

NSES National Spoken English Skills Report

Introduction

It is our pleasure to present the first edition of National Spoken English Skills report. Spoken English Skills is the key for jobs in knowledge economy.

In the last few years, thanks to jobs becoming global, the importance of English has increased manifold. It has over the years become an important medium of communication, both at the international and intra-national levels. The importance of spoken English is even more, because there are many cases where one knows one's subject well, but fails to communicate it properly. The practice of spoken English, therefore, is quite essential. In today's corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. There is evidence that better English leads to better employment outcomes, higher wages and better growth.¹

The reported low employability for Business Consulting, Business sales is an eye-opener, suggesting a pressing need for focus on Spoken English education and policy reforms. It also details how a major proportion (51.2%) of engineering graduates aren't employable based on their spoken English scores. Industry complains about lack of enough graduates with proper SES. A high movement of business is seen in countries with better SES.²

The report tries to identify patterns in employability across different regions, analyzing in detail the distribution of employability across various roles. Herein, it studies how employability varies across different groups: We do the first systematic study of SES of engineers across India. The study is based on SVAR, an automated tool measuring listening and spoken skills used across the world by industries to test spoken English. SVAR is a 20 minute test taken over the phone. It rates the candidates on multiple parameters of Fluency, Active listening, Vocabulary, Grammar, Spoken English Comprehension and Pronunciation. It uses advanced machine learning technology to automatically grade spoken English.

The report follows the tradition of our National Employability Reports to uncover the gaps in SES by gender, city of residence, college city, etc. Based on the reports, we have come up with specific suggestions on how to improve SES in various parts of the country.

With commitment to the development and progress of higher education in India!

1 [Economic Times: Fluent-English speakers earn up to 34% higher](#)

2 [Deccan Herald: Importance of English in employment](#)

Executive Summary

The key findings of the present study are as follows:

❑ **Formidable gap in spoken English skills of engineers viz. the knowledge economy requirement**

- Of the six hundred thousand engineers that graduate annually, only 2.9% candidates have spoken English skills (SES) for high-end jobs in corporate sales/business consulting. These candidates show capability to understand and speak English fluently to both natives and non-natives with ease. Around 3/4th engineers do not have SES required for any job in knowledge economy. This signals that there is a need for higher emphasis not only on written English but also on SES. The spoken English capability of engineers needs substantial improvement. Given the high growth rate in jobs in knowledge sector that require English, there is an urgent need of interventions to improve the spoken English of engineers. Additionally, focusing on language and literature as a subject in engineering where students are exposed to and encouraged to read varied books would result in incremental benefits.

❑ **Males and females show similar SES**

- Females show slightly better written language ability, whereas males show better spoken element. The same is confirmed by AMCAT English scores. There is a slight skew in the female distribution to the lower side.

Executive Summary

❑ **The key problem is in pronunciation, fluency skills followed by grammar and sentence construction**

- Engineers show larger gap in elements of spoken English, pronunciation and fluency, followed by grammar, though they do relatively better in vocabulary and spoken English understanding. We find only 6.8% engineers show ability to speak/respond spontaneously. These candidates can speak fluently, with good pronunciation and proper sentence construction. There needs to be a greater emphasis on spoken element of English in schools and colleges as is on the written element.

❑ **Engineers in metro do much better in spoken English skills as compared to those in non-metros**

- We find that candidates from metros do substantially better in both cases. For instance, twice the number of candidates from metros have a high level of SES as compared to non-metros. Candidates with permanent address in metros do much better than those in non-metros. Even if engineers move to non-metros for education, they maintain their high level of English. Those candidates that move from non-metros to metros have better SES, but not as well as those with permanent address in metros. There is a need to concentrate on SES in the formative years and at school.

Executive Summary

- ❑ **25%-33% candidates show proficiency in using words and grammar constructs used in day-to-day life.**
 - 33% candidates know the meaning of words like update, stern, etc. highlighting poor understanding of words. Whereas, a dismal 25% candidates understand usage of basic grammar constructs, like right use of articles and tenses. The right training, at one end, and employability assessments acting as feedback at the other, will help both in goal-setting and tracking progress to improve SES of a larger proportion of engineers.

Table of Contents

- ❑ Introduction
- ❑ Tool Description
- ❑ National Spoken English Score Distribution
- ❑ SES by Gender
- ❑ SES by Tier of city
- ❑ SES - Metros and Non-Metros
- ❑ SES – Key cities
- ❑ Spoken English vs. Written English
- ❑ Candidate ability in vocabulary and grammar

Methodology

This report is based on a sample of more than **30,000** students from **500+** colleges across India. The properties of the data set are given in the table below.

PARAMETER	STATISTICS
Gender ratio	Males: 51.9% Females: 48.1%
% candidates in different Tiers of cities (college location)	Tier 1: 43.7% Tier 2: 34.1% Tier 3: 22.2%
% candidates in Metro and Non-Metro (city of residence)	Metro: 23.1% Non-Metro: 76.9%
% candidates in Metro and Non-Metro (city of college)	Metro:31.2% Non-Metro: 68.8%

Together with the SVAR scores, the AMCAT English scores, the various demographic details of the candidates are also captured by Aspiring Minds testing platform, which has enabled a comprehensive and meaningful analysis provided in the report.

SVAR-Spoken English Skills(SES)

SVAR (Hindi for 'Musical Note') is an automated Spoken English Assessment Tool.

SVAR[®], an **automated spoken English evaluation** tool that uses advanced voice synthesis technology and accurately predicts a candidate's scores on pronunciation, fluency, listening & language anticipation and spoken comprehension skills. SVAR[®] follows **international standards of reliability and validity and test scores are mapped to CEFR** (Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

The tool can predict job suitability of a candidate by evaluating his/her spoken English on the following parameters:

- Fluency
- Active listening
- Vocabulary
- Grammar
- Spoken English comprehension
- Pronunciation

Based on this the SVAR[®] Feedback Report predicts the **Job Suitability** (Hirable/Trainable/Not Hirable) of a candidate for different profiles like International Voice Profile, Domestic Voice Profile, Direct Customer Interaction Profile, Backend Processing Profile etc.

Spoken English

Communication: A key to success



AM SVAR[®]

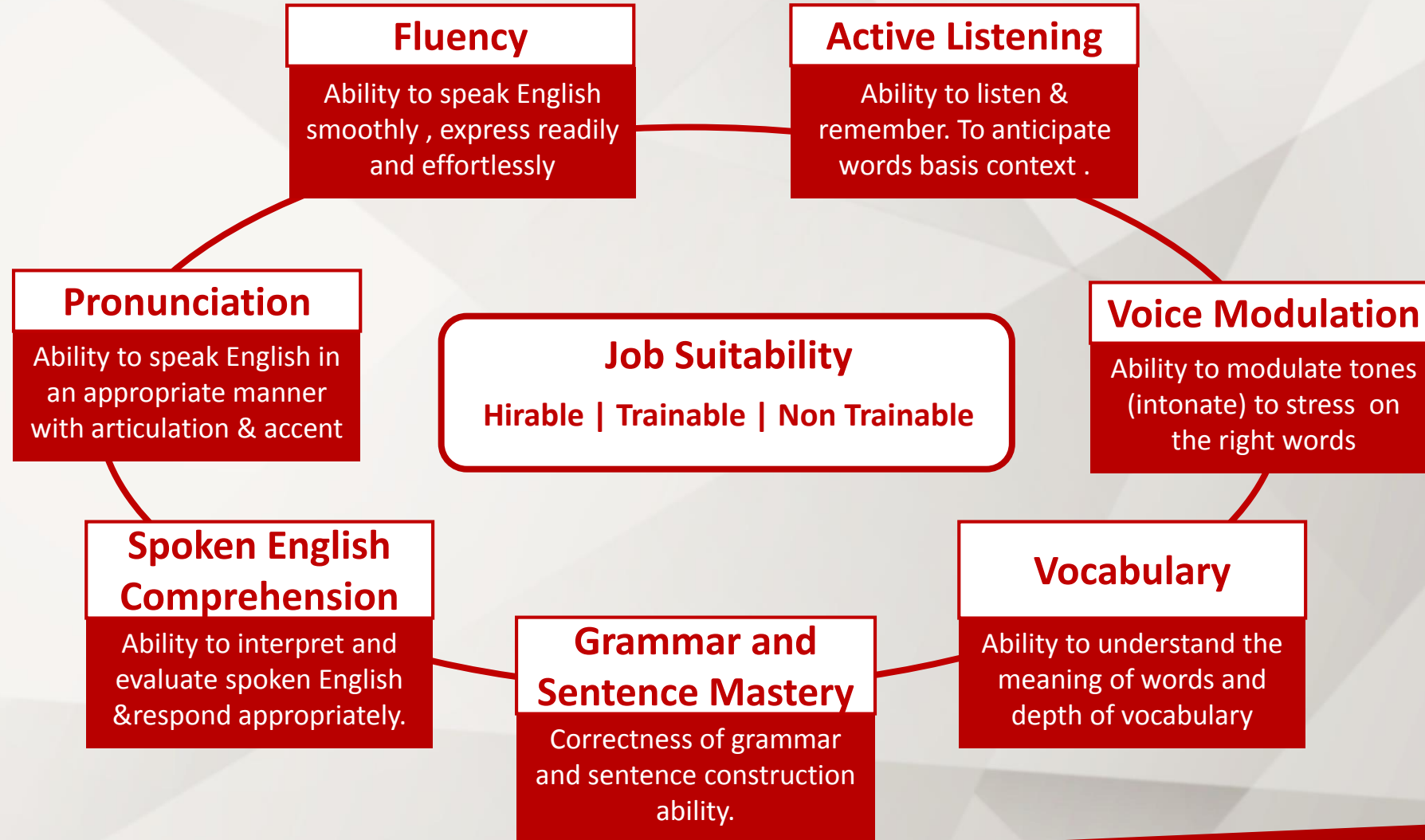
Automated Spoken English Evaluation

SVAR – Aspiring Minds' Spoken English Assessment:

- ❑ **Automated** evaluation using advanced voice synthesis technology
- ❑ Scoring on the basis of **standard rubrics** with very high correlation.
- ❑ **Accurate prediction and scoring** of pronunciation, fluency, listening & language anticipation and spoken comprehension skills.
- ❑ Accurate with **Neutral, Indian and Foreign Accents**
- ❑ **Easy delivery** over telephones and cell phones
- ❑ Smart delivery using **voice signature**, resume capabilities

AM SVAR[®]

Automated Spoken English Evaluation



National Spoken English Scores

Rubric	Definition
C2	Can understand with ease virtually everything heard or read. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
C1	Can understand a wide range of longer demanding texts and recognize implicit meaning. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, leisure, etc. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information). Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

✓ The Common European Framework of Reference (CEFR) divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening and speaking.

Spoken English Levels

Different jobs

Roles	Employability
Business Consulting, Corporate Sales	1.0%
Corporate Servicing, Teaching (English medium)	2.9%
Internal roles- Knowledge Economy (Analyst, Software Engineer, etc.), Agent at International Call Centers	24.9%
Consumer Support Domestic (IT/Otherwise), Clerks, Basic Administrative Roles	49.2%

Table : Employability Percentage in Different Roles based on SES

Observations

- ❑ **SVAR scores map to CEFR:** the International standard for measuring Spoken English.
- ❑ Only **2.9%** engineers have a **level of C1** or above. These candidates show capability to understand and speak English fluently with both natives and non-natives with ease.
 - It is required for jobs which have interaction with external customers such as business consulting and those involving sales or servicing corporate customers. It is also needed in the IT industry for interaction with customers. These are some of the best paying jobs in the market.
 - There is a **clear need for a much better training in spoken English.**
- ❑ **24.9% engineers** show a level of B2 or above. This level of English is needed for almost all jobs in the knowledge economy with English as a medium for internal communication. For instance, it is necessary for roles in design engineering, IT, Analytics or Operations. This level of skills is also needed for agents in International call centers.
- ❑ The spoken English capability of engineers need substantial improvement. **Given the high growth rate in jobs in knowledge sector that require English**, there is an urgent need of interventions to improve the spoken English of engineers.

Pronunciation

National Ability Distribution

Definition	Pronunciation*
Displays a very good ability to pronounce English words correctly in an accent which is easily understood by speakers of the English language across the globe. He/she she provides the right amount of stress on the syllables and has a correct manner of articulation .	6.6%
Displays a good ability to pronounce English words correctly . He/she generally provides appropriate stress on the syllables . He/she shows a good potential to speak in a manner which is easily understood by speakers of the English language across the globe.	8.4%
Displays a satisfactory ability to pronounce English words but is likely to be influenced by his/her first language. He/she makes noticeable number of pronunciation mistakes while speaking which may hamper the understandability of the speech by speakers of the English language.	30.6%
Displays a poor ability to pronounce English words . The Pronunciation is dominated by the influence of his/her first language . He/she does not have the correct manner of articulation and doesn't seem to give correct stress to syllables .	47.6%
Displays a very poor ability to speak English words with correct pronunciation . He/she seems to be lacking the skills of saying words while giving adequate stress to all syllables . It is quite difficult for a native speaker to understand what is being said by the candidate.	6.8%

* Distribution of test takers across Pronunciation levels.

Fluency

National Ability Distribution

Definition	Fluency*
Displays a very good ability to speak fluently in English . He/she has a near perfect rhythm while speaking in English, giving pauses of the appropriate length at the right places . His/her speech is effortless, smooth and pleasant to hear.	1.3%
Displays a good ability to speak fluently with minor disfluencies such as hesitations, interjections, revisions or repetition of phrases . He/she generally speak at the correct pace by giving appropriate pauses so that the listener can understand the idea presented without much difficulty.	5.8%
Displays a fairly smooth speech . There are few unnatural pauses which would lead to occasional errors in the sentences being spoken. There are some disfluency such as hesitations, revisions or repetitions affecting the pace of his/her speech.	20.6%
Displays a poor ability to speak fluently in English . His/her speech has frequent halting and pauses which cause the speech to be fragmented. The unnecessary pauses and halting interferes with the comprehension of his/her speech .	49.8%
Displays a very poor ability to speak fluently in the English language . His/her speech has major disfluencies such as hesitations, revisions, repetitions and interjections . This makes his/her speech unpleasant to hear and difficult to comprehend .	22.5%

* Distribution of test takers across Fluency levels.

Active Listening

National Ability Distribution

Definition	Active Listening
Displays a very good ability to listen, retain and reproduce new information given to him/her . The speech which he/she reproduces has very few errors and hence leads to very little or no loss of meaning .	2.5%
Displays a good ability to listen, retain and reproduce new information given to him/her . He/she makes minor mistakes while reproducing the sentences but these errors will not change the meaning of the information to be conveyed.	18.0%
Displays a satisfactory ability to listen and retain new information . At times, when he/she misses listening to few words, he/she is unable to exactly anticipate what the speaker has said . As a result, he/she makes mistakes which may change the meaning of the sentence .	50.8%
Displays a poor language anticipation skills . He/she is not able to retain all the information given to him/her and reproduce it as is. The candidate's poor language skills and inability to comprehend what the other person is saying interferes with his/her ability to reproduce the information given.	23.6%
Displays a very poor ability to listen, retain and reproduce information given to him/her. Despite knowing the context of the speech, the candidate is not able to use this information to anticipate the words which he/she missed hearing to.	5.1%

* Distribution of test takers across Active Listening levels.

Spoken English Understanding

National Ability Distribution

Definition	Spoken English Understanding
Displays a very good ability to comprehend spoken English, understand the tone of the speech and mood of the speaker . He/she is able to logically respond to queries, directions or objections .	6.1%
Displays a good ability to comprehend spoken English, understand the tone of the speech and mood of the speaker to a large extent. He/she is able to listen and understand details of a conversation or speech but might miss very specific information. This however won't affect his understanding of the whole situation.	18.5%
Displays a satisfactory ability to comprehend spoken English only to a certain extent . Largely, he/she is able to understand a conversation/speech ; however, at times, he/she may not be able to interpret certain parts of the conversation/speech and hence fail to respond to queries in an appropriate manner .	28.7%
Displays a poor ability to comprehend some parts of spoken English . Largely, he/she is able to understand the direction of the conversation/speech ; however, he/she may not be able to interpret major parts of the conversation/speech and hence fail to respond to queries in an appropriate manner .	27.2%
Displays a very poor ability to comprehend spoken English . The candidate is not able to follow the chain of thought presented to him and make inferences or deductions based on it.	19.6%

* Distribution of test takers across Spoken English Understanding levels.

Vocabulary

National Ability Distribution

Definition	Vocabulary
Displays a very good ability to understand words and phrases used in the English Language. He/she expresses eloquently and uses precise language that express complex ideas clearly.	6.7%
Displays a good ability to understand words and phrases used in the English Language. He/she usually use a broad range of vocabulary ; however, occasionally he/she commit errors which doesn't not affect the understanding of the sentence.	20.9%
Displays a satisfactory ability to understand words and phrases used in the English Language. He/she has sufficient vocabulary to process routine topics, but lexical limitations become obvious when addressing less routine situations.	29.7%
Displays a poor ability to understand words and phrases used in the English Language. He/she has a limited range of vocabulary to process routine topics and shall commit frequent errors which impedes effective communication.	25.9%
Displays a very poor ability to understand words and phrases used in the English Language. He/she misuses even basic words and his/her speech show interference from other languages.	16.9%

* Distribution of test takers across Vocabulary levels.

Grammar

National Ability Distribution

Definition	Grammar
Displays a very good ability to use a wide range of sentence structures effectively and accurately. He/she has nearly accurate morphological control over the English Language .	3.6%
Displays a good knowledge of syntax and sentence formation . He/she displays good and consistent morphological control over the English Language. He/she makes small errors in sentence construction ; however these doesn't lead to miscommunication or interrupt the flow of discourse.	15.1%
Displays a satisfactory ability to understand syntax and sentence formation in the English Language . The candidate correctly employ many of the conventions of the standard English grammar , its usage, and mechanics, with a few distracting errors that occasionally impede the communication .	27.8%
Displays a poor ability to understand syntax and sentence formation in the English Language . He/she shall make frequent errors in sentence formation which disrupts effective communication .	27.9%
Displays a very poor ability of syntax and sentence formation in the English Language . He/she makes pervasive errors in sentence construction and ordering of words which causes confusion and miscommunication .	25.6%

* Distribution of test takers across Grammar levels.

Spoken English Skills

What is the key problem?

- ❑ The **skill to be able to comprehend and speak English is a function of a person's pronunciation, fluency, vocabulary, grammar and ability to understand spoken world.**
- ❑ We observe that the **maximum gap is in the pronunciation and fluency** of the candidates. **Only 7.1% and 15.0% candidates can speak English with a level in fluency and pronunciation**, respectively, that renders the speech meaningful.
- ❑ This is followed by **grammar, where 18.7% candidates have reasonably good grammar skills**. Approximately **25% candidates have reasonably good vocabulary and spoken English skills.**
- ❑ This indicates that even though candidates pick aspects of the written word in English, they struggle with pronouncing it (speaking without hesitation) and take a lot of unnatural pauses.
- ❑ This warrants **a greater emphasis to *speaking* English than the written aspects of it**, which are currently emphasized in colleges and schools.

National Spontaneous English Speaking Scores

Definition	Grand Total*
The candidate speaks intelligibly on the provided topic in English. He/she produces intelligible content using the desired vocabulary and correct grammatical structures. His/her speech is well-paced with little hesitations and little, if any, pronunciation errors.	6.8%
The candidate speaks appropriately on the provided topic in English. The speech is logical even if not completely developed. There are few grammatical errors which do not hinder the meaning of the speech. His/her speech is mostly fluent and has good pronunciation, containing only a few errors.	14.6%
The candidate shows average skills to speak on the provided topic in English. The speech contains simple connected sentences which may not be completely developed. The speech has a significant number of grammatical errors, which makes it difficult to comprehend what is spoken. His/her speech is not fluent, may be fragmented and has an average pronunciation.	34.4%
The candidate shows limited skills to speak on the provided topic in English. The content of the speech is not logical and he/she digresses from the topic many times. He/she doesn't follow the rules of grammar and makes significant number of errors, which makes it hard to comprehend what is spoken. Additionally, his/her speech is disfluent and fragmented and is of poor quality pronunciation.	30.2%
The candidate is unable to speak on the provided topic in English. The content of the speech is either irrelevant to the assigned topic or/and consists of very basic phrases. He/she does not follow the rules of English grammar while speaking, which makes his/her speech really hard to understand. He/she is also disfluent in delivering the speech and articulates words very poorly.	14.0%

* Distribution of test takers across various defined levels.

Observations

- ❑ Businesses care for how well candidates can speak/respond spontaneously on topics/queries. The **candidate can speak intelligibly on the provided topic** in English.
- ❑ SVAR asks the candidate to speak on a given topic and uses **sophisticated technology**¹ combining **crowdsourcing** and **machine learning to grade it**.
- ❑ We find only **6.8% engineers** show **ability to speak/respond spontaneously**. These candidates can speak fluently, with good pronunciation and proper sentence construction.
- ❑ We find a large gap in ability of candidates to speak English in real-world situations. This **asks for more encouragement to candidates to use English in day-to-day life** and communicate in it as much as possible, to improve this ability.

¹ ACL 2015: [Aspiring Minds' paper on Automatic Spontaneous Speech Training](#)

National Spoken English Scores

Gender Comparison

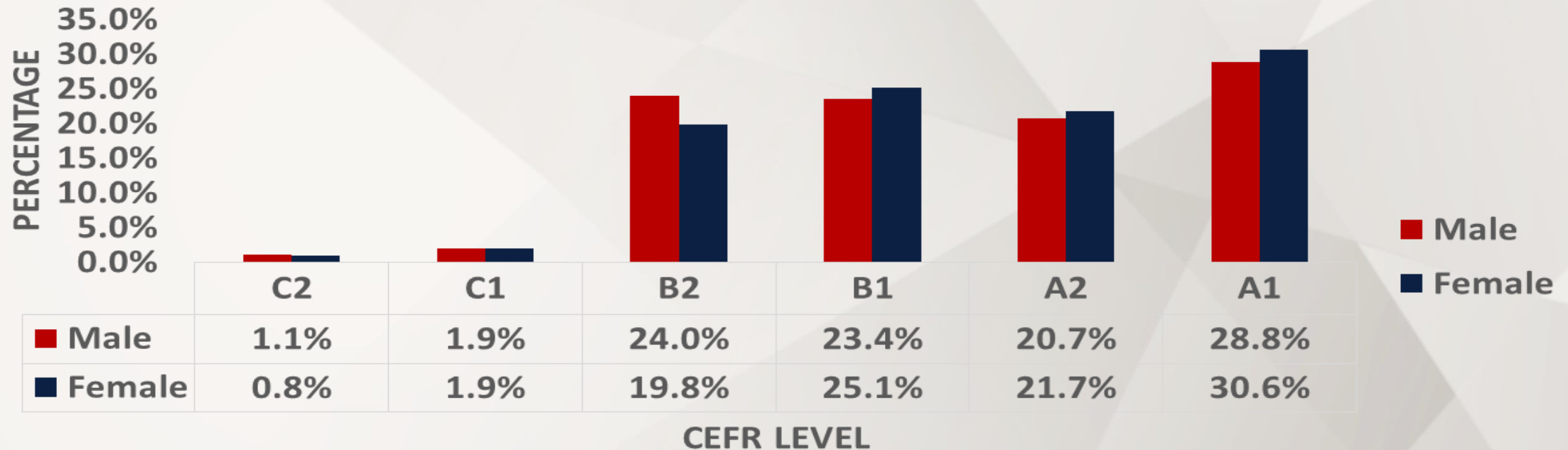


Figure : Distribution across CEFR Level basis Gender

✓ There is no appreciable difference in the spoken skills of males and females. There is a slight skew of the female score distribution to the lower side.

Mean Scores

Gender comparison

Gender	Mean score*					
	P	F	A	S	V	G
Male	52.6	48.4	54.0	51.8	53.4	46.4
Female	47.5	48.5	50.8	52.0	54.9	48.5
Difference**	5.1	-0.1	3.2	-0.3	-1.5	-2.2

*All scores in SVAR modules are on a scale of 0 to 100

**Difference=Male scores- Female scores

- ✓ We observe that females do worse than males with the most difference in Pronunciation, followed by Active Listening.
- ✓ Males lag behind females with most difference in Grammar, followed by Vocabulary.
- ✓ In summary, males do worse in aspects of written word, whereas females do worse in aspects of spoken word. The same is confirmed by AMCAT English scores.

CEFR Level

Comparison by Tier of College City

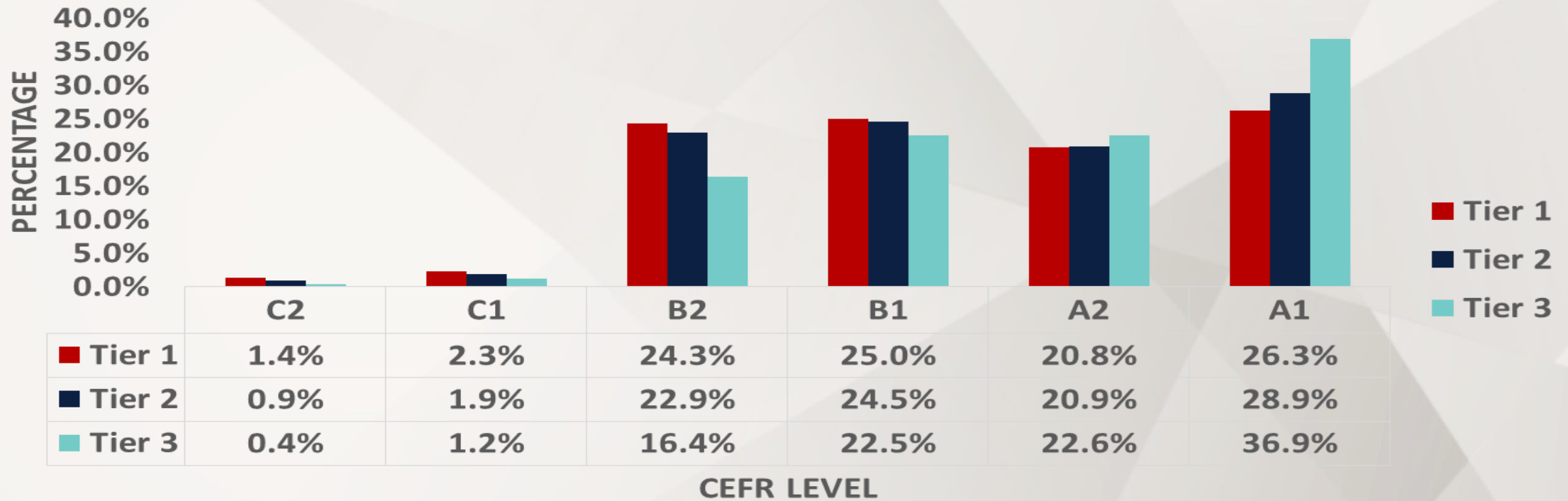


Figure : Distribution across CEFR Level of College City

- ✓ We find that the quality of English is influenced by the tier of the city of college. As expected the spoken English ability of candidates becomes worse, on an average, in campuses in lower tier cities.
- ✓ We find more degradation of spoken English skills from tier 2 to tier 3 campuses as compared to that from tier 1 to tier 2 campus.

Mean Scores

Comparison by tier of College City

Tier	Mean score*					
	P	F	A	S	V	G
1	51.8	49.8	53.7	53.1	55.7	48.9
2	50.3	49.0	52.9	52.0	54.5	48.0
Diff Tier 1 to Tier 2	1.5	0.8	0.8	1.1	1.2	0.9
3	46.6	45.4	49.4	49.4	51.2	43.9
Diff Tier 2 to Tier 3	3.7	3.6	3.5	2.6	3.3	4.1

*All scores in SVAR modules are on a scale of 0 to 100

- ✓ We find similar difference in most of the skills between campuses in tier 1, tier 2 and tier 3 cities. This suggests training intervention is needed in all aspects: the written word, comprehending and speaking skills.
- ✓ From tier 1 to tier 2 cities, we observe the maximum gap in pronunciation skills.
- ✓ We find maximum gap in grammar skills in tier 3 cities as compared to tier 2 cities. On the other hand, we find that the ability to comprehend spoken English doesn't deteriorate as much. This matches the general perception: candidates from smaller towns are generally able to understand English, but falter on sentence construction and pronunciation.

CEFR Level

Comparison By City-Metro/Non-Metro

College city

Rubric	C2	C1	B2	B1	A2	A1
Metro	1.7%	2.7%	27.3%	25.5%	20.3%	22.5%
Non-Metro	0.6%	1.5%	19.6%	23.7%	21.6%	32.9%

Permanent Address

Rubric	C2	C1	B2	B1	A2	A1
Metro	1.9%	3.1%	29.7%	25.7%	19.2%	20.3%
Non-Metro	0.7%	1.5%	19.6%	23.8%	21.8%	32.5%

Figure: Distribution across CEFR Level -Metro/Non-Metro

- ✓ We analyzed how the performance of candidates vary by each of their city of permanent residence and city of college.
- ✓ We find that candidates from metros do substantially better in both cases. For instance, twice the number of candidates from metros are at C1 level as compared to non-metros.
- ✓ We find that there is a larger skill gap when we compare candidates by their city of permanent address vs. their college city. This strongly indicates that the city of residence, where the person probably grew up, has a larger impact on the spoken English skills of the candidate. Intervention for better spoken English is needed earlier than college.

Mean Scores

Comparison by City-Metro/Non-Metro

College City	Mean score*					
	P	F	A	S	V	G
Metro	53.8	51.6	55.1	54.5	56.8	50.3
Non-Metro	48.5	47.0	51.2	50.7	52.9	46.1
Difference	5.3	4.6	3.8	3.8	3.8	4.3

Residence	Mean score*					
	P	F	A	S	V	G
Metro	55.4	53.0	56.1	54.7	57.6	51.4
Non-Metro	48.5	47.1	51.3	51.0	53.1	46.2
Difference	6.8	5.9	4.8	3.6	4.5	5.2

*All scores in SVAR modules are on a scale of 0 to 100

- ✓ As observed previously, the maximum gap is in the spoken elements of pronunciation, fluency followed by grammar and the least gap is in spoken English understanding and vocabulary. This clearly indicates a specific focus on spoken skills other than written.
- ✓ The gap is more pronounced when we group data by permanent city as compared to college city.

CEFR Level

Comparison by City-Permanent vs. College City

City of Residence		Metro	Metro	Non-Metro	Non-Metro
City of College		Metro	Non-Metro	Metro	Non-Metro
Rubric	C2	2.0%	1.5%	1.3%	0.6%
	C1	3.1%	3.2%	2.1%	1.4%
	B2	29.6%	30.2%	24.0%	18.8%
	B1	25.3%	27.0%	25.7%	23.5%
	A2	19.4%	18.4%	21.5%	21.9%
	A1	20.5%	19.7%	25.4%	33.9%

Table: The distribution of candidates divided into four sets according to Combination of their permanent city and college city.

Mean scores

Comparison by City-Permanent vs. College City

City of Residence	City of College	Mean score*					
		P	F	A	S	V	G
Metro	Metro	55.3	53.1	56.1	54.4	57.3	51.3
Non-Metro	Metro	51.6	49.6	53.5	54.7	56.0	49.0
Non-Metro	Non-Metro	47.9	46.6	50.9	50.3	52.5	45.6
Metro	Non-Metro	55.6	52.7	56.0	55.7	58.7	51.7

*All scores in SVAR modules are on a scale of 0 to 100

Table: The comparison of mean scores among candidates divided into four sets according to Combination of their permanent city and college city.

- ✓ Clearly candidates with permanent address in metros do well irrespective of whether they eventually study in colleges in metros or non-metros.
- ✓ We find that among the set of candidates with permanent address in non-metros, those who study in metros have substantially better English. This could be because of either self-selection or the positive impact of the campus being in metro. Even so, there remains a difference, as compared to candidates with permanent address in metros, mostly in the spoken element of the language.
- ✓ This clearly indicates the need of focus on spoken English in the formative years of students.

CEFR Level

Comparison of Key Cities

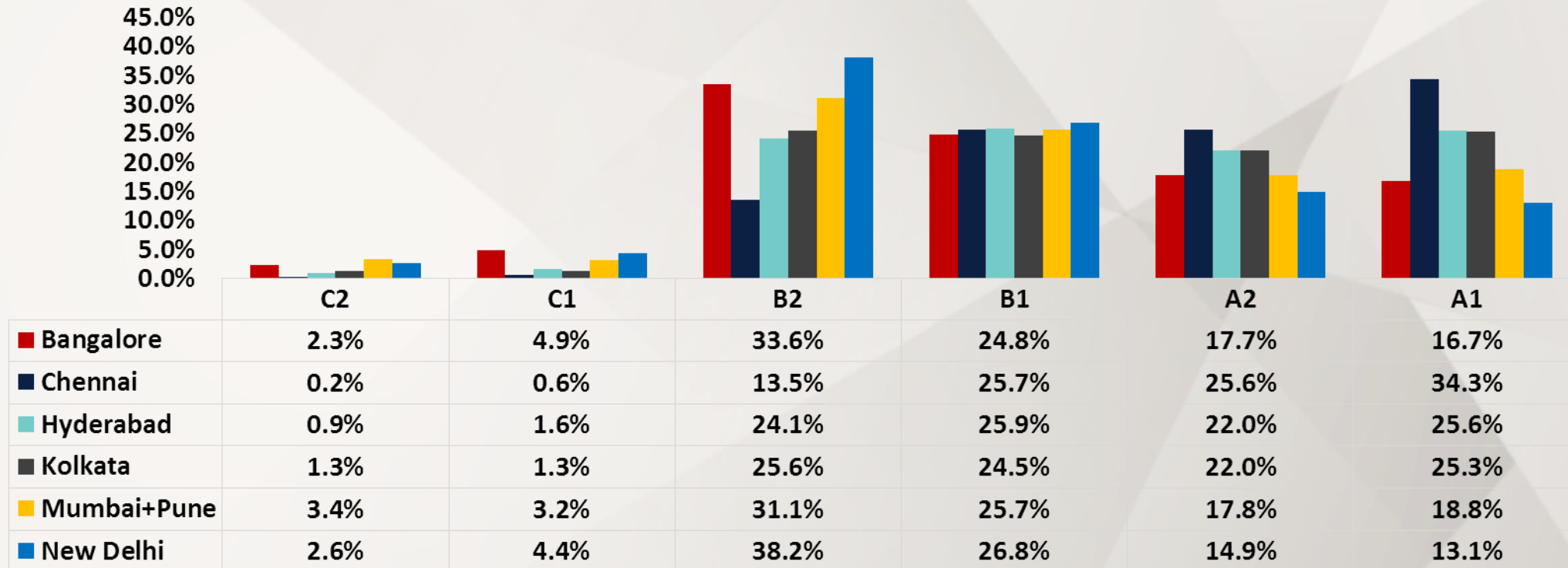


Figure : Distribution across CEFR Level -Key Cities

✓ Among the key cities Delhi, Mumbai + Pune and Bangalore do the best with respect to spoken English, whereas Hyderabad and Chennai need maximum improvement.

Mean Scores

Comparison of Key Cities

Key Cities	Mean score*					
	P	F	A	S	V	G
Bangalore	58.3	55.0	58.1	56.0	58.9	54.1
Chennai	46.7	45.2	49.8	47.3	51.3	41.5
Hyderabad	51.0	50.3	53.3	52.6	54.8	48.6
Kolkata	52.0	49.5	54.5	53.1	55.2	49.0
Mumbai + Pune	56.2	52.9	56.4	60.6	60.8	53.1
New Delhi	59.9	57.6	59.8	57.7	60.9	56.4

*All scores in SVAR modules are on a scale of 0 to 100

- ✓ For the states lagging behind, we find similar gaps as before. The maximum gap continues to be in spoken elements of the language followed by grammar.
- ✓ One of the reasons for the low performance of certain states in South India could be due to the influence of mother tongue, which creates difficulty in pronunciation of certain English syllables in neutral accent.

Spoken English vs. Written English

AMCAT English Score	CEFR	% Candidates with good command over written elements of English, but not spoken.
550-900	B2,C1,C2	50.1%

- ✓ We consistently find through our analysis that candidates with some expertise in the written elements of the language, do not do as well in spoken element.
- ✓ To confirm this, we compared the spoken English scores with the candidate's AMCAT English score, which is a standardized test of the candidates written English.
- ✓ In the given table, in the first row, we consider candidates with AMCAT scores of 550 and above, those that can both read and write English with competence good enough for all internal English communication in English.
- ✓ We find that **at least 50% candidates with good command over the written word, are below B2 level on spoken English.**
- ✓ This re-confirms the hypothesis that a specific focused attention is needed on spoken English other than the written elements.

Vocabulary

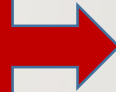
Low Difficulty

Question 1:

What is the synonym for the word **Huge** ?

- A) Heavy
- B) Tiny
- C) Large
- D) Little

Correct
answer



Options	% Endorsement
Answer A	14%
Answer B	9%
Answer C	64%
Answer D	8%

✓ In conclusion, the vocabulary levels of candidates are quite low. 44% could not answer the synonym for the word Bitter.

Vocabulary

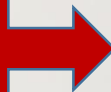
Low Difficulty

Question 2:

What is the synonym for the word **BITTER**?

- A) Bite
- B) Sweet
- C) Unpleasant
- D) Raw

Correct
answer



Options	% Endorsement
Answer A	10%
Answer B	16%
Answer C	56%
Answer D	14%

✓ In conclusion, the vocabulary levels of candidates are quite low. 44% could not answer the synonym for the word Bitter.

Vocabulary

Intermediate Difficulty

Question 3:

What is the meaning of **Update**?

- A) Stop
- B) Renew
- C) Find
- D) Increase

**Correct
answer** →

Options	% Endorsement
Answer A	9%
Answer B	32%
Answer C	10%
Answer D	39%

✓ Only 32% candidates got the meaning of Update right, highlighting poor understanding of words .

Vocabulary

Intermediate Difficulty

Question 4:

What is the antonym for the word **STERN** ?

- A) Lenient
- B) Crabby
- C) Unreasonable
- D) Tenant

**Correct
answer**



Options	% Endorsement
Answer A	33%
Answer B	18%
Answer C	26%
Answer D	19%

✓ As we move to medium-frequency words, the percentage drops to 33%.

Grammar

Basic

Question 1:

Which of the following sentences is grammatically correct?

- A) Good morning ma'am! How must I help you?
- B) Good morning ma'am! How would I help you?
- C) Good morning ma'am! How may I help you?
- D) Good morning ma'am! How might I help you?

**Correct
answer** →

Options	% Endorsement
Answer A	7%
Answer B	11%
Answer C	65%
Answer D	6%

✓ Almost one-third candidates could not answer correctly, highlighting the poor grasp over grammar.

Grammar

Intermediate

You will now hear a sentence which may have a grammatical error. It will be followed by options each being a part of the sentence itself. Identify the part which contains an error by pressing the appropriate key.

Question 2:

The study did not said how the countries would implement the plan.

- A) The study did not said
- B) how the countries would
- C) implement the plan.
- D) No error

**Correct
answer**



Options	% Endorsement
Answer A	39%
Answer B	18%
Answer C	12%
Answer D	25%

✓ A class VII student is expected to be conversant at this level. Only 39% of the candidates could answer this correctly.

Grammar

Intermediate

You will now hear a sentence which may have a grammatical error. It will be followed by 4 options each being a part of the sentence itself. Identify the part which contains an error by pressing the appropriate key.

Question 3:

Amrit was not interested in going to field trip organized by her classmates.

- A) Amrit was not interested
- B) in going to field trip
- C) organized by her classmates.
- D) No error

**Correct
answer** →

Options	% Endorsement
Answer A	16%
Answer B	25%
Answer C	10%
Answer D	44%

Grammar

Intermediate

You will now hear a sentence which may have a grammatical error. It will be followed by 4 options each being a part of the sentence itself. Identify the part which contains an error by pressing the appropriate key.

Question 4:

Everyone need to understand that it is important to respect one's parents.

- A) Everyone need to understand
- B) that it is important to
- C) respect one's parents.
- D) No error

**Correct
answer** →

Options	% Endorsement
Answer A	24%
Answer B	10%
Answer C	23%
Answer D	38%

✓ It is shocking to note that only 25% of candidates were at comfort with the advanced level of grammar. This level indicates command over nuances of the language.

Thank you!