

**EFFECTIVENESS OF IELTS MODULE IN THE GENERAL ENGLISH
LANGUAGE
UNDER THE INTERNATIONAL FOUNDATION PROGRAMME**

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Abstract:

This study investigates the effectiveness of the IELTS module programme being implemented in the General English Language under the International Foundation Programme. Specially, it sought to identify the effectiveness of the IELTS test to be used among the students in terms of their speaking, listening, writing and reading.

The study used the quantitative research method particularly the descriptive method because it is tangible and countable in nature and the designs are predetermined and structured, remaining consistent throughout the study making them potentially reproducible and it involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. Seventy nine (79) students were utilized in the study. They are officially enrolled in the General English Language and are involved in speaking, listening, writing and reading tests.

The study showed that the IELTS module programme being implemented in the General English Foundation under the International Foundation Programme is effective in terms of speaking, listening, writing and reading.

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Introduction

International English Language Testing System (IELTS) is one of the world's known examinations for students to learn English. This is to measure their level and knowledge in speaking, listening, writing and reading. Just as tests and examinations are possible means of assessment and measurements of their level of learning in their speaking, listening, writing and in their reading. So grades and marks are possible outcomes. But they are not only ones possible. Assessment is also a necessary pre-condition for diagnostic appraisal, ascertaining the student's strengths and weaknesses in identifying his emerging needs and interests. In truth, it is the practice of diagnostic appraisal (not grading) that enables us to claim we are teaching. Given that the student has reached such and such a state, what he should be aimed for next? Diagnostic appraisal does not involve grading, nor need it necessary be based on formal tests and measurements. It is dependent on some kind of assessment having taking place, however; together with pedagogic judgments as to what new learning experiences are possible and value judgment (the student's perhaps, as well as the teacher's) as to which are desirable (Rowntree, 2015). Diagnostic assessment is one way of measuring the level of students in their English proficiency.

Modules in the General English Language had been prepared for the students to use based on their knowledge. Considering the capacity of the students, the basic concept taught to them to achieve their level based on the programme of the school or college they belong. Students should establish a minimum acceptable English Language entry requirement for both local and international students (O'Loughlin, 2015). This is true with the colleges that are offering a foundation program in the General English Language.

How effective is the IELTS module in the General English Language? How the IELTS can be measured? How it is being implemented? Learners studying for exams sometimes show a lack of awareness in their abilities as tested through the framework of that exam. Instead, such learners focus on the score obtained in exams and exam preparation includes using textbooks, online materials and timed use. The IELTS has been designed to address by developing learners' ability to identify their strengths and weaknesses, to make informed decisions about their own learning, and to improve their test-taking skills. The diagnostic for learners' self-evaluation often with

guidance from a learning advisor and the process leads to the setting of clear goals and the development and implementation of an individual learning plan through a variety of dialogues. Learners have the potential to transfer this skill beyond examination preparation to other areas of learning. In other words, learners' awareness of needs analysis, planning, implementation and evaluation is fostered with a view to developing their language learning ability within and beyond this module. (Morrison 2011).

On the other hand, teachers who have experiences on IELTS effectiveness, explores their knowledge on continuous improvement for students to attain their expected levels in IELTS. According to Afzal (2016), she examined the washback effects of high-stakes tests, such as the IELTS, on teachers' cognition and their teaching practices could provide deeper insight into the process of teaching and learning in test preparation courses. Moreover, understanding IELTS teachers' cognition and their teaching practices in relation to washback effects of the IELTS test is significant in examining the success of IELTS preparation courses. She explored the effects of the IELTS test on IELTS teachers' cognition (knowledge, beliefs, perceptions, and attitudes) and, in turn, on their teaching practices in IELTS preparation courses in the UAE. The highlight factors that contribute to the negative or positive influences of the IELTS test on IELTS teachers' cognition as well as on their teaching practices in IELTS classes gain insight into their knowledge, beliefs, perceptions, and attitudes about the IELTS test, in addition to their teaching practices in IELTS preparation courses. The accuracy of teachers' cognition (specifically their knowledge) about the IELTS test, and explored congruency between teachers' cognition and their teaching practices in IELTS courses revealed both positive (teaching of language elements and the use of communicative activities) and negative washback effects of the IELTS test on teachers' cognition and their teaching practices. The inaccuracy of some teachers' cognition (knowledge) about the IELTS and incongruence between their cognition and teaching practices in IELTS classes play a significant role in having positive and negative washback effects of the IELTS test on teachers' cognition and their teaching practices. Professional training of IELTS teachers for self-exploration of their cognition to enhance the positive washback effects of the IELTS test and minimized its negative effects. Therefore, the effectiveness of IELTS module depends on how it is being presented and depends on the needs of the students to attain their level of IELTS proficiency.

Statement of the Problems

1. How effective is the IELTS module implementation in the General English Language under the International Foundation Programme among the students on
 - 1.1 Speaking,
 - 1.2 Listening,
 - 1.3 Writing and,
 - 1.4 Reading?

Method

Research Design

The study used the quantitative research method particularly the descriptive method. Quantitative research because it aims to answer a specific research question; it is tangible and countable in nature and the designs are predetermined and structured, remaining consistent throughout the study making them potentially reproducible. Quantitative research is a type of empirical investigation. That means the research focuses on verifiable observation as opposed to theory or logic. Most often this type of research is expressed in numbers. A researcher will represent and manipulate certain observations of studying. This will attempt to explain what it is being observed and what affect it has on the subject. This will also determine what the changes may reflect. The overall goal is to convey numerically what is being seen in the research and to arrive at specific and observable conclusions (April Klazema 2014). This involves the analysis and effectiveness of IELTS in the General English Language module in the International Foundation Programme among the respondents. Descriptive research because it involves collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of an IELTS module programme or it can describe categories of information on their speaking, listening, writing and reading test in their General English Language using their modules. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis (What Is Descriptive Research? 2017).

Research Subjects

The subjects of the study are the students of Gulf College in the Sultanate of Oman, who are enrolled in the General English Language under the International Foundation Programme Studies. The subjects are chosen under study because the IELTS module being used to them is new and felt its appropriateness and whatever the result of the study will be of great help in the improvement of IELTS program in the college. This is conducted in the Academic Year 2016-2017.

Sampling Technique

The study employed the compared two non-probability sampling techniques namely, Convenience Sampling and Purposive Sampling. Convenience Sampling and Purposive Sampling are Non-probability Sampling Techniques where a researcher uses to choose a sample of subjects/units from a population. Although, non-probability sampling has a lot of limitations due to the subjective nature in choosing the sample and thus it is not a good representative of the population, but it is still useful especially when randomization is impossible like when the population is very large. It can be useful when the researcher has limited resources, time and workforce. It can also be used when the research does not aim to generate results that will be used to create generalizations pertaining to the entire population (Etikan, Musa & Alkassim 2016).

Research Instrument

For data gathering purposes, the researcher used a standard set of questionnaire that elicited the data and information on matters that pertained to the topic under study. This consisted of their experience on their IELTS Speaking Test, Listening Test, Writing Test and Reading Test during the entire course of their study.

The following respective scales are followed:

1. Speaking Test

Scale	Descriptive Level	Descriptive Interpretation
3.81-4.00	Very Good	IELTS module in speaking is very effective
2.61-3.80	Good	IELTS module in speaking is effective
1.81-2.60	Not Good	IELTS module in speaking is not effective
1.00-1.80	Very Bad	IELTS module in speaking is worst.

2. Listening Test

Scale	Descriptive Level	Descriptive Interpretation
3.81-4.00	Very Good	IELTS module in listening is very effective
2.61-3.80	Good	IELTS module in listening is effective
1.81-2.60	Not Good	IELTS module in listening is not effective
1.00-1.80	Very Bad	IELTS module in listening is worst.

3. Writing Test

Scale	Descriptive Level	Descriptive Interpretation
3.81-4.00	Very Good	IELTS module in writing is very effective
2.61-3.80	Good	IELTS module in writing is effective
1.81-2.60	Not Good	IELTS module in writing g is not effective
1.00-1.80	Very Bad	IELTS module in writing is worst.

4. Reading Test

Scale	Descriptive Level	Descriptive Interpretation
3.81-4.00	Very Good	IELTS module in reading is very effective
2.61-3.80	Good	IELTS module in reading is effective
1.81-2.60	Not Good	IELTS module in reading is not effective
1.00-1.80	Very Bad	IELTS module in reading is worst.

Table 1.1 Effectiveness of Speaking Test in their IELTS Module

Speaking Test	SD	M	Description
1. I give full and developed answers.	0.361	3.12	Good
2. I don't memorize things to say.	0.304	2.63	Good
3. I don't give simple yes/no answers.	0.328	2.84	Good
4. I always try to give my opinion.	0.362	3.13	Good
5. I make notes on the speaker message.	0.328	2.84	Good
6. I use a range of grammar and vocabulary.	0.319	2.76	Good
7. I speak with correct intonation and try to sound interested.	0.337	2.91	Good
8. I ask for clarification when I don't understand.	0.356	3.08	Good
Average Weighted Mean		2.99	Good

Table 1.1 shows the effectiveness of speaking test in their IELTS module. I give full and developed answers is Good (M=3.12), I don't memorize things to say is Good (M=2.63), I don't give simple yes/no answers is Good (M=2.84), I always try to give my opinion is Good (M=3.13), I make notes on the speaker message is Good (M=2.84), I use a range of grammar and vocabulary is Good (M=2.76), I speak with correct intonation and try to sound interested is Good (M=2.91), and I ask for clarification when I don't understand is Good (M=3.08). The overall average weighted mean is Good (M=2.99). This shows that the speaking test in their IELTS module is effective.

Table 1.2 Effectiveness of Listening Test in their IELTS Module

Listening Test	SD	M	Description
1. I read through the questions carefully.	0.346	2.99	Good
2. I check the number of words I can use.	0.315	2.73	Good
3. I try to predict the topic.	0.318	2.75	Good
4. I try to predict the type of information in the questions and gaps.	0.328	2.84	Good
	0.351	3.03	Good
5. I understand different numbers.	0.323	2.79	Good
6. I spell words accurately.	0.347	3.00	Good
7. I always write an answer.	0.347	3.00	Good
8. I move on to the next question when I can't give an answer.			
Average Weighted Mean		2.89	Good

Table 1.2 shows the effectiveness of Listening test in their IELTS module, I read through the questions carefully is Good (M=2.99), I check the number of words I can use is Good (M=2.73), I try to predict the topic is Good (M=2.75), I try to predict the type of information in the questions and gaps is Good (M=2.84), I understand different numbers is Good (M=3.03), I spell words accurately is Good (2.79), I always write an answer is Good (M=3.00) and I move on to the next question when I can't give an answer is Good (M=3.00). The average weighted mean is Good (M=2.89). This shows that the IELTS in listening test module is effective among the students.

Table 1.3 Effectiveness of Writing Test in their IELTS Module

Writing Test	SD	M	Description
1. I manage my time well.	0.321	2.81	Good
2. I read the question carefully and understand what I have to do.	0.360	3.11	Good
	0.313	2.71	Good
3. I brainstorm my ideas first.	0.319	2.76	Good
4. I write one topic of the question.	0.344	2.89	Good
5. I can present my opinion clearly.	0.351	3.03	Good
6. I organize my ideas into paragraphs.	0.338	2.92	Good
7. I can explain where the information and what it shows.	0.325	2.81	Good
8. I check my spelling and grammar after writing.			
Average Weighted Mean		2.88	Good

Table 1.3 shows the effectiveness of writing test in their IELTS module, I manage my time well is Good (M=2.81), I read the question carefully and understand what I have to do is Good (M=2.11), I brainstorm my ideas first is Good (M=2.71), I write one topic of the question is Good (M=2.76), I can present my opinion clearly is Good (M=2.89), I organize my ideas into paragraphs is Good (M=3.03), I can explain where the information and what it shows is Good (M=2.92) and I check my spelling and grammar after writing is Good (M=2.81). The average weighted mean is Good (M=2.88) which shows that the IELTS module in writing for the General English Language they use is effective.

Table 1.4 Effectiveness of Reading Test in their IELTS Module

Reading Test	SD	M	Description
1. I know the different question types in the exams	0.327	2.83	Good
2.I manage my time well.	0.323	2.79	Good
3. I try to predict the content from titles and opening sentences.	0.328	2.84	Good
4.I don't waste time on words I don't know	0.333	2.88	Good
5. I look in the text for synonyms or ideas which appear in the questions	0.319	2.76	Good
6. When I can't answer a question, I move to on the next one.	0.366	3.16	Good
If I have time, I go back to the unanswered question.	0.344	2.91	Good
7.I am confident reading types and styles of reading text.	0.328	2.84	Good
8. I don't worry if the text is on a topic I don't know anything about.			
Average Weighted Mean		2.88	Good

Table 1.4 shows the effectiveness of reading test in their module, I know the different question types in the exams is Good (M=2.83), I manage my time well is Good (M=2.79), I try to predict the content from titles and opening sentences is Good (M=2.84), I don't waste time on words I don't know is Good (M=2.88), I look in the text for synonyms or ideas which appear in the questions is Good (M=2.76), When I can't answer a question, I move to on the next one. If I have time, I go back to the unanswered question is Good (M=3.16), I am confident reading types and styles of reading text is Good (M=2.91) and I don't worry if the text is on a topic I don't know anything about is Good M=2.84). The average weighted mean is Good (M=2.88) which means that the reading IELTS module of the students they use is effective.

Discussion

Effectiveness of IELTS module is based on the needs of the students and is based on their level of learning. Considering the capacity of the students, especially when the English is their foreign language in which they face some difficulty in learning. Learners studying for exams sometimes

show a lack of awareness in their abilities as tested through the framework of that exam. Instead, such learners focus on the score obtained in exams, and exam preparation includes using textbooks, online materials and timed use of test papers. Focusing on flexible self-directed learning modules have been designed to address this by developing learners' ability to identify their strengths and weaknesses, to make informed decisions about their own learning, and to improve their test-taking skills. A diagnostic tool for learners to use for self-evaluation often with guidance from a learning advisor is used. This process leads to the setting of clear goals and the development and implementation of an individual learning plan through a variety of dialogues. Learners have the potential to transfer this skill beyond examination preparation to other areas of learning. In other words, learners' awareness of needs analysis, planning, implementation and evaluation is fostered with a view to developing their language learning ability within and beyond this module. (Morrison 2011).

On the speaking test module prepared by the General English Language, it indicated that respondents agree with the result of their examinations to be effective. They give full details of their answers because they followed the directions on how to take the speaking test. This is to examine the viability of the construct validity of the speaking modules of **three** internationally recognized language proficiency examinations, namely IELTS, TOEFL and IBT. High-stake standardized tests play a crucial and decisive role in determining the future academic life of many people or students. Appropriate interpretation and use of test scores depend on the extent to which items measuring a particular skill (here speaking) can meet the criteria to examine the intended construct. Speaking, amongst the other four skills, has a central place in assessing general proficiency of the students (Zahedi & Shamsae 2012). Hence, they don't need to memorize the things they will speak. They could express unto themselves their ideas on the topic because topics are based on their level of learning and are based on their experiences. They will explore more on the topics given through giving detailed examples in support to their answers. Understanding the learners' self-assessment and self-feedback on performance from a foreign language speaking test, the learners' were guided to listen, transcribe and analyse their own speaking samples, as well as propose future actions for improvement. Content of learners' self-feedback was scrutinized. The learners' self-feedback was far reaching and multifaceted. Through self-feedback, learners' identified discrepancies, answered feed up, feedback and feed

forward questions, and inspected performance at task, process, self-regulation and self-levels. Much of the feedback involved reflections on past learning history, other areas of learning, deviation of performance from preparation and learner personality traits. The self-feedback went largely beyond most teachers' feedback capacity and bore great potential for learning and instruction. In particular, contrary to theoretical presumptions, self-level feedback seemed quite enlightening. Whether the observed quality self-feedback could actually help learners improve their performance, however, was not clear. It was suggested that some teachers' time and effort be directed to the endeavor of facilitating learners' self-assessment and self-feedback. Learners' self-feedback capability should also be explored further in the development of relevant pedagogies and theories (Huang2016). This really improves the speaking capacity and level of the students. They are being criticized for better improvement on their speaking test. Through those feedbacks, they can learn. Moreover, they are trying to give their opinion to the best they can because they are aware of what they are saying; they underwent a thorough research on the possible topics being asked on their speaking test. They determine the appropriate answer as basis of their speaking, giving emphasis on their decisions and opinions on issues. They developed ideas in speaking for them to prove their efficiency in their speaking abilities (Jamieson, Wang & Church2013). Besides, the respondents are taking notes during the instructions of their speaking test and modules which can help them give details to their speaking examinations as support to what they are saying. Note taking for them is listing down those important ideas on the topic being covered or discussed in preparation for their speaking examinations. There are several reasons why having a considered and consistent system for taking notes in consecutive interpretation is useful. This is helpful in remembering the details of the idea you want to convey as support to your speaking. Note taking is examining the workings of the whole idea, looking for a big picture, expressions, structures and framework of the idea. It is the interpretation or a representation of the skeletal structure of speech. The original speech is a group of ideas in a certain order. It is not arbitrary muddle of unrelated ideas. It is logically, chronologically or relatively conveyed by importance. Your notes become the visual representation of your analysis in your speaking (Gillies, 2014). Additionally, the respondents are also familiar with the grammar they use and the correct choice of words in speaking, particularly on their punctuations and intonations. This improves them a lot in their speaking test. They also give emphasis on clarification of things not understood by them. There has been

extensive literature on the teaching of grammar, punctuation and vocabulary of English as a foreign language (EFL). However, a comprehensive analysis on the teaching of EFL vocabulary, grammar, punctuation and correct structure of English has been a rare endeavor.(Cahyono&Widiati, 2015).

On the IELTS module of General English Language in the listening test, it revealed that the module given to them during their listening test is effective, they read the questions carefully, analyze it well prior to their listening test. They are being guided properly on what to do. English language proficiency tests are designed to assess the high-level listening skills required for academic purposes have a surprisingly long history, but recent developments in English language testing indicate a resurgence of interest in assessing academic literacy and aural/oral skills, including the listening skills needed in an academic context. Good quality assessment requires a theoretically-grounded and empirically oriented approach that accounts for both internal cognitive processing factors and external contextual factors relating to the setting and demands of academically oriented tasks. Approaches to testing listening for academic purposes, showing how these reflected prevailing views of language knowledge and use. A socio-cognitive framework is used to analyse the nature of high-level listening ability in a study context, exploring how a construct of academic listening might be defined and how this can be operationalised in the form of valid, reliable and useful proficiency measures. The complex interplay of cognitive, context and scoring validity parameters that presents theoretical and practical challenges for test designers and producers. Considerations and constraints associated with the opportunities offered by modern technology, and the implications of these for academic listening test design and format are also addressed.(Taylor &Geranpayeh2011). On the other hand, students predict about the topic based on the lessons discussed with them. They try to predict the type of information in the question gaps. This is one way of improving their listening skills. The relationship between recognition of high frequency words from speech and second language (L2) listening comprehension of Englishinterrogates the extent to which the ability to recognise words from speech contributes to the prediction of L2 listening comprehension scores. The ability to recognise high frequency words from speech is predictive of the aural modality specific word knowledge indicative of successful L2 listening comprehension.(Matthews & Cheng2015). Additionally, students are careful on the spelling of the words they answer based on

what is heard and based on the structure of their ability in listening, they always write their answer. Their style in listening is when they cannot understand, they will move to the other question for them to cope with the requirements in listening. Listening is critically important for personal, academic and professional skills to success. Yet it is an area of English development that is very challenging. School and college students have to listen throughout the day because instruction is still largely conducted in the aural and oral mode of the students. Learners frequently listen to teachers' learners instructions and participate in show and tell sessions. Students continue to find listening critical for their academic learning. Academic listening involves learning through listening of lectures. Even in technology enabled learning context where students watch video recordings of lectures and other kinds of instructions, listening is still the key to their comprehension of learning. Students also frequently learn by listening to one another in teacher class discussion. Individual still needs to hone their ability to listen.(Goh,&Aryadoust2016).

Nevertheless, the IELTS module in writing test shows that it is effective among the students since, they manage their time properly and they can write to the best of their ability based on the topics given to them. They read the questions properly and follow what the questions are all about. However; there are instances where they cannot write what they want to express because of lack of knowledge and vocabularies. Writing is a demanding activity especially for learners of a second / foreign language and yet it is a skill that they have to master in order to do well in content courses especially at the tertiary level of education. Students' writing performance is related to anxiety especially when students do not know what to write and what to do. What is uncertain is the cause or the consequence of poor writing performance is their lack of writing skills. (Daud, Daud&Kassim2016).Infact, students do the brainstorming before their writing process. They have to identify what they are going to write. Through brainstorming, they could develop their good idea that resulted to their good writing performance. They could be able to write a topic based on the questions posited. Consequently, they can present clearly their opinion based on the criteria being set up for the requirements of IELTS. This study provides a detailed insight into the changing writing demands from the students in the General English Language as the demands of the writing component of IELTS, which is increasingly used for their exit level.(Knoch et. al. 2016). Hence, students could be able

to organise ideas into paragraphs and be able to explain where the information and what it shows. After formulating their ideas in writing, they have to check their spelling and their grammar as part of their writing.

On the other hand, IELTS module in reading test shows very effective as based on the result of the data in the study. They can adjust and know the different question types in the examination because they are being taught on the basis of IELTS requirements in reading. Cognitive reading strategies and reading motivation play a significant role in enhancing reading comprehension. In an attempt to prove the foregoing claim in a context where there is no strong culture for reading, reading strategies, reading motivation, and reading comprehension performance. To ascertain the level of awareness and use of reading strategies of the respondents when they read English academic texts, their level of motivation and reading interests, and their overall reading performance. (Meniado2016). Similarly, they manage their time properly in reading with proper dictions, proper punctuations and proper way of reading. Vocabulary training on reading fluency and comprehension of adult English as Second Language(ESL) tertiary-bound students are the vocabulary training (bottom-up reading) and vocabulary training in context (top-down reading). This examines the effectiveness of students' reading fluency and comprehension(Oliver & Young2016). Additionally, the students know how to predict the content from title and opening sentences of what they are reading. They do not waste their time to the words unfamiliar to them but have techniques to do to understand what they are reading; it is through context clues. Context clues could really help the students in their reading comprehension level in IELTS.

Direct vocabulary instruction is critical component of reading instruction. Although most students need to continue building their vocabulary knowledge, students with reading difficulties are at the greatest risk of falling further behind each year in vocabulary and concept knowledge without effective instruction. Direct vocabulary instruction available for students with reading difficulties during core classroom reading instruction and supplemental reading interventionsfocus on word definitions and providing examples of word meaning. Thus, students with reading difficulties had limited opportunities through core reading instruction and supplemental reading interventions to receive effective vocabulary instruction (Wanzek 2014). Students also are aware on the importance of identifying words through synonyms,antonyms, homonyms and etc. They are doing their very best to apply the principles of comprehension in

reading among them. They are confident enough that their levels of learning in reading explore more in their reading test modules. One principle of Extensive Reading (ER) have pointed out is that ER should be oriented to help students to be self-motivated readers by giving them freedom to choose reading

materials that would interest them. ER is incorporated into curriculum where the intent of ER is to have students read more in order to increase their exposure to English vocabulary, sentence structures and cultural insights which in turn will develop their academic skills. As an instructor of ER in that context, the ER class could be a source of language development through Guided Extensive Reading (GER). (Lestari & Yusra 2016).

IELTS module in the General English Language under the International Foundation Program was implemented based on the needs of the students. This is to enhance their level of learning to attain what is required for them in the entry and exit level of IELTS in their General English Language. The International English Language Testing System (IELTS) is widely accepted as a reliable means of assessing whether candidates are ready to study or train in the medium of the English language. It consists of four key parts: reading, speaking, listening and writing. (Yen & Kuzma 2009).

Conclusions

1. The IELTS module being used among the General English Language under the International Foundation Programme is effective in terms of Speaking, Listening, Writing and Reading as shown in the result of the study. Most of them got a 4.5 to 5.0 IELTS band score which is a requirement from their level programme before moving to the next entry level.

Recommendations

1. Since the IELTS module used in the General English Language under the International Foundation Programme is effective among the students, the college must increase its IELTS level of entry to the students. This is one way of improving their IELTS skills.

2. A thorough study must be conducted on IELTS module among the students, i.e. identifying the IELTS level of entry among the students, explore materials for IELTS modules and exams that are based on the needs of the students; thus, helping the students to enhance more their learning process in their IELTS entry.

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