

Developing GSE Job Profiles

Part 1: Conducting and validating
learning objective mapping for job roles

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Executive Summary

GSE Job Profiles has been created to provide information for teachers of English for Specific Purposes (ESP) on the English language skills needed for specific jobs.

GSE Job Profiles was created using job descriptions from the O*NET database. Each task in a job description was mapped to Global Scale of English (GSE) Learning Objectives for Professional Learners to identify the linguistic skills that someone would need to master in order to carry out that task in English.

The GSE Job Profiles database can be found on pearson.com/languages as part of the GSE Toolkit.

Updated in 2024

In 2023, a new piece of research was carried out by Pearson to develop a model of language proficiency for job roles (Dew & Doyle, 2024), resulting in recommended GSE proficiency ranges for over 1,300 occupations. In light of this work, the original mapping described in this document was re-visited and updated. This included:

- Updating the job descriptions to use the most up to date Work Activities and Tasks from the O*NET database;
- Ensuring the GSE Learning Objectives selected are a good fit for the overall and skill-level proficiency ranges identified for each role;
- Enriching the scope of the mapping to ensure that all four language skills are fully covered.

The updated mapping is available within the [GSE Toolkit](#).

Developing GSE Job Profiles

Background

English is becoming more important in the global economy, and people learning English for work have different goals from those learning English for general purposes. The Global Scale of English (GSE) Learning Objectives for Professional English were developed by Pearson over a number of years in collaboration with teachers, ELT authors and language experts from around the world. These learning objectives are aimed at learners who are using English for work or professional purposes or are being trained or educated for a profession where English is widely used as a medium of communication.

The GSE Learning Objectives for Professional English were developed with all learners in all fields of professional activity in mind, whatever their level of English and whatever their specialisms. However, while global companies increasingly view English language skill as a core competency for their employees, two recent studies show that specific English needs differ from profession to profession based on a number of factors.

A Cambridge English and QS study, *English at Work: global analysis of language skills in the workplace* (2016, p.17), found that reading is seen as the most important skill in certain industries (Electronics and High Technology, IT and Computer Services, and Aerospace and Defence), while speaking is more important in others (Travel, Leisure and Hospitality, Transportation and Distribution, Recruitment and HR Services, and Retail). A global survey of employers commissioned by Pearson (2015, N=2,400) found that English skills were seen as either essential or desirable for around 80% of jobs in nine broad categories. However, the proportion regarding English skills as essential ranged quite widely: from 55% for Customer Services down to 35% for Finance. The same survey found that over 60% of employers regarded Listening, Speaking and Reading skills as extremely important or very important even for entry-level roles, while 66% reported significant differences between candidates' self-estimated English skills and their actual skills once they started operating in the role.

The problem is compounded by the fact most recruiters, functional managers, and HR team members do not have the expertise or tools needed to objectively evaluate their employees' relevant English skills, even when senior managers in the company are aware of these variations.

The Global Scale of English (GSE) Learning Objectives for Professional English.

To download a full copy, visit: english.com/blog/gse-learning-objectives-professional-english

The Opportunity

Businesses can clearly benefit from a better understanding of the specific English skills required to perform a particular job and the current skill level of those who seek to do that job. Authors, editors and teachers are increasingly aware of the need to be learner-focused and to create syllabuses and courses that reflect learner needs and expectations. While ESP courses have long been in use to help teach language for specific industries, the focus has often been on generic skills that apply to a number of roles within the same industry. If we place the learner at the centre of the learning process, then the most effective way for that learner to reach their goals is to personalise the course to meet their specific needs. There is a need for tools that allow us to create lessons and assessments to address the communicative skills of specific roles within those industries. And with *English at Work* (Cambridge English, 2016, p.22) reporting a 40% skills gap between the English language skills needed and those available across all companies, including a 25% skills gap among middle and top management, the need for those tools is becoming more critical.

GSE Job Profiles

Pearson has taken a comprehensive approach to the field of ESP by creating an online database that can help teachers and content creators quickly and easily identify the language needs for hundreds of jobs across a variety of industries.

Based on the roles and tasks listed in the U.S. Bureau of Labor Statistics O*NET jobs database, GSE Job Profiles allows teachers and content creators to find the GSE Learning Objectives that support the development of specific skills for a given job or set of jobs. This can be used to create ESP courses or to identify skills and activities that may be missing from an existing course.

For more information about O*NET, visit www.onetcenter.org/online.html

Alignment Process

Occupations and their respective tasks

The goal of the GSE Job Profiles project is to align specific English language learning objectives to the functional tasks associated with specific occupations. The occupations and tasks were taken from the O*NET database, compiled by the United States Bureau of Labor Statistics (BLS). This database contains more than 1,200 occupations and lists the specific tasks required of someone performing each role. For each occupation, tasks are identified as either Core or Supplemental, depending on the importance and relevance of a task for that occupation. Additionally, O*NET connects each task to one or more Detailed Work Activities (DWAs). The DWAs are intermediate descriptors that provide information about common work activities across occupations while preserving a level of differentiation that keeps them from appearing too generic.

The tasks and their relative importance for a given job have been determined through extensive ongoing research conducted by that agency. For more information about how the O*NET database was developed and validated, visit

www.onetcenter.org/dataCollection.html

Aligning GSE Learning Objectives to tasks

The mapping of tasks to language skills was conducted by English language learning specialists with ESP experience. Mappers attended an initial training and in addition to a best practices document, they were provided with on-going feedback on the mapping throughout the project. All mapping went through a review stage. This review included comparing tasks associated with the same Detailed Work Activity across different jobs to provide greater consistency.

The tasks for each individual occupation were mapped to one or two GSE Learning Objectives. Some tasks were also associated with Detailed Work Activities. In those cases, a given task could be mapped to additional GSE Learning Objectives.

For example, one of the tasks for the occupation of Registered Nurse is *Monitor, record, and report symptoms or changes in patients' conditions*. This particular task is connected to three Detailed Work Activities: 1) *Inform medical professionals regarding patient conditions and care*; 2) *Monitor patient conditions during treatments, procedures, or activities*; and 3) *Record patient medical histories*. Therefore, different GSE learning objectives were needed to match the specific requirements of both the DWA and task together.

Task	Detailed Work Activity	GSE Learning Objective
Monitor, record, and report symptoms or changes	Inform medical professionals regarding patient conditions and care.	Can give a detailed update on a work-related project.
	Monitor patient conditions during treatments, procedures, or activities.	Can ask open-ended questions to better understand the specific details of a problem.
		Can use a variety of reference materials to check factual information quickly and efficiently.
	Record patient medical histories.	Can record the details of project-related

While not all tasks were intuitively communicative in nature, most tasks were deemed to require some type of language ability. However, occasionally, a task was deemed to be truly uncommunicative (e.g. Food Service Managers - *Test cooked food by tasting and smelling it to ensure palatability and flavor conformity*). In these cases, the task was considered “not communicative” and was not mapped to any GSE Learning Objectives.

Repetition of GSE Learning Objectives both within and across jobs was expected. Within jobs, this repetition helps to focus on a set of key skills. Across jobs, it allows for the development of learning content that can be applied across curricula for a variety of jobs, with minor adjustments to address the particular context of a given job. These can be used by learners, teachers and employers to understand the language skills that would allow someone to adequately perform most of the communicative requirements of a job role in English.

Sample Jobs, with tasks and GSE Learning Objectives

Jobs mapped during this phase of the project covered a variety of industries, including business management and administration, sales, law, information technology, finance, aviation, oil and gas, marketing, medicine, engineering, and hospitality and tourism. Based on market research, key jobs within these fields were prioritised for the first phase of mapping according to the likelihood of the job needing to be performed in English. For example, within the transport industry, pilot and taxi driver were recognised as a higher priority than motorcycle mechanic.

Below are sample mappings of four of the jobs, and some of their related tasks and associate GSE Learning Objectives. For a full example of the registered nurse role, see Appendix A.

Sample Job #1: Registered Nurse

Detailed Work Activity	Task	GSE Learning Objective	Skill
Prepare patients physically for medical procedures.	Prepare patients for and assist with examinations or treatments.	Can understand detailed instructions well enough to be able to follow them without making mistakes.	Listening
Supervise patient care personnel.	Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.	Can give a clear, detailed spoken description of how to carry out a procedure.	Speaking
Evaluate patient outcomes to determine effectiveness of treatments.	Modify patient treatment plans as indicated by patients' responses and conditions.	Can ask open-ended questions to better understand the specific details of a problem.	Speaking
Record patient medical histories.	Record patients' medical information and vital signs.	Can record the details of project-related actions and results in a log.	Writing

Sample Job #2: Book keeping, Accounting, and Auditing Clerks

Detailed Work Activity	Task	GSE Learning Objective	Skill
Calculate financial data.	Calculate and prepare checks for utilities, taxes, and other payments.	Can complete a form requiring financial information (e.g. application for a bank account or credit agreement).	Writing
Compile data or documentation.	Compile statistical, financial, accounting or auditing reports and tables pertaining to such matters as cash receipts, expenditures, accounts payable and receivable, and profits and losses.	Can write a business report using a standard template.	Writing
Reconcile records of sales or other financial transactions.	Reconcile or note and report discrepancies found in records.	Can identify key details in work-related documents.	Reading
Answer telephones to direct calls or provide information.	Perform general office duties such as filing, answering telephones, and handling routine correspondence.	Can carry out a work-related phone conversation using polite fixed expressions.	Speaking

Sample Job #3: Customer Service Representative

Detailed Work Activity	Task	GSE Learning Objective	Skill
Respond to customer problems or complaints	Resolve customers' service or billing complaints by performing activities such as exchanging merchandise, refunding money, or adjusting bills.	Can suggest simple solutions to a customer service problem.	Speaking
Respond to customer problems or complaints.	Check to ensure that appropriate changes were made to resolve customers' problems.	Can understand updates in emails about actions taken to solve problems.	Reading
Promote products, services, or programs.	Solicit sales of new or additional services or products.	Can discuss product features in a business setting using simple language.	Speaking
Maintain financial or account records.	Keep records of customer interactions or transactions, recording details of inquiries, complaints, or comments, as well as actions taken.	Can write a short report on a work-related task or event.	Writing

Sample Job #4: Waiters and Waitresses

Detailed Work Activity	Task	GSE Learning Objective	Skill
Schedule dining reservations.	Assist host or hostess by answering phones to take reservations or to-go orders, and by greeting, seating, and thanking guests.	Can understand the main information in a simple work-related phone message.	Listening
Communicate dining order details to kitchen personnel.	Write patrons' food orders on order slips, memorize orders, or enter orders into computers for transmittal to kitchen staff.	Can write basic work-related instructions as a list or bullet points.	Writing
Present food or beverage information or menus to customers.	Inform customers of daily specials.	Can communicate in routine tasks requiring simple, direct exchanges of information.	Speaking
Process customer bills or payments	Collect payments from customers.	Can ask for and provide everyday goods and services.	Speaking

GSE Job Profiles and the GSE Toolkit

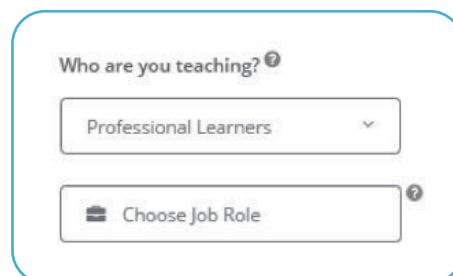
GSE Job Profiles can be accessed via the the GSE Toolkit, a free online resource to support teaching and lesson planning.

To access the GSE Toolkit, visit

www.english.com/gse/teacher-toolkit/user/lo.


Searching for Job Roles

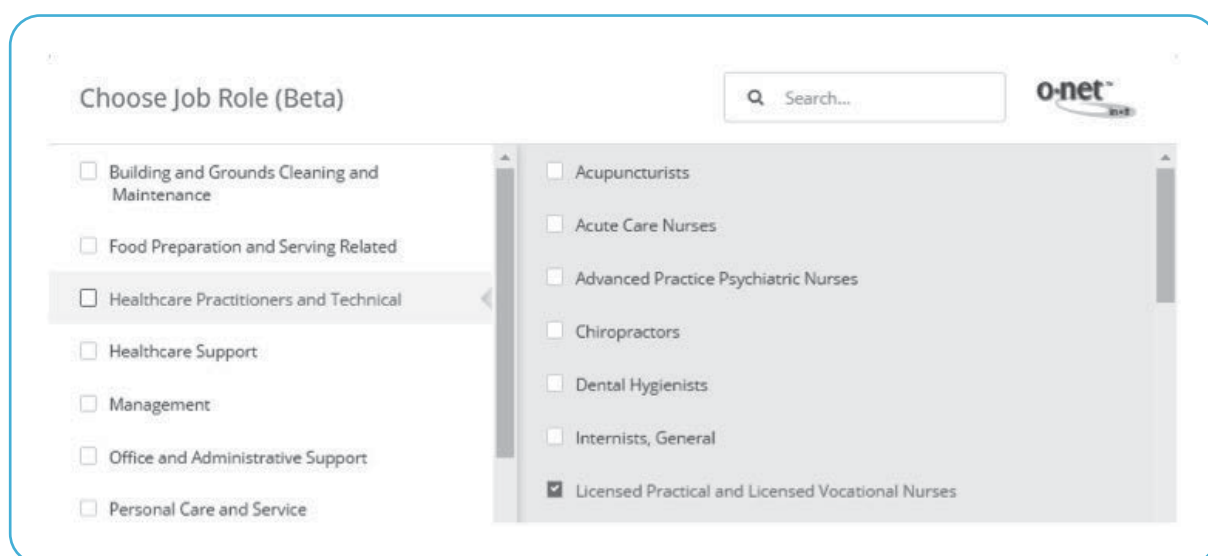
- Select 'Professional Learners' from the 'Choose Learner' drop-down
- Click on 'Choose Job Role'
- Browse the list of job families and jobs to find the one you are looking for
- You can also search for a job by typing in the search box
- You can search for a whole job family, e.g. 'Management' or you can narrow down your search to look at specific jobs, e.g. 'HR manager' or 'Finance manager'
- You can select two or more categories at the same level, (e.g. Management + Legal [job families] or 'HR Manager' + 'Finance manager' [jobs])
- When you've chosen a job family or job role role click 'Choose'
- Click 'show results' to see all the GSE Learning Objectives relevant for that job family/job role.



Who are you teaching? [?]

Professional Learners ▼

 Choose Job Role [?]



Choose Job Role (Beta) o-net

Search...

Building and Grounds Cleaning and Maintenance

Food Preparation and Serving Related

Healthcare Practitioners and Technical

Healthcare Support

Management

Office and Administrative Support

Personal Care and Service

Acupuncturists

Acute Care Nurses

Advanced Practice Psychiatric Nurses

Chiropractors

Dental Hygienists

Internists, General

Licensed Practical and Licensed Vocational Nurses

Conclusion

Teachers, employers, employees and job-seekers need better tools to understand the specific communicative language skills needed to perform the tasks required for different jobs across a variety of industries. Most current or prospective employees have limited time to devote to English language learning, so they want to have confidence that the content they learn is targeted to the specific language needs of their respective occupations. Similarly, teachers of ESP who are preparing short courses for their students need access to something that enables them to tailor general materials, selecting only the units or lessons that cover the specified learning objectives.

GSE Job Profiles is a key step in helping to make that information more transparent and accessible to all stakeholders, with the aim of identifying key language requirements and enabling appropriate content to be developed.

References

Cambridge English Language Assessment (2016)
English at Work: global analysis of language skills in the workplace <http://englishatwork.cambridgeenglish.org/>

Dew, R., and Doyle, C. (2024), *Developing GSE Job Profiles - Part 2: Creating and validating a model of language proficiency for job roles*. Pearson. <https://www.pearson.com/languages/why-pearson/the-global-scale-of-english/resources.html>

U.S. Department of Labor, Employment and Training Administration:
*O*NET database*. <https://www.onetonline.org/>

Appendix A: Detailed Mapping for Registered Nurse

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Administer anesthetics or sedatives to control pain.	Administer local, inhalation, intravenous, or other anesthetics.	Can understand detailed instructions well enough to be able to follow them without making mistakes.	Listening	62
Administer anesthetics or sedatives to control pain.	Administer local, inhalation, intravenous, or other anesthetics.	Can understand complex technical information such as operating instructions, specifications for familiar products and services.	Reading	68
Administer anesthetics or sedatives to control pain.	Administer local, inhalation, intravenous, or other anesthetics.	Can discuss possible options for dealing with a work-related task.	Speaking	60
Advise communities or institutions regarding health or safety issues.	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing.	Can understand specialised vocabulary used in presentations or discussions within their field.	Listening	66
Advise communities or institutions regarding health or safety issues.	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing.	Can understand specialised terms used in reports in their field.	Reading	65
Advise communities or institutions regarding health or safety issues.	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing.	Can outline an issue or problem clearly.	Speaking	66
Advise communities or institutions regarding health or safety issues.	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing.	Can write an email, giving details of work-related events, facts, or plans.	Writing	57
Analyze test data or images to inform diagnosis or treatment.,Order medical diagnostic or clinical tests.	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.	Can identify key details in work-related documents.	Reading	55
Analyze test data or images to inform diagnosis or treatment.,Order medical diagnostic or clinical tests.	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.	Can interpret the main message from complex diagrams and visual information.	Reading	62

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Analyze test data or images to inform diagnosis or treatment.,Order medical diagnostic or clinical tests.	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in their fields of interest.	Speaking	66
Assess patient work, living, or social environments.	Assess the needs of individuals, families, or communities, including assessment of individuals' home or work environments, to identify potential health or safety problems.	Can understand the details of someone's personal and professional experience from an interview or presentation.	Listening	58
Assess patient work, living, or social environments.	Assess the needs of individuals, families, or communities, including assessment of individuals' home or work environments, to identify potential health or safety problems.	Can carry out an interview in order to research a specific topic.	Speaking	64
Assess patient work, living, or social environments.	Assess the needs of individuals, families, or communities, including assessment of individuals' home or work environments, to identify potential health or safety problems.	Can comment on factual information within their field of interest.	Writing	59
Assess patient work, living, or social environments.	Assess the needs of individuals, families, or communities, including assessment of individuals' home or work environments, to identify potential health or safety problems.	Can write detailed notes from a face-to-face conversation.	Writing	64
Assist healthcare practitioners during examinations or treatments.,Prepare patients physically for medical procedures.	Prepare patients for and assist with examinations or treatments.	Can understand detailed instructions well enough to be able to follow them without making mistakes.	Listening	62

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Assist healthcare practitioners during examinations or treatments.,Prepare patients physically for medical procedures.	Prepare patients for and assist with examinations or treatments.	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	Speaking	58
Assist healthcare practitioners during examinations or treatments.,Prepare patients physically for medical procedures.	Prepare patients for and assist with examinations or treatments.	Can describe future plans and intentions in detail, giving degrees of probability.	Speaking	60
Collaborate with healthcare professionals to plan or provide treatment.	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	Speaking	58
Collaborate with healthcare professionals to plan or provide treatment.	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	Speaking	60
Collaborate with healthcare professionals to plan or provide treatment.	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.	Can collate short pieces of information and summarise them for somebody else.	Writing	58
Collaborate with healthcare professionals to plan or provide treatment.	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.	Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.	Writing	66
Conduct research to increase knowledge about medical issues.	Engage in research activities related to nursing.	Can research a topic by reading simple academic texts.	Reading	59
Conduct research to increase knowledge about medical issues.	Engage in research activities related to nursing.	Can carry out an interview in order to research a specific topic.	Speaking	64
Conduct research to increase knowledge about medical issues.	Engage in research activities related to nursing.	Can write an accurate summary of an essay or article on a familiar topic.	Writing	66

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Conduct research to increase knowledge about medical issues.	Engage in research activities related to nursing.	Can take notes while researching an unfamiliar topic.	Writing	68
Design public or employee health programs.	Work with individuals, groups, or families to plan or implement programs designed to improve the overall health of communities.	Can understand problem and solution relationships in informal conversation.	Listening	58
Design public or employee health programs.	Work with individuals, groups, or families to plan or implement programs designed to improve the overall health of communities.	Can ask open-ended questions to better understand the specific details of a problem.	Speaking	60
Design public or employee health programs.,Communicate health and wellness information to the public.	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.	Can summarise, comment on and discuss a wide range of factual and imaginative texts.	Reading	66
Design public or employee health programs.,Communicate health and wellness information to the public.	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.	Can explain the main points in an idea or problem with reasonable precision.	Speaking	55
Design public or employee health programs.,Communicate health and wellness information to the public.	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.	Can justify and sustain views clearly by providing relevant explanations and arguments.	Speaking	60
Design public or employee health programs.,Communicate health and wellness information to the public.	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.	Can recommend a course of action, giving reasons.	Speaking	62
Design public or employee health programs.,Communicate health and wellness information to the public.	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.	Can write a brief standard report conveying factual information, stating reasons for actions.	Writing	61

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can understand the main ideas of complex technical discussions in their field.	Listening	66
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can justify and sustain views clearly by providing relevant explanations and arguments.	Speaking	60
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can recommend a course of action, giving reasons.	Speaking	62
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare.	Speaking	64
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can give advice on a wide range of subjects.	Speaking	66
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can write an email, giving details of work-related events, facts, or plans.	Writing	57
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can write clear, detailed instructions about how to complete a familiar work-related task or project.	Writing	64
Direct healthcare delivery programs.,Advise medical personnel regarding healthcare issues.	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions.	Can make detailed notes of the key action points from feedback.	Writing	66

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Evaluate patient outcomes to determine effectiveness of treatments.	Modify patient treatment plans as indicated by patients' responses and conditions.	Can understand the advantages and disadvantages of different options during a discussion.	Listening	64
Evaluate patient outcomes to determine effectiveness of treatments.	Modify patient treatment plans as indicated by patients' responses and conditions.	Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided.	Reading	63
Evaluate patient outcomes to determine effectiveness of treatments.	Modify patient treatment plans as indicated by patients' responses and conditions.	Can ask open-ended questions to better understand the specific details of a problem.	Speaking	60
Evaluate patient outcomes to determine effectiveness of treatments.	Modify patient treatment plans as indicated by patients' responses and conditions.	Can suggest solutions to problems and explain why they would work.	Speaking	60
Evaluate patient outcomes to determine effectiveness of treatments.	Modify patient treatment plans as indicated by patients' responses and conditions.	Can make written requests for updates on actions taken to solve problems.	Writing	65
Examine patients to assess general physical condition.,Diagnose medical conditions.,Treat medical emergencies.	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospitals or at disaster site triage centers.	Can understand cause and effect relationships in informal conversation at natural speed.	Listening	65
Examine patients to assess general physical condition.,Diagnose medical conditions.,Treat medical emergencies.	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospitals or at disaster site triage centers.	Can ask a question in a different way if misunderstood.	Speaking	58
Examine patients to assess general physical condition.,Diagnose medical conditions.,Treat medical emergencies.	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospitals or at disaster site triage centers.	Can ask open-ended questions to better understand the specific details of a problem.	Speaking	60
Examine patients to assess general physical condition.,Diagnose medical conditions.,Treat medical emergencies.	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospitals or at disaster site triage centers.	Can adjust the precision of questions in order to obtain more detailed information.	Speaking	69

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Immunize patients.,Treat acute illnesses, infections, or injuries.	Provide health care, first aid, immunizations, or assistance in convalescence or rehabilitation in locations such as schools, hospitals, or industry.	Can collate information from several written sources and summarise the ideas orally.	Speaking	57
Immunize patients.,Treat acute illnesses, infections, or injuries.	Provide health care, first aid, immunizations, or assistance in convalescence or rehabilitation in locations such as schools, hospitals, or industry.	Can ask open-ended questions to better understand the specific details of a problem.	Speaking	60
Immunize patients.,Treat acute illnesses, infections, or injuries.	Provide health care, first aid, immunizations, or assistance in convalescence or rehabilitation in locations such as schools, hospitals, or industry.	Can recommend a course of action, giving reasons.	Speaking	62
Immunize patients.,Treat acute illnesses, infections, or injuries.	Provide health care, first aid, immunizations, or assistance in convalescence or rehabilitation in locations such as schools, hospitals, or industry.	Can describe how to do something, giving detailed instructions.	Speaking	62
Inform medical professionals regarding patient conditions and care.	Inform physician of patient's condition during anesthesia.	Can pass on a detailed piece of information reliably.	Speaking	60
Inform medical professionals regarding patient conditions and care.	Inform physician of patient's condition during anesthesia.	Can outline an issue or problem clearly.	Speaking	66
Maintain medical facility records.	Maintain accurate, detailed reports and records.	Can understand specialised terms used in reports in their field.	Reading	65
Maintain medical facility records.	Maintain accurate, detailed reports and records.	Can record the details of project-related actions and results in a log.	Writing	59
Maintain medical facility records.	Maintain accurate, detailed reports and records.	Can write a brief standard report conveying factual information, stating reasons for actions.	Writing	61
Manage healthcare operations.	Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.	Can recommend a course of action, giving reasons.	Speaking	62

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Manage healthcare operations.	Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.	Can talk about financial problems.	Speaking	65
Manage healthcare operations.	Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.	Can describe goals using a range of expressions.	Speaking	65
Manage healthcare operations.	Perform administrative or managerial functions, such as taking responsibility for a unit's staff, budget, planning, or long-range goals.	Can write a brief standard report conveying factual information, stating reasons for actions.	Writing	61
Monitor patient conditions during treatments, procedures, or activities.,Administer non-intravenous medications.	Administer medications to patients and monitor patients for reactions or side effects.	Can understand complex technical information such as operating instructions, specifications for familiar products and services.	Reading	68
Monitor patient conditions during treatments, procedures, or activities.,Administer non-intravenous medications.	Administer medications to patients and monitor patients for reactions or side effects.	Can ask for a detailed update on a work-related project.	Speaking	65
Monitor patient conditions during treatments, procedures, or activities.,Administer non-intravenous medications.	Administer medications to patients and monitor patients for reactions or side effects.	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in their fields of interest.	Speaking	66
Monitor patient conditions during treatments, procedures, or activities.,Administer non-intravenous medications.	Administer medications to patients and monitor patients for reactions or side effects.	Can give a detailed update on a work-related project.	Speaking	67
Monitor patient conditions during treatments, procedures, or activities.,Administer non-intravenous medications.	Administer medications to patients and monitor patients for reactions or side effects.	Can record the details of project-related actions and results in a log.	Writing	59

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can understand cause and effect relationships in informal conversation at natural speed.	Listening	65
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can distinguish between fact and opinion in informal discussion at natural speed.	Listening	66
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can use a variety of reference materials to check factual information quickly and efficiently.	Reading	69
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can ask people to elaborate on specific points they made in their initial explanation.	Speaking	57
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can ask a question in a different way if misunderstood.	Speaking	58
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can ask open-ended questions to better understand the specific details of a problem.	Speaking	60

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can give a detailed update on a work-related project.	Speaking	67
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can record the details of project-related actions and results in a log.	Writing	59
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can write a brief standard report conveying factual information, stating reasons for actions.	Writing	61
Monitor patient conditions during treatments, procedures, or activities.,Record patient medical histories.,Inform medical professionals regarding patient conditions and care.	Monitor, record, and report symptoms or changes in patients' conditions.	Can edit notes or bullet points to make them more concise.	Writing	64
Prepare medical supplies or equipment for use.,Maintain inventory of medical supplies or equipment.	Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained.	Can understand complex technical information such as operating instructions, specifications for familiar products and services.	Reading	68
Prepare medical supplies or equipment for use.,Maintain inventory of medical supplies or equipment.	Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained.	Can record the details of project-related actions and results in a log.	Writing	59
Record patient medical histories.	Record patients' medical information and vital signs.	Can distinguish between relevant and irrelevant content in extended informal speech.	Listening	60
Record patient medical histories.	Record patients' medical information and vital signs.	Can record the details of project-related actions and results in a log.	Writing	59

Detailed Work Activity	Task	GSE Learning Objective	Skill	GSE Value
Refer patients to other healthcare practitioners or health resources.	Refer students or patients to specialized health resources or community agencies furnishing assistance.	Can recommend a course of action, giving reasons.	Speaking	62
Refer patients to other healthcare practitioners or health resources.	Refer students or patients to specialized health resources or community agencies furnishing assistance.	Can give a structured written explanation of a problem.	Writing	65
Supervise patient care personnel.	Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.	Can give a clear, detailed spoken description of how to carry out a procedure.	Speaking	63
Supervise patient care personnel.	Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.	Can give clear instructions about solving job-related problems.	Speaking	64
Supervise patient care personnel.	Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.	Can express varying degrees of certainty about a recommended course of action during a discussion.	Speaking	68
Supervise patient care personnel.	Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.	Can write clear, detailed instructions about how to complete a familiar work-related task or project.	Writing	64
Test biological specimens to gather information about patient conditions.	Conduct specified laboratory tests.	Can understand the main ideas of complex technical discussions in their field.	Listening	66
Test biological specimens to gather information about patient conditions.	Conduct specified laboratory tests.	Can understand the details of long complex instructions in their field, rereading as necessary.	Reading	68
Test biological specimens to gather information about patient conditions.	Conduct specified laboratory tests.	Can summarise factual information within their field of interest.	Writing	57
Train caregivers or other non-medical personnel.	Provide or arrange for training or instruction of auxiliary personnel or students.	Can give a clear, detailed spoken description of how to carry out a procedure.	Speaking	63
Train caregivers or other non-medical personnel.	Provide or arrange for training or instruction of auxiliary personnel or students.	Can help define goals for teamwork and compare options for how to achieve them.	Speaking	64
Train caregivers or other non-medical personnel.	Provide or arrange for training or instruction of auxiliary personnel or students.	Can write clear, detailed instructions about how to complete a familiar work-related task or project.	Writing	64

Validating GSE Job Profiles

Purpose of Study

This study reports on a research project to validate the accuracy of the mapping of GSE Learning Objectives (LOs) to O*NET tasks for specific jobs which was originally completed by a small group of freelance editors to create the GSE Job Profiles database. The following goals for the study were established:

- Determine whether the specific GSE LOs mapped to job-specific tasks would be considered appropriate language skills by a significant majority of English for Specific Purpose (ESP) teachers who teach or write materials for English skills related to specific job industries.
- Identify if there are some industries or jobs that include tasks which may not be defined in a way that allows them to be effectively mapped to language skills.
- Identify specific tasks where the language skills were not considered appropriate by a significant percentage of reviewers and may need to be re-evaluated.

Participants

Participants were chosen from the Pearson database of teachers with experience of teaching English for Business as well as the pool of raters that had been involved in the rating of GSE Learning Objectives for Professional English over the last three years. For more information on the project to rate GSE Learning Objectives, download the full report at www.pearson.com/languages/why-pearson/the-global-scale-of-english/resources.

Each of the candidates was initially sent a screener to gauge familiarity with each of the job industries to be included in the study. The industries selected for this validation study were: Accounting and Finance; Hospitality and Tourism; Engineering and IT; Sales and Marketing; and Healthcare.

Candidates were asked to rate their ESP experience with each industry on a scale of 1 to 5, 1 being very familiar and 5 being very unfamiliar. Any candidate who ranked their familiarity as 1, 2, or 3 was eligible to review the jobs for that industry. Candidates were eligible to review two jobs for each industry with which they had sufficient familiarity, with no candidate reviewing more than 6 jobs in total.

44 candidates completed the screener. Of those, 41 were eligible to review jobs in at least one industry, with 29 candidates eligible to review the maximum number of 2 jobs in each of 3 categories. Due to availability of raters and the timeframe of the study, some raters who would have been eligible to review 6 jobs were only available or willing to review a smaller set.

Jobs and Industries

The scope of this validation study was partly determined by the availability of the reviewers. It was determined that we needed at least 12 participants to review each of the jobs so that, based on attrition or errors, we would have at least 10 responses per job for the final analysis. As a result of reviewer availability, we decided to review three jobs in each of the five industries. This required 180 surveys to be completed. The final lists of jobs that were reviewed is shown below:

Industries and Jobs reviewed

Industry	Jobs
Accounting and Finance	<ul style="list-style-type: none">• Bookkeeping, Accounting, and Auditing Clerks• Accountants• Financial Analysts
Sales & Marketing	<ul style="list-style-type: none">• Retail Salespersons• Marketing Managers• Advertising Sales Agents
Hospitality and Tourism	<ul style="list-style-type: none">• Tour Guides and Escorts• Waiters and Waitresses• Lodging Managers
Healthcare	<ul style="list-style-type: none">• Dental Hygienists• Licensed Practical and Vocational Nurses• Family and General Practitioners
Engineering and IT	<ul style="list-style-type: none">• Computer Network Support Specialists• Information Technology Project Managers• Software Developers - Applications

Job Review

A survey was created for each of the 15 jobs listed above. Each survey contained 28–57 pairs of job tasks and their related GSE Learning Objectives (LOs) for Professional English. Most tasks had two LOs that had been mapped to them.

For each task, raters were asked to choose whether the GSE LO(s) that had been mapped were *Appropriate* or *Not Appropriate*. Raters could also choose *Don't know*. If a Learning Objective was rated as *Not appropriate*, the rater was asked to provide an explanation for that rating.

Pilot

An in-house pilot study was conducted with two jobs (Accountant, Licensed Vocational and Practical Nurse) each of which was reviewed by 3-5 Pearson curriculum developers who had familiarity with the respective industries. The pilot was intended to check that the instructions and methodology were sound before launching the full study.

Main Study

Modifications were made to the briefing documents, following feedback from participants in the pilot study. The main study was then carried out as follows:

- 15 jobs were identified across 5 industries (Accounting and Finance; Hospitality and Tourism; Engineering and IT, Sales and Marketing; and Healthcare). These 15 jobs were chosen to cover a range of professional levels and job tasks.
- Those interested in taking part in the study were sent a screening questionnaire to complete. As part of this questionnaire, they were asked to rate their familiarity with the 5 job industries, on a scale of 1-5.
- Questionnaire responses were analysed to ensure all raters only received surveys for those jobs with which they were familiar (1-3 on the survey). The minimum requirement was set at 12 respondents per job survey to ensure a minimum of 10 survey responses per job (once errors/incomplete surveys had been removed). The final number of surveys sent out per job was between 13-16.
- Instructions were sent to raters along with a personalised link to Survey Monkey and the jobs they were being asked to rate (in line with their experience). Each job listed job tasks along with the GSE Learning Objectives that were mapped to each of those tasks. On completion of the ratings survey, raters were paid £10 per survey.
- 89% of all surveys were completed in full (187 out of 210).
- Responses were collated and analyzed (see next section).

Analysis

Each survey was analyzed independently using the same methodology. The number of reviews for each survey ranged from 11 to 16, achieving the threshold of at least 10 reviews per survey. For each task, a level of agreement with the associated Learning Objective(s) was calculated by dividing the number of *Appropriate* ratings by the the total ratings (i.e. *Appropriate ratings* + *Not appropriate ratings*). Any ratings of *Don't know* were excluded from the total ratings.

Ahead of the analysis, it was determined that a level of agreement of 80% or higher would indicate that the Learning Objective mapped to a given task was appropriate. This is the same threshold figure used in the original rating of GSE Learning Objectives. Similarly, an average level of agreement of 80% or higher across all reviews for a given job would indicate that the Learning Objectives associated with that job provided an appropriate representation of the language skills needed to adequately perform that job in English.

Preliminary Findings

Level of appropriacy across tasks by job: As noted above, it was determined that a level of agreement of 80% or higher would indicate that the Learning Objectives mapped to the tasks for these jobs were appropriate. All jobs included in this study received a level of agreement of at least 80% across all of the reviews of “task/ GSE Learning Objective” pairs. Furthermore, the majority of jobs (12 out of 15) received an overall level of agreement of 90% or higher. The highest levels of agreement were seen for Software Developer - Applications (97%) , Marketing Managers (97%), and Financial Analysts (97%), whilst the lowest level of agreement was seen for Accountants (87%) and Computer Support Network Specialists (87%). Even the jobs with the lowest overall level of agreement were still well above the minimum threshold of 80% agreement.

Industry	Jobs	Overall agreement - All Tasks/GSE Pairs (%)	Raters (#)
Accounting and Finance	Bookkeeping, Accounting, and Auditing Clerks	96%	13
	Accountants	87%	13
	Financial Analysts	97%	12
Sales and Marketing	Retail Salespersons	95%	12
	Marketing Managers	97%	12
	Advertising Sales Agents	95%	12
Hospitality and Tourism	Tour Guides and Escorts	89%	11
	Waiters and Waitresses	92%	14
	Lodging Managers	95%	11
Healthcare	Dental Hygienists	91%	16
	Licensed Practical and Vocational Nurses	95%	13
	Family and General Practitioners	95%	12
Engineering and Information Technology	Computer Network Support Specialists	87%	13
	Information Technology Project Managers	96%	12
	Software Developers - Applications	97%	14

Level of appropriacy within tasks: Analysis was also carried out into the level of agreement within each “task/ GSE Learning Objective” pair. Of the 630 pairs that were reviewed, 93% had a level of agreement above 80%; in the remaining cases, the level of agreement was 70% or higher.

For a majority of the jobs reviewed, a level of agreement exceeding 80% occurred in over 90% of all their “task/GSE Learning Objective” pairs. Four jobs had 100% of “task/GSE Learning Objective” pairs with a level of agreement 80% or higher – Financial Analysts, Lodging Managers, Family and General Practitioners, Information Technology Project Managers.

Industry	Jobs	Task/LO pairs with 80+% agreement (#)	% of all pairs
Accounting and Finance	Bookkeeping, Accounting, and Auditing Clerks	51	96%
	Accountants	27	75%
	Financial Analysts		100%
Sales and Marketing	Retail Salespersons	36	92%
	Marketing Managers	44	96%
	Advertising Sales Agents	35	92%
Hospitality and Tourism	Tour Guides and Escorts	31	86%
	Waiters and Waitresses	37	84%
	Lodging Managers	55	100%
Healthcare	Dental Hygienists	35	92%
	Licensed Practical and Vocational Nurses	49	98%
	Family and General Practitioners	38	100%
Engineering and Information Technology	Computer Network Support Specialists	36	82%
	Information Technology Project Managers	50	100%
	Software Developers - Applications	35	97%

Findings and next steps

The current study has demonstrated that the overall methodology for mapping GSE Learning Objectives to job tasks provides a useful representation of the key language skills required for these jobs, according to teachers and materials writers. We are currently reviewing all of the comments that were provided for any “task/GSE Learning Objective” pair that was considered Not appropriate and editing the database as appropriate. Analysis of these findings will inform the mapping of additional jobs in the future.

As a follow-up to this teacher validation study, we will be carrying out additional studies with industry experts and people employed in these roles who use English as a second or other language.

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