.9	7.1	6.2	7	6.9
Portuguese	6.8	6.7	6.1	6.8	6.7
Punjabi	5.4	5.8	5.2	5.4	5.5
Romanian	7.1	7.2	6.2	6.8	6.9
Russian	6.5	6.5	5.9	6.5	6.4
Singhalese	6.1	6.5	6	6.5	6.3
Spanish	6.7	6.4	5.9	6.5	6.4
Tagalog	6.6	7	6.2	6.8	6.7
Tamil	6.2	6.6	5.9	6.4	6.4
Telugu	5.9	6.5	5.8	6.1	6.2
Thai	5.9	5.9	5.3	5.7	5.8
Turkish	6	6.1	5.5	6	5.9
Urdu	5.7	6	5.8	6.1	6
Vietnamese	6.1	5.9	5.6	5.7	5.9

*First language as self-chosen by candidates drawn from a wide range of nationalities.

Mean band scores for the most common first languages (General Training)

General Training	Listening	Reading	Writing	Speaking	Overall
Afrikaans	7.2	6.8	6.9	8.1	7.3
Arabic	5.4	4.9	5.2	5.8	5.4
Bengali	6	5.4	5.7	6.2	5.9
Chinese	6.3	6.2	5.7	5.9	6.1
Creole	6.4	5.9	6.2	6.6	6.3
English*	7.3	6.9	7	7.7	7.3
Farsi	5.7	5.4	5.8	6.3	5.9
French	6.5	6.3	6.2	6.7	6.5
German	6.9	6.6	6.4	7.1	6.8
Gujarati	6.2	5.5	5.7	6.1	5.9
Hindi	6.5	5.8	5.9	6.4	6.2
Hungarian	6.3	5.9	5.8	6.3	6.1
Indonesian	6.7	6.2	5.9	6.3	6.3
Italian	6.2	6.2	5.8	6.3	6.2
Japanese	6	5.6	5.5	5.9	5.8
Kannada	6.8	6.2	6.3	6.8	6.6
Korean	5.8	5.5	5.3	5.5	5.6
Malay	7.1	6.6	6.4	6.9	6.8
Malayalam	6.5	6	6.1	6.4	6.3
Marathi	6.8	6.2	6.3	6.8	6.6
Nepali	6.2	5.6	5.8	6.1	6
Other	6.2	5.8	6.3	6.9	6.4
Pashto	6	5.4	5.9	6.4	6
Polish	6.5	6.2	6	6.7	6.4
Portuguese	6.4	6.3	6.1	6.7	6.5
Punjabi	6.1	5.3	5.6	5.9	5.8
Romanian	6.4	6.2	6	6.3	6.3
Russian	6.2	6.2	5.9	6.3	6.2
Sindhi	6.3	5.8	6.1	6.6	6.2
Singhalese	6.3	5.7	5.9	6.4	6.1
Spanish	6	6	5.8	6.2	6.1
Tagalog	6.3	5.7	6	6.4	6.1
Tamil	6.4	5.9	5.9	6.4	6.2
Telugu	6.6	5.9	6	6.4	6.3
Thai	5.6	5.2	5.3	5.6	5.5
Turkish	5.9	5.6	5.5	6	5.8
Ukrainian	5.9	5.9	5.8	6.2	6
Urdu	6.3	5.7	6.1	6.5	6.2
Vietnamese	5.8	5.6	5.7	5.8	5.8
Yoruba	5.7	5.8	6.4	6.9	6.3

*First language as self-chosen by candidates drawn from a wide range of nationalities.

British Council
Bridgewater House
58 Whitworth Street
Manchester, M1 6BB
United Kingdom

Tel 44 161 957 7755
Fax 44 161 957 7762
email ielts@britishcouncil.org

IDP: IELTS Australia
Level 8
535 Bourke Street
Melbourne VIC 3000
Australia

Tel 61 3 9612 4400
Fax 61 3 9629 7697
email ielts.communications@idp.com

University of Cambridge
ESOL Examinations
1 Hills Road
Cambridge, CB1 2EU
United Kingdom

Tel 44 1223 553997
Fax 44 1223 460278
email ielts@CambridgeESOL.org

IELTS International
825 Colorado Boulevard Suite 112
Los Angeles, CA 90041
USA

Tel 1 323 255 2771
Fax 1 323 255 1261
email ielts@ieltsintl.org

www.ielts.org



UNIVERSITY of CAMBRIDGE
ESOL Examinations

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