



Assessing the Needs of White-collar Workers

An Interactive Qualifying Project

Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
In partial fulfillment of the requirements for the
Degree of Bachelor of Science

Submitted on
December 14, 2017

Sponsoring Agency: **Golden International English**

Submitted to:

On-Site Liaison: **Fuqin Liu**, CEO of Golden International English
Project Advisor: **Katherine Foo**, Worcester Polytechnic Institute
Project Co-Advisor: **Creighton Peet**, Worcester Polytechnic Institute

Submitted by:

Alexander Antaya
Matthew Dick
Miles Nallen
Zachary Vaughn

Abstract

This project, completed for Golden International English (GIE) in Hangzhou, China, developed methods to assess the English proficiency of Chinese white-collar workers, as well as recommend effective English as a Foreign Language pedagogies. Through a survey, interviews, direct observations, and a literature review we were able to identify best practice pedagogical methods for GIE to implement as well as develop an online test for assessing English proficiency. We recommended uses for the test and changes that are needed in GIE's teaching guide.

Acknowledgements

We would like to thank Eric Liu, Sophie Pei, and the entire Golden International English staff for providing crucial support for our research. We would also like to thank Professor Katherine Foo and Professor Creighton Peet for their helpful comments and guidance for the duration of our project. We are extremely thankful for all of the kind and welcoming teachers and students at Golden International English and Hangzhou Dianzi University. We would also like to extend a special thank you to Professor Billy McGowan, the Director of the WPI ESL department for his extremely helpful feedback on the assessment and grading rubric we created for Golden International English.

Authorship

Below is a breakdown of the report by chapter, section and appendices. The section numbers in each chapter represent the sections of the report that each author contributed to.

Alexander Antaya:

Co-Author of Introduction

Background: 2.4, 2.5, 2.7, 2.8

Methodology: 3.1, 3.3

Results and Analysis: 4.1

Conclusions and Recommendations: Conclusions

Appendices: E, H, I, M, N

Matthew Dick:

Primary author of the Executive Summary

Co-Author of Introduction

Background: 2.1, 2.6

Methodology: 3.2, 3.3

Results and Analysis: 4.1, 4.2

Appendices: A, D, G, I, K, L, O

Miles Nallen:

Background: 2.2, 2.3, 2.6

Methodology: 3.2, 3.3, 3.4

Results and Analysis: 4.1, 4.2, 4.3, 4.4

Conclusions and Recommendations: Recommendations

Appendices: B, C, G, H, J

Zachary Vaughan:

Background: 2.1, 2.2, 2.3, 2.4

Methodology: 3.1, 3.2

Appendices: E

Table of Contents

Title Page.....	i
Abstract	ii
Acknowledgements	iii
Authorship.....	iv
Table of Contents.....	v
Table of Figures	viii
Table of Tables.....	ix
Executive Summary.....	x
1. Introduction.....	1
2. Background.....	4
2.1 English: The Business Lingua Franca	4
2.1.1 <i>The Language of Trade.....</i>	6
2.1.2 <i>English in the Workplace.....</i>	7
2.2 Pedagogical Approaches to EFL Globally	9
2.2.1 <i>Pedagogical Approaches to ESL in the United States</i>	9
2.2.2 <i>Pedagogical Approaches to Successful EFL programs in East Asian Countries</i>	11
2.3 English Language Education in China.....	14
2.3.1 <i>A History of English Education in China</i>	14
2.3.2 <i>English Language Education Through Secondary School.....</i>	15
2.3.3 <i>English Language Education Upon Earning a Bachelor's Degree</i>	18
2.4 Pedagogical Approaches to EFL in China	20
2.4.1 <i>Teaching English for Specific Purposes</i>	20
2.4.2 <i>EFL Teaching Methods Employed in China.....</i>	21
2.4.3 <i>Common Hurdles in Chinese EFL Education</i>	22
2.5 EFL Oral-Aural Pedagogy	23
2.5.1 <i>The History of Aural-Oral Pedagogy.....</i>	23
2.5.2 <i>Specific EFL Oral-Aural Teaching Techniques</i>	26
2.6 Language Competency Levels	27
2.6.1 <i>Purpose of Competency Levels.....</i>	27
2.6.2 <i>Criteria for Competency Levels</i>	28
2.7 Successful Corporate English Language Training in ESL Countries	33
2.7.1 <i>Aspects of Corporate English Language Training.....</i>	34

2.8 Summary	36
3. Methodology.....	37
3.1 Identifying the Different English Needs of Chinese Business People	37
3.1.1 Survey of Potential and Current Clients' English Skill Needs.....	38
3.2 Identifying the Pedagogical Methods of Golden International English	39
3.2.1 Direct Observation of Golden International English Classes.....	39
3.2.2 Interviews of Golden International English Instructors	40
3.2.3 Making Pedagogical Recommendations	41
3.3 Determining How to Measure the English Proficiency of Chinese White-Collar Workers.....	41
3.3.1 Tailoring Our Test for Golden International English's Target Demographic	42
3.3.2 Developing a Simple Online Test to Determine English Skill Level.....	42
3.3.3 Competency Levels Based on Test Results	44
3.3.4 Test Rubric.....	45
3.3.5 Validating Precision of Assessment Grading Rubric.....	46
3.3.6 Validating Test Results.....	46
3.4 Summary	47
4. Results and Analysis	48
4.1 Proficiency Assessment	48
4.1.1 Proficiency Assessment Structure.....	49
4.1.2 Proficiency Assessment Content.....	51
4.1.3 GIE's Past Assessments Versus New Model	52
4.2 Application of the Assessment	55
4.2.1 Student Assessment Results	56
4.2.2 Competency Levels.....	58
4.3 Pedagogical Methods.....	64
4.3.1 GIE Current Teaching Guidelines.....	64
4.3.2 Best Practice Pedagogies	65
4.4 Limitations of English Language Training as a Private Enterprise.....	68
5. Conclusions and Recommendations.....	71
5.1 Conclusions.....	71
5.2 Recommendations	72
References	75
Appendix A. Sponsor Description	80
Appendix B. GIE Teacher Interview Protocol.....	81

Appendix C. WPI ESL Director Interview Protocol	84
Appendix D. Direct Observation Protocol	86
Appendix E. English Needs Survey	91
Appendix F. WPI ESL Department Oral Assessment Key	95
Appendix G. English Language Competency Levels	97
Appendix H. GIE English Proficiency Assessment Answer Key	109
Appendix I. GIE English Proficiency Assessment Print Format	132
Appendix J. GIE English Proficiency Assessment Rubric	144
Appendix K. General English Competency Level Graphics.....	152
Appendix L. Detailed English Competency Level Graphics	154
Appendix M. QuizEgg Teacher Manual.....	158
Appendix N. QuizEgg Student Manual	175
Appendix O. Data Collection Schedule	184

Table of Figures

Figure 2.1 Trade (% of World GDP)	6
Figure 2.2 51job.com Results.....	8
Figure 2.3 ILR Scale	29
Figure 2.4 ACTFL Scale.....	32
Figure 4.5 Breakdown of Career and Purpose of Learning English	50
Figure 4.6 General Competency Levels	61
Figure 4.7 Detailed Speaking Competency Levels	63

Table of Tables

Table 4.1 Comparing Tests.....53

Executive Summary

In the last two decades, the need for English language skills in the international business community has grown considerably (Evans, 2013). More and more companies are mandating English be used as the common corporate language in an effort to increase international operations performance (Neeley, 2012). Among those adopting English are several major Chinese companies. To develop language ability on such a large scale these companies are relying on the commercial teaching sector to quickly and cost effectively train employees. In order to do this these companies have contracted private English language training centers, such as our sponsor company, Golden International English (GIE).

The goal of this project was to develop an effective tool to measure the English proficiency of Chinese white-collar workers and recommend pedagogical improvements to GIE. To accomplish this goal, we adopted the following four objectives. We identified what types of English learning were most important to Chinese white-collar workers, determined how to measure their English proficiency, identified the pedagogical methods used by instructors at GIE, and determined the most effective pedagogical methods to use to teach English.

Our team found that Chinese white-collar workers are more interested in learning speaking-listening skills than reading-writing skills, while speaking-listening is often their weakest skillset. We determined this through literature review and a survey of 143 current and potential GIE customers.

To assess the proficiency of Chinese white-collar workers our team developed a set of tools for GIE to implement. We created an online proficiency assessment and an accompanying set of English competency levels. The assessment focuses heavily on speaking and listening skills due in part to our findings on what Chinese white-collar workers value in English language learning and also at the request of GIE, whose focus is on speaking-listening teaching. The assessment and accompanying materials were also heavily influenced by interviews with the director of Worcester Polytechnic Institute's English as a Second Language Department, Billy McGowan, as well as an extensive review of contemporary, reputable English assessments and rubrics, such as the English First Business Test and the University of Cambridge Local Examinations Syndicate (UCLES) business English test. The competency levels we developed specifically for GIE were based on several reputable, widely used competency level systems created by the American Council on the Teaching of Foreign Languages (ACTFL) and the Interagency Language Roundtable (ILR), refined to suit the needs of GIE's students.

In our analysis of pedagogies, we determined that there was an inconsistent use of teaching methods at GIE. Our team identified three best practice pedagogies for teaching English; asking students direct questions, small group discussions, and directing conversations to topics that students are interested in. These pedagogies all share the same goal of encouraging students to practice speaking and listening in class.

After analyzing all relevant data, we formulated several conclusions which we developed into recommendations that GIE could implement to help improve their

English teaching. We have determined that the new proficiency assessment is quicker and easier for GIE to administer than their current tests and produce more precise results. To maintain accuracy and ease of use we recommend that GIE distribute the student manual prior to administering the assessment. To grade or modify questions we recommend that teachers refer to the teacher's manual. GIE should also contact a third party web designer to embed the link to the assessment on their website if desired.

We recommend that GIE use students' proficiency assessment results to place them in general competency levels for the sake of class level placement, and use the more detailed levels broken down for speaking, reading, writing, and listening as classroom tools for teachers to show students their level in the specific categories.

We have concluded that GIE's current curriculum could be refined to better promote participation in class. To improve this, we recommend to GIE that they develop new teaching guides, incorporating the best practice pedagogies we identified in our research. A significant amount of research will be required to do this and, for this reason, we recommend that GIE seek professional help.

During our literature review we concluded that profit-driven English language teaching in general tends not to be as comprehensive as academic teaching. While there are many factors leading to this difference we have discovered that there is no universal set of standard education requirements meaning that companies cannot be held accountable for the quality of their education in relation to one another. We recommend that future researchers who wish to analyze the English language industry in China focus on this gap.

1. Introduction

In the last two decades, the need for English language skills in the international business community has grown considerably (Evans, 2013). Companies hoping to operate internationally could be required to submit administrative work such as reports in English to international partners or investors, and many European companies consistently use English for internal communication. According to Neeley (2012), an international business communications expert, more and more companies are mandating English as the common corporate language in an effort to increase international operations performance.

This push has been particularly evident in China, following the country's economic globalization effort. China's international business sector is growing rapidly as a result of an increase in international trade over the past 20 to 30 years (Backaler, 2015). Many American and British companies have also relocated to China. Both of these factors have created a need for English language skills among Chinese business people (Clark, 2012). However, a large percentage of the population struggles with oral-aural¹ English skills because China's education system places a strong emphasis on reading and writing English skills. As a result, Chinese companies are looking for a way to improve their employees English language skills, particularly oral aural skills, in an effort to increase overall productivity.

¹ For the purpose of this paper "oral" and "aural" share the same definition as "speaking" and "listening". "Oral/aural" is used when the technical meaning is most important while "speaking/listening" is used when readability of the paper is most important, particularly for non-native readers.

English language training is different than EFL classroom education because it is generally designed with a specific focus in mind (English First, 2017). For example, large language training companies such as English First and Language Training Company (LTC) offer English language training courses for either business English, or to prepare for English proficiency exams such as the IELTS (Language Training Co., 2017). Other English language training companies, such as Cactus and ILS English, only offer business English courses (Cactus, 2017). These language training companies have identified business people as having the largest need for English proficiency as well as the fact that companies are willing to pay the tuition to have their employees learn to speak better English.

Research on how to achieve English proficiency in China has so far primarily focused on the demographic of university students and how English proficiency correlates to academic success (Ferris, 1996; Hu, 2008; Wei, 2013). Less research, has been done with a focus on the English needs of business people in China and effective methods of testing their English proficiency, specifically their oral-aural proficiency. Chinese companies are struggling to build English proficient workforces (Clark, 2012). This has caused growth in the private English training market and many companies, such as GIE, now need to identify effective methods to teach and accurately test these workers.

The goal of this project was to develop an effective tool to measure the English proficiency of Chinese white-collar workers and recommend pedagogical changes to our sponsor company, Golden International English (GIE). To accomplish this goal, we

adopted the following four objectives. We identified what types of English learning were most important to Chinese white-collar workers by surveying current and potential customers of GIE. We determined how to measure the English proficiency of Chinese white-collar workers through literature review. We identified the pedagogical methods used by instructors at GIE by observing classes and interviewing instructors. Finally, our team identified the most effective pedagogical methods to teach English to GIE customers through literature review, class observations, interviews with teachers, and interviewing the ESL director at WPI, Billy McGowan.

2. Background

In this chapter we describe how English has become the international language of business and what that means for business people. We also examine the pedagogy and curriculum of English as a foreign language education in the past as well as currently, with a particular focus on oral-aural English proficiency. We discuss English language training strategies for foreign companies, including for specific industries, and what benefits and costs companies may need to consider if trying to implement English language training.

2.1 English: The Business Lingua Franca

Around the time of World War Two, English was just beginning to earn the title of diplomatic lingua franca, with the English writing of the Treaty of Versailles (The Paris Peace Conference, 2015). However, its use for international communication has much deeper roots, dating back to at least the 1700's (Bolton & Kachru, 2006). Kingsley Bolton and Braj Kachru explained that the spread of English can be divided into three concentric circles. The first circle contains countries in which English has been the dominant language since the beginning; here English is considered a native language (referred to as ENL). The second circle represents a historical expansion of the language. English in these countries comes from colonialism for the most part. Here, native languages still remain popular, but with the addition of English as a second language (ESL). The third circle is a result of the globalization of English. Countries in this circle

do not have a history of native English speakers taking over, but rather they have adopted the language due to its international popularity and usefulness. The speaking of English in these areas is known as English as a foreign language (EFL).

The growth in ESL and EFL speakers in recent years has far surpassed the growth of ENL speakers (Pennycook, 2017). In fact, as of this year, the roughly 370 million native speakers of English only account for about one third of the world's entire English speaking population. Because of the international popularity of English, it is not surprising that it is the primary language used in business communication. Some international companies have taken this even further, using English as their internal language of operation. This allows them to hire employees from all around the world, but it disallows local applicants who are not proficient in English.

2.1.1 The Language of Trade

Due to advances in technology over the last few decades, companies have been able to conduct business around the world in ways that have never before been viable. According to the World Trade Organization, global trade steadily increased from 1967 to 2008, raising from 24.5% of the world's GDP to roughly 60.9%, as seen below in Figure 2.1 (The World Bank, 2016).

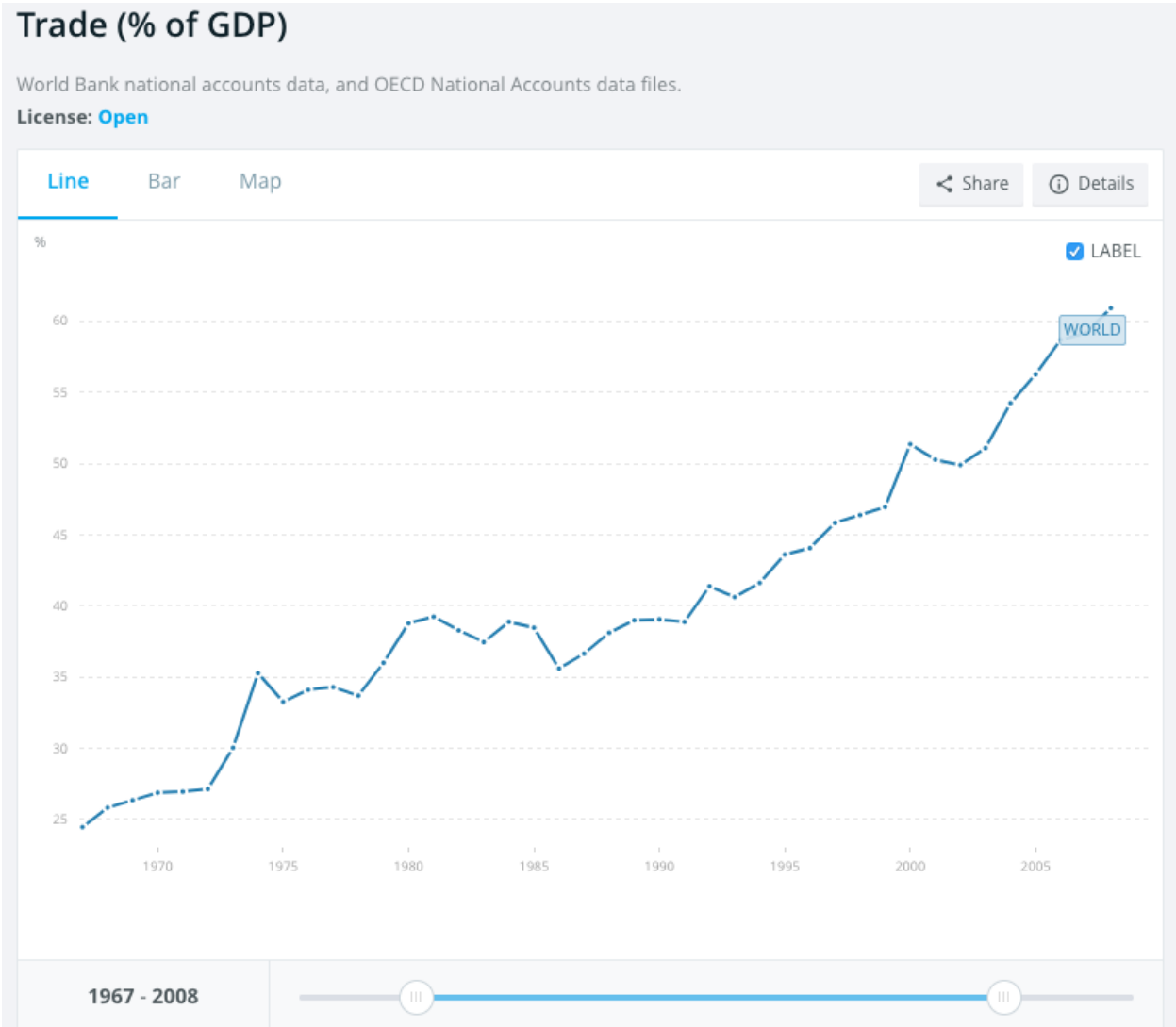


Figure 2.1 Trade (% of World GDP)

This rise in international trade indicates an increase in communication among international markets. As English has become the lingua franca of business, English proficiency among white-collar workers has become necessary to facilitate much of this international trade (Kankaanranta & Lu, 2013).

English is not only a useful tool for communication between native English speakers and foreign speakers; knowing EFL also allows many non-native speakers with different native tongues to communicate with one another (Du-Babcock, 2009). For example, when a Chinese company does business with a Finnish company, instead of one company staffing a translator specifically for the other's business, both companies will have English proficient employees (Kankaanranta & Lu, 2013). This is advantageous for both parties in an EFL environment because the same employees who were able to communicate with a Finnish or a Chinese colleague will also be able to talk to business people from any other country in the world (Evans, 2013).

2.1.2 English in the Workplace

Even if an employee does not directly contact foreign representatives, English proficiency can impact productivity. Nearly 1.75 billion people have some sort of English knowledge and the vast majority of scientific journals are written in English (Neeley, 2012). In fact, authors are more likely to write a journal article in English than in their native tongue (Weijen, 2012). Also, if a company does business with foreign companies, it is likely that English paperwork will be used in their transactions (Neeley, 2012). This is one of the many reasons why English-speaking employees are sought

after by Chinese companies. Chinese workers are well aware of this fact and out of 2,034 workers surveyed in 2015 by 51job.com, nearly 84% believed that promotions were associated with better English skills (Zhou, S, 2015).

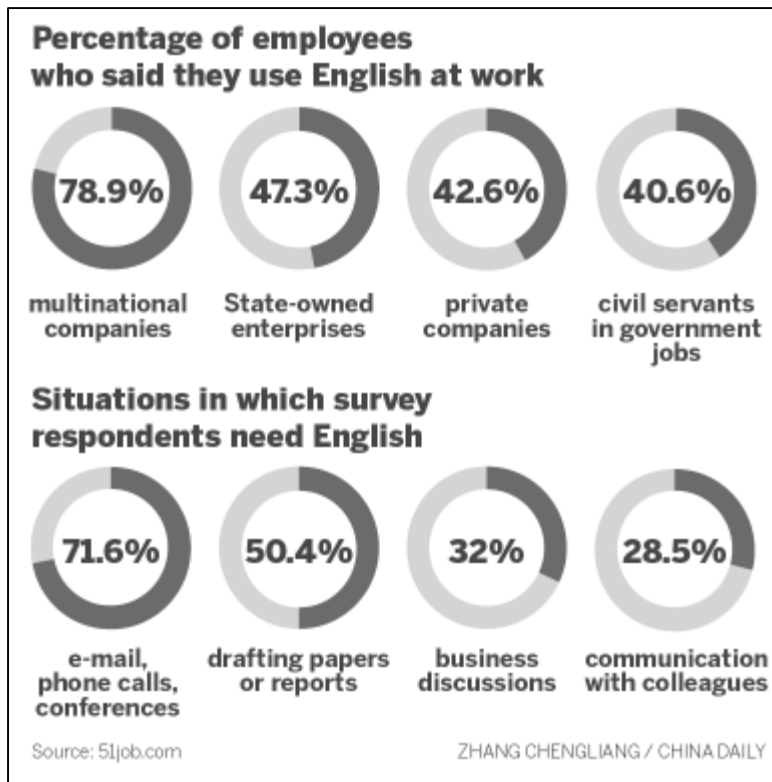


Figure 2.2 51job.com Results

The full results of the survey can be found above in Figure 2.2. The reason why many companies prefer English speaking employees over non English speaking employees is because an English fluent employee is more flexible, and therefore the tasks they are assigned do not need to be filtered based on their language capabilities or on the availability of a translator.

2.2 Pedagogical Approaches to EFL Globally

As the emerging language of international business, English has been taught in a variety of ways to non-native speakers all over the world. Some of these teaching methods have been extremely successful, while others have not. The following section discusses pedagogical approaches to English teaching in the United States as well as East Asian countries, such as South Korea and Japan.

2.2.1 Pedagogical Approaches to ESL in the United States

From the end of the 19th century until the late 1940s, ESL education in the United States consisted primarily of rote memorization of vocabulary and grammatical features (Taber, 2006). Classwork in these situations involved fill-in-the-blank worksheets, vocabulary memorization drills, reading and writing in English, translation of texts, and the like. Teaching methods such as these are commonly found in EFL classes across the world. Students in these classes tend to develop good reading and writing skills but tend to be lacking in their ability to speak and understand English.

The next pedagogical trend to achieve popularity was the Audiolingual Method (Taber, 2006). Using this method, classes would consist of ten-minute drills interspersed with reading and memorization activities. Vocabulary would be introduced to students through context. The Audiolingual Method, like the methods used before it, made heavy use of rote memorization and tended to focus on the more surface-level aspects of language, such as basic vocabulary and pronunciation.

Over the course of the twentieth century, a gradual shift away from rote memorization occurred, and many methods were created that completely eschewed rote learning methods (Taber, 2006). Many of these methods involved classes that consisted solely of conversation between teacher and students, and these methods were found to be largely ineffectual. For example, the Audiolingual method primarily focused on conversation between students and teachers in the target language. However, this limits students' development of skills such as writing and reading.

Today, ESL is most often taught in an eclectic manner, pulling from many different schools of thought (Taber, 2006). Vocabulary and grammar memorization, conversation, composition, and reading comprehension are all emphasized as being proficient in each of these areas is necessary to be proficient in English in general.

As far as implementing the teaching of ESL, in primary school education there are three main models used: the pull-out model, the co-teaching model, and the inclusion model (Mamantov, 2013). In the pull-out model, students are pulled out of regular class for a short period of time every day in order to be taught English by an ESL teacher. Out of the three methods, it is the least effective (as students often miss out

on important information in other subjects which may or may not be taught in English), but it is the easiest to carry out. In the co-teaching model, an ESL teacher is present in a regular class setting. This teacher helps the students in the class who are learning English by assisting with vocabulary and readings. This model can work very well when the ESL teacher and the primary teacher of the class work well together. The third method which has been developed more recently is known as the inclusion model, it involves teachers who are trained to teach ESL while teaching a regular class. As they are trained in ESL pedagogical techniques, they can help the students in the class who are learning English. An advantage to this model is that there is no disconnect at any level. It is the same teacher teaching everything. A downside is that the requirements placed on potential teachers for enacting this model are so time-consuming that applications of the model are rare. Each pedagogical approach has its advantages and disadvantages; it is up to the teacher to determine which one or mix of them will result in the most effective teaching of the student.

2.2.2 Pedagogical Approaches to Successful EFL programs in East Asian Countries

East Asian countries such as Japan and South Korea both have well established and successful methods of teaching English (Fujimoto-Adamson, 2006). Starting as early as 1871, when the Japanese Ministry of Education was founded, the government began investing in English language education. This was originally accomplished by sending students to study in America and the United Kingdom. Soon after that Kaisei School,

which is now Tokyo University, adopted an English immersion methodology in which all classes were taught in English. Between the Meiji Era (~1868) and World War Two (1945) English language education in Japan plummeted. However, in the years after World War Two, businesses pushed for increased English education, which resulted in the Society for Testing English Proficiency Test (STEP) in 1963 followed by the Test of English for International Communication (TOEIC) in 1979. Both of these tests existed as employment metrics for the private sector, rather than as a part of the nation-wide curriculum. However, in 1989 the Japanese Ministry of Education mandated oral communication lessons in the senior high school syllabi. The Japanese government has continued to focus their curriculum on oral applications, and by 2006 they had designated more than one hundred schools as super English high schools, which have returned to using the method of English immersion or English-medium instruction for all courses. This has been extremely successful and has led to impressive levels of bilingualism in Japan.

Although it does not date as far back, South Korea also has a well-established English language curriculum and teaching approach (Jung and Norton, 2002). Since 1945 English language education has been required for grades seven through nine in South Korea. Originally these courses only focused on grammar and reading for the purpose of pursuing higher education. However, after decades of criticism, in 1994 the South Korean government acknowledged that the English language curriculum did not focus nearly enough on oral English proficiency. As a result, a new elementary school English program was developed to focus more on oral communication from a younger

age. The curriculum states that in grade three, the first year of the program, students only study English through listening and speaking activities. The following year, the alphabet is introduced, but written English still only makes up ten percent of the curriculum in grade four. In grades five and six there is more of a focus on reading and writing, but it is still only used as a supplement to spoken English. The new program also included many changes to teaching methodology led by government funded teacher training and multimedia systems. Teachers are taught to encourage interactive learning and the development of more natural oral skills through the use of activities, games, and art. In the higher grade levels textbooks are provided which include digital recordings of native speakers so that students can incorporate aural learning into their reading and writing activities.

Both of these East Asian countries have had long-standing English language curricula and teaching methods; however, over the years they have both come to the same conclusion about the most effective method (Jung & Norton, 2002). Japan and South Korea focus their English language curricula on oral communication skills and the ability to communicate effectively in English on a regular basis. Students achieve this fluency, since they are not allowed to speak their native languages in the EFL classrooms.

2.3 English Language Education in China

In order to teach English to Chinese white-collar workers, it is important to identify their prior English education in school. Chinese white-collar workers have varying levels of education, so it is crucial to know what level of English language education the average Chinese person has received upon graduating secondary school as well as upon earning a bachelor's degree.

2.3.1 A History of English Education in China

English education may be thoroughly prevalent in China today, but it was not always this way (Qi, 2013). From 1949 on, following the founding of the People's Republic of China, the most common foreign language taught in schools was Russian. At this time, English was seen by the Chinese as a *bourgeoisie* language (Fu, 2007). In 1959, however, the Chinese Ministry of Education (MOE) developed new foreign language curricula for certain secondary schools (Qi, 2013). One third of these schools would teach Russian while the other two thirds would teach English or some other foreign language. In 1966, due to the advent of the Cultural Revolution, much less emphasis was put on education in general, as large portions of the student and teacher populations of China were corralled to the countryside to be re-educated by the Communist Party. An emblematic slogan that arose in 1967 was “不学 ABC, 照样干革命,” This translates to “Revolution can be made without learning ABCs” (p. 251).

After China joined the United Nations in 1971, and Richard Nixon famously visited China in 1972, China's view of the West changed as a whole (Qi, 2013). Around the same time, the Beijing Foreign Language Institute began recruiting many more students than it had been, English education being the primary reason for recruitment. In 1979, the MOE announced more support for English education at primary and secondary school levels. As a result, English would finally be solidified as the primary foreign language taught in China. Perhaps the most important development in English education in China came in 2001, when the MOE made English education in primary schools mandatory. Currently, English is by far the most common foreign language taught in Chinese universities.

2.3.2 English Language Education Through Secondary School

China's nationwide English curriculum begins in primary school and continues all the way through secondary school (OECD, 2016). According to the Chinese Ministry of Education (MOE), Chinese primary school starts in grade one, when students are six years old. The students' education continues through grade twelve in senior secondary school when students are seventeen years old. According to Hu and Baumann (2014) the English education curriculum was established in 2001. It required that English be taught starting as early as grade three; however, some schools with the resources to do so, started as early as Kindergarten. In 2011, the MOE made English a mandatory subject for grades three through nine and also established the National English

Curriculum Standards (NECS). The NECS set nine levels of English skill requirements to be met from grades three through twelve.

Level one status should be achieved by the end of grade four. It requires that students are able to “identify words based on pictures, read words and phrases, and read simple stories with the aid of illustrations” (Hu & Baumann, 2014, p.29). Gill (2016) found that the MOE requires students in grades three and four to have English class for two hours a week, broken up into multiple thirty to forty minute sessions. This structure ensures that students will be able to attain level one status in the appropriate amount of time.

Under the NECS, by grade six, level two English skill must be achieved (Hu & Baumann, 2014). Level two covers significantly more material than level one, but in the same time frame. Among other things, a student with level two status is defined as being able to “read words based on phonics rules, read and understand simple directions in textbooks, understand simple messages on greeting cards, and accurately read short stories and passages aloud...” (p.29). Since they are covering more material, students are required to have four hours of English class a week, and they may not graduate primary school until they meet level two requirements (Gill, 2016).

Junior secondary school begins in grade seven and, unlike in primary school, it only allows students a year to reach the next level (Hu & Baumann, 2014). Students now have to be able to not only read texts aloud accurately, but also grasp the main ideas in these texts in order to reach level three. They are also expected to read over forty thousand words of text outside of class over the course of the year.

Similar to grade seven, in grade eight, students once again only have one year to reach the next level (Hu & Baumann, 2014). In order to reach level four, students have to be able to read fluently, infer word meanings from context clues, and use an English-Chinese dictionary to assist with reading comprehension. By the end of grade eight, students should have read more than one-hundred thousand words in their textbooks outside of class.

Grade nine is the last year of junior secondary school, and in order to graduate, students must reach level five (Hu & Baumann, 2014). Level five requires a thorough understanding of text-based reading and the ability to understand plot themes as well as predict possible outcomes in English. Students should also be able to use an English dictionary for reference and have read over one-hundred fifty thousand words in extra-curricular reading by the time they graduate.

Senior secondary school covers levels six through nine, but only level seven status is needed in order to graduate (Gill, 2016). Levels six and seven are taught using a course called Basic Comprehensive English. It is made up of five modules that satisfy all the requirements of levels six and seven, such as the study of English poetry and classics, as well as reading three-hundred sixty thousand words outside of class (Hu & Baumann, 2014).

Students who hope to attend university must complete level eight, which is covered in modules six through eight of the Advanced Comprehensive English course (Gill, 2016). Level nine is usually only attained by students who hope to major in English or go to a foreign school. The requirements for the final level are covered in

modules nine through eleven. Some of the requirements for levels eight and nine include being able to read English newspapers and magazines as well as conducting and understanding research in English (Hu & Baumann, 2014). Regardless of whether they have completed level eight or level nine of the NECS, all students who wish to attend university must take the National College Entrance Examination, which includes an English portion called the Matriculation English Test (Gill, 2016). This information provides a detailed look at the English education curriculum in China and defines the level of English language skills a Chinese white-collar worker who chose not to pursue a Bachelor's degree should have.

2.3.3 English Language Education Upon Earning a Bachelor's Degree

While basic English skills are taught through secondary school in China, all Chinese universities require at least one year of English language study (China Scholarship Council, 2012). Some universities, such as Xiamen University, offer English medium programs. These programs are in fields such as economics and medicine, but they are taught entirely in English, using English textbooks. Although these programs are highly competitive, they are not the norm in China and do not exist at many universities.

In 2007, China developed the College English Curriculum Requirements (CECR) as a means to standardize the English education of university students (Gill, 2016). For non-English majors the CECR requires that English language courses must make up ten

percent of an undergraduate's credits in order for them to graduate. There are three levels of English language study defined by the CECR: basic, intermediate, and high (Gao, 2013). Each one of these sections focuses specifically on listening, speaking, reading, writing, translating, and vocabulary. The three levels vary in their level of intensity and are also of variable duration. The high level study can be completed in one year, intermediate in one and a half years, and basic in two years (Gill, 2016). Although the duration of these different levels of study may seem counterintuitive, it is because the high level is much more intensive and meets more frequently than the other two. In order for all non-English majors to graduate, they must pass the College English Test Four (CET-4) (Cheng and Zheng, 2008). The CET-4 is comprised of listening, reading, writing, translation, and fill in the blank sections. There is a more advanced version of the test also offered called the CET-6, the purpose of which is often to enable students to receive a higher-paying job or to get admitted into a graduate program (Gill, 2016). For those who score above 80% on the CET-4 or above 75% on the CET-6, there is a CET oral test offered, called the CET Spoken English Test (Cheng and Zheng, 2008).

For English majors, the CECR mandates that the curriculum be broken up into two stages (Gill, 2016). Stage one covers bands one through four and stage two covers the more advanced bands of one through five. These bands are similar to the levels of English curriculum used in primary through secondary school. They are extremely intensive and students have twenty hours of class a week, consisting of reading, listening, speaking, and translation practice. After two years, students are required to take the Test for English Majors 4 in order to graduate (TEM-4). Upon passing this test,

students go on to take courses in English poetry, drama, and literature for the remainder of their undergraduate study. There is a more advanced test called the TEM-8, but it is optional and usually taken with the purpose of seeking a job requiring proficient English skills or graduate school, similar to the CET-6 (Jin & Fan, 2011).

2.4 Pedagogical Approaches to EFL in China

Pedagogical approaches to teaching English have changed greatly over time in China (Qi, 2013). For many years English was not taught at all in China, but as of late, the number of English speakers in China has grown exponentially. This has led to the Chinese experimenting with many different types of pedagogy; including learning English along with another topic to increase retention. This has resulted in an explosion in bilingual and English-medium programs in universities all over China.

2.4.1 Teaching English for Specific Purposes

In 1998, the Ministry of Education (MOE) of the People's Republic of China released a decree entitled “The Proposals on Reforming Education for English Majors to Meet the Demands From the 21st Century” (Fu, 2007). This document stressed the importance of learning English in tandem with another specialized topic. This caused a change in tertiary-level English education. It shifted the focus away from English majors and placed more importance on learning English alongside business, economics,

law, and other subjects. This method of focused English teaching is known as English for specific purposes (ESP).

In a 2005 questionnaire answered by 127 senior students in the English department at a Chinese university, 89% of respondents said that they had taken an English course because they felt they would need English skills upon entering the workforce (Fu, 2007). When asked which type of writing they most wanted to learn, 74% answered business writing. Currently, business-based English is the fastest growing category of ESP education (Zhu, Peng, Zhang, & Yi, 2011). ESP is a very important method for teaching English because it only focuses on subject matter that is relevant to students' majors.

2.4.2 EFL Teaching Methods Employed in China

Generally, a business English curriculum starts with a heavy focus on English itself (Zhu et al., 2011). Over the course of a college career, this focus shifts more towards business education. By the time students participating in this program get their degrees, the ratio of classes over the course of the four years has generally averaged out to about 3 business courses for every 7 English courses.

Some ESP curricula are taught in a bilingual manner, with most of the classes being taught in English while Chinese is used to explain difficult concepts (Zhu et al., 2011). However, more and more classes are shifting towards an English-only method of teaching.

The most common test used to determine the English proficiency of Chinese university students is the College English Test, which was mentioned earlier (Zhu et al., 2011). The College English Test also has an oral section administered two times a year, however, only students that score above a 550 on section four or 485 on section six are eligible for this portion of the exam. Recently, many business-based ESP courses have used the China Business English Certification Test, a test created by the China Association of International Trade, as a secondary means of gauging students' English levels.

2.4.3 Common Hurdles in Chinese EFL Education

Pronunciation of phonemes is not the only stumbling block faced by Chinese students when learning English (Wei, 2013). A survey conducted by Wei and Zhang (2013), on 90 non-English majors taking an English class at a university, found that 94% of these students attributed difficulty in learning English to perceived differences in Eastern and Western modes of thought. Fifty-three percent of these students believe that this is the biggest hurdle to overcome in learning English for Chinese students. Another obstacle is students' belief that their English grammar skills are affected by the translation process that goes on in their brains. They find it hard to get past the differences between English and Chinese sentence structures.

2.5 EFL Oral-Aural Pedagogy

Speaking and listening comprehension are most important when learning English and can also be the most difficult to learn (Liu, 2013). Furthermore, oral-aural English proficiency plays a critical role in business English. However, oral-aural English is often an afterthought in current EFL teaching models, which put a much greater emphasis on reading and writing skills (Jung and Norton, 2002). China's English pedagogies place more emphasis on reading and writing in college English programs because these skills are necessary for students to be able to pass the CET-4 and CET-6 (Zhou, 2015).

2.5.1 The History of Aural-Oral Pedagogy

What is considered effective EFL oral pedagogy has changed substantially over the past decade. Historically, EFL classrooms have been very teacher-centered (Liu, 2013). This is where the teacher controls the discussion in the classroom, which may include explaining grammar, idioms, memorizing, and reciting. With this teaching method the students spend less time actually speaking and more time listening to the teacher lecture, which has proven to be rather ineffective. Furthermore, this teaching method does not stimulate students' desire to learn the language. According to Liu:

Although some communication seems to be two-way, there is still no inherent connection in their communication... For example, teachers raise questions and the students answer them, during which process one says a sentence, while another says another one. Without interaction and cooperation, oral communication loses its essence, let alone to be significantly used. (p. 14)

Alternatively, an EFL classroom can be student-centered in which a teacher will guide discussion in a classroom; however, the students generate most of the conversations. This approach leads to a gradual and organic understanding of the language, which the student is much more likely to retain. This approach is much more effective than the traditional “script-based dialog” that is commonly found in teacher-centered classrooms (Herazo Rivera, 2010). According to Herazo Rivera, script-based dialog is rarely representative of authentic oral communication. Thus, it is unlikely to generate meaningful opportunities for the development of foreign language proficiency.

Another problem frequently found in oral EFL classrooms is student anxiety in regards to speaking a non-native language in front of a group of other people (Karatas, Alci, Bademcioglu, & Ergin, 2016). In fact, even students who are usually talkative can become quite silent in an EFL classroom due to speaking anxiety. Researchers in this field believe this anxiety stems from incorrect application of a specific pedagogical method called corrective feedback (Krashen 1982; 1985). There are two forms of corrective feedback: meaning-focused and form-focused. With meaning-focused feedback, the teacher corrects students only if they have missed the meaning of a sentence and have therefore become ineffective at communicating. With form-focused corrective feedback, a teacher will correct students whenever they make a mistake in regard to things such as vocabulary, grammar or pronunciation.

The anxiety is lessened in a student-centered classroom since students will typically work in smaller groups and will receive meaning-based corrective feedback from other students and teachers (Zhang & Rahimi, 2014). This is in contrast to a

traditional oral EFL classroom where students will need to recite a sentence or converse with the teacher in front of a classroom and receive immediate corrective feedback if they make a mistake. Students who suffer from anxiety are less likely to develop their English language skills (Krashen, 1982). Understanding the obstacles students face when trying to achieve oral EFL proficiency, allows teachers to more effectively help students learn how to communicate in English.

Listening pedagogy has historically been overlooked despite the importance of listening skills when learning a language (Janusik, 2010). It was not until the 1980s that educators began giving more thought to the importance of teaching listening comprehension skills. In the 1990s and into the 2000s, teachers have been incorporating more technology into how they have taught listening skills. One method used is called extended listening (Siegel, 2011). Using this method, teachers will play audio recordings of the students' target language, and the students are then tested on their comprehension of the audio. Teachers then give students feedback on how accurately they were able to obtain information from the audio recordings. If the language being taught is the teacher's native language, their tips will be invaluable, as they will naturally be very adept at listening to and comprehending the language. Unfortunately, even though many teachers have realized the importance of teaching listening skills, the research done on the effectiveness of different pedagogies is still anemic (Field, 2010; Siegel, 2011).

2.5.2 Specific EFL Oral-Aural Teaching Techniques

While there are many different methods to promote oral-aural learning in the classroom, the most widely supported pedagogies all focus on students practicing speaking and listening in class under the teacher's guidance (Herazo Rivera, 2010). This can be accomplished by encouraging students to speak their target language in class and keeping students interested. As mentioned above, one key problem students face in practicing oral English in the classroom is anxiety related to speaking (Krashen, 1982). This leads to the direct problem that students do not volunteer to speak in class. One common method to address this problem is to ask students questions directly (Counihan, 1998). This method is effective at encouraging all students to speak, however, this may be stressful to a student with speaking anxiety. Another option is to encourage students to brainstorm on their own or in small groups prior to a speaking activity (Cullen, 1998). This serves many purposes, it warms up students, makes the activity more memorable and reduces anxiety since the students have been given a chance to prepare for the activity. Within these methods it is also effective for all students to practice organic interaction in the target language. It is important for the teacher to take an interest in topics that students bring up and allow the students to expand upon them. This allows students to practice developing and expressing ideas in an authentic manner.

Lack of motivation to learn also limits students' progress. One solution is the inclusion of more interesting information (Liton, 2012). Teaching cultural information in the EFL classroom brings substance to the discussions and can provide context. In fact,

students who study more than just the language are more likely to reach a higher level of language proficiency (Ellis, 1997). Another method to promote student interest and involvement in class is to teach material that is directly pertinent to the students. This can be done through the use of authentic scripts and materials in the classroom (Al Azri & Al-Rachdi, 2014). Including authentic spoken situations make students feel as though they are progressing in the language rather than studying unrelated material. This helps to keep morale high and keep students interested.

2.6 Language Competency Levels

Competency levels such as beginner, intermediate, and advanced are used for a wide variety of training and education systems. These types of competency levels are especially common for students learning any foreign language (Leyre, 2014). Each competency level has specific criteria and is sometimes broken down further into sublevels (ILR, 2017). This ranking method reduces subjectivity when grading proficiency tests and assessing language skills. In this section we will be discussing the importance of language competency levels and effective language competency systems.

2.6.1 Purpose of Competency Levels

The primary role of competency levels is to indicate a student's language ability (North, 1998). This is in contrast to traditional grades which indicate a student's success in learning the language.

Language competency levels are commonly developed with a behavioral approach (Bachman, 1991). This approach attempts to represent real life use of the language, meaning that two people who are at the same level of language competency will be able to communicate equally with a native speaker. This means, that competency levels that have been developed well should be able to outline a student's actual ability to communicate in the target language.

A key advantage to competency level rankings is that they offer the opportunity to define a universal set of criteria (North, 1998). This allows for a wide variety of language students from many different backgrounds to accurately determine how their skill compares to their peers. This also allows them to track their progress in defined increments. This can serve as encouragement to students and positively impact student involvement and their continuation of language studies (Smith, 1971). The accuracy of the results is dependent on how well the criteria are defined.

2.6.2 Criteria for Competency Levels

Although many government and private organizations have developed their own language competency levels, two of the most widely used proficiency guidelines were created by the Foreign Service Institute (FSI) and the American Council on Teaching Foreign Languages (ACTFL) (ACTFL, 2012; ILR, 2017). After the Korean War the United States government identified a lack of foreign language preparation as a serious problem (ILR, 2017). As a result, the government tasked the FSI with creating a standardized language grading system that was applicable to all languages and civil

service positions, without delving into pedagogic methods. A first draft was created in 1968 and was later revised in 1985 and coined as the Interagency Language Roundtable (ILR). Although there are slight variations, every U.S. government agency now uses the ILR as the standard language proficiency guidelines. In the 1980's the ACTFL actually based their very first proficiency guideline off of the ILR competency levels (ACTFL, 2012). Today the ACTFL and the U.S. government work very closely together because although their proficiency guidelines and competency levels are different, they complement one another.

The ILR (2017) has six competency levels, zero through five, which can be seen below in Figure 2.3. Each competency level also has a plus designation that can be applied when a learner's proficiency is greater than a certain level, but does not quite meet the criteria for the next. These competency levels are applied to eight different categories: reading, speaking, listening, writing, translation, interpretation, intercultural communication, and audio translation. The same six levels and plus designations are used for each category, but the criteria differ. Even though the criteria differ, there are general definitions for each level.

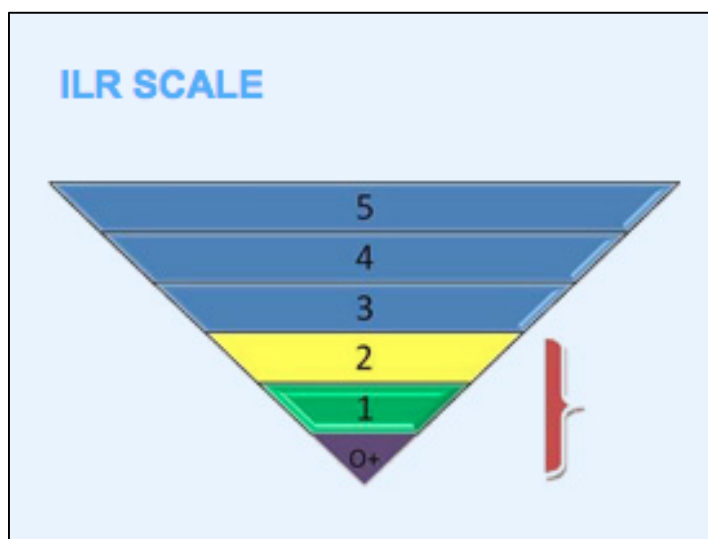


Figure 2.3 ILR Scale

Level zero is defined as having no proficiency, meaning no practical language ability whatsoever (ILR, 2017). Level zero plus is memorized proficiency, meaning the learner has memorized words and phrases, but has very little understanding of how to use them in a sentence or their grammatical requirements.

Level one qualifies as elementary proficiency (ILR, 2017). Learners at this level will struggle with basic grammar and vocabulary. At level one plus, learners will be able to guess at unknown vocabulary, but only if highly contextualized.

Level two is limited working proficiency (ILR, 2017). At this level learners' vocabulary is fairly limited, but they can contextualize and use real world cues in speech and text. Level two plus learners have a slightly larger vocabulary and can better understand the main idea of a conversation or text.

Level three is defined as general professional proficiency (ILR, 2017). Learners at this level can function at the minimum level in a professional work environment. They can formulate arguments in writing and speech, pick up on subtle hints in conversation, and read between the lines in text. Level three plus includes a greater knowledge of cultural references and context.

Level four learners have advanced professional proficiency (ILR, 2017). This means that they have all the abilities needed to function fully and successfully in a professional environment. These learners are practically fluent, they have a very large vocabulary, and understand almost all cultural references. Level four plus learners also have knowledge of colloquialisms, slang, and idioms, and are nearly equivalent to native speakers.

Level five is functionally native proficiency (ILR, 2017). This learner is equivalent to a well-educated native speaker.

Although the ACTFL's (2012) proficiency guidelines were originally based off the ILR, there are some differences between the two. The ACTFL's competency levels are the following: novice low, novice mid, novice high, intermediate low, intermediate mid, intermediate high, advanced low, advanced mid, advanced high, superior, and distinguished. This can be seen below in Figure 2.4. These eleven competency levels are used for four different categories, speaking, listening, reading, and writing, each with their own unique criteria. Similar to the ILR, the ACTFL's competency levels also have general definitions.

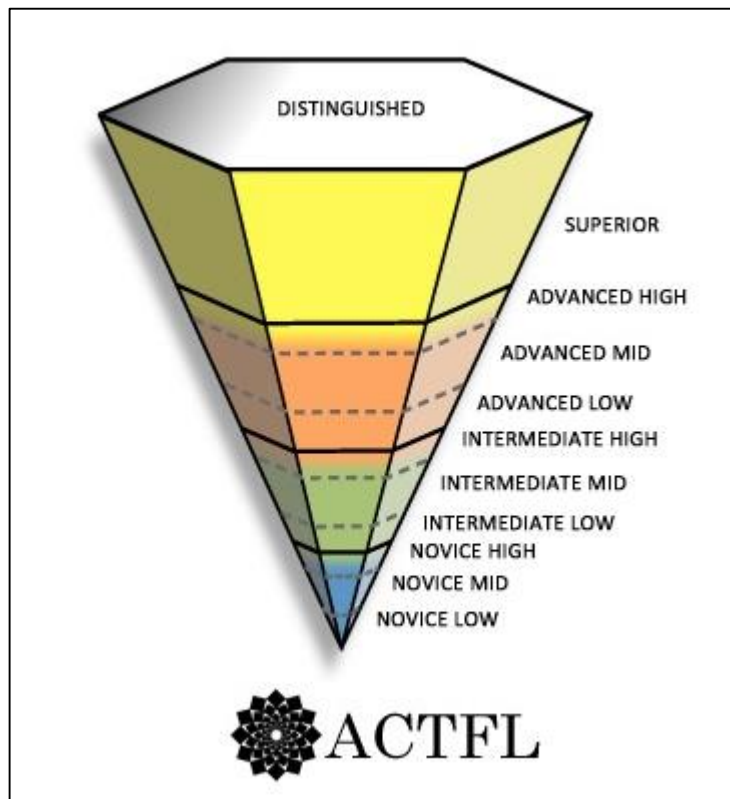


Figure 2.4 ACTFL Scale

Novice low learners have little to no functional language skills and cannot read, write, or pronounce intelligible words (ACTFL, 2012). Novice mid learners still have virtually no language skills and can only communicate minimally using memorized words and phrases. Novice high learners can function in predictable, non-complicated situations that refer to topics such as basic items, personal information, and a few limited activities.

Intermediate low learners can communicate in all predictable and straightforward situations needed to survive in the foreign country (ACTFL, 2012). Intermediate mid learners can communicate in an even wider variety of predictable

situations, but also have the ability to react to different situations and questions and can reply by creating new responses using what they already know. Intermediate high learners can speak and write with ease and relay basic information related to school or work, as well as be easily understood by native speakers.

Advanced low learners can communicate about most topics, but they still have an audible accent and their grammar is generally poor (ACTFL, 2012). In addition to being able to communicate about most topics, advanced mid learners can also provide accounts of past stories and events in a clear and logical manner. Advanced high learners can overcome any vocabulary limitations through the use of communicative strategies such as paraphrasing and descriptions.

Superior learners can communicate fluently and do not have a pattern of consistent errors, but rather make sporadic and rare errors (ACTFL, 2012).

Distinguished learners are completely fluent, but may still possess an accent and lack an understanding of certain cultural references and norms.

2.7 Successful Corporate English Language Training in ESL Countries

Since English is decidedly the language of international business, Chinese corporate English training has seen a sharp increase (Tran and Burman, 2016). Many companies around the world have seen the need for English proficient employees and

have employed successful ESL training programs. We will discuss these training programs and how they have affected the companies that employ them.

2.7.1 Aspects of Corporate English Language Training

There are many companies around the world, especially in China, that are currently pushing to employ English training for their workers (Tran & Burman, 2016). Companies that do business with Western countries, where English is a commonly spoken language, are trending toward this because of the potential increase for international business. An example of one such company would be Rakuten, Japan's largest online marketplace, which mandated in March 2010 that English would be the company's official language of business. Companies that fail to create a corporate English training strategy limit their opportunities for growth in the markets where their native language is not spoken. This puts themselves at a disadvantage to competitors that have adopted English-only policies.

The English proficiency needed for international companies differs greatly among industries. Along with this, certain fields will have vocabulary that is specific to its industry. This affects the need for English language trainers who are knowledgeable about both English and a given industry (Tran & Burman, 2016). According to the 2016 English Proficiency Index for Companies report, the global industries with the highest English proficiency were consulting services, professional services, and engineering (Education First, 2016). These industries especially have terminology that, when not understood, can pose a serious performance hindrance.

It is important however to take into consideration the cost associated with providing English proficiency training for workers. While there is a clear performance gain associated with training employees in English, companies also have to decide if the performance gain is worth the costs associated with this education. For Rakuten, the corporate English training strategy paid dividends following a growth effort that resulted in it acquiring PriceMinister.com in France, Buy.com and FreeCause in the U.S., Play.com in the UK, Tradoria in Germany, Kobo eBooks in Canada, and helped them establish joint ventures with major companies in China, Indonesia, Taiwan, Thailand, and Brazil (Neeley, 2012). According to Neeley, “The benefits of ‘Englishnization,’ as Mikitani [CEO of Rakuten] calls it, are significant; however, relatively few companies have systematically implemented an English language policy with sustained results” (p. 4). Neeley argues that this is not due to a lack of effectiveness of English knowledge but due to improper implementation.

According to a research study into the economic returns associated with English proficiency, in countries in which English is not the first language, English proficiency is quickly becoming a basic skill needed for the entire workforce. Similarly to how literacy has been transformed in the last two centuries, from an elite privilege, into a basic requirement for informed citizenship (Wang, Smyth, & Cheng, 2017). This solidifies the importance that English proficiency has for the international business workforce.

2.8 Summary

Significant research has been conducted on the subject of English needs of Chinese students, particularly college students. However, very little has been done for the English needs of Chinese international business people, despite the field's growing relevance. China has a growing presence in the international business market. This is requiring more Chinese companies to invoke English language policies for employees, with a particular emphasis on oral-aural English proficiency. Knowing English can allow a company to communicate with foreign investors and customers more effectively. These communication skills are exceedingly necessary for Chinese companies to perform well on the international market. In the next chapter we will describe how we carried out research to develop a way to measure the English proficiency of Chinese white-collar workers, and determine the best pedagogies for their learning.

3. Methodology

The goal of this project was to determine the type of English white-collar workers need and how to measure their English proficiency in terms of their daily English usage, reading, writing, and oral-aural abilities, as well as recommending effective pedagogies for English language teaching. In order to achieve this goal, we adopted the following objectives. We identified the purposes for learning English of Chinese white collar workers, identified the pedagogical methods currently used by GIE instructors, determined how to measure the English proficiency of Chinese white-collar workers, and determined the most effective pedagogical methods to teach English.

3.1 Identifying the Different English Needs of Chinese Business People

A fundamental part of our research focused on determining the different purposes and amount of English that Chinese business people need. We accomplished this by conducting a survey of current and potential GIE students and numerous interviews with instructors and other experts. Surveying provided us with valuable quantitative data, while interviewing provided us with more qualitative data. By collecting different types of data we gained a more comprehensive understanding of the English needs of Chinese business people.

3.1.1 Survey of Potential and Current Clients' English Skill Needs

Before we could measure Chinese white-collar workers' English proficiency, it was important to determine who we were assessing, their reasons for learning English, as well as what they wanted to improve upon specifically. To do this the team developed a survey that was administered prior to the proficiency assessment. Our team was able to survey 143 current and potential customers, 89 of which were white-collar workers. Current customers were students we surveyed who came to various classes at GIE throughout the week and students at various companies, such as Geely and Sanhua Incorporated. Our sponsor also distributed the survey electronically to other current students of GIE. Potential customers were randomly surveyed at two shopping malls close to GIE's office in addition to our sponsor distributing the survey to acquaintances of theirs. The survey questionnaire can be found in Appendix E. This survey allowed us to gather important data about the motivations that workers have for learning English along with respondents' use of English at work. We used this data in order to focus assessment questions on areas of English that potential and current customers wanted to improve, and was also relevant to their daily use of English, specifically at work. A survey helped us accomplish this because it asked basic questions, such as the respondent's career and purpose for learning English. This gave us objective quantitative data, as opposed to the purely qualitative data that one-on-one interviews with workers would have given us.

3.2 Identifying the Pedagogical Methods of Golden International English

The team identified how instructors at Golden International English (GIE) were teaching, both in a classroom setting and in one-on-one sessions. We used this information along with background research to help us determine what changes GIE should make to their pedagogical methods. Our team conducted interviews with current English instructors at GIE in order to determine the pedagogical methods employed by them in the one-on-one class environment, since observing a one-on-one session was not a possibility. The team compared these pedagogical methods to the ones that we identified while observing workshop classes, which besides company training, had the most students per class.

3.2.1 Direct Observation of Golden International English Classes

We observed five classes taught by GIE instructors using direct observation (see full protocol in Appendix D). Through these observations, we gained insight into some of the current English teaching practices and pedagogies employed by GIE instructors to teach white-collar workers. We collected data on the use of class time and teacher interactions with students. For example, in our observation protocol we recorded the different types and number of class activities, such as oral or group activities. We collected observational impressions on the interest students' displayed in learning the

material and on their willingness to involve themselves in classroom activities. We also requested copies of all teaching materials to review. This included handouts, PowerPoint slides, lecture notes, and all other documents the teachers used during class. The teaching materials helped us better characterize the curriculum and focal vocabulary of GIE. Determining the current state of teaching at GIE was vital for us to make informed recommendations for changes to their pedagogies. Knowing the curriculum and vocabulary they found valuable to teach business people was helpful in guiding the vocabulary we included in the test we developed.

3.2.2 Interviews of Golden International English Instructors

The team held interviews with 8 of the 11 current English teachers employed at GIE, including five foreign and three native Chinese teachers (see full interview protocol and interview schedule in Appendix B. and O., respectively). These interviews primarily focused on the different pedagogical methods that they utilize while conducting class sessions with students. Specifically, students who are employed in business and are learning English to improve their performance in the workplace. We also asked questions focusing on methods they use in a classroom setting in order to supplement our classroom observations.

3.2.3 Making Pedagogical Recommendations

In order to make pedagogical recommendations for GIE we first identified best practice pedagogies from our literature review. Many of these best practice pedagogies were developed by contributing members of the Teaching English as a Second Language (TESL) Internet Journal. Through classroom observations and interviews with GIE teachers we also identified effective teaching methods used currently at GIE. Also, whether or not the teachers were using the best practice pedagogies we had identified through our literature review.

3.3 Determining How to Measure the English Proficiency of Chinese White-Collar Workers

In order to measure the English proficiency of white-collar workers, our team based our test on English proficiency assessments from multiple sources. The team decided to create a standardized assessment because they provide more quantitative data for GIE as well as simplify the process of placing students in classes. Also, this method increased consistency in grading while also decreasing grading time. This decrease in grading time is particularly important to business people who may want their results quickly. The only hindrance to this was the oral and some of the written portions of the assessment, which required a grader to review before competency levels could be assigned. However, this is not something that could be helped, since all oral

and written assessments that we have researched take a considerable amount of time to grade.

3.3.1 Tailoring Our Test for Golden International English's Target Demographic

Our team built off of the English proficiency exams we researched, such as the English First Business Test, University of Cambridge Local Examinations Syndicate (UCLES) business English test, and assessments developed by the ESL Department at WPI. Using these assessments as guides, we created questions that were representative of the vernacular used in a business environment. This included choosing questions that test knowledge of business-specific vocabulary. Our test also included common English idioms and phrases relevant to business that were likely to affect a worker's understanding of English used in the workplace. Hand-picking questions that were specifically relevant to white-collar workers allowed us to accurately assess the English proficiency of GIE's customer base.

3.3.2 Developing a Simple Online Test to Determine English Skill Level

In order to administer this test, we used a simple online test maker called QuizEgg. The purpose behind using this platform was to create a user interface that is simple and clean as well as providing easily attainable results for our sponsor and their

customers. The test can be administered by GIE on site at companies or in their office. This online platform instantly displays results that are digitally stored and easily accessible for GIE. The assessment includes scores for definitive questions, such as a multiple-choice question that can only have one correct answer. It also has subjective scores such as open-ended questions.

A large portion of the assessment is comprised of an oral and aural section to determine the student's current level of speaking fluency and listening comprehension. The oral section of the assessment was based on a standard Worcester Polytechnic Institute ESL program oral assessment. We chose to model our oral assessment after WPI's ESL program following interviews with the director of the WPI ESL program, Billy McGowan, who has more than 30 years' experience teaching and studying ESL (Interview protocol can be found in Appendix P.). During interviews Mr. McGowan assisted us in vetting the validity and effectiveness of the assessment.

The team first developed a list of questions and prompts that were based on WPI's ESL program. These questions were delivered to students online. We assessed students' oral abilities by having students record their responses to the questions and prompts on WeChat. The recordings were listened to by a teacher who graded students' responses based on pronunciation, grammar, fluency and comprehensibility which can be found on the oral grading rubric (Appendix J.).

We assessed students' listening skills by first having them listen to clips of spoken English. They were then instructed to answer fill-in-the-blank, multiple-choice questions to test listening comprehension. If a student answered a multiple-choice

question wrong, we were able to tell that they didn't truly grasp the meaning behind what was presented in the audio clip.

This data was easy to manipulate, unlike analog results from hand-written exams. Because of this, GIE is easily able to present the data collected from these exams to potential and current customers. The total number of questions that students answered correctly is instantly recorded on the online platform for teachers upon completing the test. We created a rubric for teachers to use that contained not only the correct answers for the multiple choice, but also a guide for how to grade the long response questions as well as the oral portion of the test. This allowed for quicker and more objective grading, as well as streamlined data collection for GIE's records.

3.3.3 Competency Levels Based on Test Results

We developed competency levels for GIE's customers based on various ILR and ACTFL proficiency guidelines. We created eleven competency levels: novice one, novice two, novice three, intermediate one, intermediate two, intermediate three, advanced one, advanced two, advanced three, exceptional, and expert. These levels apply to four categories: speaking, writing, listening, and reading. The criteria for the different levels in each category can be found in Appendix G. Depending on how a participant scores on the test, he or she can be placed in one of the general categories of novice, intermediate, advanced, expert, and exceptional based on grade ranges. We based our grade ranges for each general competency level on the preliminary test results we

received from students at Hangzhou Dianzi University (HDU). In order to ensure that these grade ranges accurately corresponded to our competency levels, we also roughly evaluated the HDU students and placed them in competency levels based on basic English speaking interactions we had with them. The purpose of this was to make sure that the competency levels that we roughly perceived the students to be in, matched the competency levels they were placed in based on their test results. This provides helpful quantitative data for GIE and allows them to more effectively place students in the appropriate class depending on their English language ability.

3.3.4 Test Rubric

The rubric that we created for the English proficiency test for GIE is based off material obtained through direct collaboration with Billy McGowan, the head of the WPI ESL department. For the oral portion of the exam, we based our rubric on WPI's ESL oral proficiency rubric, and Engoo English Sessions' Basic Speaking Test rubric (Engoo, 2013). This allowed us to define clear requirements for each question that allow teachers to not only grade objectively and consistently, but also give accurate amounts of partial credit. This is crucial because our sponsors have stated in the past that the lack of a clear and detailed rubric has led to inconsistencies in grading among different teachers, especially in regard to oral assessments. We assigned point totals to each question, and the rubric contained partial credit requirements for the point total for each question. The entire test and its rubric can be found in Appendix H.

3.3.5 Validating Precision of Assessment Grading Rubric

The team developed a method to determine the grading rubric's ability to increase the precision in which instructors grade. Once again, we consulted the WPI ESL Director Billy McGowan and received feedback and comments on multiple drafts of our grading rubric. Once we created a final version of the assessment and accompanying rubric we distributed the assessment to several students at GIE. All team members and an instructor then graded student assessments independently. The grades that students received from each individual were then compared and analyzed. This allowed the team to average the difference in grades given between different graders and determine the precision by which they were graded. This is an important aspect to consider, since a test's effectiveness should not be dependent on who is grading it. The rubrics should be simple enough for all instructors to be able to use it and explicit enough to ensure precise grading regardless of the instructor.

3.3.6 Validating Test Results

We also conducted two feedback sessions with two teachers at GIE in order to receive feedback on the QuizEgg testing platform, the assessment that was created on it, and the rubric created to grade the assessment. During these sessions the team asked teachers, who were familiar with the new testing system, to compare the new testing system to the previous one. One question we asked specifically was whether or not they believed the new testing system would make grading faster and more convenient. We

asked this question because we were not able to time teachers grading our assessment. Teachers would have needed to grade many assessments using the new system before they felt comfortable with it and could be accurately timed.

3.4 Summary

Determining the purposes of learning English and the proficiency of a Chinese white-collar worker's performance is a large and multifaceted subject. Through the use of surveys, interviews, and direct observation, we were able to accomplish the objectives and goal of our project. In the next chapter, we will be discussing the analysis of these results and the effectiveness of the deliverables we provided for GIE. These include our competency levels, grading rubric, and online English proficiency assessment. We will also be discussing best practice pedagogies we have identified for GIE instructors to use.

4. Results and Analysis

The goal of this research project was to determine a way to identify the English proficiency of Chinese white-collar workers and recommend effective pedagogies to teach students. This chapter focuses on the results of our research including the various deliverables we developed to support the assessment, and the best practices in English language teaching to use with Chinese language speakers.

4.1 Proficiency Assessment

Our proficiency assessment (which can be found either in its entirety in Appendix H. or as a print-friendly test in Appendix I.) is comprised of two separate tests that are both designed to incorporate common vocabulary used in international business settings. Both tests are administered entirely on an online platform called QuizEgg. The first test assesses writing, reading, and aural ability in that order. In this test aural skill represents the majority of the points, while writing and reading together make up less than half. The second test only assesses oral ability but is weighted the same as the first test, due to the importance of oral skills. For the reading and writing portions, prompts are presented and responses are recorded on the online test platform. For the listening portion, students are given an audio clip of a native speaker and are asked to select an appropriate response to various questions related to what the native speaker said. For the oral portion, students are given a prompt on a test platform and

they record a spoken response using the popular Chinese messaging system, “WeChat”. The resulting responses are sent to a GIE teacher’s account for grading.

4.1.1 Proficiency Assessment Structure

Our research strongly suggested that the oral portion of the test should be both the most rigorously tested and carry the most weight in the overall assessment, followed by the aural, writing, and reading sections in that order. As we discussed in section 2.5.1, oral-aural skills have traditionally been underdeveloped in Chinese classrooms (Hu & Baumann, 2014). This was also supported by our interview with a native Chinese teacher (GIE teacher, interview #5, Nov 7, 2017). In fact, this teacher explained that oral English skills are still underdeveloped in Chinese classrooms today. Furthermore, as evidenced by the “general clerk” and “Manager or Supervisor” columns in the following Figure 4.5, from our survey of GIE students and potential students, most people who reported having a white-collar job also reported that they wanted to improve their oral skills the most, followed by aural, and then to a lesser extent reading and writing. This indicates that not only do oral-aural skills have the greatest room for improvement, but also that white-collar workers are more interested in improving those skills. GIE teachers supported this finding in interviews (GIE teacher, interview #5, Nov 7, 2017). Having much larger and more heavily weighted oral and aural sections in the assessment, enable GIE students to more accurately see tangible improvements to their oral-aural abilities.

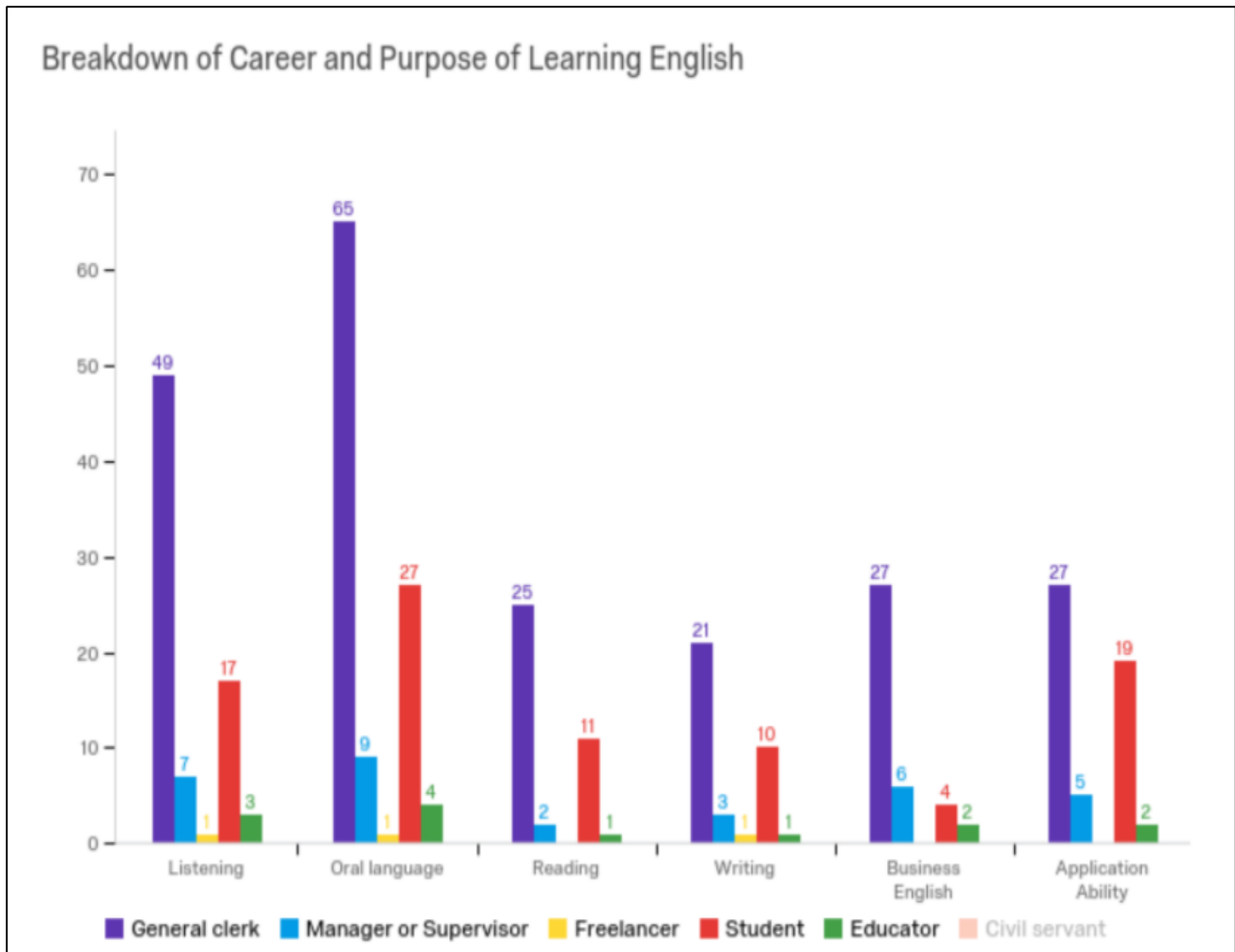


Figure 4.5 Breakdown of Career and Purpose of Learning English

The above-mentioned assessments are administered to students using the QuizEgg platform. This tool allows instructors to administer the assessment to students online and receive the results online as well. We chose QuizEgg because it had a friendly interface for teachers to use and was a reliable platform. The QuizEgg platform also has several features that other platforms do not have, such as the ability to upload photos to be used on questions, a function that we utilized when creating the assessment.

4.1.2 Proficiency Assessment Content

The English vocabulary utilized in the proficiency assessment is representative of real world experiences that Chinese white-collar workers encounter in the workplace. The vocabulary choices include phrases relating to company hierarchy, office space descriptors, schedules using past and future tense, and general business terminology such as “profit” and “industry”. Along with this, some of the vocabulary and question types used on the assessment were based on the University of Cambridge Local Examinations Syndicate (UCLES) business English assessment.

One section in the oral assessment is an article in English that students are required to read aloud to assess fluency. They are then asked to answer questions referring to the article in order to demonstrate their understanding. The article was chosen because it contains vernacular that is common place in most white-collar working environments. In the listening portion we utilize recordings of native English speakers with a variety of accents. We have previously discussed, in our literature review, the importance of learners understanding authentic communication (Al Azri & Al-Rachdi, 2014).

Although GIE currently has a teacher's guide outlining a business English curriculum, our team chose not to directly take content from this source. This decision was in part due to the fact that several GIE teachers choose not to follow the teacher's guide, which would leave their students at a disadvantage if tested on that material (GIE teacher, interview #1, 11-3-2017). Also, several teachers expressed that the content

of the GIE teaching guide often related poorly to how workers were actually using English in their jobs (GIE teachers, interviews #1, #3, #4, 11-3, 11-6, 11-7-2017).

4.1.3 GIE's Past Assessments Versus New Model

GIE has provided us with three different tests that it has used since opening. Two of the tests were created by GIE teachers collaboratively in 2015. One is a reading and writing test and the other is a speaking test. The duration of the reading and writing test is forty minutes while the speaking test allots two minutes for completion. The writing tests consists of four fill-in-the-blank passages, one multiple choice section, and an email response. The speaking test, however, is only two questions. In the first question, there are four paragraphs that the teacher can choose from to have the student read out loud. The second question asks the student to provide a one-minute self-introduction. A comparison between GIE's old assessments and the one our team has created can be found on the next page in Table 4.1 GIE's Past Assessments Vs. New Model.

The third test that GIE has used was created by one teacher in 2017. The allotted time for it is four and a half minutes. It has a forty second writing section, a thirty-five second speaking section, and a twenty-five second video conference simulation section. There are no questions shown for the writing or video conference section, but there are six questions in the speaking section that relate to the specific company's operations,

such as electrical and welding issues and solutions. Students have thirty-five seconds for each question in the speaking section or for the entire speaking section in total.

	Duration	Writing	Reading	Listening	Oral	Rubric
GIE Test 1	40 minutes	1 Question 1 Long Email Response	6 Questions 4 fill in the Blanks Sections 1 Multiple Choice Section	N/A	N/A	N/A
GIE Test 2	60 Minutes	N/A	N/A	N/A	2 Questions Teacher chooses one of four paragraphs for student to read aloud. Student is given one minute for self-introduction	N/A
GIE Test 3	4 Minutes 30 Seconds	Content and number of questions not specified Forty Second Writing Section	N/A	Teacher asks students six questions related to work. Students have 35 seconds to answer (not specified if for each question or total)	Content and number of questions not specified 25 second mock video conference Teacher asks students six questions related to work. Students have 35 seconds to answer (not specified if for each question or total)	N/A
WPI IQP Test	1 Hour 20 Minutes	3 long response questions	6 multiple choice, fill in the blank questions.	15 audio clip multiple choice questions	6 Sections: Reading words and sentences aloud Reading an Article Aloud Answering Questions About an Article Describe the Image Interpret the Graph 15 questions total	Specific answer key or grading rubric with point totals for each section

Table 4.1 Comparing Tests

None of these tests has specific grading rubric documents. According to GIE management, there is an answer key for the writing test for the multiple choice and fill-in-the-blank questions. However, for the email response and oral test, all of the teachers who will be administering and grading the tests meet beforehand. They discuss what they will be assessing, such as pronunciation, fluency, and grammar, then the teachers collectively grade the first three students before breaking up to grade individually. The test that was created by one teacher is only graded by that teacher and GIE management was not able to tell us specifically how the grading criteria for that test are determined and the specific teacher was unavailable for an interview or discussion.

Conversely, as mentioned earlier, our test is broken down into listening, reading, writing sections, and a separate oral test. There are three long response questions in the writing section, six fill-in-the-blank questions in the reading section, and fifteen multiple choice questions in the audio clip listening section. The oral section has fourteen questions, broken down into five different sections. The duration of the writing, reading, and listening sections is sixty minutes, while the duration of the oral section is twenty minutes (Appendix I.). A longer test doesn't necessarily make it more valid, however, one particular teacher at GIE commented that the more thorough a test is and the more sections and questions it has, the more accurately teachers can assess the student's understanding of the subject matter (GIE teacher, interview #1, Nov 3, 2017). In our literature review we also found that the CET-4, which all Chinese non-English majors need to pass in order to graduate, is comprehensive and lengthy, including sections on listening, reading, writing, and translation. As a result, our team

added as much content to the assessment as possible given the time constraints that we were given in order to make the assessment as thorough as possible.

The rubric that we have created for our assessment has point totals for each question and clear descriptions relating to the number of points a student should receive based on the quality of his or her answer (the rubric can be found in Appendix J.). This is a large improvement for GIE considering that before our project, they did not use a grading rubric document. We created our rubric based on and at the recommendation of WPI ESL Director Billy McGowan. WPI's ESL program uses rubrics so teachers are able to grade consistently and fairly. Thus we determined it was important to provide a grading rubric for teachers at GIE. Teachers at GIE can now also grade more quickly since they will be able to look at the hard copy of a grading rubric, rather than try to remember what they had agreed on for grading in a meeting prior to administering the test.

4.2 Application of the Assessment

The online English proficiency assessment was designed to drastically reduce the amount of time that teachers spend grading this test, as compared to GIE's original test, while also decreasing the subjectivity involved in grading. We found that the test was effective at decreasing the time needed to grade assessments, and the explicit rubric we created decreased the subjectivity involved in grading. Also, through testing the

assessment on numerous people, we were able to determine the accuracy in which the test placed students in competency levels.

4.2.1 Student Assessment Results

The assessment was relatively straightforward and easy for students to use, however, some students had such a low level of English that they had difficulty registering for the online test and following the necessary directions. In order to fix this, we developed a set of Chinese-language instructions for students to register for and complete the test. These instructions can be found in Appendix N.

One of our sponsor's biggest concerns pertained to the length of time needed to grade students' tests. Using the online platform enables automatic grading, and the remaining few essay questions and the oral assessment can be graded from any computer with an internet connection. Our claim that the new test decreases the total time required to grade assessments and will make grading more convenient compared to the old platform was supported through feedback sessions with two GIE teachers. During these sessions, teachers claimed that the new assessment would make grading much easier and thus much faster. While asking one teacher whether or not the new assessment would be faster to grade than the previous one, the response was "Absolutely, and I will be able to [grade it] from anywhere. Also, it will help me teach better because I will have all of the test results in one place so I can see clearly where they need to improve" (Feedback Session #1, November 28, 2017). Both of the teachers

in the sessions agreed that the new assessment would reduce the amount of time needed to grade and overall would be more convenient to use than the previous one since they have the flexibility to grade from anywhere.

We also found that the grading rubric for the assessment helped increase the precision at which we graded students. Our team was able to grade numerous assessments with an instructor in a blind experiment. Each member of the team, as well as the GIE instructor, graded assessments without knowing the score that each grader had given a student. We found that although each member and the instructor graded the assessments independently, each student received similar scores with only slight differences. One question in particular, however, was not clear enough on the rubric or test (Question 4 on the oral assessment. Refer to Appendix I. "Section 3: Answering Questions About the Article"). To fix this we decided to modify the rubric to be more clear on how to grade the question. Also, we made the directions on the question more explicit. The team added the stipulation in the directions that the responses needed to be in complete sentences. Other than this question, each member of the team and the teacher graded students very similarly using the rubric. This shows that our assessment and associated rubrics effectively provide precise grading results.

However, the team also found some limitations in the assessment. First, the length of the assessment was determined by time constraints put in place by GIE clients. Since most of GIE's students are business people, the students do not typically have time to spend several hours taking an English proficiency assessment. This caused the team to limit the length of the test and complexity of questions on the assessment. Based

on our test results we have found that with a longer test and more complex questions, future assessments would be able to more comprehensively assess students' current level of English proficiency. Like any online platform, it is limited by a user's internet connection. While testing the platform we had some difficulty using the assessment smoothly while on a poor network connection. This led to some students taking more time to complete the assessment than they would have, had they not needed to wait for graphics to load.

To prevent any future difficulties for teachers using the platform and test, the team developed a manual for teachers at GIE to be able to use the platform. This manual explicitly explains how to perform simple operations such as adding questions to a test or modifying questions. This manual is particularly helpful for new teachers who come to GIE and need to learn how to use the platform (see Appendix M. for this manual).

4.2.2 Competency Levels

The competency levels that our team developed for GIE are based on the proficiency guidelines created by the ILR and the ACTFL. We created general competency levels such as novice, which is comprised of levels 1-3, intermediate which is levels 4-6, and advanced which is levels 7-9. There are also higher levels such as exceptional and expert, which are levels that designate English language abilities similar to that of a native speaker's. Our team also created more specific competency

levels containing the same general competency levels (novice, intermediate, advanced, exceptional, expert) but broken down into the categories of speaking, listening, reading, and writing. These levels and their specific criteria can be found in Appendix L. Based on trying out our assessment on HDU students, an easily accessible population and one that may go on to use English in their careers, we determined that a 0-40% cumulative score on the test indicates a novice level learner, a 41-70% score indicates an intermediate learner, a 71-90% score indicates an advanced learner, and above a 90% score indicates either an exceptional or an expert learner.

The first three subjects whom we tested all scored highly on the competency levels, and were placed in various levels of the advanced category. There was a strong correspondence between high competency level and high scores on the writing, reading, and listening portions of the test. In the oral portion of the test, however, all three subjects scored roughly 50%. This indicated that the oral portion of the new test would, in fact, be very important in assigning someone to a competency level since even advanced students struggled on the oral portion. During subsequent tests on HDU students, we fine-tuned our test. Thus, we wanted to make sure the competency levels that students were being placed in, from their assessment results, seemed accurate based on casual conversation we had with the students. We made sure the competency levels seemed accurate based on judgements we made using the criteria for our competency levels during basic conversations with students after testing. In these basic interactions each team member started off by asking personal questions about what the students were studying at HDU, where they were from, and some of their hobbies and

interests. Our team determined that students that were able to answer all the questions and fluently carry on a conversation were usually at an advanced level, for example. However, students that were unable to answer questions based on their limited vocabulary or were not understandable because of their grammar, were usually at the novice level. These informal assessments validated the levels that students were placed into based on their assessment results.

Although GIE has already developed somewhat similar competency levels, they felt their criteria were not clear enough and were not happy with the aesthetics of the levels. GIE's speaking levels ranged from 1-14. Levels 1-3 were beginner, 4-6 intermediate, 7-9 advanced 1, 10-12 advanced, and 12-14 mastery. These were also broken down into the categories of reading, writing, listening, and speaking similar to the categories we have for our competency levels. However, speaking was further broken down into giving information, working, and life. One way that we tried to make this clearer was by consolidating the speaking section. For example, GIE's speaker beginner level 1 has the following descriptions: "for giving information at this level a student can answer basic questions; for working, a student can give name and job title; for life, a student can say a few common words." The description for the speaker novice level 1 that we created is the following:

Speakers at the Novice 1 level can usually utter greetings and personal information, but these speakers have no real functional speaking abilities. Even basic words and phrases they are able to learn, will most likely be unintelligible because of poor pronunciation.

We believe this description is more clear and concise, as well as less repetitive than GIE’s previous description. In order to make the graphic for the new competency levels more appealing overall, we used Adobe Illustrator, instead of the Microsoft word table that was used to create GIE’s previous competency levels.

While the correlations our team produced can classify an English learner as novice, intermediate, or advanced with reasonable certainty, as seen below in Figure 4.6

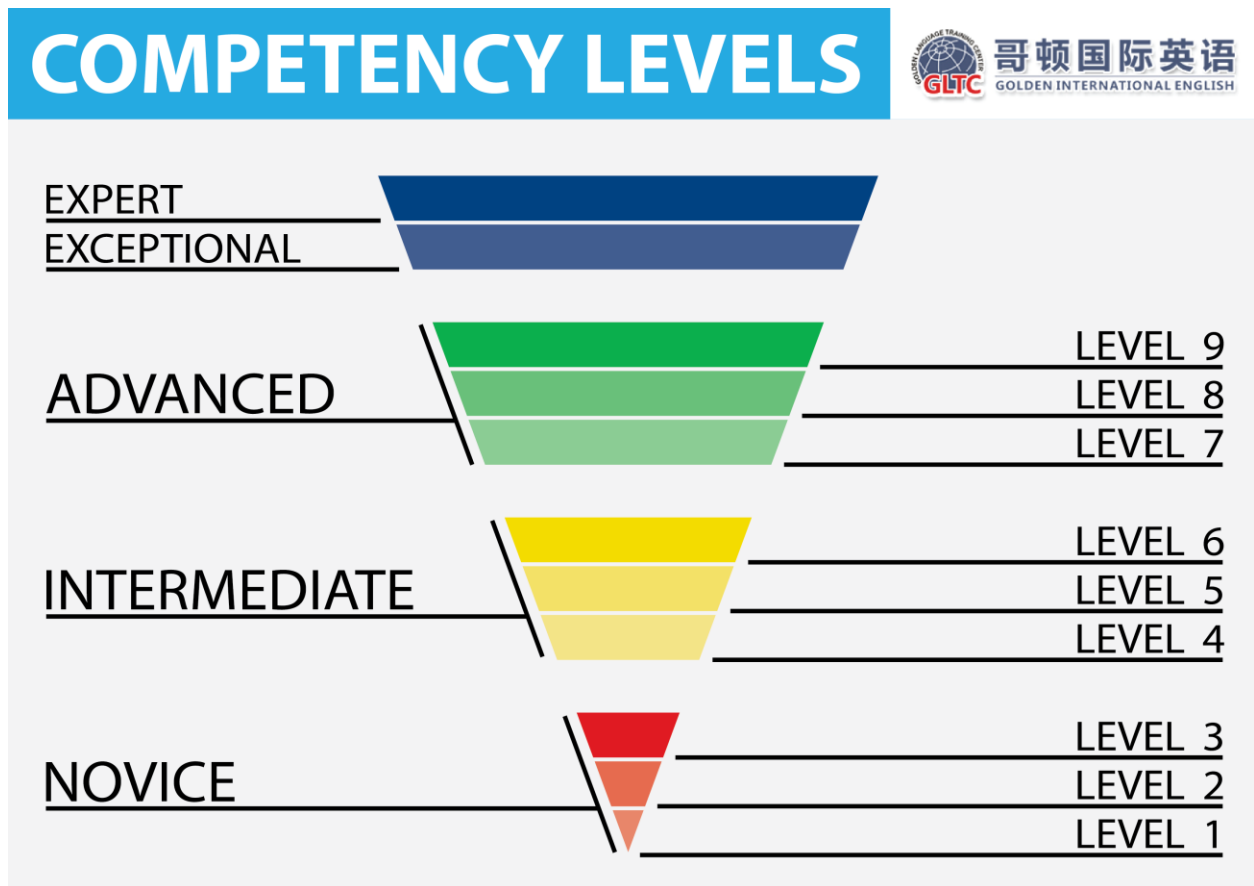


Figure 4.6 General Competency Levels

our team found that it was impossible to accurately assign test scores to specific detailed competency levels. There are a few roadblocks that limit the effectiveness of more detailed assignments. Any method of testing will contain inherent biases based on

teachers' interpretations of the grading rubric. Our team has attempted to minimize teacher bias by creating a rubric to aid in objective grading; however, all rubrics allow for some interpretation. Certain aspects of grading always remain subjective depending on the teacher to some extent, regardless of the assessment or subject. Our assessment is limited by the amount of time GIE's customers can commit to taking a test, as we will discuss further in Section 4.4 "Limitations of English Language Training as a Private Enterprise". GIE also requested that we make the oral assessment as short as three minutes for the sake of grading. However, we were able to create a longer oral assessment by allowing students to send GIE teachers their recordings remotely so teachers have more time and flexibility in grading. Since testing time was still a concern for GIE we limited the number of questions on the assessment. This resulted in too few data points to accurately connect test grades to sublevels within general competency levels such as novice, intermediate, and advanced. We do have enough test questions however to determine whether a student is novice, intermediate or advanced, but not whether a student is a level three novice in listening, for instance. GIE teachers can use this examination to provide general rankings for student competency levels, particularly if there is a large number of English learners who must all be ranked at a company for class placement, like Geely Automotive, for example. As teachers get to know students better in small classes, they can refer to the specific competency level definitions for writing, reading, listening, and oral skills that we have provided to accurately place students in specific levels, an example of which can be seen in Figure 4.7.

SPEAKING LEVELS



哥顿国际英语
GOLDEN INTERNATIONAL ENGLISH

EXPERT		Speakers at this level are functionally equivalent to a well educated native speaker. The speaker has complete flexibility within the language and has a mastery of not only vocabulary, but also local idioms and colloquialisms. Any accent will be slight and hardly noticeable.
EXCEPTIONAL		Speakers can use lengthy discourse to express themselves. They can explain their own interests and areas of competence in great detail and converse about any topic. These speakers have no repeated errors, but will occasionally make errors that they self correct. These errors do not misconstrue the meaning of a sentence.
ADVANCED	9	Speakers at this level can use language fluently for everyday needs. They properly use rhetorical devices and also understand cultural references. They can construct coherent hypotheses and arguments, but they are still more adept speaking about topics which they know better or have an interest in.
	8	Speakers at this level can handle a wide variety of communicative tasks and also narrate past and current events with accuracy. Rephrasing sentences for conversation partners who are unclear of the speaker's meaning is a common communicative strategy at this level. Speakers at this level will also have an extensive vocabulary.
	7	Speakers at the Advanced 1 level can speak on a variety of topics including current events and even matters of community and public concern. Although speakers at this level will have a fair amount of problems with grammar they will be able to self correct and use communicative strategies such as rephrasing and circumlocution.
INTERMEDIATE	6	Speakers can express themselves by creating new sentences with the language using different combinations of words and phrases they have already learned. Speakers display a moderate level of fluency and can participate in most social, formal, and informal interactions. However, under pressure their speaking ability deteriorates.
	5	Speakers can determine what the main idea of most conversations, but will become lost when specialized vocabulary or topics are introduced. Simple sentence structures and grammatical rules are understood, but they speaker will struggle with aspects such as plurals, articles, linking words, negatives, and tense usage.
	4	Speakers at the Intermediate 1 level can handle basic conversations relating to topics such as personal information, family, daily activities, personal preferences, immediate needs, and ordering food. These speakers tend to be reactive and struggle with direct questions regarding information.
NOVICE	3	Speakers can communicate in straightforward and predictable social interactions and also ask formulaic questions. The speaker's speaking ability is functional but extremely limited in terms of vocabulary and grammar. Speech will often be lacking modifiers and pronunciation, stress, and intonation will all be poor.
	2	Speakers at the Novice 2 level may have memorized a few common words or phrases to use, related to needs for survival. They have little to no flexibility in conversation and will often resort to repetition when misunderstood or in some cases, silence.
	1	Speakers at the Novice 1 level can usually utter greetings and basic personal information, but these speakers have no real functional speaking abilities. Even basic words and phrases that they are able to learn, will most likely be unintelligible because of poor pronunciation.

Figure 4.7 Detailed Speaking Competency Levels

4.3 Pedagogical Methods

We found that all of the teachers at GIE had a unique style of teaching; however, half the teachers we interviewed or observed used the teaching guides and the other half did not. Certain teaching methods, however, were common among teachers in these groups, but whether or not they followed the teaching guides generally had a large impact on the level of student participation in each class.

4.3.1 GIE Current Teaching Guidelines

While conducting our five classroom observations we found that although there were one or two reading or writing activities per class, the majority of class time was spent on oral and listening activities. This is what we expected, since GIE is known for its focus on oral-aural teaching, as opposed to the traditional English reading and writing teaching methods that are so common in China. Although all teachers based their classes on oral and listening activities, the style of activities varied greatly as well as the topics, based on whether or not the teacher was following the teacher's guide provided by GIE.

We found that teachers who did use the teaching guides were relatively new to GIE, taught smaller classes, or taught lower level classes that involved more Chinese speaking. Although these teachers used the teacher's guides, the guides were clearly limiting their teaching ability. In one lower level class we observed, for instance, the teacher was given a teaching guide with required vocabulary words and a section of

sentence recitation (Direct Observation Study #3, November 1, 2017). The teacher attempted to follow the guide as closely as possible. For the vocabulary section the teacher introduced the pronunciation of each word and had the class repeat it, then the teacher defined the word and offered one or more example sentences, all while speaking English as instructed. Following that, the teacher would ask the class if they understood; most often the class expressed that they did not. The teacher then tried again in English before often resorting to a lengthy Chinese description of the English word. This method resulted in an inefficient use of class time, and it encouraged students to speak in Chinese rather than English. Due to the limitations of the teaching guide, the teacher was not able to get students to speak English throughout much of the class. GIE has many capable and passionate teachers, but their ability to successfully teach English is being constrained by the teaching guides provided to them by GIE.

4.3.2 Best Practice Pedagogies

Based on interviews with experts, as well as interviews and direct observations at GIE, we determined that the best practice pedagogies we have identified for GIE are consistent with those in our literature review. First and foremost, in order to effectively teach English, the teacher must constantly encourage students to use English (Herazo Rivera, 2010). One strategy for doing this is to ask students questions directly (Counihan, 1998). In many of GIE's classes we observed that often when a teacher asked for a volunteer, the whole room would become silent, and no one would answer the

question. By asking specific students to answer questions instead of asking the whole class to answer a question, it essentially forces them to participate and practice their English. If this proves ineffective for a particular class, students can be split up into small discussion groups and told to ask each other questions, as directed by the teacher (Cullen, 1998). Some students may be more comfortable answering questions posed by peers in a small group setting, rather than in front of the whole class. Another extremely important teaching method is focusing on material that is actually pertinent to students' lives (Al Azri & Al-Rachdi, 2014). This will not only increase participation within the classroom because students are more likely to speak on topics that they are familiar with, but it will also allow students to practice their English more outside of the classroom. For example, when they are collaborating with English speaking colleagues or employees of foreign companies, which they have to do on a regular basis in many cases. Overall this will make students feel like they are developing a greater understanding of the language and their ability to use it. This will increase their motivation in and outside of the classroom for learning English.

Many elements of these best practice pedagogies are present in GIE classrooms; however, they are not consistent among all teachers and in all teaching guides. We only witnessed one teacher who, straying from the syllabus employed the strategy of asking students to talk about topics that were important to them (Direct Observation Study #2, October 30, 2017). Instead of asking students what their hobbies are or a fun fact about themselves, they asked the students to describe something special about themselves. If a student tried to say they liked to play basketball or watch television, the teacher would

ask them again to tell the class something special about themselves because interests such as basketball or television are not special. This led to students speaking about aspects of their lives that they were very passionate about and might not usually share otherwise. The result was vastly increased student participation, so much so that students were actually asking each other questions about these special parts of their lives. This same teacher also utilized the strategy of breaking up students into small groups to practice their English speaking amongst themselves. The teacher would provide a narrative and questions about the narrative for the students, and then the students were split up into small groups and asked to try and come up with answers for the questions amongst themselves, or in some cases even retell the narrative.

It is fantastic that teachers at GIE are using some of the best practice pedagogies that we have identified in some cases. However, every teacher needs to be implementing the same successful methods in order to provide consistently high quality English training for all customers, regardless of who the teacher is. That is why it is important for GIE to effectively communicate these methods to all of their teachers through either teaching guides or training sessions.

4.4 Limitations of English Language Training as a Private Enterprise

Throughout our project we experienced multiple limitations that derive from GIE's status as a profit driven business, rather than a not-for-profit educational institution. In order to subsist as a company, they have to cater to the time related needs of their customers, even if it affects the quality of the product they provide; for example, the length of an assessment. This makes for a very different learning and educational environment than what is provided by the Chinese educational system.

As a result, during our project, we made an online test in order to create a more flexible testing environment for their students, which would allow them to take the assessment when they had time. Even with increased flexibility in scheduling assessments, business people still have a limited amount of time that they can spend on the actual assessment itself. In order to accommodate this, our team had to limit the number of questions on the test, making it less accurate and comprehensive than a longer test would have been. These assessment limitations directly affected how the competency levels we created related to students' test results, as we were only able to relate grades to general competency levels.

In our literature review from sections 2.3.2 and 2.3.3 we found that the Chinese MOE established specific curriculum standards and assessments for English language learning. This rigid, test based education system ensures that students cannot advance their educational pursuits until they meet the satisfactory requirements for their English language skills. This shows a clear emphasis on the desire to guarantee that students actually have the level of English language knowledge that is required to progress.

Unlike the Chinese education system, private enterprises lack the capability to hold a student back based on their knowledge of the English language. If they do try to recommend that a student repeat a course based on their assessment results and competency level, the student may just feel they are not satisfied with the training they are receiving and stop paying for classes. And if a student decides to go to take classes at a different company, for instance, that company may place them in a higher-level class than the last. There is no industry-wide standard for education among private English language training companies. They can subjectively offer whatever quality of education and assessment levels they please, simply based on what they believe customers are looking for, opposed to providing the best education possible.

China's MOE established the NECS in 2011 with the purpose of making sure that all of their students were taught the same curriculum and received the same quality of English language education (OECD, 2016). All of these standards are very clear and well known by students and teachers alike. Level one, which must be completed by the end of four, for example, has the following requirements: "identify words based on

pictures, read words and phrases, and read simple stories with the aid of illustrations” (Hu & Baumann, 2014, p.29). Although private English language training companies will always be competing to provide a better product than their competitors, the implementation of industry-wide education standards, that must be met by all companies, could potentially increase the credibility of the industry and allow it to continue to grow. Currently there is not much research on this topic, but industry education standards would lead to better education and ultimately produce more English proficient Chinese workers.

5. Conclusions and Recommendations

In this chapter we provide a summary of our final conclusions and recommendations. Each of our conclusions has grown out of a combination of extensive literature review, which can be found in chapter two, and our own in-depth data collection, the results of which are presented and analyzed in chapter four. The recommendations we have made represent what our team has determined to be the most effective changes GIE can implement in order to address the English learning needs of its primary clientele: white-collar workers.

5.1 Conclusions

The assessment we created effectively satisfies the goals that our sponsor had for it, which is to decrease the time needed for grading and increase grading precision. Teachers can also more thoroughly grade the oral portion of the exam since they can listen to the students' WeChat recordings as many times as they want, rather than having to determine oral grades on site immediately after the student speaks. The competency levels that we have developed will accurately place students in appropriate classes based on their assessment results that correspond to general competency levels. By developing graphics that show the competency levels, instructors at GIE will be able to show students exactly where they are in the competency levels.

We have concluded that the curriculum currently being employed by GIE is ineffective at promoting participation in class. We have also concluded that some of the best practice pedagogies for teaching English are asking students questions directly, using group activities, and focusing on material that is actually pertinent to students' lives. Although some teachers employ these pedagogies they are not used by all teachers.

Through literature review as well as observations we as a team have made, we have concluded that the profit-driven nature of the English language training industry affects the quality of education that they are able to provide for students. There is a greater emphasis placed on accommodating the needs of the customers rather than providing the highest level of education possible. However, if industry standard education requirements were implemented, similar to the Chinese education system currently, then the English language training industry as a whole may be able to provide higher quality education for its customers and continue to grow.

5.2 Recommendations

GIE should use the assessment results for general competency levels such as novice, intermediate, advanced, expert, and exceptional to place students in classes. In order for students to track their own improvement of their language skills teachers should use the more specific and detailed competency levels we created within speaking, listening, reading, and writing.

For any basic changes or additions GIE wishes to make to the assessment we have created, we recommend they refer to the teacher's manual we have created. GIE should also consider the effect of any future changes to the assessment on the corresponding competency levels to ensure that future student assessment results can still be used effectively to place students in competency levels. If GIE decides to embed the link to the assessment on their website, we recommend they contact a third party web designer to embed the link for them, to ensure that neither the online platform nor their company website is corrupted in the process.

We recommend GIE create new teaching guides in order to provide higher quality English language training for their customers. We recommend these teaching guides include specific teaching strategies such as asking students questions directly and allowing students to break into small groups to converse in English with each other.

We recommend these teaching guides include topics that students encounter in their day to day lives such as talking about their jobs, personal interests, and personal history. Class topics that relate closely to students' lives will make students want to participate in class. Students will also see a visible improvement in their English when they talk about their personal interests outside of class, for example. Creating effective teaching guides, will also ensure all students are receiving the same quality of training, regardless of the teacher.

It is a challenge to create a functioning, comprehensive online English proficiency assessment in a seven-week period. That being said, we believe we have

created an assessment that will more accurately determine students English language abilities, save GIE teachers time grading, and is flexible enough to be altered by GIE in the future for their own purposes. There will undoubtedly be issues that arise with the assessment, whether it be in regards to the content of the assessment, technical aspects of the online platform, or logistics administering the assessment. Also, the new teaching guide that GIE needs to create will require extensive research and multiple drafts in order to be effective and appropriate. Because of this we recommend that GIE obtain professional help that could potentially build upon and improve the assessment we have made and help create improved teaching guidelines that would provide GIE with what it needs.

Future researchers who wish to analyze the English language industry should examine and do research on the practicality of establishing industry standards for education, as well as what sort of standards, if any, may already be in place. There is very little research on this topic currently, despite the exponential growth of the industry. Depending on companies' reception of the idea researchers could also begin to develop these standards, potentially based on the established education system standards of various countries.

References

- ACTFL. (2012). ACTFL proficiency guidelines. Retrieved from <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>
- Al Azri, R., & Al-Rachdi, M. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research*, 3(10), 249-254. Retrieved from <http://www.ijstr.org/final-print/oct2014/The-Effect-Of-Using-Authentic-Materials-In-Teaching.pdf>
- Backaler, Joel. (2012, Jan. 14). 10 Chinese companies going global in 2015. *Forbes*. Retrieved Oct 4, 2017, from <https://www.forbes.com/sites/joelbackaler/2015/01/14/10-chinese-companies-going-global-in-2015/#4dc60a1d62d8>
- Bachman, L. F. (1991). *Fundamental Considerations in Language Testing* (2nd. impr. ed.). Oxford: Oxford Univ.
- Bolton, K., & Kachru, B. B. (2006). *World Englishes: critical concepts in linguistics*. New York, NY: Taylor & Francis.
- Cactus. (2017). Business English Courses: Corporate English Language Training. Retrieved November 9, 2017, from <https://www.cactuslanguagetraining.com/languages/english-language-training/>
- UCLES. (2017). Test your English - Business English. Retrieved from <http://www.cambridgeenglish.org/test-your-english/business/>
- Clark, D. (2012, Oct, 26). English - The language of global business? *Forbes*. Retrieved Oct 4, 2017, from <https://www.forbes.com/sites/dorieclark/2012/10/26/english-the-language-of-global-business/#c8a60d5b57ee>
- China Scholarship Council. (2012). Xiamen University English-medium programmes.
- Counihan, Gerard. (1998). Teach students to interact, not just talk. *The Internet TESL Journal*, 4(7), 1. Retrieved from <http://iteslj.org/Techniques/Counihan-Interaction.html>
- Cullen, B. (1998). Brainstorming before speaking tasks. *The Internet TESL Journal*, 4(7), 1. Retrieved from <http://iteslj.org/Techniques/Cullen-Brainstorming/>
- DeLuca, C., Cheng, L., Fox, J., Doe, C., & Li, M. (2013). Putting testing researchers to the test: An exploratory study on the TOEFL iBT. *System*, 41(3), 663-676.
- Du-Babcock B. (2009). English as a business lingua franca: A framework of an integrative approach to future research in international business communication. In Louhiala-Salminen L., & Kankaanranta A. (Eds.), *The ascent of international business*

- communication* (pp. 45–66). Helsinki, Finland: HSE Print.
- Ellis, R. (1997). *The study of second language acquisition*. Oxford: Oxford University Press.
- English First. (2017). Our Courses. Retrieved November 9, 2017, from <http://www.ef.edu/corporate/>
- English Online. (2017). Volkswagen Becomes World's Largest Carmaker. Retrieved November 7, 2017, from <http://www.english-online.at/news-articles/business-economy/volkswagen-worlds-largest-carmaker.htm>
- Engoo. (2013). Engoo English Assessment Speaking Test 4. Retrieved November 4, 2017, from https://engoo.com/mtrls/materials_en/material_speaking/Assessment_SpeakingTest_04_core.pdf
- Evans, S. (2013). Perspectives on the use of English as a business lingua franca in Hong Kong. *Journal of Business Communication*, 50(3), 227-252.
- Ferris, D., & Tagg, T. (1996). Academic listening/speaking tasks for ESL students: Problems, suggestions, and implications. *TESOL Quarterly*, 30(2), 297-320.
- Field, J. (2010). Listening in the language classroom. *ELT Journal*, 64(3), 331-333.
- Fu, S. (2007). Teaching writing to English majors at the tertiary level in China – reflections on material development and teaching methodology. *English Discourse and Intercultural Communication*, 1, 26-38.
- Fujimoto-Adamson, N. (2006) Globalization and history of English education in Japan. *Asian EFL Journal* 8.3, 259-282.
- Gao, L. (2013). College English curriculum requirements in China: expectations and responses. *Problems of Education in the 21st Century*, 51(47), 47-62. Retrieved from <http://oaji.net/articles/2014/457-1419346313.pdf>
- Gill, J (2016). English language policies in the People's Republic of China. 1-83. Retrieved from https://www.academia.edu/28140195/English_Language_Education_Policies_in_the_Peoples_Republic_of_China.
- Golden International English. (2015). Home Page. <http://www.goldenEnglish.cn/news.asp?classid=3>.
- Herazo Rivera, José David. (2010). Authentic oral interaction in the EFL class: what it means, what it does not. *Profile*, 12(1), 47. Retrieved from <https://search.proquest.com/docview/1677626779>
- Hu, G. (2008). The misleading academic discourse on Chinese-English bilingual education in China. *Review of Educational Research*, 78(2), 195-231.

- Hu, Ran & Baumann, James. (2014). English reading instruction in China: Chinese teachers' perspectives and comments. *The Reading Matrix*, 14(1), 26-60. Retrieved from <http://www.readingmatrix.com/files/1-67384sdo.pdf>
- ILR. (2017). Interagency Language Roundtable Language Skill Level Descriptions. Retrieved from <http://www.govtilr.org/Skills/ILRscale4.htm>
- ILS English. (2017). In-Company English Language Training. Retrieved November 9, 2017, from <http://www.ilsenglish.com/courses/business-and-professional-english/in-company-english-language-training>
- Janusik, L. A. (Feb 3, 2010). Listening pedagogy: Where do we go from here? *Listening and human communication in the 21st century* (pp. 193-224). Oxford, UK: Wiley-Blackwell.
- Jin Y., & Fan J. (2011). Test for English majors (TEM) in China. *Language Testing*, 28(4), 589-596.
- Jung S. K., Norton B. (2002). *Language Planning in Korea: The Elementary English Program*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Kankaanranta, A., & Lu, W. (2013). The evolution of English as the business lingua franca: Signs of convergence in Chinese and Finnish professional communication. *Journal of Business & Technical Communication*, 27(3), 288-307.
- Karatas, H., Alci, B., Bademcioglu, M., & Ergin, A. (2016). An Investigation Into University Students' Foreign Language Speaking Anxiety. *Procedia - Social and Behavioral Sciences*, 232, 382-388.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York, NY: Longman.
- Language Training Company. (2017). Language School - Bournemouth - The Language Training Co. Retrieved November 9, 2017, from <http://thelanguagetrainingco.com/>
- Leyre, J. (2014). Language levels- beginner, intermediate, advanced. Retrieved from <https://julienleyre.me/2014/01/27/language-levels-beginner-intermediate-advanced/>
- Liton, Hussain Ahmed. (2012). Developing EFL Teaching and Learning Practices in Saudi Colleges: A Review. *International Journal of Instruction*, 5(2), 129-152. Retrieved from <https://doaj.org/article/8b87165afe754c22bf0fa3dc62d57970>
- Liu, W. (2013). Role of teachers in oral English teaching. *Proceedings of the International Conference on Information Engineering and Applications (IEA) 2012* pp. 13-18. London: Springer London.
- Mamantov, T. J. (2013). *An investigation of English as a second language models (pullout, coteaching, and inclusion) on the Texas English language proficiency assessment system*

- (Ed.D.). Retrieved from ProQuest Dissertations & Theses Global. (1372812071)
- Neeley, T. (2012, May 1.). Global business speaks English. *Harvard Business Review*, 90, 11-14. Retrieved from <https://hbr.org/2012/05/global-business-speaks-english>
- North, B., & Schneider, G. (1998). Scaling Descriptors for Language Proficiency Scales. *Language Testing*, 15(2), 217-262.
- Nunn, R. (1999). Encouraging students to interact with the teacher. *The Internet TESL Journal*, 5(12), 1. Retrieved from <http://iteslj.org/Techniques/Nunn-Interacting.html>
- OECD. (2016). *Education in china: A snapshot* Organisation for Economic Co-operation and Development. (1-68). Retrieved from <https://www.oecd.org/china/Education-in-China-a-snapshot.pdf>
- Pennycook, A. (2017). *The cultural politics of English as an international language* (1st ed.). Abingdon, UK: Routledge.
- Pxhere. (2017, January 3). [Three people collaborating in professional office setting]. Retrieved November 8, 2017, from <https://pxhere.com/en/photo/201396>
- Qi, X., & Qi, R. (2013). Foreign language education. In R. Hayhoe, & H. Ross (Eds.), *Education in China* (1st ed., pp. 249-257). Great Barrington, MA: Berkshire.
- Siegel, J. (2011). Thoughts on L2 listening pedagogy. *ELT Journal*, 65(3), 318-321.
- Smith, A. N. (1971). The importance of attitude in foreign language learning. *The Modern Language Journal*, 55(2), 82-88.
- Taber, J. (2006). A brief history of ESL instruction: Theories, methodologies, and upheavals. Retrieved from <http://resources.seattlecentral.edu/faculty/jjgeorg/TESLSCCC/ABriefHistory.htm>
- Tran, M. (2016, Nov 21.). Rating the English proficiency of countries and industries around the world. *Harvard Business Review*, Retrieved from <https://hbr.org/2016/11/research-companies-and-industries-lack-english-skills>
- VectorOpenStock. (2015). Business Presentation Free vector [Vector Image]. Retrieved from http://all-free-download.com/free-vector/vector-misc/business_presentation_119655.html
- Wang, H., Smyth, R., & Cheng, Z. (2017). The economic returns to proficiency in English in China. *China Economic Review*, 43(Supplement C), 91-104.
- Wang, W. (2015). Teaching English as an international language in China: Investigating university teachers' and students' attitudes towards China English. *System*, 53 (Supplement C), 60-72.
- Wei, Y. (2013). A study on the functions of Western cultural non-verbal behavior in English

classroom in China. *English Language Teaching*, 6(12), 189-196.

Wei, Y., & Zhang, L. (2013). The survey on barriers of oral English learning for college students in China. *English Language Teaching*, 6(6), 68-76.

Weijen, D. V. (2012). The language of (future) scientific communication. *Research Trends*, (31), 1. Retrieved from <https://www.researchtrends.com/issue-31-november-2012/the-language-of-future-scientific-communication/>

Wikipedia Commons. (na). Truncated Bar Graph [Digital image]. Retrieved November 9, 2017, from https://upload.wikimedia.org/wikipedia/commons/thumb/9/98/Truncated_Bar_Graph.svg/2000px-Truncated_Bar_Graph.svg.png

World Bank. (2016). Trade (% of GDP): World. Retrieved from <https://data.worldbank.org/indicator/NE.TRD.GNFS.ZS>

Zhang, Lawrence Jun, & Rahimi, Muhammad. (2014). EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System*, 42, 429-439.

Zhou, N. (2015). Oral participation in EFL classroom: Perspectives from the administrator, teachers and learners at a Chinese university. *System: An International Journal of Educational Technology and Applied Linguistics*, 53, 35-46.

Zhou, S. (2015, Jul 29,). Demand for English-speaking staff soar at workplaces. China Daily Retrieved from <https://search.proquest.com/docview/1715714488>

Zhu, W., Peng, C., Zhang, L., & Yi, X. (2011). New developments of business English from ESP in China? *Theory and Practice in Language Studies*, 1(4), 379.

Appendix A.

Sponsor Description

Golden International English (GIE) is a privately owned, for-profit English teaching company based in Hangzhou, China (S. Pei, personal communication, November 3, 2017). They are founded on the notion that China's education system strongly promotes English literacy but neglects oral and aural skills. To address this gap in English learning GIE offers small, discussion based class settings, one-on-one lessons, and larger, on site company trainings which are also designed to promote student involvement orally and aurally. Due to the importance of English in international business GIE's primary clientele are business people and engineers who work for globally involved companies.

The company is partnered with several universities throughout China including China Jiliang University in Hangzhou and with a number of multinational corporations including Geely Automotive, Coca-Cola, and Siemens. Mr. Liu, the company's CEO, leads approximately fifteen employees including six foreign English teachers and five Chinese English teachers.

According to Ms. Pei Golden International English is broken into two main departments (S. Pei, personal communication, November 3, 2017). These are Sales and Marketing and Teaching and Service. Each department has both full time and part time employees.

There are several dozen English training centers throughout the Hangzhou area including international companies like Wall Street English and English First. GIE relies on their focus on spoken English to stand apart in the marketplace (S. Pei, personal communication, November 3, 2017).

Appendix B.

IQP Team: Assessing the English needs of White-collar workers in China

Interviewee: Golden International English Teacher

Interviewers:

Date and Time of Interview:

Interview Protocol:

- Introduction to team:
 - WPI students currently conducting research for project in Hangzhou, China.
 - Topic of research:
 - Assessing the English needs of white-collar workers in China
 - Objective(s) of the interview:
 - To have a better understanding of the pedagogical methods of Golden International English Instructors
 - Hear opinions from instructors as to which pedagogical methods are most effective
- Beginning of Interview questions
 - What level of English do you teach?
 - Specific: Elementary, Intermediate, Expert, no level?
 - Specific: Does the curriculum cater specifically to people in business? Why/why not?
 - How long have you been teaching EFL?
 - Specific: What are the demographics that you have taught?
 - Specific: Which demographic is your favorite to teach? Why?
 - Based on your personal observations, what is the average level of English skill of a Chinese business person entering the training program?
 - Specific: Poor, Fair, Good? How do you rate skill levels?
 - Specific: Did they study English in Primary school, Secondary school, or University? If so, to what level did they study?
- Teaching methods
 - Do you find that one-on-one sessions or classroom environments are more effective? Why?
 - Specific: Do you find that students are more willing to speak English openly one-on-one? Why/why not?
 - Specific: Are students comfortable speaking to each other in English in a classroom environment? Why/why not?

- What is more effective, question and answer oral activities or written responses? Why?
 - Specific: Which, activities do students enjoy more? Why?
- Do Chinese business people require more oral or written English skills? Why?
 - If so, how do the courses cater to this?
- Are there certain texts or work books that you use in the curriculum?
 - Specific: What are they? Why did you choose them?
 - Specific: Do they cater to certain tests such as the TOEIC?
- Do teachers design their own curriculum? Why/why not?
 - Specific: What level of impact does management have on the curriculum?
 - Specific: Does the curriculum align with national curriculum used in Primary school, secondary school, or University in China? How does it align or not align?
- Wrap up
 - Now that you understand our project a little better, would you like to make any suggestions for our team?
 - Thank you for your time, your experience and opinions that you've shared with us are invaluable to our team
 - We would like to continue communicating with you about our project, is that okay with you?

Interview Consent Form

Your responses in this interview will remain completely anonymous. Anything you say in this interview will not be reported to your employer. Any content we use from this interview will be applied towards our academic research and understanding of the subject and any direct quotes will be attributed to “a Golden International Teacher” in our final paper. Direct quotes will also require your approval via email before being finalized in our paper.

Your participation in this research is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

Appendix C.

IQP Team: Assessing the English needs of White-collar workers in China

Interviewee: Billy McGowan

Interviewers: Alexander A., Matthew D., Miles N.

Date, Time and Location of Interview: October 31st, 2017 | 9:30 PM EST | Shujiang Hotel, Via Skype

Interview Protocol:

- Introduction to team:
 - Group of students currently conducting research for our IQP project in Hangzhou, China.
 - Topic of research:
 - Assessing the English needs of white-collar workers in China
 - Objective(s) of the interview:
 - To obtain expert methods on how to develop an oral assessment
 - To determine how to objectively grade an oral assessment
- Beginning of Interview questions
 - How long have you been conducting oral assessments?
 - Specific: How many different types of oral assessments have you administered
 - How often do you administer oral assessments?
 - Specific: Are they usually for Chinese students?
 - How long do the oral assessments usually take?
- Making an Oral Assessment
 - What questions should we be asking?
 - Specific: What are different categories or sections that should be on the test
 - Our sponsor wants the oral test to be able to be administered to multiple people at once and also as quickly as possible, so how long do the assessments usually take?
 - Specific: Do you have any suggestions as to how we can speed them up?
- Challenges of Conducting an Oral Assessment
 - Do oral assessments and all the recording equipment sometimes intimidate students?
 - Specific: If so, how can we prevent this?
- Wrap up
 - We will continue to be in contact and provide you with updates on our progress. Thank you so much for your help.

Interview Consent Form

Your responses in this interview will remain completely anonymous. Anything you say in this interview will not be reported to your employer. Any content we use from this interview will be applied towards our academic research and understanding of the subject and any direct quotes will be attributed to "Billy McGowan" in our final paper. Direct quotes will also require your approval via email before being finalized in our paper.

Your participation in this research is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

Appendix D.

Direct Observation Protocol:

Class information:

___ Number of students.

___ Number of instructors.

___ Is the instructor a native speaker?

___ Number of students who appear between the age of 18-65.

Notes: (Are there more men or women? Who is most/least talkative? What level of English do the students appear to have?)

Description of classroom:

How full is the room:

Empty					Full
1	2	3	4	5	

Teaching apparatuses used:

Learning Objectives:

Were the learning objectives clearly stated?

No					Yes
1	2	3	4	5	

Were they met? E.g. if the topic was purchasing airline tickets is that what was actually discussed?

No			Yes	
1	2	3	4	5

What were the learning objectives?

Student Involvement:

Students seem engaged. Are they answering questions, awake, not on their phones?

No					Yes
1	2	3	4	5	

Students are making an effort to involve themselves. Are they answering questions? It is an oral based class so they must in order to be involved.

No					Yes
1	2	3	4	5	

From your point of view is the difficulty level of the work appropriate?

Too Easy					Too Difficult
1	2	3	4	5	

Notes: (What encourages students to speak? What do students seem to enjoy or dislike? When were students more or less attentive?)

Teacher Involvement:

The teacher makes an effort to keep students interested.	No				Yes
	1	2	3	4	5
The teacher encourages student involvement.	No				Yes
	1	2	3	4	5

Notes: (What teaching method did the teacher emphasize and use? What games or activities were used to keep students interested? How did the teacher encourage quiet students to speak?)

Use of class time:

Event	Tally of Instances	Total
Oral Activity		
Aural Activity		
Written Activity		
Reading Activity		
Group Activity		
Student asked question		

Information Regarding our Observation

All data gathered from this observation will be anonymous. We will not be collecting any personal information for the purpose of our research. Any content we use from this observation will be applied towards our academic research and understanding of the subject. Data collected will not be on teachers' performance and none of it will be reported to the teachers' employers. This is to prevent any negative consequences for teachers as a result of our observations.

Permission: In order to conduct this observation we were granted permission by our sponsor, Golden International English, as well as the teacher of the class, ahead of time.

Appendix E.

English Needs Survey Consent Form

What is this survey and how will it be used?

We are a group of American students from Worcester Polytechnic Institute who are working on a project for Golden International English in order to improve the English language training they provide for their customers. This survey will be used to determine participants needs for learning English. This will help Golden International English determine most effective method of training new customers. Don't worry this survey is anonymous and only ourselves and Golden International English will know the results! Thank you for taking the time to take this survey.

Information for Participants

Your survey responses will remain completely anonymous. We will not be collecting any personal information for the purpose of our research. Any content we use from this survey will be completely academic.

Your participation in this research is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

英语市场调研

性别 Gender		年龄 Age	
---------------------	--	------------------	--

您的教育程度 Educational Background:

高中以下Below high school() 高中High school() 大专Junior college degree()
本科Bachelor degree() 硕士Master degree() 博士PhD()

您的职业 Career :

学生Student() 普通职员General clerk() 企业中高层管理人员Senior and mid-level manager or supervisor() 教育人士Educator() 自由职业者Freelancer()
公务员Civil servant() 其他Other occupations()

1. 您之前接受过英语培训吗? Have you ever studied in any English Training

Institute before?

有Yes() 没有 No() 如果有是在哪一家英语培训机构 (请说明) The name of the

English Training Institute_____

2. 请问您提高英语水平的目的是?What's your purpose of improving your English?

工作需要Job needs() 个人进修Self-education() 出国留学Study abroad()

境外旅游Overseas trip() 其他Others()

3. 您现在的生活或者工作中要用到英语吗?具体是? Do you need to use

English in your life or current job at present? What's the specific aspect?

学校学习 School learning() 日常口语 Daily spoken English() 书面工作

Paperwork() 商务英语Business English() 出国留学Study abroad()

考试 examination() 工作面试 Job interview() 其他Others()

4. 您想提高哪方面的英语水平? Which aspect of English do you want to improve?

听力 Listening() 口语Oral language() 阅读Reading() 写作Writing()

商务英语Business English() 综合运用能力Comprehensive application ability()

5. 请给您英语的以下几个方面打分。总分数为5分。 How well can you do in

English at these aspects ? The total score is 5.() 1 Not at all () 2 () 3 () 4 () 5

Fluent

听力 Listening() 口语Oral language() 阅读Reading()

写作Writing() 综合运用能力Comprehensive application ability()

6. 您觉得在英语学习中碰到最大的障碍是什么？可多选What do you think is

the most difficult thing in learning English?(multiple choice)

不能坚持Give up halfway() 教师没有因材施教 Teacher's teaching method()

缺乏语言环境Lack of language environment()

有问题得不到及时帮助unable to get help in time()

Date:_____

Time:_____

Appendix F.

WPI ESL DEPARTMENT ORAL ASSESSMENT KEY

Pronunciation

- 0- Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
- 1- Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
- 2- Some consistent phonemic errors and foreign stress and intonation patterns, but speaker is unintelligible.
- 3- Occasional non-native pronunciation errors, but speaker is always intelligible.

Grammar

- 0- Virtually no grammatical or syntactical control except in simple stock phrases.
- 1- Some control of basic grammatical constructions but with major and/or repeated errors that interfere with intelligibility.
- 2- Generally good control in all constructions with grammatical errors that do not interfere with overall intelligibility.
- 3- Sporadic minor grammatical errors that could be made inadvertently by native speakers.

Fluency

- 0- Speech is so halting and fragmentary or has such a nonnative flow that intelligibility is virtually impossible.
- 1- Numerous non-native pauses and/or a non-native flow that interferes with intelligibility.
- 2- Some non-native pauses that do not interfere with intelligibility.
- 3- Speech is smooth and effortless, closely approximating that of a native speaker.

Comprehensibility

0- Overall comprehensibility is too low in even the simplest of speech

1- Generally not comprehensible because of the frequent pauses and/or rephrasing, pronunciation errors, limited grasp of vocabulary, or lack of grammatical control.

2- Comprehensible with errors in pronunciation, grammar, choice of vocabulary items or infrequent pauses or rephrasing.

3- Completely comprehensible in normal speech with occasional grammatical or pronunciation errors.

Appendix G.

ENGLISH LANGUAGE COMPETENCY LEVELS

Based on guidelines developed by both the ACTFL and ILR

Speaking

Novice 1:

Speakers at the Novice 1 level can usually utter greetings and basic personal information, but these speakers have no real functional speaking abilities. Even basic words and phrases that they are able to learn, will most likely be unintelligible because of poor pronunciation.

Novice 2:

Speakers at the Novice 2 level may have memorized a few common words or phrases to use, related to needs for survival. They have little to no flexibility in conversation and will often resort to repetition when misunderstood or in some cases, silence.

Novice 3:

Speakers at the Novice 3 level can communicate in straightforward and predictable social interactions and also ask formulaic questions. The speaker's speaking ability is functional but extremely limited in terms of vocabulary and grammar. Speech will often be lacking modifiers and pronunciation, stress, and intonation will all be poor.

Intermediate 1:

Speakers at the Intermediate 1 level can handle basic conversations relating to topics such as personal information, family, daily activities, personal preferences, immediate needs, and ordering food. These speakers tend to be reactive and struggle with direct questions regarding information.

Intermediate 2:

Speakers at the intermediate 2 level can determine what the main idea of most conversations is, but will become lost when specialized vocabulary or topics are introduced. Simple sentence structures and grammatical rules are understood, but the speaker will struggle with aspects such as plurals, articles, linking words, negatives, and tense/aspect usage.

Intermediate 3:

Speakers at the Intermediate 3 level can express themselves by creating new sentences with the language using different combinations of words and phrases they have already learned. Speakers display a moderate level of fluency and can participate in most social, formal, and informal interactions. However, when put under pressure their speaking ability tends to deteriorate.

Advanced 1:

Speakers at the Advanced 1 level can speak on a variety of topics including current events and even matters of community and public concern. Although speakers at this level will have a fair amount of problems with grammar they will be able to self-correct and use communicative strategies such as rephrasing and circumlocution.

Advanced 2:

Speakers at this level can handle a wide variety of communicative tasks and also narrate past and current events with accuracy. Rephrasing sentences for conversation partners who are unclear of the speaker's meaning is a common communicative strategy at this level. Speakers at this level will also have an extensive vocabulary and be able to convey their messages clearly and without problems.

Advanced 3:

Speakers at this level can use language fluently for everyday needs. They properly use rhetorical devices and also understand cultural references. They can construct coherent hypotheses and arguments, but they are still more adept speaking about topics which they know better or have an interest in.

Exceptional:

Speakers at this level can use lengthy discourse to express themselves. They can explain their own interests and areas of competence in great detail, as well as converse about almost any topic. These speakers have no pattern of errors, but will rarely and sporadically make errors that they usually self-correct. These errors also do not impede or misconstrue the meaning of a sentence.

Expert:

Speakers at this level are functionally equivalent to a well-educated native speaker. The speaker has complete flexibility within the language and has a mastery of not only vocabulary, but also local idioms and colloquialisms. Any accent will be slight and hardly noticeable.

Reading

Novice 1:

Students are able to recognize few letters and only very basic words. They are not able to recognize and sound out the entire alphabet.

Novice 2:

Students are able to visually recognize the entire alphabet. They are able to recognize common terms such as linking and interrogative words, but will struggle to understand even basic sentences without repetition and context clues.

Novice 3:

Students are able to immediately recognize common words. At this level they are also able to read basic sentences with some repetition and read sentences that follow predictable structures such as greetings and basic form questions with relative ease. Mistakes however still occur frequently with any reading assignment that goes beyond what the student has specifically practiced.

Intermediate 1:

Students at this level begin to understand written social interactions. Mistakes however are very common. In more advanced texts students are able to identify the subject and some basic details even though they cannot understand the majority of the text. Students are now also able to identify some basic new vocabulary if there are heavy context clues in the surrounding text.

Intermediate 2:

Students are able to understand unique bodies of writing when they are familiar with the subject matter and know most of the applicable vocabulary. Understanding is limited to the general information in the text, students are not able to understand complexities within the language itself. This means a student would not understand implications, and have trouble grasping metaphors or detailed descriptions.

Intermediate 3:

Students can quickly understand short written items regarding common topics or topics with which the student is familiar. Fact based texts are easily understood provided the student knows the industry vocabulary. They are able to gather the main information from descriptions and more complex sentence structures but will often make mistakes with these due to both unfamiliar vocabulary and written idioms and structures which the reader has not experienced yet.

Advanced 1:

Students are able to read and understand complex, novel prose on general topics. Even on subjects with which the reader is not familiar, they generally understand the main concepts and some supporting details, mistakes are uncommon. Appropriate texts include newspaper articles, magazine articles corporate documents from the reader's department. Texts on highly specific subjects are difficult for the reader to follow due to significant unfamiliar terminology. Texts such as documents from different departments and research papers will be too demanding for a reader in this level.

Advanced 2:

Students are able to clearly read almost all common texts with few gaps in vocabulary. They are able to clearly read most professional documents. Descriptions and complex sentence structures are primarily understood. Most written conventions and idioms are well understood.

Advanced 3:

Students are able to understand all common texts both familiar and unfamiliar. They are able to understand all business related documents from their department and can understand the majority of those from other departments. The student has reached a level of reading fluency to which they can not only grasp the information presented but is beginning to grasp the meaning and connotation which the writer intends to imply.

Exceptional:

Students who reach this level have complete fluency reading common texts and understand the implications and intentions behind the text. They have nearly mastered the language and are on par with many native speakers. Long, complicated professional documents on unfamiliar subjects pose little challenge to them.

Expert:

Readers at this level are functionally equivalent to a well-educated native speaker. The reader has complete competency with vocabulary and sentence structure, and is able to identify the tone and meaning behind any body of prose. Professional documents are easily understood no matter the complexity or subject matter.

Listening

Novice 1:

Listeners have little to no understanding of spoken English. Occasionally these listeners will be able to identify commonly used words and phrases, but will have no concept of the context in which they are used.

Novice 2:

Listeners can begin to understand and recognize commonly used words and phrases as long as they are highly contextualized. Listeners can slightly understand spoken sentences with memorized phrases needed for survival. Understanding requires long pauses as well as repetition.

Novice 3:

Listeners are often able to understand full sentences that are spoken slowly, one word at a time. Memorized phrases, messages, and instructions necessary to survival are understood reliably.

Intermediate 1:

Listeners begin to develop flexibility in listening beyond purely survival needs. However, limited vocabulary range requires lots of repetition. Can understand some time and question forms, but longer sentences tend to result in misunderstandings.

Intermediate 2:

Listeners are able to understand most face-to-face conversations as long as the conversation partner speaks slowly and repeats certain words. Certain expressions of speech, such as loud speakers outdoors, that are difficult to understand may present large problems for these listeners.

Intermediate 3:

Listeners can understand most conversations. However, they struggle with voice recordings and phone calls. These listeners can identify most everyday vocabulary, but are still hesitant sometimes. They can also pick up on some emotions conveyed through speech based on intonation.

Advanced 1:

Listeners occasionally seem to understand spoken English with ease, but often lose focus under pressure. General vocabulary as well as syntax and grammar is still an issue, and there is hesitation still with some everyday vocabulary as well.

Advanced 2:

Listeners can understand hypotheses and supported opinions. Vocabulary is broad enough that clarification or repetition is rarely needed. Still does not understand native speakers if they talk very quickly or use slang.

Advanced 3:

Listeners can listen with an extremely broad vocabulary. They can identify most subtleties and nuances as well in addition to attentively listen to television broadcasts, phone calls, and conference calls. These listeners can understand non-standard dialects, but still struggle with extreme slang and colloquialisms.

Exceptional:

Listeners can better understand abstract speech and slang. They also have an understanding of cultural references. The ability of these listeners is close to that of a native listener, but not quite equivalent.

Expert:

Listeners have listening comprehension abilities equivalent to that of a well-educated native speaker's. They can understand a wide variety of forms and styles of extremely complex and abstract speech intended for specific audiences. These listeners are also able to understand implicit and inferred information, tone, point of view, and follow highly persuasive arguments.

Writing

Novice 1:

Writers are unable to produce sentences on their own. They are able to copy letters and simple phrases.

Novice 2:

Writers are unable to produce novel sentences on their own but are able to write some basic vocabulary and simple phrases from memory, this includes their own name, yes and no, and some personal information that may be needed for a form.

Novice 3:

Writers have only mastered writing to a basic practical extent. They are able to produce simple written requests and notes that are related to daily activities. Both vocabulary and grammar are largely out of the reach of the student as they are only able to construct sentences from memorized formats.

Intermediate 1:

Writers at this level still show little control of grammar but have learned enough vocabulary and predefined sentences that they can produce new statements and questions relating to practical and survival matters. Technical issues will be extremely prevalent, however, the writer will generally be able to communicate what they intend.

Intermediate 2:

Writers are able to clearly convey simple, practical sentences. They are beginning to grasp grammatical concepts including sentence structure and verb tenses. They are unable to produce long prose; their writing tends to be single sentences.

Intermediate 3:

Writers understand basic sentence structure and grammar clearly. They can write about a variety of different common topics with moderate clarity. They are able to produce their own novel prose which the meaning behind is understood by the reader. Grammar errors are still very common and impede clear legibility.

Advanced 1:

Writers at Advanced Level 1 can write short summaries and reports on specific topics.

Grammar and vocabulary will be obviously foreign, but will still be adequate in conveying the intended message. Sporadic grammar errors do occur but they rarely affect the content of the writing.

Advanced 2:

Writers at the Advanced 2 level have limited methods of writing prose and often have trouble catering their writing for a specific audience. Organization will suffer as well as the ability to convey subtleties and nuances due to a lack of vocabulary.

Advanced 3:

Writers at the Advanced 3 level can write accurately and concisely about most topics. Grammar errors still occur occasionally, but are not frequent or particularly detrimental. The writer employs basic stylistic devices such as ellipses and parallelisms

Exceptional:

Writers at the Exceptional Level can write about complex topics and use supporting opinions to develop coherent arguments. Writers at this level demonstrate a high level of knowledge spelling, grammar, and syntax. There is also evidence of the use of some stylistic devices.

Expert:

Writers at this level have writing abilities equivalent to that of a well-educated native writer.

They can complete writing tasks such as position papers and journal articles with relative ease.

These writers can use persuasive and hypothetical techniques that allow them to argue a wide variety of viewpoints. Tone and implications are used fluently in their writing.

Appendix H.

GIE ENGLISH PROFICIENCY ASSESSMENT ANSWER KEY

This test will be comprised of 3 sections. There will be a 60-minute time limit for completion of this assessment.

If you are not already friends with XWX on WeChat, please add them before starting this assessment.

Good Luck!

这个测试由三个部分组成。您需要在60分钟内完成这个测试。如果您还未在微信上添加 XWX 在开始这个测试之前添加他为好友。

祝您取得一个好成绩。

1. Directions:	Please type in your phone number.
本题提示：	本题提示：请输入您的手机号码。

2.

Directions: 本题提示：	Please respond to the email for Mr. Smith expressing your displeasure with the delay and requesting a discounted price on the shipment. 请回复史米斯先生的电子邮件，以表示您对发货延期的不满，并要求他给货物打折。
	We recommend taking no more than <u>5 minutes</u> on this question. 建议在 <u>5分钟</u> 完成本题。

Please be patient as the photo below loads.

请耐心等待图片的加载。

Directions: Respond to the email.
From: Carbon Technologies To: Alexander Smith Subject: Delivery Problem Sent: October 6 th 4:20 P.M.
Hello Mr. Smith,
We are sorry to inform you that your shipment will be arriving three days later than expected. The delayed shipment is due to a problem at the factory, which is slowing down production of the parts you ordered. We are very sorry about this shipment delay. Please contact us with any questions or concerns that you may have.
Thank you,
Carbon Technologies

Example Answer:

Dear Carbon Technologies Representative,

I am very sorry to hear that. This delayed shipment will make us late on our deadline for our customer miss some of our production deadlines. Missing production deadlines result in a loss of profits for us. As a result, we request that the price of the parts we ordered from you be discounted. Thank you.

Sincerely,
XXXX

Rubric: Take into consideration the level of professionalism. This is a business email.

0	Email is not answered at all.
5	The student is unclear what the purpose of the message is. A one-sentence response is given, for example, okay, thanks for letting me know. The sentence is very difficult to read with many spelling and grammar mistakes.
10	The student displays a partial understanding of the email. They thank carbon technologies for informing them of the situation and then another sentence that (either a question or request) requires another response from carbon technologies for clarification of meaning. The email is understandable, but the sentence has some grammar and spelling mistakes.
15	The student displays full understanding of the email. The email includes a greeting, complimentary close, and at least three sentences. The student expresses displeasure with the situation and makes a request for action to be taken or a clarifying question as to why this should be acceptable. Grammar and spelling mistakes are minor problems and do not affect the meaning of the email.

3. Directions:	Describe what you see in the picture. <u>Please use complete sentences.</u>
本题提示：	请描述图片上的四件东西。请使用完整的句子回答。
	We recommend taking no more than <u>3 minutes</u> on this question. 建议在 <u>3分钟</u> 内完成本题。

Please be patient as the photo below loads.

请耐心等待图片加载。



Image produced by VectorOpenStock.com (2015)

0	No description whatsoever.
3	The student made an attempt to describe the picture, but their response contains many grammar and word choice errors, which make the sentences unintelligible.
5	The student made adequate descriptions with clear meanings, but there are many grammar mistakes and word choice errors, that make reading the descriptions difficult.
7	The student made very clear descriptions with clear meanings, however there were still minor grammar and word choice errors.
9	All of the descriptions were accurate, clear, and perfectly legible . There we no grammar or word choice errors that would indicate a non-native speaker.

4.	Directions:	Please respond to the prompt below. Your response should be no more than 6-10 sentences long.
	本题提示：	请就下面的问题,表达您的看法, 并将答案控制在6-10句之内。
		We recommend taking no more than <u>6 minutes</u> on this question. 建议您在 <u>6分钟</u> 内完成本题。

Should employers allow time off for their employees to exercise during the day? Offer some advantages and disadvantages in complete sentences?

Example answer:

Employers should allow time for their employees to exercise during the day. Exercise generally makes people feel better about themselves and therefore be more confident. Employees with higher levels of confidence will be more outgoing and be more likely to succeed in the workplace. People who feel good will be happier, and happier employees will work harder and produce higher quality work. The only disadvantage of the policy is that it would take time out of the workday. That being said, it is a valid reason for taking time out of the workday. Overall, any employer who is looking to increase the productivity of their employees should consider this strategy.

Rubric:

0	The student does not answer the question at all.
3	The student demonstrates that they vaguely understand the question by answering yes or no. There are frequent grammar and spelling mistakes that make the response unintelligible.
6	The student was able to comprehend what the question was asking and list a limited number of advantages and disadvantages. There are a moderate number of word choice and grammar mistakes that make the response difficult to read though still intelligible.
9	The student fully understood the question and listed coherent advantages and disadvantages. There were minor grammar and word choice mistakes, but they did not affect the intelligibility of the response.
12	The student answered the question perfectly . There were practically no spelling or grammar mistakes that would indicate the speaker is non-native. The response was clear and intelligible.

5.	Directions:	Read the sentence and choose the word that best completes the sentence.
	本题提示：	请您阅读给出的句子，并选出最合适的选项。
		We recommend spending no more than <u>30 seconds</u> on this question. 建议您在 <u>30秒</u> 内完成本题。

The following six questions are based on the EF English Proficiency Assessment.

I was hoping to ___ my phone, but the store said I would need to replace it.

- A. return
- B. *repair**
- C. reclaim
- D. recover

6.	Directions:	Read the sentence and choose the word that best completes the sentence.
	本题提示：	请您阅读给出的句子，并选出最合适的选项。
		We recommend spending no more than <u>30 seconds</u> on this question. 建议您在 <u>30秒</u> 内完成本题。

I could eat the shrimp but I ___ the steak.

- A. except
- B. wish
- C. approve
- D. *prefer**

7.	Directions:	Read the sentence and choose the word that best completes the sentence.
	本题提示：	请您阅读给出的句子，并选出最合适的选项。
		We recommend spending no more than <u>30 seconds</u> on this question. 建议您在 <u>30秒</u> 内完成本题。

The meeting room was so ___ that there was no more space to sit down.

- A. limited
- B. tight**

- C. *crowded
- D. dark

8.	Directions:	Read the sentence and choose the word that best completes the sentence.
	本题提示：	请您阅读给出的句子，并选出最合适的选项。
		We recommend spending no more than <u>30 seconds</u> on this question. 建议您在 <u>30秒</u> 内完成本题。

I thought the answer was __. So I didn't find it difficult.

- A. *obvious
- B. important
- C. noticeable
- D. valuable

9.	Directions:	Read the sentence and choose the word that best completes the sentence.
	本题提示：	请您阅读给出的句子，并选出最合适的选项。
		We recommend spending no more than <u>30 seconds</u> on this question. 建议您在 <u>30秒</u> 内完成本题。

Everyone notices him immediately because his clothing is often so __.

- A. typical
- B. predictable
- C. commendable
- D. *outrageous

10.	Directions:	Read the sentence and choose the word that best completes the sentence.
	本题提示：	请您阅读给出的句子，并选出最合适的选项。
		We recommend spending no more than <u>30 seconds</u> on this question. 建议您在 <u>30秒</u> 内完成本题。

She was both surprised and __ when she saw her exam results.

- A. released
- B. restored
- C. *relieved

D. renovated

11.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.</p> <p>本题提示： 请确认您的电脑已开启声音。 点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。</p>
	<p>We recommend spending no more than <u>1 minute</u> on this question.</p> <p>建议您在<u>1分钟</u>内完成本题。</p>

The following ten questions are based on the Engoo English Assessment and on assessments produced by the Worcester Polytechnic Institute ESL Department

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/li5Ghew1>

- A. The email is very long.
- B. *Yes, I sent it an hour ago.**
- C. Who sent the email?

12.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.</p> <p>本题提示： 请确认您的电脑已开启声音。点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。</p>
	<p>We recommend spending no more than <u>1 minute</u> on this question.</p> <p>建议您在<u>1分钟</u>内完成本题。</p>

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1pLDTaCN>

- A. *No, I have another meeting at that time.**

- B. Yes, the meeting was good.
- C. How was the meeting?

13.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.</p> <p>本题提示：<u>请确认您的电脑已开启声音。</u>点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。</p>
	<p>We recommend spending no more than <u>1 minute</u> on this question.</p> <p>建议您在<u>1分钟</u>内完成本题。</p>

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1o8634TW>

- A. ***Wow, he really is big.**
- B. Yeah, she looks amazing.
- C. Yes, it is really big.

14.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.</p> <p>本题提示：<u>请确认您的电脑已开启声音。</u>点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。</p>
	<p>We recommend spending no more than <u>1 minute</u> on this question.</p> <p>建议您在<u>1分钟</u>内完成本题。</p>

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1pLl2H4Z>

- A. When did you finish your work?
- B. ***Can't you do it later?**
- C. I think math is difficult too.

15.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.</p> <p>本题提示：<u>请确认您的电脑已开启声音。</u>点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。</p>
	<p>We recommend spending no more than <u>1 minute</u> on this question.</p> <p>建议您在<u>1分钟</u>内完成本题。</p>

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1qXAmW6C>

- A. My computer is also working.
- B. *How did it break?**
- C. How did you fix it?

16.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.</p> <p>本题提示：<u>请确认您的电脑已开启声音。</u>点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。</p>
	<p>We recommend spending no more than <u>1 minute</u> on this question.</p> <p>建议您在<u>1分钟</u>内完成本题。</p>

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1sliaRb3>

- A. Will you use it tomorrow?
- B. He will not cook with it.
- C. *I checked it, and it was not on.**

17.	<p>Directions: <u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or</p> <p>本题提</p>
-----	--

示：	statement. 请确认您的电脑已开启声音。点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。
	We recommend spending no more than <u>1 minute</u> on this question. 建议您在 <u>1分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/li5nGLyH>

- A. ***Oh, happy birthday!**
- B. Oh, how old will you be?
- C. I was at home yesterday.

18.

Directions:	<u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.
本题提示：	请确认您的电脑已开启声音。点击下列音频链接，听给出的英文录音，并对最后录音中给出的问题选出最好的回答。
	We recommend spending no more than <u>1 minute</u> on this question. 建议您在 <u>1分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待，部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1kVKgM0n>

- A. Yes, lunch was really good.
- B. He ate at 7:00 PM.
- C. ***He made chicken.**

19.

Directions:	<u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.
本题提示：	请确认您的电脑已开启声音。点击下列音频链接，听给出的英文录音，

	并对最后录音中给出的问题选出最好的回答。
	We recommend spending no more than <u>1 minute</u> on this question. 建议您在 <u>1分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1ge5L2yZ>

- A. Does it need more paper?
- B. *I did not know it was broken.**
- C. We also have a printer.

20.

Directions:	<u>Have the volume on your computer turned up.</u> Listen to the audio recording by clicking on the link below and choose the best response to the speaker's question or statement.
本题提示:	<u>请确认您的电脑已开启声音。</u> 点击下列音频链接, 听给出的英文录音, 并对最后录音中给出的问题选出最好的回答。
	We recommend spending no more than <u>1 minute</u> on this question. 建议您在 <u>1分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1mi3PFF6>

- A. *I am in my office.**
- B. I am fine, thanks.
- C. I am Karen.

21.

Directions:	Listen to the dialog between two people, by clicking on the link below. Based on the dialog, choose the best response to the question below.
本题提示:	请点击下方给出的链接, 听播放的这一段两人对话。听完对话之后, 选择您认为最合适的选项。
	We recommend spending no more than <u>2 minutes</u> on this question. 建议您在 <u>2分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1gfxUogj>

Question:

What did Jack finish for the meeting?

- A. A graph of the sales.
- B. An email.
- C. A report.
- D. ***A presentation.**

22.	Directions: 本题提示:	Listen to the dialog between two people, by clicking on the link below. Based on the dialog, choose the best response to the question below. 请点击下方给出的链接, 听播放的这一段两人对话。听完对话之后, 选择您认为最合适的选项。
		We recommend spending no more than <u>2 minutes</u> on this question. 建议您在 <u>2分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1gfxUogj>

Question:

What happened to sales in the last month?

- A. They stayed the same.
- B. ***They decreased.**
- C. They increased.

23.	Directions: 本题提示:	Listen to the dialog between two people, by clicking on the link below. Based on the dialog, choose the best response to the question below. 请点击下方给出的链接, 听播放的这一段两人对话。听完对话之后, 选择您认为最合适的选项。
		We recommend spending no more than <u>2 minutes</u> on this question. 建议您在 <u>2分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1gfxUogj>

Question:

What led to the change in sales last month?

- A. Better salesman.
- B. Jack was not doing well at work.
- C. *Decrease in car sales.**
- D. Decrease in gas prices.

24.	Directions:	Listen to the dialog between two people, by clicking on the link below. Based on the dialog, choose the best response to the question below.
	本题提示:	请点击下方给出的链接, 听播放的这一段两人对话。听完对话之后, 选择您认为最合适的选项。
		We recommend spending no more than <u>2 minutes</u> on this question. 建议您在 <u>2分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1gfxUogj>

Question:

Will David be at the meeting?

- A. David is not sure if he will make it to the meeting.
- B. No, David has another meeting to go to.
- C. No, David will be at home.
- D. *Yes, David will be at the meeting.**

25.	Directions:	Listen to the dialog between two people, by clicking on the link below. Based on the dialog, choose the best response to the question below.
	本题提示:	请点击下方给出的链接, 听播放的这一段两人对话。听完对话之后, 选择您认为最合适的选项。
		We recommend spending no more than <u>2 minutes</u> on this question. 建议您在 <u>2分钟</u> 内完成本题。

Audio Link: Please be patient, some of the audio recordings may take up to 30 seconds to load.

音频链接: 请耐心等待, 部分音频可能需要30秒钟的时间加载。

<https://pan.baidu.com/s/1gfxUogj>

Question:

Is Jack prepared for his meeting?

- A. No, he did not finish his presentation.
- B. No, because David fired Jack.
- C. No, he is unprepared.

D. *Yes, he finished what he needed to for the meeting.

GIE ORAL ENGLISH PROFICIENCY ASSESSMENT

This assessment will test your speaking ability. You have 20 minutes to complete the assessment.

We have included a recommended time to complete each question in order to complete the assessment in the allowed time.

Good Luck!

本测试将检验您的口语水平。您有20分钟完成本测试。

在每题里，我们将会有的相应的建议完成时长，以保证您按时的完成这个测试。

1.	Directions: 本题提示: 	Please read the words from the word bank out loud. The response should be recorded all at once. Record your response in WeChat and sent to <u>a GIE instructor</u> for grading. 请大声的朗读出下列表框中的单词。用微信记录您的录音（请在一次录音中完成），并将该录音发 a GIE instructor的微信以供评分。
		We recommend spending no more than 1 minute on this question. 我们建议您在1分钟之内完成本题。

This section is based on questions from the Engoo English Assessment and assessments produced by the Worcester Polytechnic Institute ESL Department

Word Bank:

New	Old	Paper	Pencil	Report
Manager	Boss	CEO	Work	Notes

- A. *When you are finished with the question, please click here and then click "Submit" 当您完成本题之后，请点击此处，然后再点击“submit”

2.	<p>Directions: Please read the words from the word bank out loud. The response should be recorded all at once. Record your response in WeChat and sent to <u>a GIE instructor</u> for grading.</p> <p>本题提示: 请大声的朗读出下列表框中的单词。用微信记录您的录音（请在一次录音中完成），并将该录音发 a GIE instructor的微信以供评分。</p>
	<p>We recommend spending no more than 1 minute on this question.</p> <p>我们建议您在1分钟之内完成本题。</p>

Word Bank:

Collaborate	Leadership	Deadline	Industry	Logistics
Department	Market	Meeting	Profit	Promotion

- A. *When you are done with the question, please click here and click "Submit" 当您完成本题之后，请点击此处，然后再点击“submit”

3.	<p>Directions: Please read the sentences from the Sentence Bank out loud. The response should be recorded all at once. Record your response in WeChat and sent to <u>a GIE instructor</u> for grading.</p> <p>本题提示: 用微信记录您的录音（请在一次录音中完成），并将该录音发至a GIE instructor的微信以供评分。</p>
	<p>We recommend spending no more than 1 minute on this question.</p> <p>我们建议您在1分钟之内完成本题。</p>

Sentence Bank:

Today is my first day on the job!
Will the delivery be on time?
The quality of the product is unacceptable.
Excuse me, Mr. Smith, could I please speak to you in private?
Great job on this project, the board is extremely pleased!

- A. *When you are finished with the question, please click here and then click "Submit" 当

您完成本题之后，请点击此处，然后再点击“submit”

4.	<p>Directions: Read the article silently. You will then need to read the article aloud and record your responses in WeChat. Record your response in WeChat and sent to <u>a GIE instructor</u> for grading.</p> <p>本题提示: 首先请默读通篇文章，然后请大声朗读，用微信记录您的录音，并将该录音发至a GIE instructor的微信以供评分。</p>
	<p>We recommend spending no more than 2 minutes on this question.</p> <p>我们建议您在2分钟之内完成本题。</p>

Article:

German automobile-maker Volkswagen overtook Toyota to become the world's largest car manufacturer in 2016. VW, which also produces Audi, Porsche, and Skoda cars, produced 10.3 million cars last year, about a hundred thousand more than its Japanese rival. American carmaker General Motors came in third. Toyota has dominated the car market in the last decade.

These results are surprising, considering the fact that Volkswagen has been involved in a scandal for the past few years.

Most of VW's increases come from the European and the Chinese market. In China, which could overtake Europe as VW's biggest market, VW sold almost 4 million vehicles. Sales in the United States and Latin American countries dropped last year.

The above article, "Volkswagen Becomes World's Largest Carmaker", was written by English Online (2017).

- A. *When you are finished with the question, please click here and then click "Submit" 当您完成本题之后，请点击此处，然后再点击“submit”

<p>5.</p> <p>Directions:</p> <p>本题提示:</p>	<p>Answer the questions about the previous article aloud and record your responses in WeChat. Send the response to a GIE instructor for grading.</p> <p>首先请默读通篇文章，然后请大声朗读，用微信记录您的录音，并将该录音发至a GIE instructor的微信以供评分。</p>
	<p>We recommend spending no more than 2 minutes on this question.</p> <p>我们建议您在2分钟之内完成本题。</p>

Article:

German automobile-maker Volkswagen overtook Toyota to become the world's largest car manufacturer in 2016. VW, which also produces Audi, Porsche, and Skoda cars, produced 10.3 million cars last year, about a hundred thousand more than its Japanese rival. American carmaker General Motors came in third. Toyota has dominated the car market in the last decade. These results are surprising, considering the fact that Volkswagen has been involved in a scandal for the past few years. Most of VW's increases come from the European and the Chinese market. In China, which could overtake Europe as VW's biggest market, VW sold almost 4 million vehicles. Sales in the United States and Latin American countries dropped last year.

The above article, "Volkswagen Becomes World's Largest Carmaker", was written by English Online (2017).

Questions (Record the responses on WeChat one at a time):

1. Who is now the world's largest car manufacturer?
 2. Which car manufacturer is third in the world?
 3. Why is Volkswagen's success surprising?
 4. What has happened to Volkswagen's sales in the different countries?
- A. *When you are finished with the question, please click here and then click "Submit" 当您完成本题之后，请点击此处，然后再点击“submit”

<p>6.</p> <p>Directions:</p> <p>本题提示:</p>	<p>Describe the picture below aloud and record your response in WeChat. Send the response to a GIE instructor for grading. Look at the suggestions below for guidance in your response.</p> <p>请您描述下面给出的这张图片，并在微信中录下您的描述。用微信记录您的录音（请在一次录音中完成），并将该录音发至a GIE instructor的微信以供评分。</p>
	<p>We recommend spending no more than 2 minutes on this question.</p> <p>我们建议您在2分钟之内完成本题。</p>

Picture:



Image produced by Pxhere (2017).

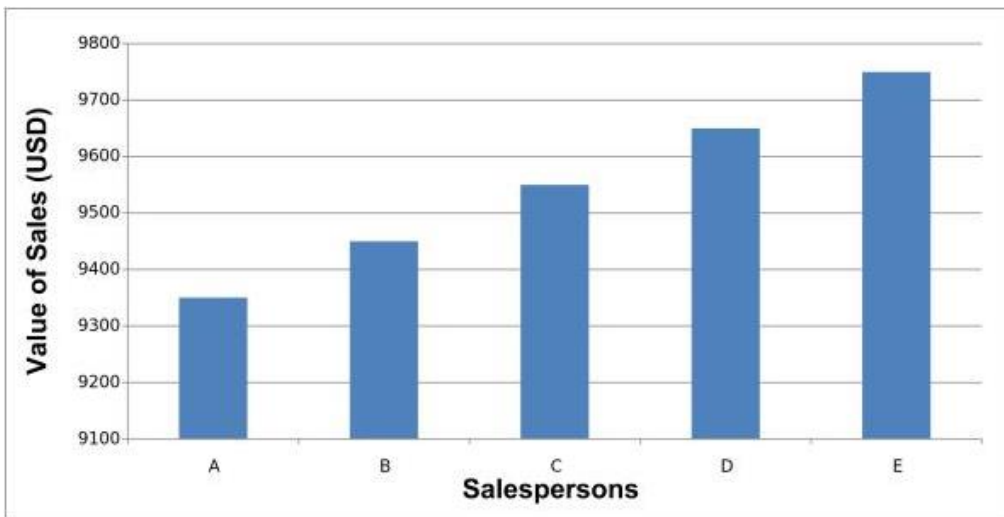
Suggestions to guide your response:

- Where are these people?
- What are they doing?
- What do they look like?
- What are they wearing?

A. *When you are finished with the question, please click here and then click "Submit" 当您完成本题之后，请点击此处，然后再点击“submit”

7. **Directions:** Answer the questions about the graph below aloud and record your response in WeChat. Each question should be recorded individually. Send the responses to a GIE instructor for grading.
- 请您在微信中录制您对一下这些图表问题的回答。用微信记录您的录音（请在一次录音中完成），并将该录音发至a GIE instructor的微信以供评分。
- We recommend spending no more than 2 minutes on this question.
- 我们建议您在2分钟之内完成本题。

Graph:



“Truncated Bar Graph” image from Wikipedia Commons.

A= John’s sales for the month. **John**

B= Dave’s sales for the month. **Dave**

C= Diana’s sales for the month. **Diana**

D=Erin’s sales for the month. **Erin**

E= Mary’s sales for the month. **Mary**

Respond to the following questions:

- Which person has the lowest sales for the month?
- What will happen to the person who always has the lowest sales?
- Do you see a trend in the graph above?

A. *When you are finished with the question, please click here and then click "Submit" 当您完成本题之后，请点击此处，然后再点击“submit”

Appendix I.

GIE ENGLISH PROFICIENCY ASSESSMENT PRINT FORMAT

Writing Section

Question 1 (15 Points)

Short response:

Please respond to the email for Mr. Smith expressing your displeasure with the delay and requesting a discounted price on the shipment.

We recommend taking no more than five minutes on this question.

Directions: Respond to the email.	
From:	Carbon Technologies
To:	Alexander Smith
Subject:	Delivery Problem
Sent:	October 6 th 4:20 P.M.
Hello Mr. Smith,	
We are sorry to inform you that your shipment will be arriving three days later than expected. The delayed shipment is due to a problem at the factory, which is slowing down production of the parts you ordered. We are very sorry about this shipment delay.	
Please contact us with any questions or concerns that you may have.	
Thank you,	
Carbon Technologies	

Response:

Question 2
(9 Points)

Describe what you see in the picture. Please use complete sentences.



We recommend taking no more than three minutes on this question.

Image produced by VectorOpenStock.com (2015)

Response:

Reading Section

(10 points)

Questions based on the EF English Proficiency Assessment.

You will read 6 questions. Choose the word that best completes the sentence.

We recommend spending no more than three minutes on this section.

Question 1: I was hoping to ___ my phone, but the store said I would need to replace it.

- A. recover
- B. reclaim
- C. repair
- D. return

Question 2: I could eat the shrimp, but I ___ the steak.

- A. prefer
- B. approve
- C. wish
- D. except

Question 3: The meeting room was so ___ that there was no more space to sit down.

- A. dark
- B. crowded
- C. tight
- D. limited

Question 4: I thought the answer was ___, so I didn't find it difficult.

- A. valuable
- B. noticeable
- C. important
- D. obvious

Question 5: Everyone notices him immediately because his clothing is so ___.

- A. outrageous
- B. commendable
- C. predictable
- D. typical

Question 6: She was both surprised and ___ when she saw her exam results.

- A. renovated
- B. relieved
- C. released
- D. restored

Listening Section

Part 1

(20 points)

Questions based on the Engoo English Assessment and on assessments produced by the Worcester Polytechnic Institute ESL Department. You will hear 10 questions or statements.
Please choose the response that best fits.

We recommend spending no more than ten minutes on this section.

Question 1:

What is the best response to the speaker's question:

- A. Who sent the email?
- B. Yes, I sent it an hour ago.
- C. The email is very long.

Question 2:

What is the best response to the speaker's question:

- A. How was the meeting?
- B. Yes, the meeting was good.
- C. No, I have another meeting at that time.

Question 3:

What is the best response to the speaker's question:

- A. Yes, it is really big.
- B. Yeah, she looks amazing.
- C. Wow, he really is big.

Question 4:

What is the best response to the speaker's statement:

- A. I think math is difficult too.
- B. Can't you do it later?
- C. When did you finish your work?

Question 5:

What is the best response to the speaker's statement:

- A. How did you fix it?
- B. How did it break?
- C. My computer is also working.

Question 6:

What is the best response to the speaker's question:

- A. I checked, and it was not on.
- B. He will not cook with it.
- C. Will you use it tomorrow?

Question 7:

What is the best response to the speaker's statement:

- A. I was at home yesterday.
- B. Oh, how old will you be?
- C. Oh, happy birthday!

Question 8:

What is the best response to the speaker's question:

- A. He made chicken.
- B. He ate at 7:00 PM
- C. Yes, lunch was really good.

Question 9:

What is the best response to the speaker's statement:

- A. We also have a printer.
- B. I did not know it was broken.
- C. Does it need more paper?

Question 10:

What is the best response to the speaker's question:

- A. I'm Karen.
- B. I'm fine, thanks.
- C. I'm in my office.

Part 2
(25 points)

You will hear a dialogue between two workers and be asked 5 questions, please choose the best response for each.

We recommend spending no more than ten minutes on this part.

Question 11: What did Jack finish for the meeting?

What is the best response to the question:

- A. A report.
- B. An email.
- C. A presentation.
- D. A graph of the sales

Question 12: What happened to sales in the last month?

What is the best response to the question:

- A. They increased.
- B. They decreased.
- C. They stayed the same.

Question 13: What lead to the change in sales last month?

What is the best response to the question:

- A. Decrease in car sales.
- B. A decrease in gas prices.
- C. Better salesmen.
- D. Jack was not doing well at work.

Question 14: Will David be at the meeting?

What is the best response to the question:

- A. Yes, David will be at the meeting.
- B. No, David will be at home.
- C. No, David has another meeting.
- D. David is not sure if he will be able to attend the meeting.

Question 15: Is Jack prepared for his meeting?

What is the best response to the question:

- A. Yes, he finished what he needed to do for the meeting.
- B. No, he is unprepared.
- C. No, because David fired Jack.
- D. No, he did not finish his presentation.

Oral Test

Section 1: Reading Words and Sentences Aloud

Read the words and sentences below aloud. We recommend taking one minute to finish reading all the words and sentences in each part.

This section is based on questions from the Engoo English Assessment and assessments produced by the Worcester Polytechnic Institute ESL Department.

Part 1

(3 Points)

New	Old	Paper	Pencil	Report
Manager	Boss	CEO	Work	Notes

Part 2

(3 Points)

Collaborate	Leadership	Deadline	Industry	Logistics
Department	Market	Meeting	Profit	Promotion

Part 3

(3 Points)

Today is my first day on the job!
Will the delivery be on time?
The quality of the product is unacceptable.
Excuse me Mr. Smith, could I please speak to you in private?
Great job on this project, the board is extremely pleased!

Section 2: Reading an Article Aloud

(15 Points)

Please read the article silently once then read it aloud. We recommend taking two minutes to complete this section.

German automobile-maker Volkswagen **overtook** Toyota to become the world's largest car **manufacturer** in 2016. VW, which also produces Audi, Porsche and Skoda cars, produced 10.3 million cars last year, about a hundred thousand more than its Japanese **rival**. American carmaker General Motors came in third. Toyota has **dominated** the car market in the last **decade**.

These results are surprising, **considering** the fact that Volkswagen has been **involved** in a scandal for the past few years.

Most of VW's production **increases** come from the European and the Chinese markets. In China, which could overtake Europe as VW's biggest market, VW sold almost 4 million **vehicles**. At the same time, Sales in the United States and Latin America **dropped** last year.

The above article, "Volkswagen Becomes World's Largest Carmaker", was written by English Online (2017).

Section 3: Answering Questions About the Article.

(30 Points)

Please answer the following four questions in complete sentences. We recommend taking two minutes to complete this section

1. Who is now the world's largest car manufacturer?
2. Which car manufacturer is third in the world?
3. Why is Volkswagen's success surprising?
4. What has happened to Volkswagen's sales in different parts of the world?

Section 4: Describe the Image

(30 Points)

Look at the picture below, then describe the image aloud. Use the questions below as a guide. We recommend taking three minutes to complete this section.



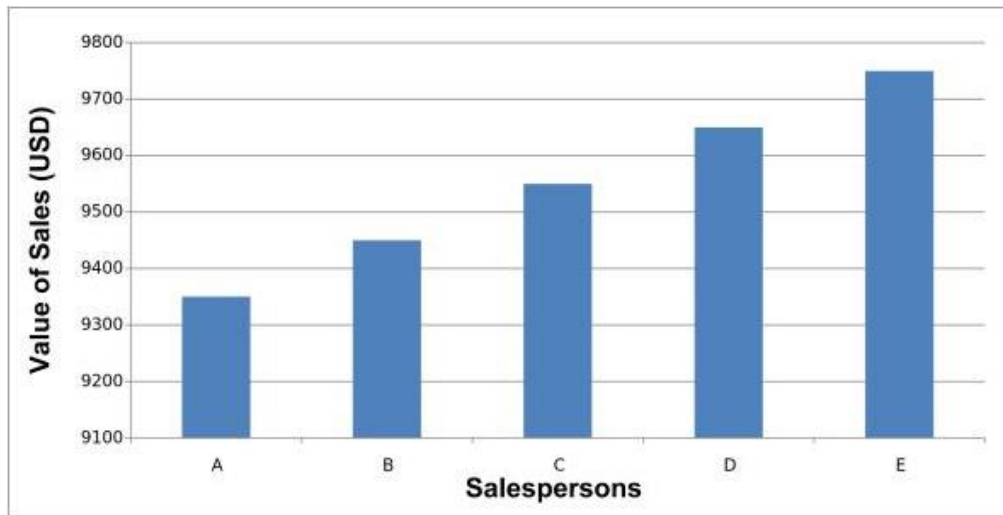
Image produced by Pxhere (2017).

1. Where are these people?
2. What are they doing?
3. What do they look like?
4. What are they wearing?

Section 5: Interpret the Graph

(15 Points)

You will be asked three questions about the graph below. We recommend taking no more than thirty seconds on each question.



“Truncated Bar Graph” image from Wikipedia Commons.

A= John’s sales for the month

B= Dave’s sales for the month

C= Diana’s sales for the month

D=Erin’s sales for the month

E= Mary’s sales for the month

1. Which person has the lowest sales for the month?
2. What will happen to the person who always has the lowest sales?
3. Do you see a trend in the graph above?

End of Test

Appendix J.

GIE ENGLISH PROFICIENCY ASSESSMENT RUBRIC

Writing Section

Question 1 (15 points)

Example Answer:

Dear Carbon Technologies Representative,

I am very sorry to hear that. This delayed shipment will make us late on our deadline for our customer miss some of our production deadlines. Missing production deadlines result in a loss of profits for us. As a result, we request that the price of the parts we ordered from you be discounted. Thank you.

Sincerely,
XXXX

Rubric: Take into consideration the level of professionalism, this is a business email.

0	Email is not answered at all.
5	The student is unclear what the purpose of the message is. A one sentence response is given, for example, okay, thanks for letting me know. The sentence is very difficult to read with many spelling and grammar mistakes.
10	The student displays a partial understanding of the email. They thank carbon technologies for informing them of the situation and then another sentence that (either a question or request) requires another response from carbon technologies for clarification of meaning. The email is understandable, but the sentence has some grammar and spelling mistakes.
15	The student displays full understanding of the email. The email includes a greeting, complimentary close, and at least three sentences. The student expresses displeasure with the situation and makes a request for action to be taken or a clarifying question as to why this should be acceptable. Grammar and spelling mistakes are minor problems and do not affect the meaning of the email.

Question 2

(9 points)

Example answer:

There are five people at a business meeting. There is one person in a white shirt presenting to the team and four people sitting at a table. One woman has a laptop. There are three cups on the table. Three people are wearing ties. There are two women and three men.

Rubric:

0	No description whatsoever.
3	The student made an attempt to describe the picture, but their response contains many grammar and word choice errors, which make the sentences unintelligible.
5	The student made adequate descriptions with clear meanings, but there are many grammar mistakes and word choice errors, that make reading the descriptions difficult.
7	The student made very clear descriptions with clear meanings, however there were still minor grammar and word choice errors.
9	All of the descriptions were accurate, clear, and perfectly legible . There we no grammar or word choice errors that would indicate a non-native speaker.

Question 3 (12 points)

Example answer:

Employers should allow time for their employees to exercise during the day. Exercise generally makes people feel better about themselves and therefore be more confident. Employees with higher levels of confidence will be more outgoing and be more likely to succeed in the workplace. People who feel good will be happier, and happier employees will work harder and produce higher quality work. The only disadvantage of the policy is that it would take time out of the work day. That being said, it is a valid reason for taking time out of the work day. Overall, any employer who is looking to increase the productivity of their employees should consider this strategy.

Rubric:

0	The student does not answer the question at all.
3	The student demonstrates that they vaguely understand the question by answering yes or no. There are frequent grammar and spelling mistakes that make the response unintelligible.
6	The student was able to comprehend what the question was asking and list a limited number of advantages and disadvantages. There are a moderate number of word choice and grammar mistakes that make the response difficult to read though still intelligible.
9	The student fully understood the question and listed coherent advantages and disadvantages. There were minor grammar and word choice mistakes, but they did not affect the intelligibility of the response.
12	The student answered the question perfectly . There were practically no spelling or grammar mistakes that would indicate the speaker is non-native. The response was clear and intelligible.

Oral Test

Section 1: Reading Words and Sentences Aloud

(9 points) Each part is graded individually.

Rubric: Pronunciation should be emphasized for grading this section.

0	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker not understandable.</p> <p>Fluency: Speech is choppy and inconsistent with long pauses making it impossible to understand.</p> <p>Comprehensibility: Impossible for the listener to determine the meaning of even basic sentences.</p>
1	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker occasionally unintelligible.</p> <p>Fluency: Noticeable and numerous pauses that can lead to unintelligibility.</p> <p>Comprehensibility: Not understandable in most situations, but can communicate occasionally with memorized phrases.</p>
2	<p>Pronunciation: Some phonetic, stress, and intonation problems that cause the speaker to be occasionally unintelligible.</p> <p>Fluency: Clearly non-native pauses and interruptions, but overall they do not affect intelligibility.</p> <p>Comprehensibility: Many noticeable errors in all facets of speech, but most listeners can understand them under normal conditions.</p>
3	<p>Pronunciation: Occasional errors that are noticeable by native speakers, but never affect intelligibility.</p> <p>Fluency: Speech is effortless and very close to that of native speaker for all functional purposes.</p> <p>Comprehensibility: Very easy to understand with minor and infrequent speaking errors.</p>

Section 2: Reading an Article Aloud

(15 Points)

Rubric: Fluency should be emphasized for grading this section.

0	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker unintelligible.</p> <p>Fluency: Speech is choppy and inconsistent with long pauses making it impossible to understand.</p> <p>Comprehensibility: Impossible for the listener to determine the meaning of even basic sentences.</p>
5	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker occasionally unintelligible.</p> <p>Fluency: Noticeable and numerous pauses that can lead to unintelligibility.</p> <p>Comprehensibility: Not understandable in most situations, but can communicate occasionally with memorized phrases.</p>
10	<p>Pronunciation: Some phonetic, stress, and intonation problems that cause the speaker to be occasionally unintelligible.</p> <p>Fluency: Clearly non-native pauses and interruptions, but overall they do not affect intelligibility.</p> <p>Comprehensibility: Many noticeable errors in all facets of speech, but most listeners can understand them under normal conditions.</p>
15	<p>Pronunciation: Occasional errors that are noticeable by native speakers, but never affect intelligibility.</p> <p>Fluency: Speech is effortless and very close to that of native speaker for all functional purposes.</p> <p>Comprehensibility: Very easy to understand with minor and infrequent speaking errors.</p>

Section 3: Answer Questions About the Article

(30 points)

Rubric: In this section each aspect should be emphasized equally when grading.

0	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker unintelligible.</p> <p>Grammar: Erratic and incorrect in all instances except for commonly memorized phrases.</p> <p>Fluency: Speech is choppy and inconsistent with long pauses making it impossible to understand.</p> <p>Comprehensibility: Impossible for the listener to determine the meaning of even basic sentences.</p>
10	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker occasionally unintelligible.</p> <p>Grammar: Basic understanding of certain grammatical structures, but there are severe and repeated errors that interfere greatly with intelligibility.</p> <p>Fluency: Noticeable and numerous pauses that can lead to unintelligibility.</p> <p>Comprehensibility: Not understandable in most situations, but can communicate occasionally with memorized phrases.</p>
20	<p>Pronunciation: Some phonetic, stress, and intonation problems that cause the speaker to be occasionally unintelligible.</p> <p>Grammar: Generally good grasp of grammar most grammar structures, with occasional errors that do not interfere with intelligibility.</p> <p>Fluency: Clearly non-native pauses and interruptions, but overall they do not affect intelligibility.</p> <p>Comprehensibility: Many noticeable errors in all facets of speech, but most listeners can understand them under normal conditions.</p>
30	<p>Answered all of the questions correctly.</p> <p>Pronunciation: Occasional errors that are noticeable by native speakers, but never affect intelligibility.</p> <p>Grammar: Occasional grammar errors with no real pattern that could be made by native speakers and do not affect intelligibility.</p> <p>Fluency: Speech is effortless and very close to that of native speaker for all functional purposes.</p> <p>Comprehensibility: Very easy to understand with minor and infrequent speaking errors.</p>

Section 4: Describe the Image

(30 Points)

Rubric: In this section each aspect should be emphasized equally when grading.

0	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker unintelligible.</p> <p>Grammar: Erratic and incorrect in all instances except for commonly memorized phrases.</p> <p>Fluency: Speech is choppy and inconsistent with long pauses making it impossible to understand.</p> <p>Comprehensibility: Impossible for the listener to determine the meaning of even basic sentences.</p>
10	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker occasionally unintelligible.</p> <p>Grammar: Basic understanding of certain grammatical structures, but there are severe and repeated errors that interfere greatly with intelligibility.</p> <p>Fluency: Noticeable and numerous pauses that can lead to unintelligibility.</p> <p>Comprehensibility: Not understandable in most situations, but can communicate occasionally with memorized phrases.</p>
20	<p>Pronunciation: Some phonetic, stress, and intonation problems that cause the speaker to be occasionally unintelligible.</p> <p>Grammar: Generally good grasp of grammar most grammar structures, with occasional errors that do not interfere with intelligibility.</p> <p>Fluency: Clearly non-native pauses and interruptions, but overall they do not affect intelligibility.</p> <p>Comprehensibility: Many noticeable errors in all facets of speech, but most listeners can understand them under normal conditions.</p>
30	<p>Answered all of the questions correctly.</p> <p>Pronunciation: Occasional errors that are noticeable by native speakers, but never affect intelligibility.</p> <p>Grammar: Occasional grammar errors with no real pattern that could be made by native speakers and do not affect intelligibility.</p> <p>Fluency: Speech is effortless and very close to that of native speaker for all functional purposes.</p> <p>Comprehensible: Very easy to understand with minor and infrequent speaking errors.</p>

Section 5: Interpret the Graph

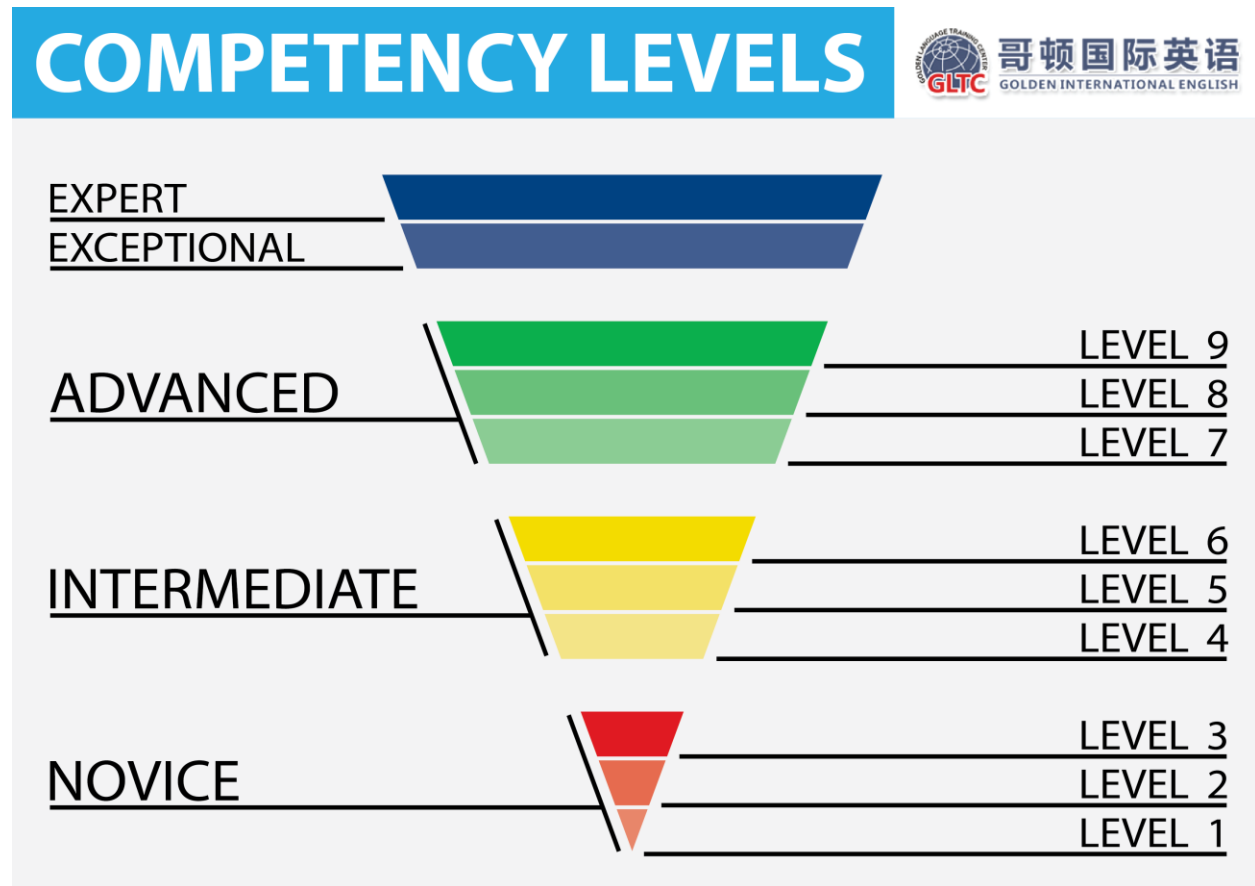
(15 Points)

Rubric: In this section each aspect should be emphasized equally when grading.

0	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker unintelligible.</p> <p>Grammar: Erratic and incorrect in all instances except for commonly memorized phrases.</p> <p>Fluency: Speech is choppy and inconsistent with long pauses making it impossible to understand.</p> <p>Comprehensibility: Impossible for the listener to determine the meaning of even basic sentences.</p>
5	<p>Pronunciation: Frequent phonetic, stress, and intonation problems that make the speaker occasionally unintelligible.</p> <p>Grammar: Basic understanding of certain grammatical structures, but there are severe and repeated errors that interfere greatly with intelligibility.</p> <p>Fluency: Noticeable and numerous pauses that can lead to unintelligibility.</p> <p>Comprehensibility: Not understandable in most situations, but can communicate occasionally with memorized phrases.</p>
10	<p>Pronunciation: Some phonetic, stress, and intonation problems that cause the speaker to be occasionally unintelligible.</p> <p>Grammar: Generally good grasp of grammar most grammar structures, with occasional errors that do not interfere with intelligibility.</p> <p>Fluency: Clearly non-native pauses and interruptions, but overall they do not affect intelligibility.</p> <p>Comprehensibility: Many noticeable errors in all facets of speech, but most listeners can understand them under normal conditions.</p>
15	<p>Answered all of the questions correctly.</p> <p>Pronunciation: Occasional errors that are noticeable by native speakers, but never affect intelligibility.</p> <p>Grammar: Occasional grammar errors with no real pattern that could be made by native speakers and do not affect intelligibility.</p> <p>Fluency: Speech is effortless and very close to that of native speaker for all functional purposes.</p> <p>Comprehensible: Very easy to understand with minor and infrequent speaking errors.</p>

Appendix K.

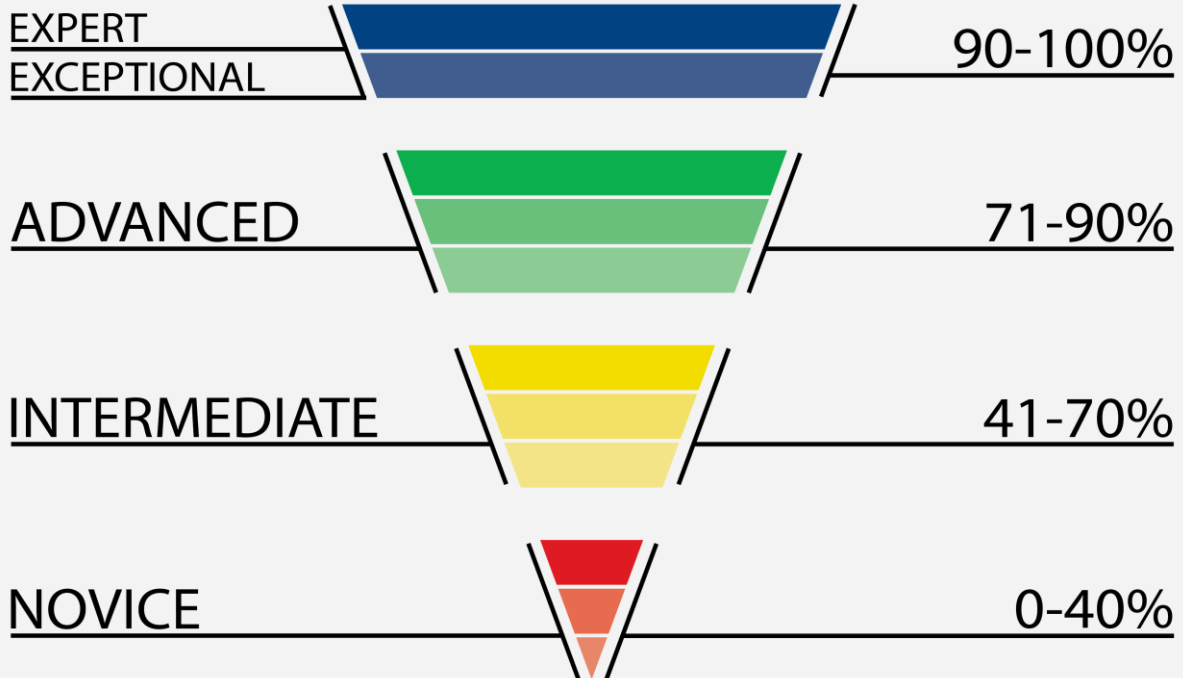
General English Competency Level Graphics



COMPETENCY LEVELS



哥顿国际英语
GOLDEN INTERNATIONAL ENGLISH



Appendix L.

Detailed English Competency Level Graphics

SPEAKING LEVELS		 哥顿国际英语 <small>GOLDEN INTERNATIONAL ENGLISH</small>
EXPERT		Speakers at this level are functionally equivalent to a well educated native speaker. The speaker has complete flexibility within the language and has a mastery of not only vocabulary, but also local idioms and colloquialisms. Any accent will be slight and hardly noticeable.
EXCEPTIONAL		Speakers can use lengthy discourse to express themselves. They can explain their own interests and areas of competence in great detail and converse about any topic. These speakers have no repeated errors, but will occasionally make errors that they self correct. These errors do not misconstrue the meaning of a sentence.
ADVANCED	9	Speakers at this level can use language fluently for everyday needs. They properly use rhetorical devices and also understand cultural references. They can construct coherent hypotheses and arguments, but they are still more adept speaking about topics which they know better or have an interest in.
	8	Speakers at this level can handle a wide variety of communicative tasks and also narrate past and current events with accuracy. Rephrasing sentences for conversation partners who are unclear of the speaker's meaning is a common communicative strategy at this level. Speakers at this level will also have an extensive vocabulary.
	7	Speakers at the Advanced 1 level can speak on a variety of topics including current events and even matters of community and public concern. Although speakers at this level will have a fair amount of problems with grammar they will be able to self correct and use communicative strategies such as rephrasing and circumlocution.
INTERMEDIATE	6	Speakers can express themselves by creating new sentences with the language using different combinations of words and phrases they have already learned. Speakers display a moderate level of fluency and can participate in most social, formal, and informal interactions. However, under pressure their speaking ability deteriorates.
	5	Speakers can determine what the main idea of most conversations, but will become lost when specialized vocabulary or topics are introduced. Simple sentence structures and grammatical rules are understood, but they speaker will struggle with aspects such as plurals, articles, linking words, negatives, and tense usage.
	4	Speakers at the Intermediate 1 level can handle basic conversations relating to topics such as personal information, family, daily activities, personal preferences, immediate needs, and ordering food. These speakers tend to be reactive and struggle with direct questions regarding information.
NOVICE	3	Speakers can communicate in straightforward and predictable social interactions and also ask formulaic questions. The speaker's speaking ability is functional but extremely limited in terms of vocabulary and grammar. Speech will often be lacking modifiers and pronunciation, stress, and intonation will all be poor.
	2	Speakers at the Novice 2 level may have memorized a few common words or phrases to use, related to needs for survival. They have little to no flexibility in conversation and will often resort to repetition when misunderstood or in some cases, silence.
	1	Speakers at the Novice 1 level can usually utter greetings and basic personal information, but these speakers have no real functional speaking abilities. Even basic words and phrases that they are able to learn, will most likely be unintelligible because of poor pronunciation.

LISTENING LEVELS



哥顿国际英语
GOLDEN INTERNATIONAL ENGLISH

EXPERT		Listeners have listening comprehension abilities equivalent to that of a well-educated native speaker's. They can understand a wide variety of extremely complex and abstract speech intended for specific audiences. These listeners are also able to understand implicit and inferred information, and follow persuasive arguments.
EXCEPTIONAL		Listeners can better understand abstract speech and slang. They also have an understanding of cultural references. The ability of these listeners is close to that of a native listener, but not quite equivalent.
ADVANCED	9	Listeners can listen with an extremely broad vocabulary. They can identify most subtleties and nuances as well in addition to attentively listen to television broadcasts, phone calls, and conference calls. These listeners can understand non-standard dialects, but still struggle with extreme slang and colloquialisms.
	8	Listeners can understand hypotheses and supported opinions. Vocabulary is broad enough that clarification or repetition is rarely needed. Still does not understand native speakers if they talk very quickly or use slang.
	7	Listeners at occasionally seem to understand spoken English with ease, but often lose focus under pressure. General vocabulary as well as syntax and grammar is still an issue, and there is hesitation still with some everyday vocabulary as well.
INTERMEDIATE	6	Listeners can understand most conversations. However, they struggle with voice recordings and phone calls. These listeners can identify most everyday vocabulary, but still hesitant sometimes. They can also pick up on some emotions conveyed through speech based on intonation.
	5	Listeners are able to understand most face-to-face conversations as long as the conversation partner speaks slowly and repeats certain words. Certain expressions of speech, such as loud speakers outdoors, that are difficult to understand may present large problems for these listeners.
	4	Listeners begin to develop flexibility in listening beyond purely survival needs. However, limited vocabulary range requires lots of repetition. Can understand some time and question forms, but longer sentences tend to result in misunderstandings.
NOVICE	3	Listeners are often able to understand full sentences that are spoken slowly, one word at a time. Memorized phrases, messages, and instructions necessary to survival are understood reliably.
	2	Listeners can begin to understand and recognized commonly used words and phrases as long as they are highly contextualized. Listeners can slightly understand spoken sentences with memorized phrases needed for survival. Understanding requires long pauses as well as repetition.
	1	Listeners have little to no understanding of spoken English. Occasionally these listeners will be able to identify commonly used words and phrases, but will have no concept of the context in which they are used.

READING LEVELS



哥顿国际英语
GOLDEN INTERNATIONAL ENGLISH

EXPERT		Readers at this level are functionally equivalent to a well educated native speaker. The reader has complete competency with vocabulary and sentence structure, and is able to identify the tone and meaning behind any body of prose. Professional documents are easily understood no matter the complexity or subject matter.
EXCEPTIONAL		Readers who reach this level have complete fluency reading common texts and understand the implications and intentions behind the text. They have nearly mastered the language and are on par with many native speakers. Long, complicated professional documents on unfamiliar subjects pose little challenge.
ADVANCED	9	Readers are able to understand all common texts both familiar and unfamiliar. They are able to understand all documents from their department and can understand the majority of those from other departments. They can grasp the information presented and are beginning to grasp the meaning and connotation a writer implies.
	8	Readers are able to clearly read almost all common texts with few gaps in vocabulary. They are able to clearly read most professional documents. Descriptions and complex sentence structures are primarily understood. Most written conventions and idioms are well understood.
	7	Readers are able to read and understand complex, novel prose on general topics. On subjects with which the reader is not familiar, they generally understand the main concepts and some supporting details, mistakes are uncommon. Texts on highly specific subjects are difficult for the reader to follow due to unfamiliar terms.
INTERMEDIATE	6	Readers quickly understand short written items regarding common or familiar topics. Fact based texts are easily understood provided the student knows the industry vocabulary. They can gather the main information from complex sentences but will often make mistakes with these due to both unfamiliar vocab and idioms.
	5	Readers are able to understand unique bodies of writing when they are familiar with the subject matter and know most of the applicable vocabulary. Understanding is limited to the general information in the text, students are not able to understand complexities within the language itself.
	4	Readers at this level begin to understand written social interactions. Mistakes however are very common. In more advanced texts students are able to identify the subject and some basic details though they cannot understand the majority of the text. Students can learn some new vocabulary from heavy context clues in the text.
NOVICE	3	Readers are able to read basic sentences with some repetition and read sentences that follow predictable structures such as greetings and basic form questions with relative ease. Mistakes however still occur frequently with any reading assignment that goes beyond what the student has specifically practiced.
	2	Readers are able to visually recognize the entire alphabet. They are able to recognize common terms such as linking and interrogative words. But will struggle to understand even basic sentences without repetition and context clues.
	1	Readers are able to recognize few letters and only very basic words. They are not able to recognize and sound out the entire alphabet.

WRITING LEVELS



哥顿国际英语
GOLDEN INTERNATIONAL ENGLISH

EXPERT		Writers have writing abilities equivalent to that of a well educated native writer. They can complete writing tasks such as position papers and journal articles with relative ease. These writers can use persuasive and hypothetical techniques that allow them to argue a wide variety of viewpoints. They use tone and implications fluently.
EXCEPTIONAL		Writers at the Exceptional Level can write about complex topics and use supporting opinions to develop coherent arguments. Writers at this level demonstrate a high level of knowledge of spelling, grammar, and syntax. There is also evidence of the use of some stylistic devices.
ADVANCED	9	Writers at the Advanced 3 level can write accurately and concisely about most topics. Grammar errors still occur occasionally, but are not frequent or particularly detrimental. The writer employs basic stylistic devices such as ellipses and parallelisms
	8	Writers at the Advanced 2 level have limited method of writing prose and often have trouble catering their writing for a specific audience. Organizational will suffer as well as the ability to convey subtleties and nuances due to a lack of vocabulary.
	7	Writers at Advanced Level 1 can write short summaries and reports on specific topics. Grammar and vocabulary will be obviously foreign, but will still be adequate in conveying the intended message. Sporadic grammar errors do occur but they rarely affect the content of the writing.
INTERMEDIATE	6	Writers understand basic sentence structure and grammar clearly. They can write about a variety of different common topics with moderate clarity. They are able to produce their own novel prose which the meaning behind is understood by the reader. Grammar errors are still very common and impede clear legibility.
	5	Writers are able to clearly convey simple, practical sentences. They are beginning to grasp grammatical concepts including sentence structure and verb tenses. They are unable to produce long prose, their writing tends to be single sentences.
	4	Writers at this level still show little control of grammar but have learned enough vocabulary and predefined sentences that they can produce new statements and questions relating to practical and survival matters. Technical issues will be very prevalent however the writer will often be able to communicate what they intend.
NOVICE	3	Writers have only mastered writing to a basic practical extent. They are able to produce simple written requests and notes that are related to daily activities. Both vocabulary and grammar are largely out of the reach of the student as they are only able construct sentences from memorized formats.
	2	Writers are unable to produce novel sentences on their own but are able to write some basic vocabulary and simple phrases from memory, this includes their own name, yes and no, and some personal information that may be needed for a form.
	1	Writers are unable to produce sentences on their own. They are able to copy letters and simple phrases.

Appendix M.

QuizEgg Teacher Manual

How to Use the QuizEgg Testing Platform

This manual will show you how to log into the QuizEgg platform, manage a test that has already been created, and grade tests that have been taken by students.

A Manual Created for:
Golden International English

Created on:
21st November 2017

Last edit:
30th November 2017, AA

Table of Contents

How to Login.....	3
How to Grade Quizzes.....	4-7
How to Modify Questions on a Quiz.....	8-11
How to Add Questions on a Quiz.....	12-14
How to Send Out a Quiz to Students.....	15-17

How to login

1. Using any browser navigate to: <https://quizegg.com/>

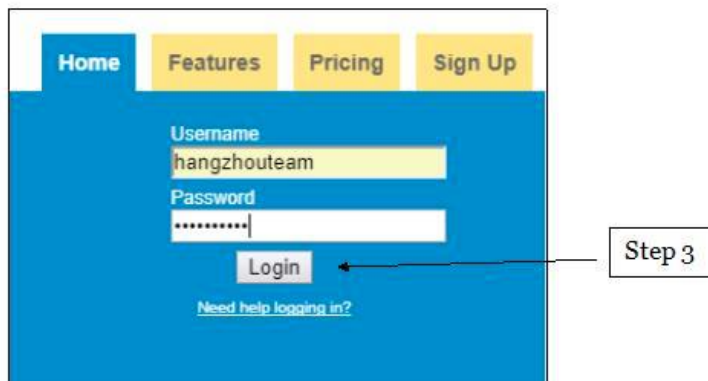


The screen should look like the photo above

2. Now log in using

Username: hangzhouteam

Password:

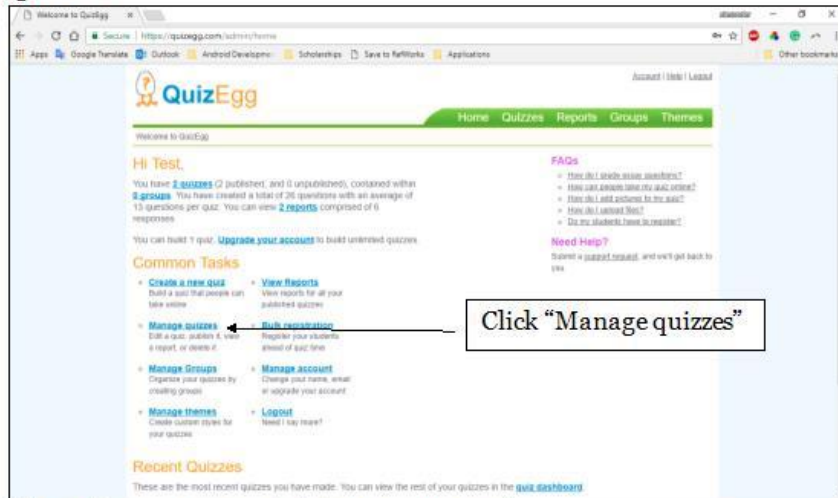


The log in screen should look like this

3. Now click "Login"
4. You have successfully logged into the QuizEgg Platform!

How to Grade Quizzes

1. Login to the QuizEgg platform
2. Once you login you will be on the main page, now click “Manage quizzes”



This is the main page; click “Manage quizzes”

3. Now click on the test reports that you would like to view for grading. Do this by clicking “Reports” on the proper test.



For this example, I will be editing the reports of the “English Proficiency Assessment”. In the future there may be more quizzes and you will need to select the correct quiz.

- Now, you will need to select which student's report to grade. To do this click on "Edit" for the student's report that you would like to grade.

English Proficiency Assessment
 Show: **Maximum Score**
 This report shows the each user's best score for this quiz.

Scoresheet Summary [Export to Excel](#)

#	Name	Start Date	End Date	Time	Times	Score	Options
1	Lanqing, Zhou	11/16/17 04:54:57	11/16/17 05:24:52	0:23:23	1	87.5% (14/16)	Edit / More
2	Peyi, Zhou	11/16/17 04:52:01	11/16/17 05:16:47	0:16:49	1	87.5% (14/16)	Edit / More
3	Yu, zuona	11/16/17 04:50:48	11/16/17 05:23:19	0:27:35	1	93.75% (15/16)	Edit / More

Avg Score: 89.58% (87.5% to 93.75%) Avg Time: 0:22:35 (0:16:49 to 0:27:35)

Question Grid Summary [Export to Excel](#)

#	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Lanqing, Zhou	?	?	?	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Peyi, Zhou	?	?	?	?	?	?	?	?	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Yu, zuona	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	X	✓	✓

Incorrect Responses: 0 0 0 0 1 0 0 0 1
 Correct Responses: 0 0 0 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
 Percent Correct: 0 0 0 87 100 100 100 100 87 100 87 100 100 100 100 100 100 100 100 100 100

Note: Only the questions with a "?" on them will need to be graded by a teacher. The rest are automatically graded.

For this example, I will be grading the student Zuona Yu's test. I do this by clicking "Edit" for her report.

- Now, you will need to read each of the student's essay responses and give an appropriate grade for the response based off of the provided rubric for each question. You will need to click on the "Points" drop down menu and select the number of points that the student received. You will not need to grade all of the quiz, since most of the quiz will be automatically graded.

zuona Yu 93.75% (15/16)
 A score of "?" means the question is not graded.

#1 **Directions: Respond to the email**
 We recommend taking no more than 5 minutes

Directions: Respond to the email.

From: Carbon Technologies
 To: Alexander Smith
 Subject: Delivery Problem
 Sent: October 6th 4:30 P.M.

Hello Mr. Smith,

We are sorry to inform you that your shipment will be arriving three days later than expected. The delayed shipment is due to a problem at the factory which is slowing down production of the parts you ordered. We are very sorry about this shipment delay. Please contact us with any questions or concerns that you may have.

Thank you,
 Carbon Technologies

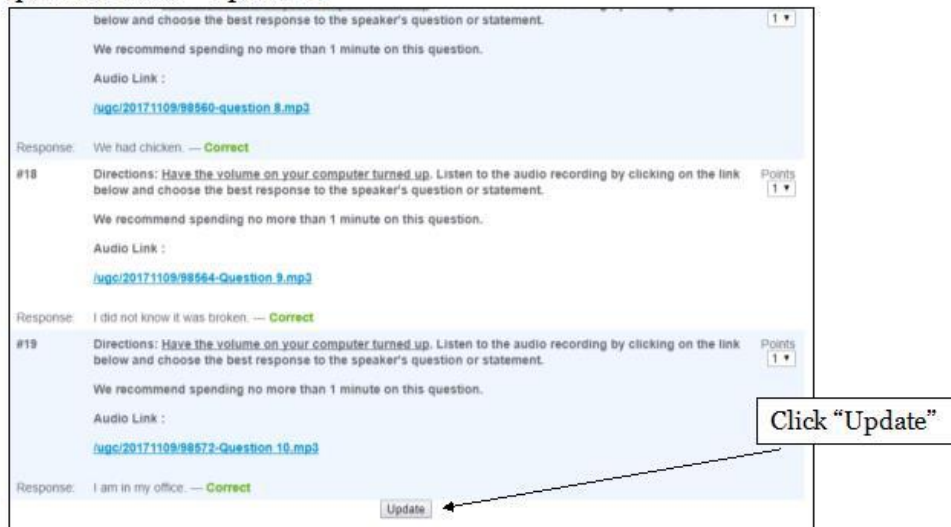
Response: Hi Carbon Technology,
 I have received your e-mail of the delay information. It's fine with the delay, and I am appreciated that you inform me in time.
 Thank you,
 Alexander Smith --- Not Graded

Points drop down menu.

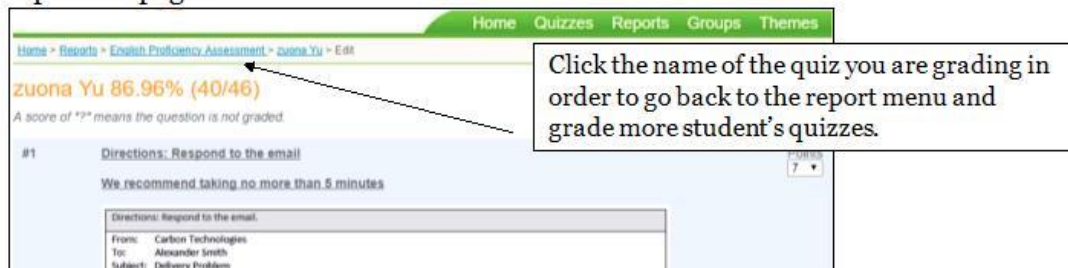
Question the student answered

Student's response

6. Go through the quiz and grade all of the questions that were not automatically graded. In this example, the teacher will only need to do this for questions 1-3.
7. Once you have finished grading all of the questions, scroll to the bottom of the quiz and click “Update”.



8. Once you have updated the score, in order to go back to the report menu, click the name of the quiz that you are grading on the top of the page. In this example, I am grading the “English Proficiency Assessment ” so I will click on that on the top of the page.



9. You should now be on the report menu.

The screenshot shows the QuizEgg interface for an English Proficiency Assessment report. The 'Scoresheet Summary' table lists three users: Lanqing, Zhou; Peiyi, Zhou; and Yu, zuona. Yu, zuona's score is highlighted as 86.96% (40/46). The 'Question Grid Summary' table shows individual question results for each user, with a red 'X' in the 9th column for Yu, zuona. A callout box notes: 'Note: The grades have been updated and the final grade is displayed.'

#	Name	Start Date	End Date	Time	Tries	Score	Options
1	Lanqing, Zhou	11/16/17 04:54:57	11/16/17 05:24:52	0:23:23	1	87.5% (14/16)	Edit / More
2	Peiyi, Zhou	11/16/17 04:52:01	11/16/17 05:16:47	0:16:49	1	87.5% (14/16)	Edit / More
3	Yu, zuona	11/16/17 04:50:48	11/16/17 05:23:19	0:27:35	1	86.96% (40/46)	Edit / More

Avg Score: 87.18% (86.96% to 87.5%) Avg Time: 0:22:35 (0:16:49 to 0:27:35)

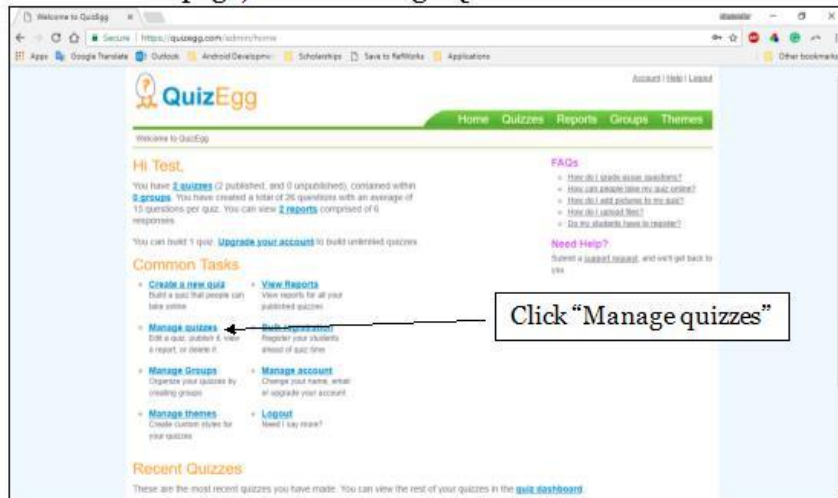
#	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Lanqing, Zhou	?	?	?	?	?	?	?	?	X	?	?	?	?	?	?	?	?	?	?
2	Peiyi, Zhou	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
3	Yu, zuona	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?

This is the updated reports menu. Now Zuona Yu's grade has been updated and her final grade is displayed.

10. The students final grade on the quiz should be displayed on the report menu now.
11. Now you will be able to start this process over and grade another student's quiz.
12. You have successfully graded a quiz!

How to Modify a Question On a Quiz

1. If you are not already logged in, then log in to the QuizEgg platform.
2. On the home page, click “Manage Quizzes”.

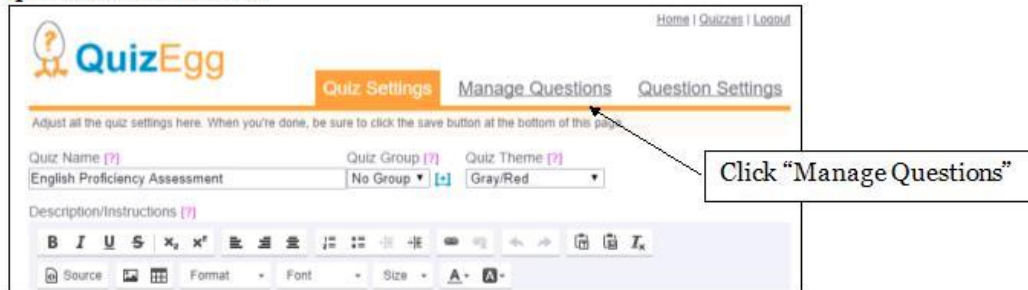


3. Now click “Edit” for the quiz that you would to edit.

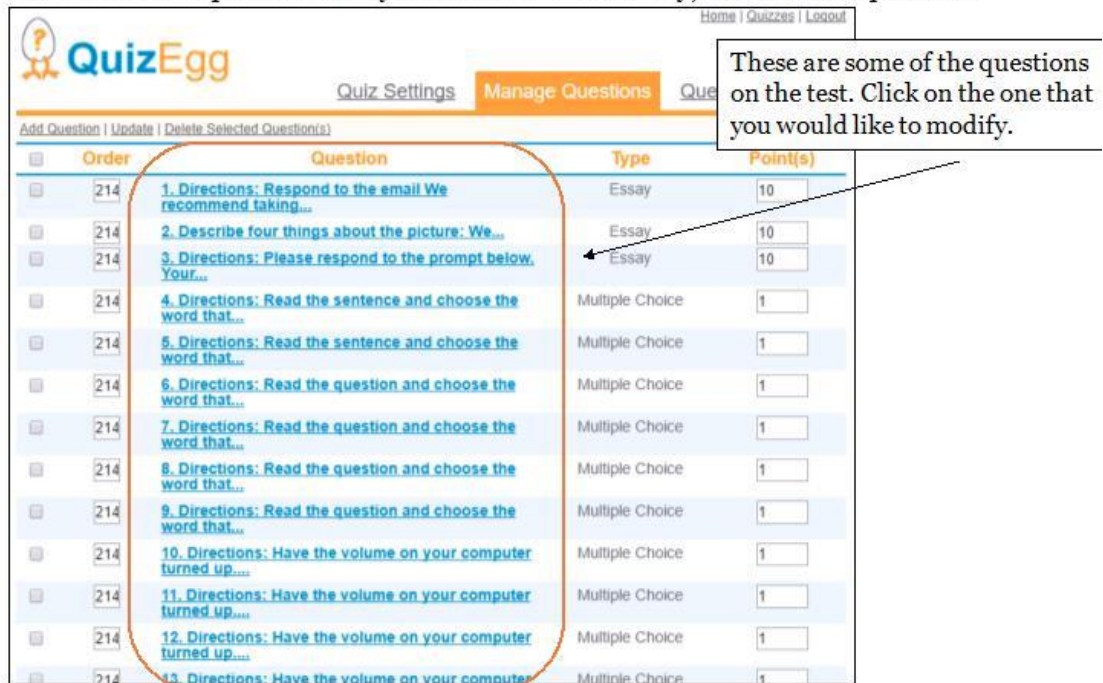


For this example, I will be editing a question on the English Proficiency Assessment

4. You will now be at the edit quiz menu. Click “Manage Questions” in order to edit question on the test.

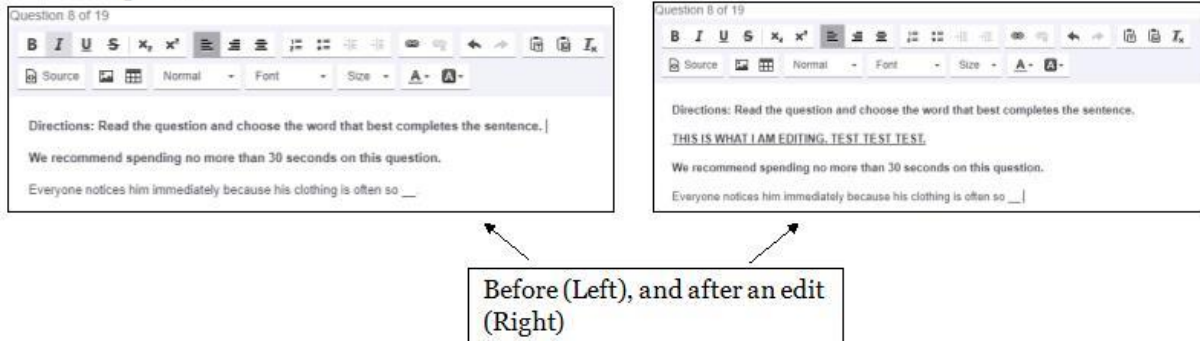


5. Now you will need to find the question that you would like to modify. Once you have found the question that you would like to modify, click on the question.



Click on the question you would like to modify. In this example, I will be modifying question 8 so that is the question I will click on.

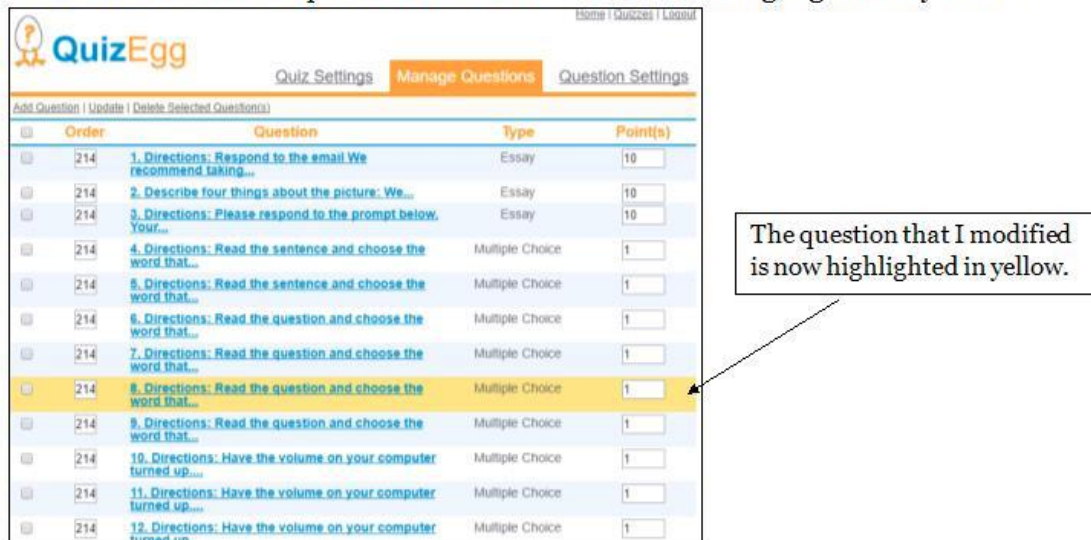
6. After selecting the question you would like to edit, you will now be able to edit the question.



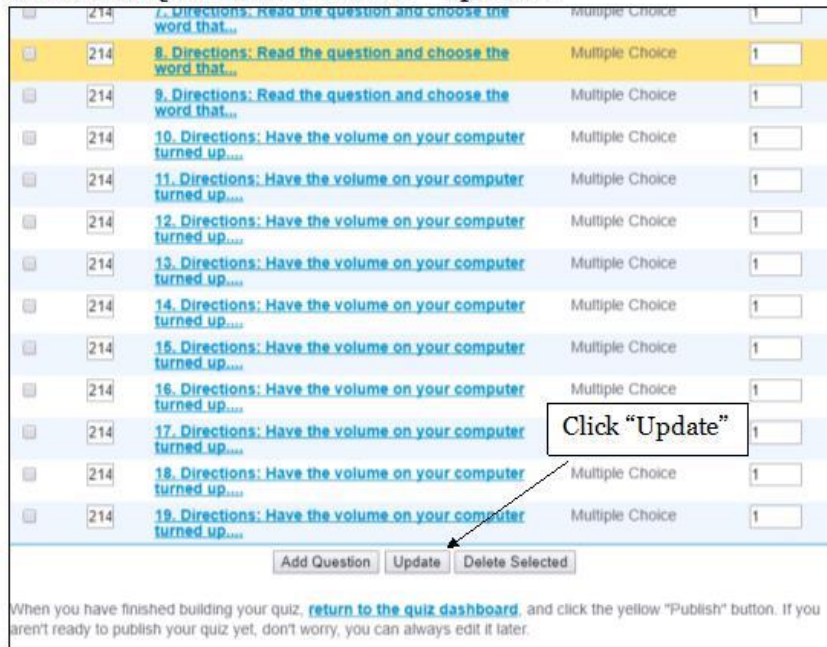
7. Once you have modified the question how you would like it, scroll to the bottom of the page a click “Save”. This will save your modification to the quiz.



8. You should now be back at the Edit Quiz menu and it should look like the picture below. Notice that the question that was modified is now highlighted in yellow.



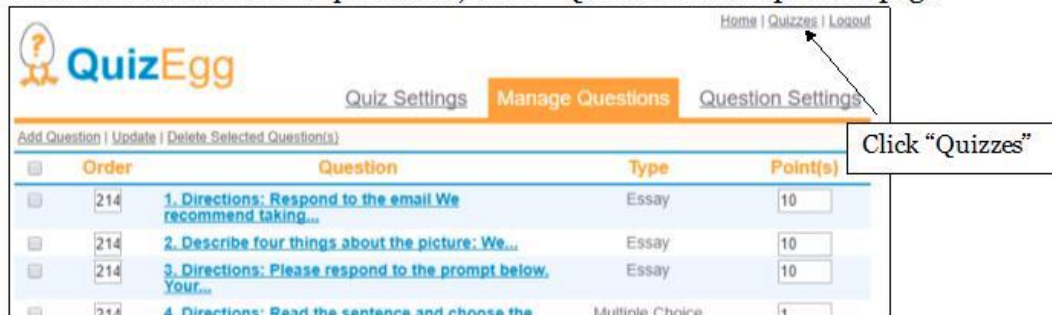
9. If there are other question on the same quiz that you would like to modify then repeat steps 5-8 for all of the questions that you would like to modify.
10. Once you have modified all of the question on the quiz, scroll to the bottom of the Edit Quiz menu and click “Update”.



<input type="checkbox"/>	214	7. Directions: Read the question and choose the word that...	Multiple Choice	1
<input type="checkbox"/>	214	8. Directions: Read the question and choose the word that...	Multiple Choice	1
<input type="checkbox"/>	214	9. Directions: Read the question and choose the word that...	Multiple Choice	1
<input type="checkbox"/>	214	10. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	11. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	12. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	13. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	14. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	15. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	16. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	17. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	18. Directions: Have the volume on your computer turned up....	Multiple Choice	1
<input type="checkbox"/>	214	19. Directions: Have the volume on your computer turned up....	Multiple Choice	1

When you have finished building your quiz, [return to the quiz dashboard](#), and click the yellow "Publish" button. If you aren't ready to publish your quiz yet, don't worry, you can always edit it later.

11. In order to return to the quiz menu, click “Quizzes at the top of the page ”



Home | Quizzes | Logout

Quiz Settings Manage Questions Question Settings

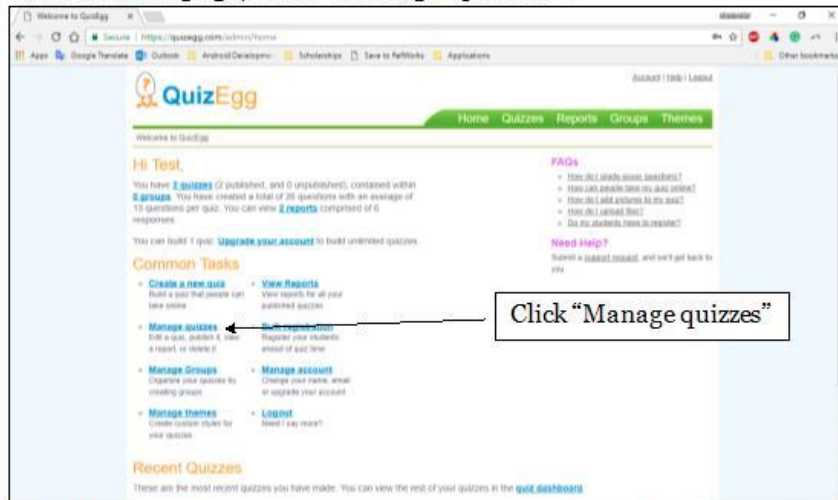
Add Question | Update | Delete Selected Question(s)

Order	Question	Type	Point(s)
214	1. Directions: Respond to the email We recommend taking...	Essay	10
214	2. Describe four things about the picture: We...	Essay	10
214	3. Directions: Please respond to the prompt below. Your...	Essay	10
214	4. Directions: Read the sentence and choose the	Multiple Choice	1

12. You have now successfully modified a question!

How to Add Questions on a Quiz

1. If you are not already logged in, then log in to the QuizEgg platform.
2. On the home page, click “Manage Quizzes”.

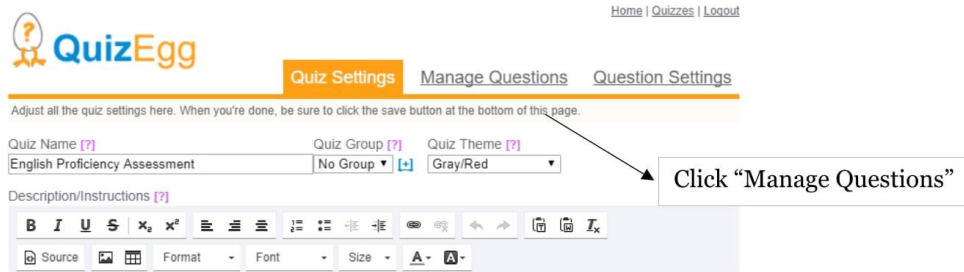


3. Now click “Edit” for the quiz that you would to edit (add a question to).



For this example, I will be adding a question on the English Proficiency Assessment

- You will now be at the edit quiz menu. Click “Manage Questions” in order to edit question on the test.



- The screen should look like the one below. Scroll to the bottom of the page and click “Add Question”

<input type="checkbox"/>	13	13. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	14	14. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	15	15. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	16	16. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	17	17. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	18	18. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	19	19. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	20	20. Directions: 本题提示: ...	Multiple Choice	2
<input type="checkbox"/>	21	21. Directions: 本题提示: ...	Multiple Choice	5
<input type="checkbox"/>	22	22. Directions: 本题提示: ...	Multiple Choice	5
<input type="checkbox"/>	23	23. Directions: 本题提示: ...	Multiple Choice	5
<input type="checkbox"/>	24	24. Directions: 本题提示: ...	Multiple Choice	5
<input type="checkbox"/>	25	25. Directions: 本题提示: ...	Multiple Choice	5

6. The screen should look like the one below. Create the question and click “Save”.

The screenshot shows a question editor interface. At the top, there is a text area for the question content, currently containing "This is a test question." and "How do I make a test question?". Below this is a "Question Type" dropdown menu set to "Multiple Choice" and a "Points" input field set to "1". The "Answer Choices" section contains a list of options: "You follow the manual.", "You do nothing at all.", "Talk to your computer.", and "Just do it.", with the first option selected. There are also checkboxes for "Shuffle answer order during quiz?" and "Show feedback/an explanation for this question". At the bottom, there are two buttons: "Save and Add New Question" and "Save".

This is where you make the question.

How many points is the question worth?

What type of question?

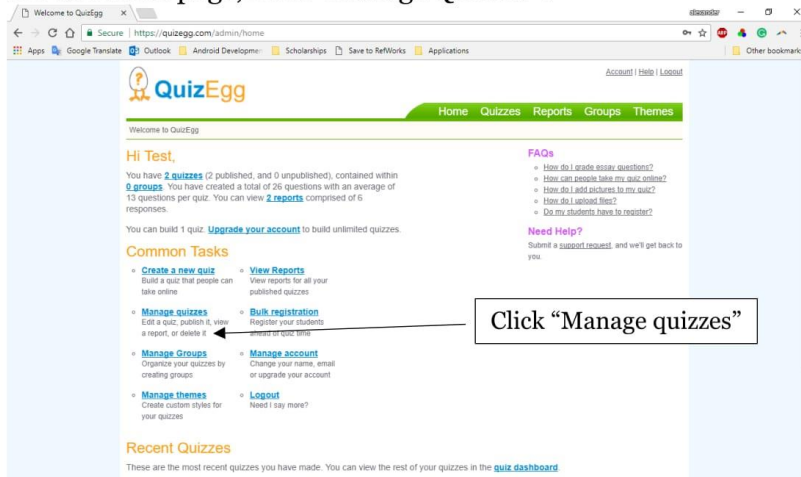
Enter the answer options. Be sure to mark which answer is the correct answer!

Make sure you click this button to select the correct answer.

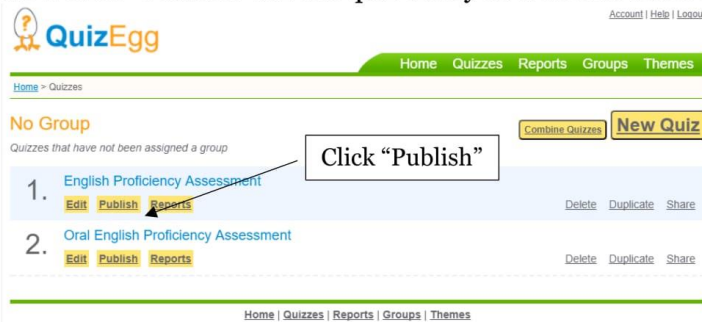
When you are finished click “Save”.

How to Send Out a Quiz to Students

1. If you are not already logged in, then log in to the QuizEgg platform.
2. On the home page, click “Manage Quizzes”.

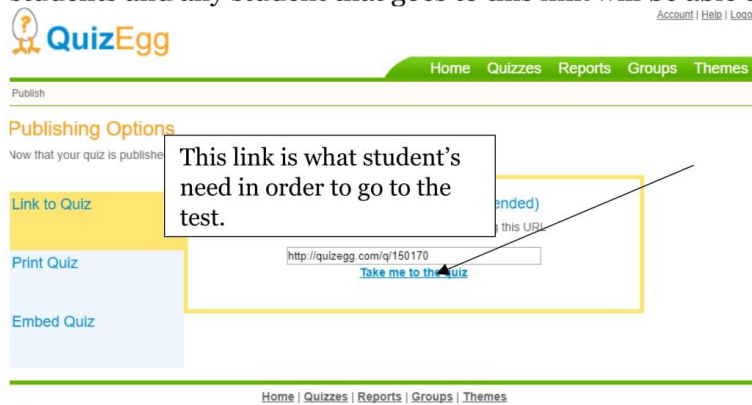


3. Now click “Publish” for the quiz that you would send out to students.

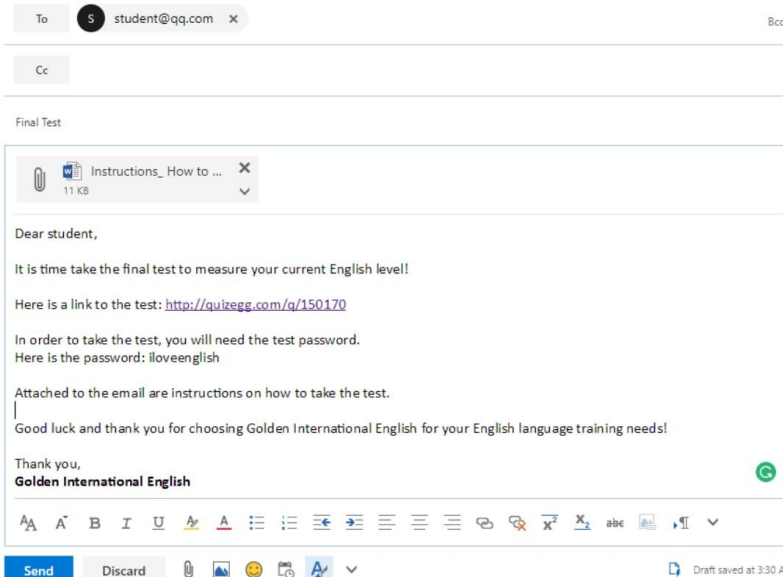


For this example, I will be publishing (sending out) the English Proficiency Assessment

4. You should be at a page that has a URL (Link). This link can be sent out to students and any student that goes to this link will be able to take the test.



5. You can send this URL to students on any medium including WeChat and Email.
6. You will also need to give students the test password in order to take the test.
 - This password is needed to take the test.
 - a. Password for the Quiz: iloveenglish
 - b. You may also want to send students instructions on how to register an account on QuizEgg (an account is required to take the test; however, this registration is very easy) when sending out the quiz link.



Here is an example of an email that you could sent to students to take a quiz on QuizEgg

7. Once students receive the link, they can register (or login if they already have an account) and take the quiz!
8. You have successfully sent out a quiz to students!

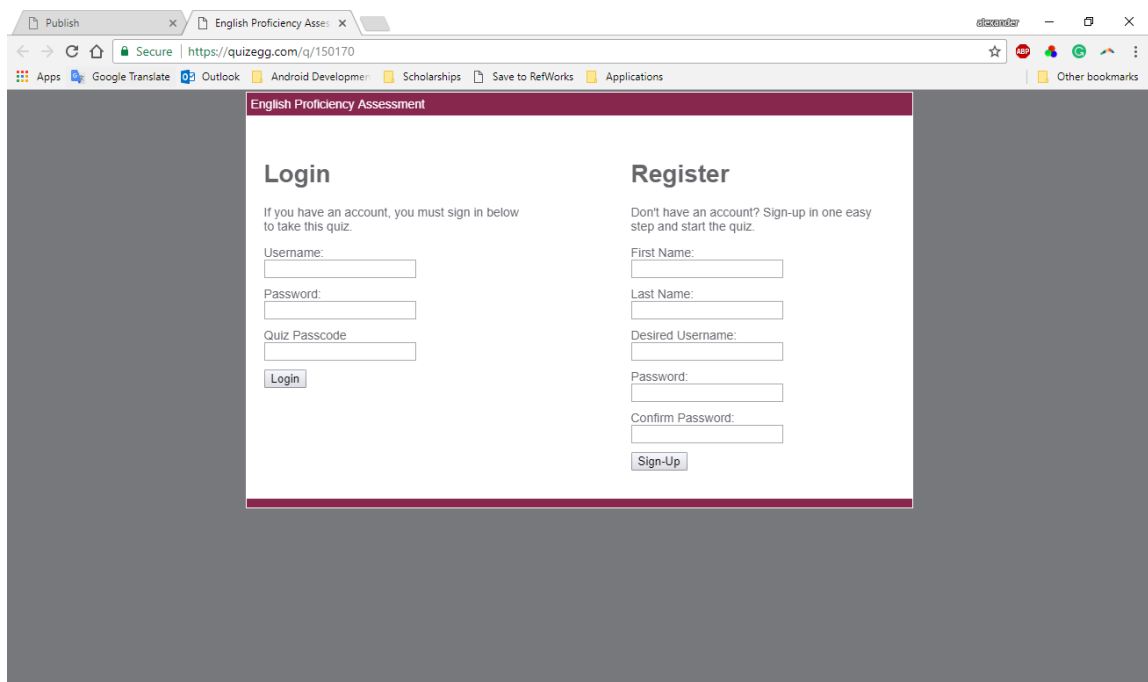
Appendix N.

QuizEgg Student Manual

How to Take a Quiz

1. Open the Link that your instructor has provided you.

打开对应测试的链接



You should be at a screen that looks like this. This is called the “login screen”.

以上图片应为打开链接后所显示的图像，该界面为登录界面

2. Now you will need to register if you do not already have an account. If you have an account just login with your username, password and quiz password.

如果未设立账户，你应点击“注册”；注册后通过“用户名”“密码”“邀请码”登录。

3. To register, type your family name, first name, username, password and password confirmation.

注册时，你需要填写你的姓、名、用户名、密码和确认密码。

a. Note: Please remember your username and password, you will need these to take the test and for any future tests.

提示：为之后测试等用途，请记住你的用户名和密码。

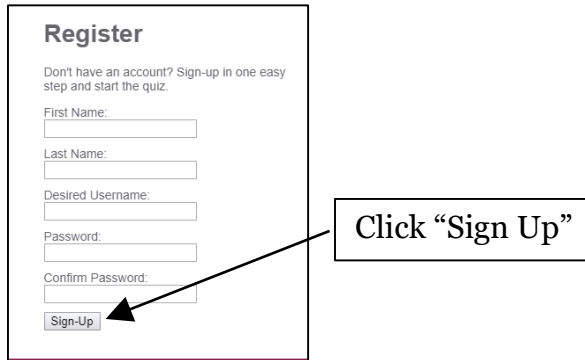
The image shows a registration form titled "Register" with the following fields and labels:

- First Name 名**: Points to the "First Name:" input field.
- Family Name 姓**: Points to the "Last Name:" input field.
- Username 用户名**: Points to the "Desired Username:" input field.
- Password 密码**: Points to both the "Password:" and "Confirm Password:" input fields.

The form also includes a "Sign-Up" button at the bottom.

4. Once you have finished filling out the fields from step 3, click "Sign Up".

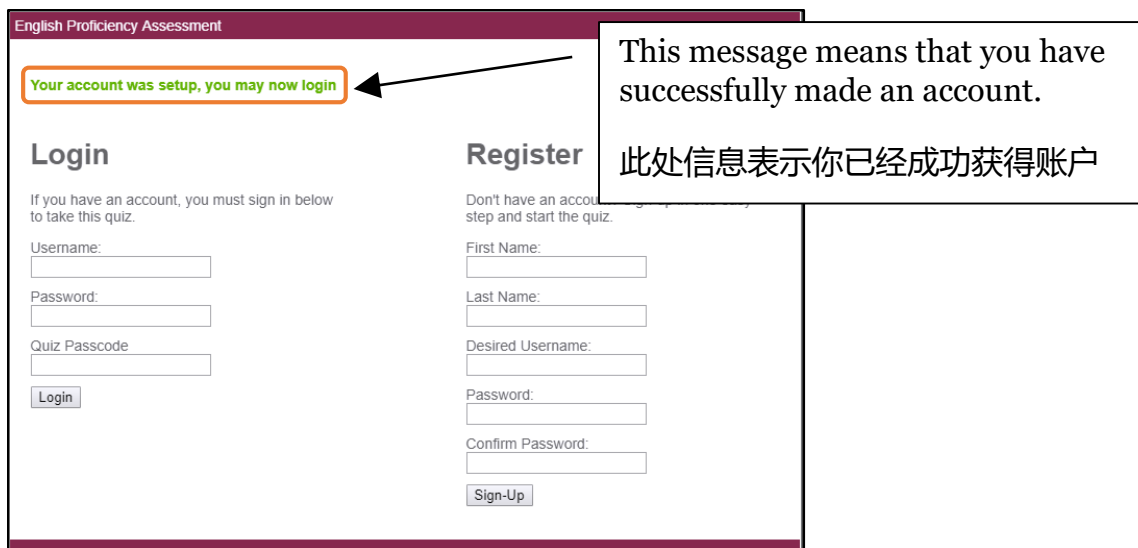
当你在第三个步骤填完这些表格后，请点击“注册”



The image shows a 'Register' form with the following fields: First Name, Last Name, Desired Username, Password, and Confirm Password. A 'Sign-Up' button is located at the bottom of the form. An arrow points from a text box labeled 'Click "Sign Up"' to the button.

5. You should be back at the login screen. However, now there will be a message saying that you have successfully made an account.

回到登录的界面，此处应有信息提示你已成功获得账户



The image shows the 'English Proficiency Assessment' login screen. It features a 'Login' form on the left and a 'Register' form on the right. A message at the top left reads 'Your account was setup, you may now login'. A callout box on the right contains the text: 'This message means that you have successfully made an account. 此处信息表示你已经成功获得账户'. An arrow points from the callout box to the success message.

This is the login screen.此处为登录界面

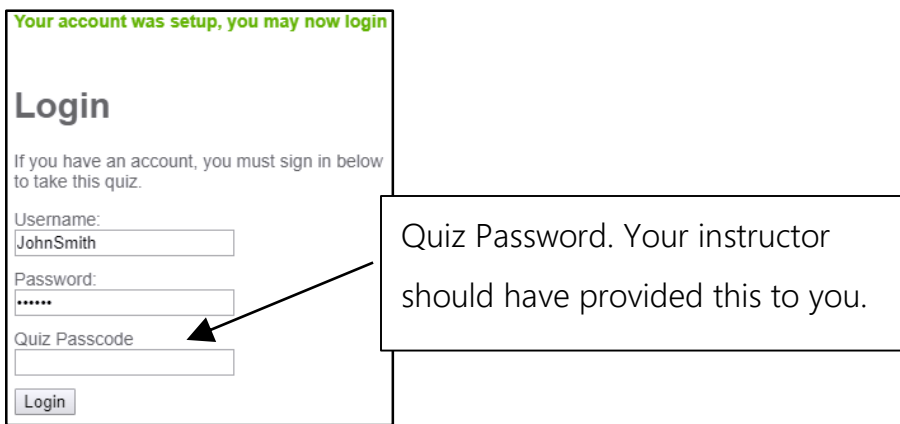
6. While at the login screen still, type in the username and password that you made in step 3.

在登录界面上，输入在第三个步骤注册时所填的用户名和密码。

The image shows a screenshot of a login page titled "English Proficiency Assessment". At the top, a green message reads "Your account was setup, you may now login". Below this is the "Login" section, which includes the instruction "If you have an account, you must sign in below to take this quiz." There are three input fields: "Username:", "Password:", and "Quiz Passcode". A "Login" button is located at the bottom of the form. Two callout boxes with arrows point to the "Username:" and "Password:" fields. The first callout box contains the text "Username from step 3. 步骤三所填的用户名". The second callout box contains the text "Password from step 3. 步骤三所填的密码".

7. You should have the username and password from step 3 typed in. Now, type in Quiz Password that your instructor has given you for the test.

在输入第三步注册的用户名和密码后，输入指导人所给的邀请码



The image shows a login form with the following fields and text:

- Header: **Your account was setup, you may now login**
- Title: **Login**
- Instruction: **If you have an account, you must sign in below to take this quiz.**
- Username field: Labeled "Username:", containing the text "JohnSmith".
- Password field: Labeled "Password:", containing six dots ".....".
- Quiz Passcode field: Labeled "Quiz Passcode", which is empty. An arrow from a callout box points to this field.
- Login button: A button labeled "Login".

The callout box contains the text: "Quiz Password. Your instructor should have provided this to you."

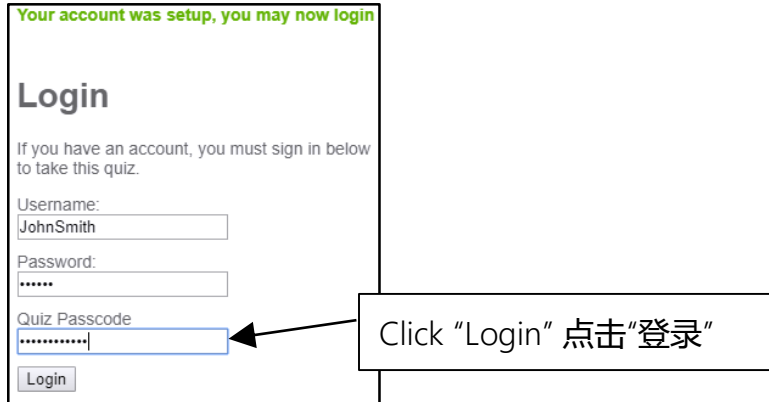
Your username should not be the same as the picture above.

That is an example username and password.

(此处为例子，你的用户名不应与以上图片的用户名相同)

8. Once the Quiz Passcode is typed in, click "Login".

在邀请码输入过后，请点击“登录”



Your account was setup, you may now login

Login

If you have an account, you must sign in below to take this quiz.

Username:
JohnSmith

Password:
.....

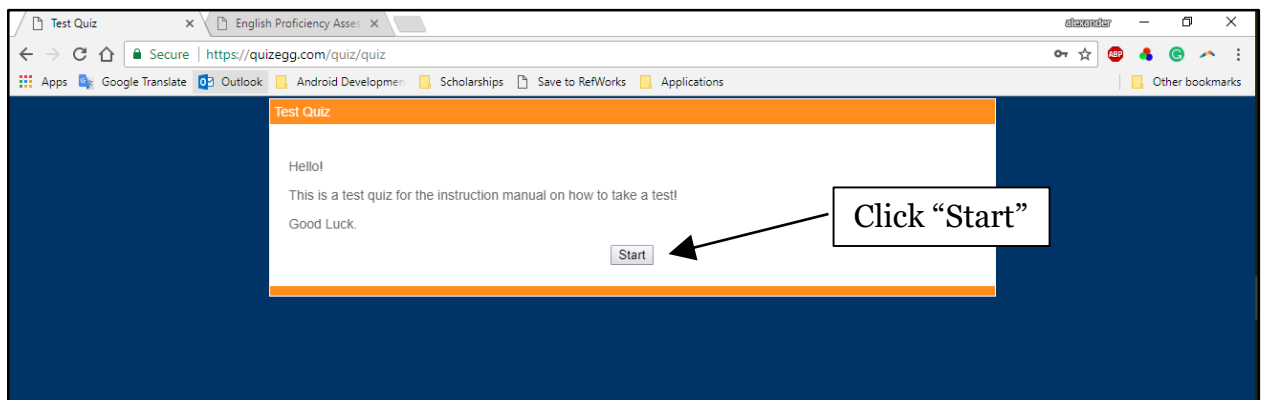
Quiz Passcode
.....

Login

Click "Login" 点击“登录”

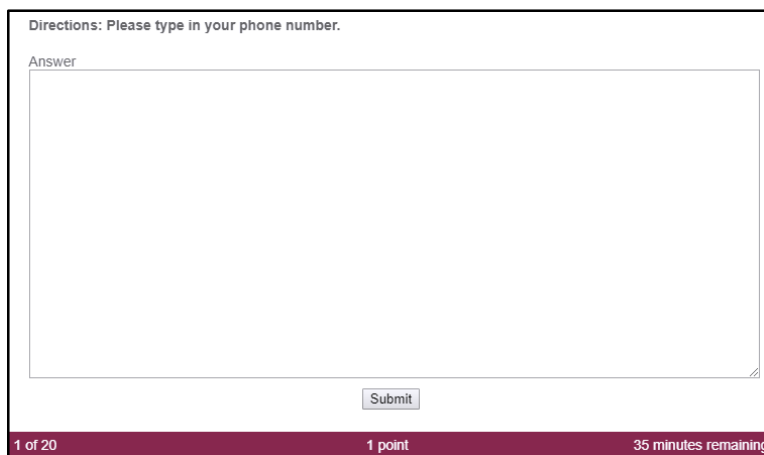
9. At the beginning of the test you may see a welcome screen like the one below. Read it and click "Start".

在测试开始前，你会看到如以下图片所示的欢迎界面，阅读后点击“开始”。



10. You have started the quiz! The first question on the quiz will ask you to put our phone number. Please type in your phone number and click "Submit".

你现在已经开始这场测试了，第一个问题会提示你输入你的手机号码，输入后请点击“上交”。



Directions: Please type in your phone number.

Answer

Submit

1 of 20 1 point 35 minutes remaining

This is what the first question on the quiz will look like.

Type in your phone number.

第一个问题会像如上填写手机号码一样，届时请输入你的手机号码。

11. Don't forget to look at the bottom of the screen. This will tell you how much time you have left to finish the quiz. If you do not finish the quiz before that time, the quiz will automatically close and the results will be sent to your instructor.

不要忘了查看屏幕右下方的提示，此处倒计时会提示你本场测试还有多少时间剩余。如果你在规定时间内还未回答完问题，测试界面会自动关闭，本场测试结果会直接发送给指导者。



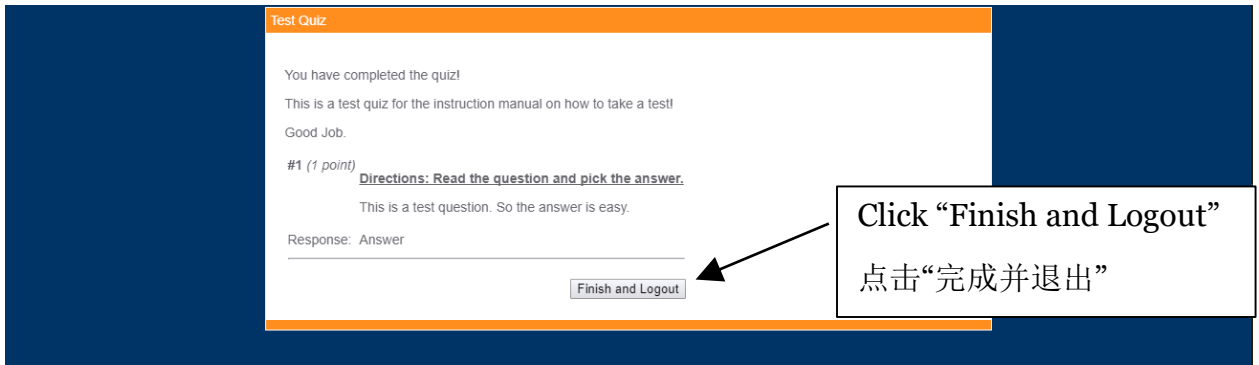
This is an example question on a quiz.

12. Finish all of the questions in the quiz.

结束回答完本场测试的所有问题。

13. Once you are finished taking the quiz you will see a completion screen similar to the one below. Click "Finish and Logout"

当你回答完所有的问题之后，你会看到如下图所示的结束界面。请点击“完成并退出”。



14. Congratulations! You have finished a quiz!

恭喜你！你已经成功完成了本场测试题目！

Appendix O.

Data Collection Schedule

Observations:			
Observation ID#	Teacher:	Type of Observation:	Date:
1	Foreign Teacher	WS	10-25-2017
2	Foreign Teacher	WS	10-30-2017
3	Native Teacher	Company	11-1-2017
4	Foreign Teacher	Company	11-1-2017
5	Foreign Teacher	Company	11-1-2017

Interviews:		
Interview ID#	Interviewee:	Date:
1	Foreign Teacher	11-3-2017
2	Native Teacher	11-6-2017
3	Foreign Teacher	11-6-2017
4	Foreign Teacher	11-7-2017
5	Native Teacher	11-7-2017
6	Foreign Teacher	11-7-2017
7	Native Teacher	11-8-2017
8	Foreign Teacher	11-8-2017
9	Billy McGowan	9-24-2017
10	Billy McGowan	11-31-2017

Feedback Sessions:		
Feedback Session ID #	Teacher:	Date:
1	Foreign Teacher	11-28-2017
2	Native Teacher	12-4-2017