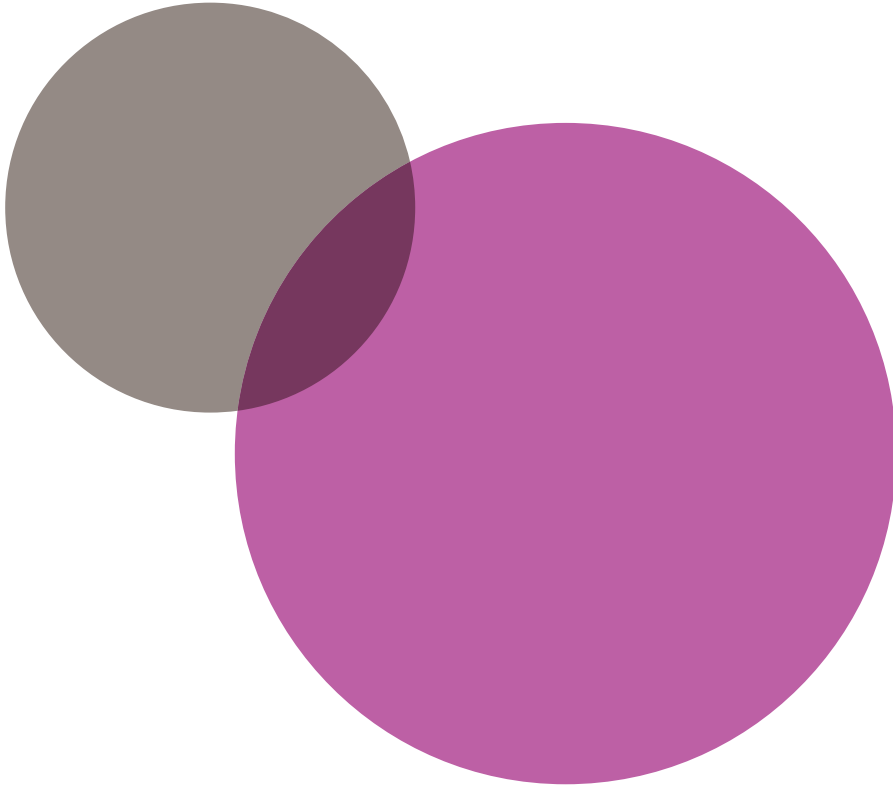


IELTS™

Annual Review 2009

The world's leading English
language test for study
and migration





UNIVERSITY of CAMBRIDGE
ESOL Examinations

IELTS is jointly managed 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.

IELTS is accredited by OFQUAL, the government's regulator for examinations in England, and by its counterparts in Wales and Northern Ireland.

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A worldwide success story

IELTS was created 20 years ago to offer a fair and reliable test of English language proficiency for higher education and migration. Since then, IELTS has grown to become the world's premier English language proficiency test, impacting positively on the life opportunities of millions of candidates who have taken the test in the last two decades. In 2009 over 1.4 million IELTS tests were taken across the globe, making it the leading test of its kind. The test is administered in over 130 countries and IELTS scores are recognised by over 6,000 universities and colleges worldwide, encompassing over 3,000 institutions and programmes in the USA, including all Ivy League schools.

IELTS tests are held in over 700 locations worldwide with tests up to four times a month. Candidates can choose from two types of IELTS test: Academic or General Training, depending on whether they want to study, work or migrate. Both tests consist of four modules: Listening, Reading, Writing and Speaking. IELTS results are graded on the unique IELTS 9-band scale.

The integrity of IELTS is built on the solid foundations of its partners, British Council, IDP: IELTS Australia and University of Cambridge ESOL Examinations (Cambridge ESOL). Each partner contributes a set of skills which, when combined, creates the high quality, fit for purpose test users demand.

IELTS' worldwide success can be attributed to growth in demand from governments, employers and education institutions who want a reliable, secure, accessible and high quality assessment tool for testing English language proficiency. As a result, IELTS continues year after year to be the preferred choice of both candidates and organisations that seek proof of English language skills.



Highlights of 2009

This was a year of celebration for IELTS. In addition to reaching the highest number of candidates ever in our 20th anniversary year, the IELTS partners also celebrated Cambridge University's 800th anniversary, British Council's 75th and IDP Education's 40th.

Record Growth

In the face of an international background of challenging economic conditions, 2009 saw over 1.4 million tests taken, making IELTS the world's most widely taken test of English for migration and higher education purposes. This follows a pattern of steady growth over several years, with the number trebling since 2004.

The global IELTS network

The IELTS network continues to expand, with centres in many countries opening new venues or expanding their capacity. IELTS is one of the most widely available English language tests in the world.

Across the world, 36 new centres have been opened, including strong growth in Europe, the US, Australia and the Middle East.

Moscow, St Petersburg, Amsterdam, Toronto, Oman and Saudi Arabia are now represented and there are two new centres in the People's Republic of China.

Australia was cited by IELTS test takers across the global network as their most popular destination in 2009, overtaking the UK as the destination most sought by IELTS test takers.

US Growth

IELTS International, the US organisation jointly owned by the IELTS partners, enjoyed an excellent year of test centre growth and now has 40 locations across the US.

Frequency of testing has also increased in many locations; candidates can select to sit the test at four sessions every month.

In the area of recognition, IELTS had a pleasing year, particularly with undergraduate institutions. Recognition statistics indicate strong growth with over 3,000 programmes, institutions, faculties and departments recognising IELTS. Additions in 2009 include the prestigious Stanford Graduate School of Business and Dartmouth University Graduate School, as well as elite private colleges, public universities and community colleges.

IELTS International attended 17 conferences and events around the US in 2009, and celebrated the 20th anniversary at each event by serving birthday refreshments.

A stakeholder e-newsletter – IELTS Connect – was launched to current US stakeholders, including stories highlighting IELTS security, US test centre expansion, IELTS 20th anniversary events, the ThinkEducationUSA sponsorship and upcoming 2010 events and plans.

The IELTS USA Facebook page was launched in 2009, and the page is refreshed frequently with photos from various US conferences and events, and US test centres. More information is planned to be uploaded in 2010, including suggestions for test taking, preparations for the test day and discussions and feedback from candidates and stakeholders.

Stakeholders

IELTS seeks to work closely with stakeholders throughout the language teaching profession, higher education, professional registration bodies, immigration authorities and other users of the test. We take every opportunity to meet with stakeholders to ensure IELTS remains customer focused and fit for purpose.

During 2009, IELTS sponsored over 50 major global education events, including Education UK, the National Association of College Admission Counselling (NACAC) and the National Association of Foreign Student Advisors (NAFSA) in the USA, the Australian International Education Conference (AIEC) and European Association for International Education (EAIE) in Madrid. These events give an opportunity for stakeholders to speak directly with the IELTS partners.

IELTS continues to support the Australian Government's Department of Immigration and Citizenship in its work with immigrants who apply to Australia for skilled migration visas. IELTS is also used for migration purposes by immigration and border agencies in New Zealand, the UK, Canada, and Ireland. By working closely with these agencies to understand their individual needs, the IELTS partners can offer a high level of service to stakeholders and customers.

The IELTS partners recognise that stakeholders relying on IELTS value accessibility and ongoing support. In the UK, the British Council ran a series of five stakeholder information seminars, focussing on test development and selecting appropriate bandscores. In Australia, IDP Education travelled across Australia and New Zealand delivering six information sessions to diverse groups including government, migration agents, the ELT community and education agents.

Regular communication

To enhance IELTS' communications with its stakeholders, the IELTS partners launched three e-newsletters in 2009. British Council keeps in touch with stakeholders in the UK four times a year with a successful British Council IELTS E-Bulletin. IDP Education has launched 'Expressions' which is distributed 11 times a year to a rapidly expanding subscriber base and, in the USA, IELTS International's newsletter is also produced quarterly.

These e-newsletters offer updates and advice directly to stakeholders on the issues that matter to them. Surveys within the newsletters ensure that readers have a feedback channel to provide their comments on the newsletters and identify areas of interest. Each newsletter provides contact details and reminds stakeholders how they can get in touch with the IELTS partners directly.

The 'IELTS Scores Explained' DVD has continued to be in demand. The DVD provides information specifically tailored to organisations wanting a detailed description of IELTS scores (i.e. what people can achieve at each band score level) and information on how to set appropriate standards of English proficiency for each organisation's needs.

Recognition

Recognition of IELTS continued to expand rapidly during 2009, with over 6,000 institutions now recognising IELTS. Highlights include:

- Recognition within the UK's new points-based immigration system.
- In the USA, all Ivy League schools now accept IELTS scores from overseas applicants.

- The Beijing University of Posts and Telecommunications was the first major university in the People's Republic of China to officially recognise IELTS. This has now been joined by Nanjing University of Aeronautics and Astronautics, and the School of Education & Training Renmin University of China, Shanghai International Studies University, Sichuan International Studies University and China Agricultural University, amongst others.

Test Development

The IELTS partners remain committed to offering tests of the highest possible quality. This means that all aspects of the test, assessment processes and support systems are monitored and will evolve as necessary to ensure IELTS remains fit for purpose.

In 2009, a change was made to the General Training Reading paper. This was a significant development. Section 2 of the General Training Reading paper changed its focus from a training context to a workplace context (e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff developments, etc.).

The General Training test is increasingly recognised by employers, professional bodies and immigration authorities and this development ensures that the test will meet more closely the needs of candidates who take IELTS for employment or immigration purposes.



20 years of innovation

Setting the standard

IELTS tests the English language skills candidates need in the real world. Through decades of considered research and evidence-based change, IELTS has remained committed to assessing all four language skills (reading, writing, listening and speaking) with a face-to-face speaking component. IELTS remains committed to face-to-face speaking tests to reflect real world interactions. This authentic approach continues to set IELTS apart from other English language tests.

The 'real world' nature of the test is why IELTS research has focused continually on two major aspects of understanding. Firstly, how the nature and use of English is changing in a linguistic context, and secondly, how these developments need to be reflected in IELTS. By constantly investing in high quality research and maintaining the pace of innovation, IELTS has been able to remain the most valid and relevant test of a candidate's English language skills.

IELTS – A history of innovation

The forerunner to IELTS was the English Language Testing Service (ELTS) introduced in 1980 by British Council and Cambridge ESOL. The test had an innovative format that reflected changes in language learning and teaching theory, and developments in language testing. Test tasks were based on an analysis of the ways in which language was used in academic contexts and were intended to reflect the use of language in the 'real world'.

Ongoing research and development and

broader international participation with the involvement of the International Development Program of Australian Universities and Colleges (IDP), now known as IDP Education Australia, led to a revised testing system in 1989.

British Council, IDP Education and Cambridge ESOL formed an international partnership, reflected in the new name for the test: the International English Language Testing System.

From 1989, two formats of the test were available – Academic and General Training, meaning IELTS candidates took two non-specialised modules, Listening and Speaking, and two specialised modules, Reading and Writing.

Further modifications to the test were implemented in April 1995. A revised IELTS Speaking Test was introduced in July 2001. New assessment criteria for the Writing Test were operationalised in January 2005. A modification to the General Training Reading Test was made in 2009 to change its focus from a training context to a work context.

Ongoing research and development

IELTS is backed by an extensive programme of research, validation and test development which underpins the quality of the test. Ongoing research ensures that IELTS remains fair and unbiased for anyone who sits the test, regardless of nationality, background, gender, lifestyle or location.

The IELTS test materials are written by international teams of experts. The rigorous processes used to produce the test materials ensure that every version of the test is of a comparable level of difficulty, so that candidates' results demonstrate reliability wherever and whenever they take the test.

Research highlights

IELTS validation studies have been documented in five volumes of *Studies in Language Testing*; a series published by Cambridge University Press: Clapham (1996), Hawkey (2006), Taylor & Falvey (2007), Green (2007) and Davies (2008).

Ten volumes of IELTS Research Reports have captured more than 55 independent studies relating to the IELTS test. This makes the test one of the most researched English language proficiency tests in use.

Highlights

- A four year development project led to the launch of the English Language Testing System in 1980.
- The five year IELTS Validation project (led by Alan Davies) and three year IELTS Revision projects (led by Charles Alderson) preceded the launch of the International English Language Testing System in 1989.
- Further revisions created IELTS in substantially its present form in 1995.
- The revision of the Speaking component following a project undertaken between 1998 and 2001.
- Changes to the Writing assessment, following a project undertaken between 2001 and 2005.



IELTS research grants in 2009

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 Education.

The following projects were awarded grant funding in 2009:

Dr Elizabeth Craven, <i>University of Technology, Sydney, Australia</i>	<i>Investigating IELTS score gains and attrition in higher education</i>
Dr Ana Maria Ducasse, Dr Annie Brown, <i>La Trobe University, Australia</i>	<i>The role of interactive communication in IELTS speaking and its impact on candidates' preparedness for study or training contexts</i>
Dr Kieran O'Loughlin, <i>The University of Melbourne, Australia</i>	<i>Developing the assessment literacy of IELTS test users in higher education</i>
Dr Stephen Moore, Dr Richmond Stroupe, Mr Paul Mahony, <i>Macquarie University, Australia and IDP Education (Cambodia)</i>	<i>Perceptions of IELTS in Cambodia</i>
Dr Gaynor Lloyd-Jones, Mr Chris Binch, <i>Cranfield University, UK</i>	<i>A case study evaluation of the English language progress of non-native English speaking students on two UK postgraduate engineering courses</i>
Dr Fumiyo Nakatsuhara, <i>University of Bedfordshire, UK</i>	<i>The relationship between test-takers' listening proficiency and their performance on the IELTS Speaking test</i>
Dr Reese Heitner, Dr Barbara Hoekje, <i>English Language Center, Drexel University, US</i>	<i>Keys to College: Tracking IELTS test performance within a one-year conditional admissions undergraduate programme</i>

Winner of IELTS Masters Award 2008

Each year the IELTS partners sponsor an annual award of £1000 for the Masters level dissertation that makes the most significant contribution to the field of language testing. After careful consideration, the IELTS Research Committee announced Ruslan Suvorov as the winner for his thesis entitled 'Context Visuals in L2 Listening Tests: The effectiveness of photographs and video vs. audio-only format'. Ruslan completed his thesis at the Department of English, Iowa State University, USA and his supervisor was Associate Professor Volker Hegelheimer.

The given study investigated the influence of context visuals, namely a single photograph and video, on test takers' performance on a computer-based listening test developed specifically for this study. The results indicated that while no difference was found between the scores for photo-mediated and audio-only listening passages, participants' performance on video-mediated listening passages was significantly lower. The Research Committee agreed the Ruslan's research project skilfully tackled an under researched area and makes a significant contribution to further work investigating the use of context visuals within online listening tests.



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 2009 are shown here together with scores for individual skills according to a variety of classifications. These figures are broadly in line with statistics for previous years.

Academic and General Training candidates

The following table shows the split between the Academic and General Training candidature in 2009.

	2009
Academic	72.3%
General Training	27.7%

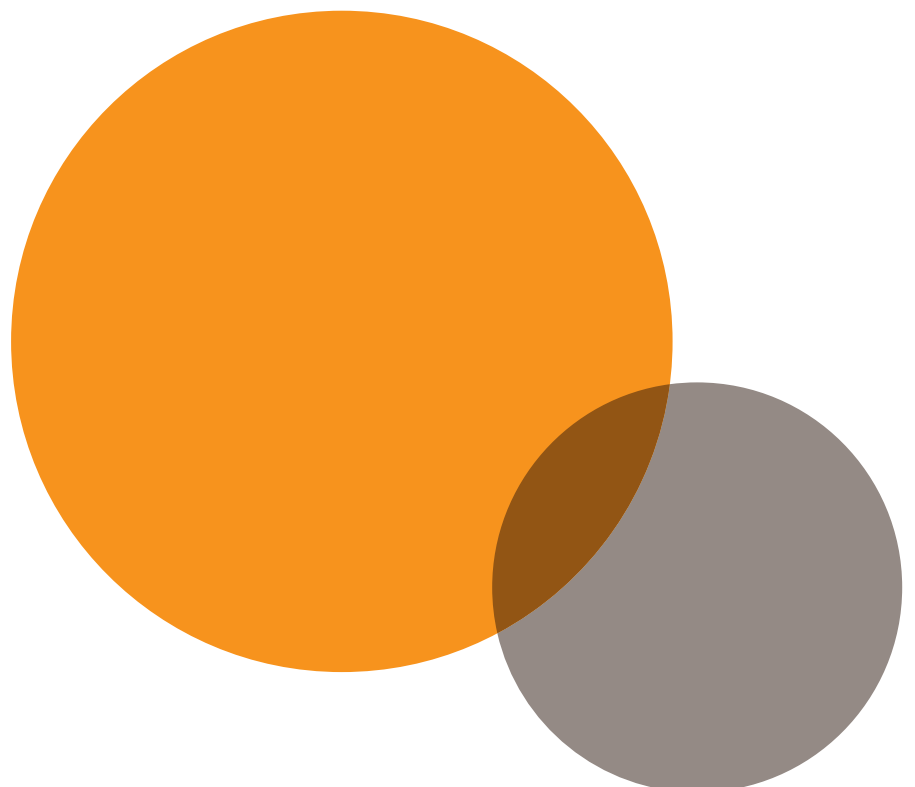


Gender

These figures show the mean overall and individual band scores achieved by 2009 Academic and General Training candidates according to their gender.

Mean band scores for female candidates					
	Listening	Reading	Writing	Speaking	Overall
Academic	6.03	5.92	5.51	5.82	5.88
General Training	6.21	5.78	5.85	6.21	6.08

Mean band scores for male candidates					
	Listening	Reading	Writing	Speaking	Overall
Academic	5.84	5.71	5.34	5.65	5.70
General Training	6.08	5.65	5.69	6.13	5.95



Reason for taking IELTS

These tables show the percentage of 2009 Academic and General Training candidates who achieved each overall band score according to their reason for taking the test.

Mean overall band score for each reason code (Academic)

Academic	Below 4	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
For employment	1%	1%	3%	7%	13%	20%	23%	18%	10%	4%	1%	0%
For higher education extended course (three months or more)	2%	4%	10%	17%	20%	19%	13%	8%	4%	2%	1%	0%
For higher education short course (three months or less)	3%	6%	12%	18%	18%	16%	11%	8%	4%	2%	1%	0%
For immigration	1%	1%	3%	8%	13%	18%	18%	15%	11%	7%	3%	1%
For other education purposes	3%	5%	10%	17%	21%	18%	13%	8%	4%	2%	0%	0%
For personal reasons	3%	4%	9%	15%	19%	19%	15%	8%	5%	2%	0%	0%
For professional registration (NOT medical)	2%	2%	4%	7%	9%	15%	19%	19%	12%	7%	3%	0%
For registration as a dentist	0%	0%	1%	3%	7%	14%	25%	22%	15%	9%	3%	0%
For registration as a doctor	0%	0%	1%	3%	5%	12%	21%	23%	18%	11%	4%	0%
For registration as a nurse (including CGFNS)	0%	0%	1%	4%	9%	19%	24%	21%	11%	6%	3%	1%
Other	2%	4%	9%	13%	16%	18%	16%	12%	7%	3%	1%	0%

Mean overall band score for each reason code (General Training)

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

Place of origin

These figures show the mean overall and individual band scores achieved by 2009 Academic and General Training candidates from the 40 places of origin with the largest candidature (listed alphabetically).

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

Academic	Listening	Reading	Writing	Speaking	Overall
Bangladesh	5.76	5.36	5.48	5.81	5.67
Brazil	6.80	6.87	6.18	6.83	6.73
China (People's Republic)	5.59	5.74	5.11	5.18	5.47
Colombia	6.35	6.53	5.78	6.45	6.34
Cyprus	6.35	5.84	5.60	6.23	6.07
Egypt	6.15	5.96	5.76	6.24	6.09
Ethiopia	4.68	5.62	5.64	6.11	5.58
France	6.70	7.00	6.02	6.43	6.60
Germany	7.46	7.22	6.60	7.23	7.19
Greece	7.05	6.74	5.99	6.43	6.61
Hong Kong	6.76	6.72	5.77	5.94	6.36
India	6.01	5.54	5.46	5.72	5.75
Indonesia	6.28	6.37	5.56	5.92	6.10
Iran	5.88	5.68	5.81	6.44	6.01
Iraq	5.73	5.50	5.39	6.22	5.77
Italy	6.25	6.77	5.78	6.19	6.31
Japan	6.02	5.98	5.40	5.76	5.85
Jordan	5.65	5.44	5.23	5.93	5.63
Kazakhstan	5.95	5.83	5.67	6.01	5.93
Korea, South	6.00	5.98	5.27	5.46	5.74
Kuwait	5.36	4.95	4.84	5.55	5.24
Libya	5.08	4.97	5.08	5.67	5.26
Malaysia	7.10	7.00	6.17	6.51	6.76
Mexico	6.63	6.88	5.92	6.53	6.55
Myanmar	6.14	6.14	5.64	5.85	6.00
Nepal	5.89	5.40	5.42	5.49	5.62
Nigeria	6.11	6.07	6.21	7.06	6.42
Oman	5.14	4.98	4.99	5.65	5.25
Pakistan	6.00	5.62	5.69	6.04	5.90
Philippines	7.05	6.60	6.21	6.81	6.73
Poland	7.01	6.76	6.15	6.92	6.77
Qatar	4.64	4.47	4.39	5.12	4.72
Russia	6.64	6.61	5.95	6.61	6.51
Saudi Arabia	4.97	4.79	4.69	5.67	5.10
Sri Lanka	6.48	5.98	5.90	6.38	6.25
Taiwan	5.78	5.81	5.32	5.73	5.72
Thailand	5.96	5.87	5.34	5.72	5.78
Turkey	6.00	5.85	5.46	5.96	5.88
United Arab Emirates	4.86	4.69	4.69	5.36	4.97
Vietnam	5.83	6.04	5.56	5.68	5.84

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

General Training	Listening	Reading	Writing	Speaking	Overall
Bangladesh	5.76	5.17	5.52	6.01	5.68
Brazil	6.28	6.13	5.93	6.49	6.28
China (People's Republic)	6.15	5.99	5.62	5.79	5.95
Colombia	5.79	5.77	5.65	6.11	5.89
Egypt	5.95	5.56	5.69	6.19	5.91
France	6.88	6.83	6.37	6.90	6.80
Germany	6.90	6.57	6.44	7.15	6.82
Hong Kong	6.50	6.20	5.83	6.13	6.23
India	6.29	5.59	5.76	6.20	6.03
Indonesia	6.61	6.24	5.87	6.24	6.30
Iran	5.68	5.38	5.88	6.43	5.91
Iraq	5.63	5.25	5.49	6.30	5.73
Italy	6.03	6.09	5.76	6.34	6.12
Japan	5.91	5.55	5.37	5.80	5.72
Jordan	5.78	5.37	5.48	6.22	5.78
Korea, South	5.59	5.34	5.15	5.26	5.40
Lebanon	6.26	5.81	5.88	6.59	6.20
Malaysia	7.19	6.82	6.49	6.93	6.92
Mauritius	6.53	6.00	6.29	6.73	6.44
Mexico	6.33	6.42	6.02	6.56	6.39
Nepal	6.21	5.54	5.80	6.06	5.97
Nigeria	5.84	5.88	6.44	7.10	6.38
Pakistan	6.15	5.61	5.97	6.45	6.11
Palestine	5.68	5.27	5.50	6.18	5.72
Philippines	6.12	5.58	5.92	6.27	6.03
Russia	6.30	6.25	5.92	6.32	6.26
Saudi Arabia	4.65	4.21	4.53	5.20	4.71
Singapore	7.60	7.18	6.94	7.46	7.36
South Africa	7.42	6.98	7.24	8.37	7.56
Sri Lanka	6.23	5.66	5.85	6.34	6.08
Syria	5.74	5.40	5.53	6.23	5.78
Taiwan	5.92	5.65	5.56	6.01	5.85
Thailand	5.52	5.18	5.20	5.56	5.43
Turkey	5.75	5.52	5.46	5.84	5.70
Ukraine	5.97	5.85	5.74	6.09	5.97
United Arab Emirates	4.30	3.72	4.37	4.96	4.40
United Kingdom	8.10	7.69	7.93	8.80	8.20
Venezuela	5.98	6.23	5.99	6.36	6.20
Vietnam	5.46	5.35	5.39	5.51	5.49
Zimbabwe	6.87	6.48	7.01	7.72	7.09

First language

These figures show the mean overall and individual band scores achieved by 2009 Academic and General Training candidates from the 40 first language backgrounds with the highest candidature (listed alphabetically).

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

Academic	Listening	Reading	Writing	Speaking	Overall
Amharic	4.78	5.64	5.62	6.11	5.60
Arabic	5.14	4.96	4.89	5.65	5.23
Bengali	5.85	5.44	5.54	5.87	5.74
Burmese	6.14	6.14	5.64	5.85	6.00
Chinese	5.72	5.85	5.19	5.28	5.57
Dutch	7.95	7.79	6.79	7.60	7.60
English*	7.41	6.96	6.68	7.53	7.21
Farsi	5.88	5.68	5.81	6.44	6.02
French	6.55	6.80	5.99	6.44	6.51
German	7.48	7.22	6.61	7.23	7.20
Greek	6.78	6.40	5.85	6.40	6.42
Gujurati	5.83	5.35	5.31	5.52	5.57
Hindi	6.34	5.80	5.67	6.03	6.02
Indonesian	6.28	6.37	5.56	5.92	6.10
Italian	6.24	6.77	5.78	6.18	6.30
Japanese	6.02	5.97	5.39	5.76	5.85
Kannada	7.09	6.52	6.28	6.79	6.74
Kazakh	5.86	5.72	5.61	5.93	5.84
Korean	6.00	5.97	5.27	5.46	5.74
Lithuanian	6.96	6.72	5.95	6.39	6.57
Malay	6.88	6.76	6.01	6.37	6.57
Malayalam	6.66	6.18	5.99	6.33	6.35
Marathi	6.89	6.29	6.15	6.50	6.52
Nepali	5.90	5.40	5.42	5.50	5.62
Other	6.27	6.05	6.12	6.73	6.36
Pashto	5.59	5.32	5.53	5.89	5.65
Polish	7.00	6.75	6.15	6.91	6.77
Portuguese	6.74	6.78	6.11	6.77	6.66
Punjabi	5.37	5.01	5.02	5.15	5.20
Romanian	7.29	7.13	6.31	6.92	6.97
Russian	6.56	6.51	5.92	6.54	6.45
Singhalese	6.53	6.02	5.94	6.41	6.29
Spanish	6.50	6.71	5.92	6.53	6.48
Tagalog	7.05	6.60	6.21	6.80	6.73
Tamil	6.72	6.20	5.93	6.38	6.38
Telugu	6.31	5.70	5.64	5.96	5.97
Thai	5.96	5.87	5.34	5.71	5.78
Turkish	6.04	5.84	5.46	5.93	5.88
Urdu	6.07	5.65	5.70	6.06	5.93
Vietnamese	5.83	6.04	5.56	5.68	5.84

*first language is self-chosen by candidates drawn from a range of Commonwealth countries.

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

General Training	Listening	Reading	Writing	Speaking	Overall
Afrikaans	7.14	6.77	6.93	8.09	7.29
Arabic	5.33	4.89	5.19	5.83	5.37
Bengali	5.82	5.24	5.57	6.06	5.74
Chinese	6.20	6.02	5.66	5.86	6.00
Creole	6.41	5.87	6.21	6.64	6.34
English*	7.41	6.92	7.05	7.76	7.35
Farsi	5.67	5.38	5.88	6.43	5.91
French	6.61	6.40	6.26	6.76	6.57
German	6.88	6.52	6.39	7.05	6.77
Gujurati	6.18	5.51	5.60	6.02	5.89
Hindi	6.48	5.78	5.92	6.46	6.22
Hungarian	6.21	5.89	5.77	6.21	6.10
Indonesian	6.61	6.24	5.86	6.24	6.30
Italian	6.01	6.07	5.73	6.32	6.10
Japanese	5.90	5.55	5.37	5.79	5.71
Kannada	6.63	5.97	6.17	6.61	6.40
Korean	5.59	5.34	5.15	5.26	5.40
Malay	7.14	6.70	6.47	6.99	6.89
Malayalam	6.36	5.84	6.01	6.32	6.20
Marathi	6.67	6.05	6.19	6.61	6.45
Nepali	6.22	5.54	5.80	6.06	5.97
Other	6.28	5.84	6.27	6.84	6.37
Pashto	5.88	5.35	5.89	6.45	5.95
Polish	6.32	6.02	5.88	6.56	6.26
Portuguese	6.25	6.09	5.89	6.48	6.24
Punjabi	6.01	5.26	5.53	5.91	5.74
Romanian	6.18	5.96	5.76	6.16	6.08
Russian	6.23	6.18	5.91	6.28	6.22
Shona	6.76	6.41	6.95	7.56	6.99
Sindhi	6.22	5.62	5.99	6.48	6.15
Singhalese	6.23	5.65	5.85	6.33	6.08
Spanish	5.94	6.01	5.83	6.25	6.07
Tagalog	6.12	5.57	5.91	6.26	6.03
Tamil	6.33	5.74	5.84	6.27	6.11
Telugu	6.48	5.72	5.84	6.32	6.16
Thai	5.52	5.17	5.19	5.55	5.42
Turkish	5.75	5.52	5.46	5.84	5.71
Ukrainian	5.75	5.60	5.52	5.97	5.77
Urdu	6.21	5.64	5.96	6.46	6.13
Vietnamese	5.46	5.35	5.38	5.51	5.49

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