

IELTS Vs OET Cambridge Exams

Novin Kazemzadeh ¹

Amirkabir University of
Technology (Tehran
Polytechnic), Tehran, Iran

E.mail: nonekzem@gmail.com

Ahmad Pourghasem²

Amirkabir University of
Technology (Tehran
Polytechnic), Tehran, Iran
International Language Center,
Tehran, Iran
(Corresponding Author)

E.mail: a.pourghasem@aut.ac.ir

Elham Gerami³

Amirkabir University of
Technology (Tehran
Polytechnic), Tehran, Iran
International Language Center,
Tehran, Iran
E.mail: elhamgr@aut.ac.ir

Abstract

This research aims to illuminate the two International Exams, IELTS and OET conducted by Cambridge Assessment English (CAE). I have introduced the concept of IELTS and OET. This research presents our understanding of them. This study has three goals: Discussing IELTS, Discussing OET and 3 Comparing these two exams. I employed qualitative method to evaluate them, using data analysis from previous studies and different websites. The finding from research illustrates why examinees take these two International Exams and how they are scored. They also indicate the content of each exam as well as their duration. Moreover, the findings show their reliability and validity. Contrary to our expectations, no research has been conducted on this question: "Which exam is easier?" The findings provide similarities and differences between IELTS and OET. We conclude that examinees need to highlight their purposes of taking these exams and other aspects such as how much each exam costs.

Keywords: International exams, CAE, Examinees, IELTS, OET

Research Question

In the history of English as a second language (ESL), English testing has been regulated by two batteries. One of them is Cambridge exams, supported by University of Cambridge Local Examinations Syndicate (UCLES) and the other one is the Test of English as a foreign language (TOEFL) from Educational Testing Service. There are differences between these two in their ideologies; approaches to assessing the English ability of non-native speakers. (Micheline Chalhoub-Deville, 1999 & 2000). This paper discusses

¹ Student of "IELTS FOR TEACHERS" course at International Language Center

² TESOL Trainer and Staff Member of International Language Center

³ IELTS Trainer and Staff Member of International Language Center

subject related to two exams regulated by (UCLES) and Cambridge Boxhill Language Assessment (CBLA); the International Language Testing System (IELTS) and the Occupational English Test (OET).

The IELTS exam is one of the most widely important exams for entering universities and immigration while The OET exam has been extensively dominated for occupations. A considerable amount of literature has been published on the Cambridge Exams.

However, a major problem with these International exams is that the examinees don't have enough knowledge about them and might encounter different and invalid information.

The issue has grown in importance of the IELTS and OET, although researchers have treated OET in a lot of details. But having access to there is not possible for everyone. So far, this exam has only been taken by Healthcare examinees.

The aim of this study is to investigate the differences between IELTS and OET and it systematically reviews the data for both exams. This study aimed to address the history and the test purpose, length, a description of test content and scoring, format and a discussion of reliability and validity issues.

By employing qualitative mode of enquiry, I attempt to illuminate which one is easier and more practical, and in separate parts, similarities and differences will be discussed.

This project provided an important opportunity to advance the understanding of the Occupational English Test (OET). (Morley, 2014) It is beyond the scope of this study to discuss the Test of English as foreign language (TOEFL) conducted by Educational Testing Service (ETS). This paper aimed to address the following questions:

- What is IELTS?
- What is OET?
- What are the similarities and differences between IETLS and OET?
- Which exam is easier?

This paper has been divided into two parts. The first part deals with the IELTS. The second part discusses the OET. And the Discussion deals with similarities and differences and also is about which exam is harder/easier. In short, these two international exams will be compared.

Literature Review

A large and growing body of literature has investigated these two exams. Numerous studies have attempted to explain the test purpose, length and format and etc. (Micheline Chalhoub-Devile and Carolyn E. Turner 1999; The University of Melbourne, 2009). Micheline Chalhoub-Devile and Carolyn E. Turner (1999) discussed individually the Cambridge exams regulated by UCLES and highlighted the differences. Micheline Chalhoub-Devile and Carolyn E. Turner (1999) point out " The IELTS in both types, General and Academic, is intended to measure English Language Proficiency . In General, it measures examinees' readiness to work in English Language environments and for the purpose of immigration

while The Academic measures examinees' academic readiness to study or receive training in English at the undergraduate or graduate level.”

The University of Melbourne (2009) and the Occupational English Test website and Gad S.Lim (Cambridge Assessment English) (2016) discuss the OET exam and what kind of exam that is and what it is for. Gad S.Lim (2016, Updated 2017) emphasizes that the OET is an international language exam particularly for healthcare experts who look for opportunities to practice in English-speaking countries. (S.Lim, 2016 updated 2017)

Much of the available literature on the IELTS and the OET deal with the question of their reliability and validity, the test purpose, length and scoring are highlighted. Here a brief history of each exam and reliability and validity of International Exams are briefly discussed.

History of the IELTS:

The International English Language Testing System was carried out during 1980s but was first taken in 1989. The assessors and creators were the British Council, Cambridge English Assessment, and the International Development of Australian Universities and Colleges. Later, the exam was given an international perspective by UCLES. It had four modules, (reading, writing, speaking and listening) in two versions (academic and general training). (Manhattan Review: Test Prep & Admissions Consulting)

In 1995, it was revised in writing and speaking. In 2001, the speaking was changed into smaller number of tasks. And in 2015, there is a new version added to this international exam called the IELTS Life Skills including only two modules (listening and speaking). Today the IELTS is taken annually and is worldly the most popular international exam. (Manhattan Review: Test Prep & Admissions Consulting)

History of the OET:

It is discussed by the University of Melbourne, “The Occupational Exam Test was designed by Professor Tim McNamara of the University of Melbourne under contract to the Australian Federal Government.” (Occupatioanl English test, 2009)

It developed in 1980s and it was the result of over thirty years of study by the Language Testing Research Center at the University of Melbourne. It has assessed the Language Communication Skills of healthcare experts willing to practice in English-speaking countries. In 2013, the ownership was given to Cambridge Boxhill Language Assessment (CBLA). (S.Lim, 2016 updated 2017)

Here is “the stage of Development, presentation by Prof Tim McNamara, August 2007”. (Occupatioanl English test, 2009)

Stages of test development

Analyzing target domain via ‘job analysis’

Job analysis (1): Consultation with expert informants

- **Clinical educators** (especially those with experience of overseas-trained health professionals) [via interview]
- **ESL teachers** offering language support in clinical setting [via interview]

- **Overseas-trained health professionals** who are in or have completed a clinical bridging program [via questionnaire]

Job analysis (2 and 3)

- Literature search
- Direct observation of workplace

Commonalities observed (1): Stages (some optional) of 'consultation

1. Assessment of the patient ('subjective assessment') including history taking.
2. Physical examination
3. Explanation to patient of diagnosis and prognosis and course of treatment
4. Treatment
5. Patient/client/relative education and counseling

This event provided the basis for specifications for a common format for assessment of speaking and listening skills.

Commonalities observed (2)

- Listening :professional development
- Reading: Professional development and case history notes
- Writing: letters of referral

Stages of test development

- **Identifying resources/constraints:**
 1. Specifying: plausibility in professional context
 2. Commonality: limits to affordability of profession-specific materials
- **Drafting of test specifications**

Method

Data were gathered from multiple sources at various times, point two international exams, the IELTS and OET. Qualitative methods discuss each exam individually. However, there is not a particular study comparing these two exams. It was decided that the best method to adopt for this research was to find different information from different studies and paper, and compare these two international exams based on the modules and examinees' abilities. The IELTS was prepared according to the study by Micheline Chalhoub-Devile and Carolyn E. Turner (1999) and some websites. Studies were analyzed for the OET as previously reported by the University of Melbourne released under the Freedom Of Information ACT 1989 (2009) and Gad S.Lim; A Benchmarking Report (2016, updated 2017).

The subjected was selected to explore the research on the exams in order to understand each. To establish whether the IELTS is better or the OET, this study discusses each in details, therefore students realize the similarities and differences. In the end, there are some reasons given why the IELTS is more appropriate.

Comparison between the two exams was made using different related sites. There are some tables to indicate specific information and comparisons. Finally the analysis is given for both. In particular, the analysis of these two exams was problematic, since having access to some research on them, especially the OET was hard.

1. The IELTS

1.1 Purpose

“The IELTS is one of the exams regulated by UCLES and is taken for university admission purposes. “ (Micheline Chalhoub-Deville, 1999 & 2000). Two types are measured; “Academic and General English Proficiency.” (Micheline Chalhoub-Deville, 1999 & 2000) The IELTS includes four modules. All examinees take the same listening and speaking modules in both versions. These two types are different in writing and speaking modules. The General type measures examinees’ English ability in order to work in English-speaking countries and for immigration. The Academic type measures examinees’ English ability in order to study or master a degree in English-speaking universities. (Micheline Chalhoub-Deville, 1999 & 2000)

1.2 Content

The IELTS takes two hours and thirty minutes. As it has previously been mentioned, there are four modules; listening, speaking, reading and writing. There will individually be discussed below.

The IELTS Listening Test:

The listening test takes thirty minutes and the examinees have 10 more minutes called ‘transfer time’. (Cambridge Assessment English, 2019) This module is the same for both, Academic and General version. In listening there are four different types to answer. The types are the followings:

1. Multiple choices items
2. Short answer
3. Labeling diagrams
4. Summarizing information
5. Taking note
6. Matching lists

There are four different recorded sections and ten questions are included in each. They are in the same order as in the recording which means examinees will answer the question number one first then the question number two and so for.

Section 1:

It’s about “a conversation between two people on an everyday social topic.” (IELTS-Exam.net, 1999-2019)

Section 2:

It’s a monologue on an everyday social situation.

Section 3:

It's a discussion between two to four people on an educational or training situation.

Section 4:

It's a lecture by one person on an academic topic. (IELTS idp PROUD CO-OWNER OF IELTS)

The IELTS Reading Test:

It takes about sixty minutes and consists of forty questions. This module demands different reading skills including "reading for gist, reading for main ideas, reading for details, skimming, scanning, understanding logical arguments, recognizing writers' opinions, attitudes and purpose." (IELTS idp PROUD CO-OWNER OF IELTS)

Like the listening test, there are different types for the reading tests. Here are the types:

1. Sentence completion
2. Matching heading to paragraphs
3. Identifying information: True/False/Not given question
4. Identifying information: Yes/No/Not given information (IELTS idp PROUD CO-OWNER OF IELTS)

As it has been implied before, the IELTS Academic reading test is different from the IELTS General reading test. Here are the differences:

IELTS Academic Reading Test:

Three long texts are included in this part that are authentic and taken from "books, journals, magazines and newspapers" for anyone willing to enter English speaking universities and looking for professional admission. (IELTS idp PROUD CO-OWNER OF IELTS)

IELTS General Reading Test:

It includes three extract passages with tasks taken from "books, magazines, newspapers, notices, advertisements, company handbooks and guidelines." As it has been discussed before, these are for measuring candidates' English ability to work in English speaking countries. (IELTS idp PROUD CO-OWNER OF IELTS)

The IELTS Writing Test:

It takes sixty minutes. Like reading test, the Academic and General training writing tests are different.

IELTS Academic Writing Test:

There two tasks. Task 1 is about description, summary or explanation of the information about a graph, table, chart or diagram in your own words. Task 2 is an essay that you write in response to the topic you are given. The style must be formal. (IELTS idp PROUD CO-OWNER OF IELTS) There are different types of essays with different formats of writing:

1. Agree and disagree essay
2. Advantages and disadvantages (3 types)
3. Problem and solution Essay (Block and Chain Structures)

4. Discussion Essay
5. Cause and effect essay (Block and Cain Structures)

IELTS General Writing Test:

It includes two tasks. Task 1, you write a letter about a situation, give information and explain that situation. It could be “personal, semi-formal or formal in style.” Task 2 is an essay but more personal than Academic writing task 2. (IELTS idp PROUD CO-OWNER OF IELTS)

The IELTS Speaking Test:

It takes 11 to 14 minutes. It is face-to-face and it is for measuring your speaking ability. Every speaking test is recorded. This module consists of three tasks. Task one is general question about yourself and some topics such as family, friends, work, daily routine and your interest. It lasts 4 to 5 minutes. For task 2, you are given a cue card about a specific topic. You have one minute to gather information and two minutes you have to talk about. Besides, the assessor asks you one or two further questions on the same topic to wrap up the task. In task 3, there are more questions related to the topic in task 2. It lasts 4 to 5 minutes. (IELTS idp PROUD CO-OWNER OF IELTS)

1.3 Scoring Method

It accounts separate band scores for each module. (Micheline Chalhoub-Deville, 1999 & 2000) They will be discussed in the following parts.

Listening and reading are computed by corrected answers. In each, there are 40 questions and according to the below they are converted to the IELTS band scale.

IELTS Listening Scores: (IELTS Liz, 2019)

Correct Answers	Band Scores
39 - 40	9
37 - 38	8.5
35 - 36	8
32 - 34	7.5
30 - 31	7
26 - 29	6.5
23 - 25	6
18 - 22	5.5
16 - 17	5
13 - 15	4.5
11 - 12	4

IELTS Academic Reading Scores: (IELTS Liz, 2019)

Correct Answers	Band Scores
40-39	9
38-37	8.5
36-35	8
34-33	7.5
32-30	7
29-27	6.5
26-23	6
22-19	5.5
18-15	5
14-13	4.5
12-10	4
9-8	3.5
7-6	3
5-4	2.5

IELTS General Reading Scores: (IELTS Liz, 2019)

Correct Answers	Band Scores
40	9
39	8.5
37-38	8
36	7.5
34-35	7
32-33	6.5
30-31	6
27-29	5.5
23-26	5
19-22	4.5
15-18	4
12-14	3.5
9-11	3
6-8	2.5

For writing and speaking the following criteria are considered for scoring these modules.

IELTS Writing Assessment Criteria: (IELTS Liz, 2019)

- Task achievement (Task 1), Task response (Task 2)
- Coherence and cohesion

- Lexical and resource
- Grammatical range and accuracy

The table below shows the “IELTS Writing Assessment Criteria”. (IELTS Liz, 2019)

Task Achievement (Task 1)	Presenting accurate information Providing an overview Highlighting key features / stages Supporting detail with data
Task Response (Task 2)	Addressing the task (answering the questions) Giving relevant main points which are supported & developed Giving a clear position (stating an opinion when asked) Providing a conclusion www.ieltsliz.com
Coherence and Cohesion	Organising information /ideas into paragraphs Having one central idea in each paragraph (T2) Using a range of linking devices
Lexical Resource	Using a range of words & paraphrasing Using collocations Spelling Avoid errors
Grammar Range & Accuracy	Using a range of sentence structures Using a range of grammar tenses Punctuation Avoiding errors

IELTS Speaking Assessment criteria: (IELTS Liz, 2019)

- Fluency and coherence
- Lexical resource
- Grammatical range and accuracy
- Pronunciation

The table below indicates the “IELTS Speaking Assessment criteria”. (IELTS Liz, 2019)

Fluency	Talking at length Talking without pauses or hesitations Talking without self-correction Able to be understood Using linking devices
Lexical Resource	Using a range of words & paraphrasing Using collocations www.ieltsliz.com Using less common vocabulary Avoiding errors
Grammar Range & Accuracy	Using a range of sentence structures Using a range of grammar tenses Avoiding errors
Pronunciation	Able to be understood throughout the test Able to use intonation Accent does not affect understanding Accurate word and sound pronunciation

1.4 Reliability

Reliability has been implied before, but “Reliability to Bachman and Palmer (1996) is consistency of measurement.” (Studies, March 2009) Bachman (1990) points out a lot of factors can be considered in test reliability, for instance, “test method facets, random factors and personal attributes”. (Studies, March 2009) Moreover, he discusses that different factors, random factors, estimate reliability, including “tiredness, emotional conditions” i.e. people’s emotions and conditions”. It concludes that the reliability test estimation is difficult. (Studies, March 2009)

1.5 Validity

Reliability is not only helpful factor to measure “language proficiency”. The other factor which is separate but crucial is validity. The different types of validity have briefly been discussed before. The result of the IELTS is valid for two years and also in the countries for the purpose of education and immigration.

The countries below are for Academic purposes or institutions of admission:

- The United States
- The United Kingdom
- Canada
- Australia
- Non-native English speaking countries

The countries below are for immigration purpose

- Australia
- New Zealand
- Canada
- The United Kingdom

Brown states (1996): “The general notion of validity is defined as ‘the degree to which a test measures what is required or intends to be measuring’.” However, the IELTS is not valid for “the purpose of testing mathematical ability”. (Studies, March 2009)

2. The OET

2.1 Purpose

The OET is an international English language test that measures “The English Language Competence” of people having mastered medicine and majors related to healthcare in one country for example South Korea and desire to practice their major or profession in an English speaking environment for instance Australia. It is regulated by Cambridge Boxhill Language Assessment which the ownership was passed to it on 2013. (Occupatioanl English test, 2009)

The examinees are from the following 12 professions:

- Dentistry
- Dietetic
- Medicine
- Nursing
- Occupational therapy
- Optometry
- Pharmacy
- Physiotherapy
- Podiatry
- Radiography
- Speech pathology
- Veterinary science (Occupational English test, 2009)

2.2 Content

There is an assessment of four language skills: listening, reading, writing and speaking. This assessment is valid and reliable. There are four sub-tests that assess English ability in written and spoken English related to health and medicine. (Occupational English test, 2009)

The reading and listening sub-tests are based on topics common to all professions mentioned in the previous part. On the other hand, the sub-tests for speaking and writing are individually designed for each mentioned profession. They will briefly be discussed.

The Listening Sub-test:

There are three parts with 42 questions common to all twelve health professions. It takes forty minutes. You hear the recording once only and while listening, you are asked to write the answers which means there are pauses give you time to write your answers on the answer sheets. There are different types to measure listening skills, for example, “identifying particular information, detail, gist, opinion or speaker’s purpose”. (OET Occupational English Test, 2019)

The Listening Sub-test Format:

Part A consists of a consultation extract and how to identify particular information. There are two recorded “health professional-patient” consultations and you complete the note with information you take while listening. (OET Occupational English Test, 2019)

Part B consists of six short recorded extracts from the healthcare workplace to measure examinees’ English ability to recognize “the detail, gist and opinion or purpose. You answer multiple-choice items. There is one multiple-choice item for each extract. (OET Occupational English Test, 2019)

Part C consists of two recorded presentation extracts and it is to follow a presentation or an interview on healthcare. You answer six multiple-choice items for each extract. (OET Occupational English Test, 2019)

The Reading Sub-test:

It consists of three parts with forty-two questions. This sub-test takes sixty minutes. The topics are general healthcare common to the twelve mentioned healthcare professions. (OET Occupational English Test, 2019)

The Reading Sub-test Format:

Part A: There are four short expeditious reading tasks on “a single healthcare” with twenty questions. You are allowed to answer them in a given time period. They measure examinees’ English ability to identify particular information in short time. (OET Occupational English Test, 2019)

Part B and C: They are careful reading tasks. Part B consists of six short texts taken from “the healthcare workplace, policy documents, hospital guidelines, manuals or internal communications, like emails or memos”. (OET Occupational English Test, 2019) You answer one “three-option multiple-choice item” for each extract. These six short extracts measure examinees’ ability to recognize “the detail, gist or main point”. (OET Occupational English Test, 2019) However, part C consists of two texts on healthcare professionals. There are eight “four-option multiple-choice items” for each text. Part C is also to measure examinees’ English ability to recognize “detailed meaning and opinion”. (OET Occupational English Test, 2019)

The Writing Sub-test:

This sub-test takes forty-five minutes and it is specific for each profession mentioned earlier. There is one specific task for each profession and the topic is on “a typical workplace situation and the profession demands and needs”, for instance, there is a task for nurses on nursing and a task for dentist on dentistry, and so forth. (OET Occupational English Test, 2019)

The Writing Sub-test Format:

The task is usually a letter. This letter may be a referral letter an advice or informative letter. It is used in “Pharmacy, Veterinary, Science and frequently for Speech Pathology and Occupational Therapy”. (OET Occupational English Test, 2019) It can also be a letter in response to complaint for Radiography. Beside the given instruction, “stimulus material, such as case notes and or other related documentation as well as information” is given to examinees to use them in their task. (OET Occupational English Test, 2019)

The Speaking Sub-test:

The speaking sub-test is individual and face-to-face role-play and takes approximately 20 minutes. Each role-play is designed for examinees’ specific profession. That they play their professional roles, for example, as a pharmacist, as a dentist or as a nurse whereas the examiner called “interlocutor” in the OET Speaking Sub-test plays “a patient, a client, a patient’s relative or carer. However, for veterinary science, the interlocutor plays “the owner of the animal or carer.” (OET Occupational Exam Test, 2019)

The Speaking Sub-test Format:

Some information for each role-play is on a cue card given to candidates with explanation of the situation and what they are asked to do. Examinees are allowed to have time to contemplate and write notes on the cue card and during that time, preparation time, they are allowed to ask the interlocutor

some questions about their cue cards. The topics are “typical workplace situations” based on a health professional. The speaking sub-test structure is similar for each examinee.

2.3 Scoring Method

There are trained OET assessors scoring these four sub-tests. They use “a detailed marking guide” to help them to decide if the examinees have answered the questions properly. (OET Occupational English Test)

The Listening Sub-test:

Part A is “double-marked” by the assessors while Part B and C are scanned and scored by computers. There are 42 marks in this sub-test, 24 marks are considered for Part A, 6 marks for Part B and 12 marks for Part C. (OET Occupational English Test, 2019)

The Reading Sub-test:

Qualified and trained assessors score this sub-test. Any problematic situations and answers should be monitored or scored by “a sub-group of senior assessors”. 42 questions with 42 marks are considered for this sub-test, 20 marks for Part A, 6 marks for Part B and 16 marks for Part C. (OET Occupational English Test, 2019)

The Writing Sub-test:

It is scored by two assessors at least. They are also not aware of either what scores examinees have got in any other sub-tests or what scores the other assessors has given examinees. (OET Occupational English Test, 2019)

The Writing Sub-test Criteria: (OET Occupational English Test, 2019)

- Purpose
- Content
- Conciseness and Clarity
- Genre and Style
- Organization and Layout
- Language

The Speaking Sub-test:

Previously mentioned, it is recorded and it is scored by assessors. Like writing sub-test, it is marked by two assessors at least. They are also not aware of either what scores examinees have got in any other sub-tests or what scores the other assessors has given examinees. (OET Occupational Exam Test, 2019) They do not assess examinees’ general English but their English ability in “the health professional workplace”. The examinees should pay attention to the speaking criteria and to “details of the specific role-play”. It helps them achieve better score. Those who have memorized material and do not focus on techniques needed for this sub-test will definitely not achieve the scores they have desired to have. (OET Occupational Exam Test, 2019)

The Speaking Sub-test Criteria: (OET Occupational Exam Test, 2019)

- Intelligibility
- Fluency
- Appropriate Language
- Resource of Grammar and Expression
- Relationship-building
- Understanding and Incorporating the patient's perspective
- Providing Structure
- Information-gathering
- Information-giving

2.4 Reliability

There is analysis called RASCH Item Response Modeling (McNamara 1996) which assesses the reliability of four sub-tests in both skills "receptive skill tests" (listening and reading) and "productive skill tests" (writing and speaking). More analysis for reliability of the OET is available. This means that "a high quality of assessment" is given to these skills. (Occupational English test, 2009)

2.5 Validity

The test validity was completed in the late 1980s and arranged in "a PHD thesis" (McNamara 1990). The OET was designed on "Job analysis" of the previously mentioned health professions. Another validity can be accounted here is "authenticity and relevance of tasks". For years, studies have done and looked for different aspects of the test validity. (Occupational English test, 2009) Moreover, it is valid for two years for "registration purposes" and three years for "immigration purposes". (OET Occupational English Test)

Discussion

As mentioned in the literature review, there are many studies on both exams. Particular attention is paid to IELTS and OET. We have addressed not only to history of these exams but also the content, scoring, reliability and validity of these two exams. Only one other study, to our knowledge, has come up with this subject; the study of "The Occupational English Exam test and IELTS: A Benchmarking Report" by (Gad S.Lim, 2016 updated 2017). A relationship between IELTS and OET was reported in the literature. Some of the issues emerging from the findings relate specifically to similarities and differences of these two International exams. Here are some main similarities and differences:

1. Similarities

There are some similarities between the IELTS and the OET: Each test consists of four parts; listening, reading, writing and speaking. There is no pass/fail in these tests, there is a score for each part called band. Both were designed in the 1980s. Cambridge Assessment English partially has the ownership of IELTS and OET. "ID P and the British Council have the IELTS ownership and Boxhill Assessment has the OET ownership. (Specialist Language Courses, 2018)

2. Differences

There are a number of main differences between these two international exams that will briefly be discussed. Any examinees seeking a profession abroad can sit for IELTS exam while only the examinees having mastered medicine or majors related to healthcare can take OET exams. As for dates, there are more options in IELTS than OET. For OET, there is just one date each month which means twelve dates per year. Another difference is that if you do not gain the standard score in any IELTS modules, you have to sit for it again. However, if you don't achieve the standard score in a specific sub-test, you are allowed to retake that specific sub-test. The fees exams are different as well. The IELTS exam costs three times less than the OET exam. Moreover, the IELTS purpose is for "study, job or immigration" as it has been implied. But the OET purpose is only for "job or immigration". Another difference is the bands. In IELTS bands are marks out of 9. Unlike IELTS, in OET, grades from A (the highest) to E (the lowest) are accounted. (Shivani, 2017)

The table below shows the bands for each exam: (OET Occupational English Test)

OET Grades	Description of ability	IELTS
A	Very high level of performance	8.0-9.0
B	High level of performance i.e. able to use English with fluency and accuracy adequate for healthcare registration, appropriate via categories, healthcare courses and workplaces	7.0-7.5
C	Good level of performance; adequate for appropriate via categories, healthcare courses and workplace	5.5-6.5
D	Moderate level of performance requires improvement	4.0-5.0
E	Low level of performance requires considerable improvement	–

Conclusion

This paper has argued two international exams regulated by Cambridge Assessment English (CAE). In this investigation, the aim was to discuss IELTS and OET in two separate parts. These findings suggest that in general their histories, purposes, contents, reliability and validity. It was also shown the similarities and differences between these two international exams. The key strengths of this study are to enhance our knowledge about these two exams. They are recognized by some countries around the world for different purposes. Although the study has successfully demonstrated the both exams, it has an important limitation; this is whether IELTS is easier or OET.

There will be one question left: Is IELTS easier or OET? Both exams are difficult in their own way. There no evidence on this topic compares which exam is easier. Thus, this analysis does not enable us to determine whether IELTS is easier or OET. At present, this question remains unanswered. This is an important issue for further research. Only one question will be left: Which exam is more suitable? In this case, the exam fees should be accounted as well as preparation, time and energy. These last three items cost money too. In the previous part, it has been implied that the OET three times costs the examinees.

In both, examinees need to learn so many words. For IELTS Academic Test, examinees learn a huge amount of academic vocabulary and subjects while for OET, they learn a wide range of vocabulary and subjects about health and specific professions. Thus, examinees use different materials for preparation.

IELTS is recognized by more countries around the world. Conversely, OET is recognized by these following countries; the UK, Ireland, Australia, New Zealand, Singapore, Dubai, Ukraine and Namibia.

It is my firm opinion that examinees should determine first what purposes of taking these exams are. Afterwards, the fees they pay for each exam should be taken in consideration. Since their purposes are different, I recommend examinees to explore different studies to gain enough information. I would like to point out that the IELTS exam is the better option as a lot of people have a tendency to immigrate. It is a slight of possibility that examinees sit for OET.

It is recommended that further research be undertaken in this area; IELTS Vs OET. Further work needs to be done to establish whether IELTS is easier or OET. Therefore, it can be said that examinees should take the exam which is more suitable. In the light of this evidence, it is clear that IELTS and OET are two International exams. (Morley, 2014)

Format of these two exams are the tables below: (Specialist Language Courses, 2019)

IELTS Sub test	Content	Shows candidates can:
Listening (30 minutes)	4 recordings, 2 in an everyday social context, 2 in an academic context.	Understand main ideas and detailed factual information; understand the opinions, attitudes and purpose expressed by speakers; follow the development of ideas
Reading (60 minutes)	3 long texts from books, journals, magazines and newspapers. They may be descriptive and factual, discursive or analytical. Suitable for academic context.	Read for gist and main ideas; read for details; understand logical argument; recognise opinion, attitude and purpose
Writing (60 minutes)	Task 1 – write a report on data and/or information presented in a graph, table, chart or diagram. Min 150 words. Task 2 – write an essay in response to an opinion, argument or problem. Min 250 words.	Describe, summarise or explain information clearly and concisely; identify important and relevant information; write a well-organised overview; present a clear, well-organised argument; give evidence or examples; write in an accurate, formal style.
Speaking (11-14 minutes)	Part 1 – answer general questions about familiar topics such as home, work and studies. Part 2 – give a presentation of 2 minutes using prompts on a card. Part 3 – discuss abstract ideas and issues related to the topic in Part 2.	Communicate opinions and information on everyday topics; speak at length on a given topic, using relevant language and well-organised ideas; express and justify opinions; analyse, discuss and speculate about issues.

OET Sub test	Content	Shows candidates can:
Listening (50 minutes)	3 parts: Part A – extracts from two consultations between a professional and patient; Part B – six short workplace extracts, such as team briefings or handovers; Part C – two presentations from a healthcare professional. All are set in a general medical context suitable for all medical professionals to follow.	Follow and understand a range of health- and workplace-related spoken materials, inc patient consultations, colleague to colleague dialogues and lectures on aspects of healthcare.
Reading (60 minutes)	3 parts: Part A – four different but related short texts on a single topic; Part B – six short workplace texts; Part C – 2 long texts on general healthcare topics, suitable for all medical professionals	Read for gist, main ideas and opinion; read for details; understand different types of text on health- and workplace-related subjects, both professional and academic.
Writing (45 minutes)	Read case notes and write a letter, e.g. letter of referral or discharge. Topic is profession-specific, e.g. to nurses, doctors or dentists.	Expand notes into accurate, relevant sentences; write clearly and effectively on a health-related matter.
Speaking (20 minutes)	Part 1 – warm up interview on professional background Part 2 – two role plays on profession-specific scenarios. 2-3 minutes to prepare, then 5-minute role play on typical interaction between professional and patient.	Describe, explain and discuss real-life matters; provide structure to the conversation; gather information and give opinions and information sensitively; communicate effectively and accurately.

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