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Analysis of the impact of TAP (Target - Amelioration Programme) on IELTS scores

Shruti Marwaha

Abstract

The research was conducted in Chandigarh. The sample consisted of 60 students divided into two groups, between 18-26 years of age. All the subjects were at least the second time IELTS test takers. The first group included 30 IELTS Candidates re-taking the test without undergoing any Targeted scheme-work/professional training. The second group included 30 such candidates who were given Targeted scheme-work and Professional training before re-appearing in the IELTS Test. The scheme-work was prepared for a specified period of 34 days (excluding Sundays/off days). The research was carried out primarily to assess the amelioration in the Result/scores of candidate who were given Targeted scheme-work and professional training before re-appearing in the IELTS Test. It was reported that the subjects in Group 2 had scored significantly higher band-scores in the Test 2 after completing the 34-day Targeted scheme-work and Professional training successfully, before re-appearing in the IELTS Test. It becomes lucid that knowledge, professional guidance, motivation and logical tips/methods/techniques along with practice are important to achieve success and to get the desired results.

Keywords: IELTS -International English Language Testing System, Targeted scheme-work, Professional training

1. Introduction

IELTS -International English Language Testing System. It is an English language proficiency test which measures the ability of test-takers to communicate in the four basic language skills: listening, reading, writing, and speaking. The IELTS is managed by three institutions: the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL). There are two versions of the test – IELTS Academic and IELTS General Training. The Academic IELTS exam is generally used to determine whether candidates are qualified to enroll in undergraduate and graduate academic programs where English is the medium of instruction. The General IELTS exam focuses on basic survival skills in social and educational contexts. It is generally requested for candidates applying for immigration, working in certain professions, or studying at a non-degree level. All Candidates are tested in listening, reading, writing and speaking. IELTS is accepted by over 9,000 organisations worldwide, including schools, universities, employers, immigration authorities and professional bodies IELTS is the most widely accepted English language test that uses a one-on-one speaking test to assess English communication skills. This means that you are assessed by having a real-life conversation with a real person. This is the most effective and natural way of testing your English conversation skills. IELTS is internationally focused in its content. IELTS is designed to assess English language skills across a wide range of levels. Results are reported as band scores on a scale from 1 (the lowest) to 9 (the highest).

The English Language Testing Service (ELTS), as it was then known, made its first appearance in 1980 when it replaced the English Proficiency Test Battery (EPTB), a traditional largely multiple choice test battery that had been used by the British Council in its overseas student recruitment operation since the mid-1960s for the purpose of screening international applicants to universities and colleges in the UK. The new test had an innovative format that reflected changes in language learning and teaching theory and developments in language testing. In particular, the ELTS was influenced by the growth in 'communicative' language learning and 'English for specific purposes'. Test tasks were based on an analysis of the ways in which language was used in academic contexts and were intended to reflect the use of language in the 'real world' ELTS continued in the form outlined above until 1989.

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During the 1980s the test numbers were quite low (4,000 in 1981 rising to 10,000 by 1985), and it was clear that there were practical difficulties with the administration of the test, relating to the number of test items and the time taken to complete the test; there were also powerful reasons for change on the grounds of test redundancy. In 1987 British Council and UCLES EFL (now known as Cambridge English Language Assessment) commissioned Edinburgh University to conduct a validation study (see Criper and Davies, 1988; Hughes, Porter and Weir, 1988) ^[9, 16, 23]. Following this report the ELTS Revision Project, under the academic direction of Professor Charles Alderson of Lancaster University, was set up to oversee the design and construction of the revised test (Alderson and Clapham, 1993) ^[2]. There was consensus to broaden the international participation in the revision project and in response to this the International Development Program of Australian Universities and Colleges (IDP), now known as IDP Education Australia, joined British Council and UCLES to form an international partnership, reflected in the new name for the test: The International English Language Testing System (IELTS). The immediate outcome of this partnership was the secondment of an Australian academic, Professor David Ingram of Griffith University, to the revision project. The recommendations of the revision team to simplify and shorten ELTS were accepted and a compromise was sought "between practicality and maximum predictive power". The number of subject-specific modules was reduced from six to three and the Non-Academic test was replaced by the General Module. IELTS first became operational in 1989 (Clapham and Alderson, 1997) ^[8]. From 1989 IELTS candidates took two non-specialised modules, Listening and Speaking, and two specialised modules, Reading and Writing. The non-specialised modules tested general English while the specialised modules were intended to test skills in particular areas suited to a candidate's chosen course of study. Specialised reading and writing modules (incorporating a direct link between the reading and writing activities) were available in three discipline fields which linked together related fields that had previously been separate modules in the

ELTS battery. In keeping with the commitment of the IELTS partners to respond to developments in applied linguistics, measurement theory and teaching practice, further modifications to the test were implemented in April 1995. In addition to a number of modifications to improve security and administration, there were three areas of significant change. The field-specific Reading and Writing Modules A, B and C were replaced with ONE Academic Reading Module and ONE Academic Writing Module. Details of the research behind this change to the test design can be found in Clapham (1996) ^[7] who concluded that the different subject modules did not appear justified in terms of accessibility to specialists. In addition, the thematic link between the reading and writing activities was also removed to avoid confusing the assessment of reading ability with that of writing ability. General Training Reading and Writing Modules were brought into line with the Academic Reading and Writing Modules in terms of timing allocation, length of written responses and reporting of scores. The difference between the Academic and General Training Modules is in terms of the content, context and purpose for testing rather than the scales of ability. The current test retains many of the features of the 1980 ELTS including the emphasis on the comprehension of extended text in the receptive papers (Reading and Listening), and the direct testing of performance through a face-to-face Speaking test and the use of the essay and report formats in the Writing test. Other innovations such as the links of theme and content between papers and the experiment with subject specific modules have proved less successful and have not survived into the current incarnation. However, the distinction between academic and vocational purposes has stood the test of time and is still reflected in the choice of Academic and General Training modules.

Test format

The Listening, Reading and Writing tests must be completed on the same day. There are no breaks between these three tests. The Speaking test may be taken up to seven days before or after the other three tests.

Table 1: Listening Module

| Module | Listening |
|-----------------|---|
| Time | Approximately 30 minutes (plus 10 minutes' transfer time). |
| Questions | There are 40 questions. A variety of question types are used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, Table completion, flow-chart completion, summary completion, sentence completion, short-answer questions. |
| Test Parts | There are 4 sections |
| Section 1 | conversation between two people set in an everyday social context |
| Section 2 | monologue set in an everyday social context |
| Section 3 | conversation between up to four people set in an educational or training context |
| Section 4 | monologue on an academic subject |
| Skills assessed | A wide range of listening skills are assessed, including understanding of main ideas, listening for specific information e.g. Dates, place names, understanding gist, understanding speaker attitude/opinion, understanding of specific factual information, recognising opinions, attitudes and purpose of a speaker |
| Marking | Each correct answer receives 1 mark. Scores out of 40 are converted to the IELTS 9-band scale. Scores are reported in whole and half bands. |

Table 2: Reading Module

| Module | Reading |
|-----------------|--|
| Time | 60 minutes (no extra transfer time). |
| Questions | There are 40 questions. A variety of question types are used, Texts are taken from books, magazines, journals and newspapers. Question types include multiple choice, identifying information (True/False/Not Given), identifying a writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions, finding detailed information, to identify attitudes and views, complete a diagram |
| Test Parts | <p>There are 3 sections. The total text length is 2,150-2,750 words.</p> <p>Academic Reading Each section contains one long text. Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. Texts are appropriate to, and accessible to, test takers entering undergraduate or postgraduate courses or seeking professional registration. Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms, then a simple glossary is provided.</p> <p>General Training Reading</p> <p>Section 1 contains two or three short factual texts, one of which may be composite (consisting of 6-8 short texts related by topic, e.g. hotel advertisements). Topics are relevant to everyday life in an English-speaking country.</p> <p>Section 2 contains two short factual texts focusing on work related issues (e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training).</p> <p>Section 3 contains one longer, more complex text on a topic of general interest.</p> <p>Texts are authentic and are taken from notices, advertisements, company handbooks, official documents, books, magazines and newspapers.</p> |
| Skills assessed | A wide range of reading skills are assessed, including reading for gist, reading for main ideas, reading for detail, understanding inferences and implied meaning, recognising writer's opinions, attitudes and purpose following the development of an argument. |
| Marking | Each correct answer receives 1 mark. Scores out of 40 are converted to the IELTS 9-band scale. Scores are reported in whole and half bands. |

Table 3: Writing Module

| Module | Writing |
|-----------------|---|
| Timing | 60 minutes |
| Tasks | <p>There are 2 tasks.</p> <p>Candidates are required to write at least 150 words for Task 1 and at least 250 words for Task 2.</p> <p>Academic Writing</p> <p>In Task 1, Candidates are presented with a graph, table, chart or diagram and are asked to describe, summarise or explain the information in your own words. They may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.</p> <p>In Task 2, Candidates are asked to write an essay in response to a point of view, argument or problem. The issues raised are of general interest to, suitable for and easily understood by test takers entering undergraduate or postgraduate studies or seeking professional registration.</p> <p>General Training Writing</p> <p>In Task 1, Candidates are presented with a situation and are asked to write a letter requesting information or explaining the situation. The letter may be personal or semi-formal/neutral in style.</p> <p>In Task 2, Candidates are asked to write an essay in response to a point of view, argument or problem. Topics are of general interest.</p> |
| Skills assessed | <p>In both tasks, Candidates are assessed on their ability to write a response which is appropriate in terms of content, the organisation of ideas, the accuracy and range of vocabulary and grammar.</p> <p>Academic Writing</p> <p>In Task 1, depending on the task type, Candidates are assessed on ability to organise, present and possibly compare data; to describe the stages of a process or procedure; to describe an object or event or sequence of events; to explain how something works.</p> <p>In Task 2, depending on the task type, Candidates are assessed on ability to present a solution to a problem; to present and justify an opinion; to compare and contrast evidence, opinions and implications; to evaluate and challenge ideas, evidence or an argument.</p> <p>General Training Writing</p> <p>In Task 1, depending on the task type, Candidates are assessed on ability to engage in personal correspondence in order to: elicit and provide general factual information; express needs, wants, likes and dislikes; express opinions (views, complaints etc.).</p> <p>In Task 2, Candidates are assessed on ability to provide general factual information; to outline a problem and present a solution; to present and possibly justify an opinion; to evaluate and challenge ideas, evidence or an argument.</p> |
| Marking | Candidates are assessed on your performance on each task by certificated IELTS examiners according to the IELTS Writing test assessment criteria (Task Achievement/Response, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy). |

Table 4: Speaking Module

| | |
|------------------------|---|
| Module | Speaking (Face to face interview between one candidate and one examiner) |
| Time | 10 – 25 minutes |
| Test Parts | Part 1 Introduction and interview The examiner introduces him/herself and asks you to introduce yourself and confirm your identity. |
| | Part 2: Instant questions The examiner asks you general questions on familiar topics, e.g. home, family, work, studies and interests. |
| | Part 3: Cue Card The examiner gives you a task card which asks you to talk about a particular topic and which includes points you can cover in your talk. You are given 1 minute to prepare your talk, and are given a pencil and paper to make notes. You talk for 1-2 minutes on the topic. The examiner may then ask you one or two questions on the same topic. |
| | Part 4 Two-way discussion The examiner asks further questions which are connected to the topic of Part 3. These questions give you an opportunity to discuss more abstract issues and ideas. |
| Skills assessed | A wide range of speaking skills are assessed, including the ability to communicate opinions and information on everyday topics and common experiences and situations by answering a range of questions, the ability to speak at length on a given topic using appropriate language and organising ideas coherently, the ability to express and justify opinions and to analyse, discuss and speculate about issues. |
| Marking | Candidates are assessed on your performance throughout the test by certificated IELTS examiners according to the IELTS. Speaking test assessment criteria (Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, Pronunciation) |

Method

The research was conducted in Chandigarh. The sample consisted of 60 students divided into two groups, between 18-26 years of age. All the subjects were at least the second time IELTS test takers (Academic Module). The first group included 30 IELTS Candidates re-taking the test without undergoing any Targeted scheme-work/professional training. The second group included 30 such candidates who were given Targeted scheme-work and professional training before re-appearing in the IELTS Test. The scheme-work was prepared for a specified period of 34 days (excluding Sundays/off days). The subjects in Group 1 were targeted through personal/students’ contacts and at IELTS Test Centres in

Chandigarh; while the subjects in Group 2 were the students of the Investigator. Purposively, only those students were selected for the study that had chosen to re-take the IELTS. The results of Test 1 of each candidate were compared with Test 2. The purpose of the research was clearly explained to the Subjects in Group 2 and they were motivated to abide by the guidelines as told. The research was carried out primarily to assess the amelioration in the Result/scores of candidate who were given Targeted scheme-work and professional training before re-appearing in the IELTS Test.

Participants

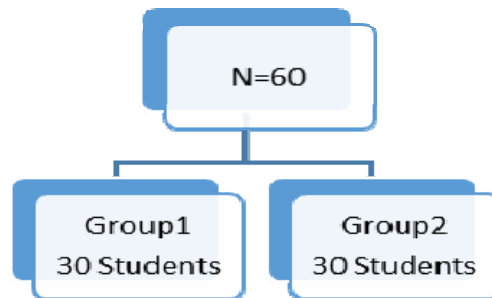


Fig 1: Sample selection

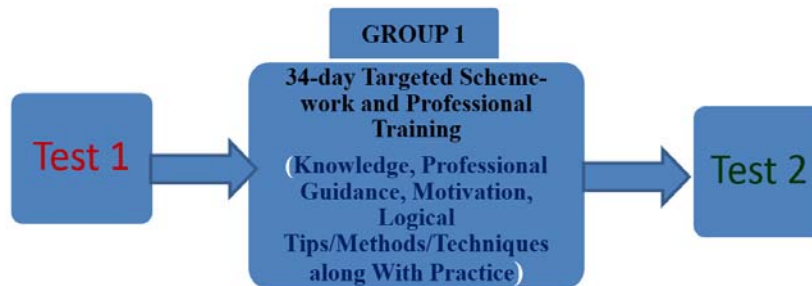


Fig 2: Group 1 (Imparted 34-day Targeted Scheme-work and Professional Training before Test 2)



Fig 3: Group 2 (control group)

Statistical Analysis

Once the data was obtained, it was coded, tabulated and analyzed, keeping in mind the objectives of the study. Appropriate statistical tools were used to draw meaningful

inferences. The statistical tools used in the present study are given in Table 1

Table 5: Statistical tools used for analysis of data

| S. No. | Statistical tools | Formula | Purpose |
|--------|------------------------------|---|---|
| 1. | Mean (x) | $X = \Sigma X / N$ where, X = Variable N = No. of sample | To find out the average scores of variable used in the study. |
| 2. | Standard Deviation (S.D.) | $\sigma = \sqrt{\Sigma x^2 / N}$ Where X = Deviation from actual mean X = mean. X = variable. N = number of samples. | To find out deviation from the man scores of the variables. |
| 3. | Standard error of mean (S.E) | $S.E = \sigma / n$ Where σ = S.D. n = number of observations | To find out the degree to which the mean is affected by the error of measurement and sampling. |
| 4. | 't' test | $t = \frac{(x_1 - x_2) / S}{\sqrt{n_1 n_2 / (n_1 + n_2)}}$ where x1 = mean of 1 st sample x2 = mean of second sample S = combine S.D. n1 = number of observations in 1 st sample. n2 = number of observations in 2 nd sample | To compare the average score of any two groups or to find out whether the mean of the two samples vary significantly from each other. |

Results and Discussion

Table 6: Results of Test 1 and Test 2 of Group 1

| S No | Group1 Test 1 | | | | | Group1 Test 2 | | | | |
|------|---------------|-----|-----|-----|-----|---------------|-----|-----|-----|-----|
| | L | R | W | S | T | L | R | W | S | T |
| 1 | 7 | 5.5 | 6 | 5.5 | 6 | 7 | 5.5 | 6 | 5.5 | 6 |
| 2 | 6.5 | 4.5 | 5.5 | 7 | 6 | 6.5 | 4.5 | 5.5 | 7 | 6 |
| 3 | 6.5 | 4.5 | 4.5 | 6.5 | 5.5 | 6.5 | 4.5 | 4.5 | 6.5 | 5.5 |
| 4 | 6 | 5 | 4.5 | 6.5 | 5.5 | 6 | 5 | 4.5 | 6.5 | 5.5 |
| 5 | 6 | 4.5 | 5 | 6 | 5.5 | 6 | 4.5 | 5 | 6 | 5.5 |
| 6 | 6 | 4.5 | 4.5 | 6 | 5 | 6 | 4.5 | 4.5 | 6 | 5 |
| 7 | 5 | 4.5 | 4.5 | 6 | 5 | 5 | 4.5 | 4.5 | 6 | 5 |
| 8 | 5.5 | 4.5 | 4.5 | 5 | 5 | 5.5 | 4.5 | 4.5 | 5.5 | 5 |
| 9 | 5.5 | 4 | 4.5 | 5.5 | 5 | 5.5 | 4 | 4.5 | 6 | 5 |
| 10 | 7 | 5 | 5 | 5.5 | 5.5 | 7 | 5 | 5 | 6 | 5.5 |
| 11 | 6.5 | 5 | 6.5 | 6 | 6 | 6.5 | 5 | 6.5 | 6 | 6 |
| 12 | 6.5 | 5.5 | 6 | 6.5 | 6 | 6.5 | 5.5 | 6 | 6.5 | 6 |
| 13 | 6 | 4.5 | 6 | 6.5 | 5.5 | 6 | 4.5 | 6 | 6.5 | 5.5 |
| 14 | 6 | 4.5 | 6 | 6 | 5.5 | 6 | 4.5 | 6 | 6 | 5.5 |
| 15 | 6 | 5 | 5 | 6 | 5.5 | 6 | 5 | 5 | 6 | 5.5 |
| 16 | 5 | 4.5 | 5.5 | 6 | 5 | 5 | 4.5 | 5.5 | 6 | 5 |
| 17 | 5.5 | 4.5 | 5.5 | 5 | 5 | 5.5 | 4.5 | 5.5 | 5 | 5 |
| 18 | 5.5 | 4.5 | 4.5 | 5.5 | 5 | 5.5 | 4.5 | 4.5 | 5.5 | 5 |
| 19 | 7.5 | 4.5 | 4.5 | 5.5 | 5.5 | 7.5 | 4.5 | 4.5 | 5.5 | 5.5 |
| 20 | 6 | 4 | 4.5 | 6.5 | 5 | 6 | 4 | 4.5 | 6.5 | 5 |
| 21 | 4.5 | 5 | 4.5 | 6 | 5 | 7 | 5 | 4.5 | 6 | 5.5 |
| 22 | 4.5 | 5 | 4 | 5 | 4.5 | 6 | 5 | 4 | 5 | 5 |
| 23 | 4.5 | 3 | 5 | 5 | 4.5 | 4.5 | 3 | 5 | 5 | 4.5 |
| 24 | 5 | 3.5 | 5 | 6 | 5 | 7 | 4 | 5 | 6 | 5.5 |
| 25 | 5.5 | 3.5 | 6 | 6 | 5 | 8 | 4.5 | 6 | 6 | 6 |
| 26 | 5 | 3 | 4 | 5 | 4 | 5 | 5.5 | 6 | 6 | 5.5 |
| 27 | 5.5 | 3 | 6 | 5 | 5 | 6 | 3 | 6 | 5 | 5 |
| 28 | 5 | 3.5 | 4.5 | 5 | 4.5 | 7 | 3.5 | 5 | 6 | 5.5 |
| 29 | 5 | 3 | 5.5 | 5 | 4.5 | 6 | 3 | 5.5 | 5 | 5 |
| 30 | 5.5 | 3 | 5.5 | 5 | 4.5 | 6 | 3 | 5.5 | 6 | 5 |

Table 7: Results of Test 1 and Test 2 of Group 2

| S No | Group2 Test 1 | | | | | Group2 Test 2 | | | | |
|------|---------------|-----|-----|-----|-----|---------------|-----|-----|-----|-----|
| | L | R | W | S | T | L | R | W | S | T |
| 1 | 7 | 5 | 4.5 | 5.5 | 5.5 | 9 | 5.5 | 5.5 | 6 | 6.5 |
| 2 | 7 | 4.5 | 4.5 | 6 | 5.5 | 9 | 6 | 6 | 6 | 6.5 |
| 3 | 6.5 | 4.5 | 4.5 | 6.5 | 5.5 | 8.5 | 6.5 | 6.5 | 6 | 7 |
| 4 | 6 | 6 | 4.5 | 6.5 | 5.5 | 8.5 | 6.5 | 6.5 | 6.5 | 7 |
| 5 | 6 | 4.5 | 5 | 6 | 5.5 | 8 | 6 | 6 | 6 | 6.5 |
| 6 | 6 | 5 | 4.5 | 5.5 | 5 | 8 | 5.5 | 5.5 | 6 | 6 |
| 7 | 5 | 5 | 4.5 | 6 | 5 | 8.5 | 6 | 6 | 7 | 7 |
| 8 | 5.5 | 4.5 | 4.5 | 6 | 5 | 8 | 6 | 6 | 7 | 6.5 |
| 9 | 6 | 4 | 4.5 | 6 | 5 | 8 | 6 | 6 | 7.5 | 7 |
| 10 | 7 | 5 | 5 | 6 | 5.5 | 7.5 | 6 | 6 | 7.5 | 6.5 |
| 11 | 6.5 | 4.5 | 6.5 | 6 | 6 | 7 | 6 | 6 | 6 | 6 |
| 12 | 6.5 | 5.5 | 6 | 6.5 | 6 | 7 | 6.5 | 6 | 6.5 | 6.5 |
| 13 | 6 | 4.5 | 6 | 6.5 | 5.5 | 6.5 | 6.5 | 7 | 6.5 | 6.5 |
| 14 | 6 | 4.5 | 6 | 6.5 | 5.5 | 6.5 | 6.5 | 7.5 | 8 | 7 |
| 15 | 6 | 5 | 4.5 | 6 | 5.5 | 6 | 6 | 7 | 8 | 6.5 |
| 16 | 5 | 5 | 5.5 | 6 | 5.5 | 6.5 | 6 | 7.5 | 7.5 | 7 |
| 17 | 5.5 | 5 | 5.5 | 5 | 5 | 6.5 | 7.5 | 8 | 7.5 | 7.5 |
| 18 | 5.5 | 3 | 4.5 | 5.5 | 4.5 | 6 | 7.5 | 6.5 | 8 | 7 |
| 19 | 7.5 | 5.5 | 4.5 | 5.5 | 5.5 | 7.5 | 7 | 7 | 8 | 7.5 |
| 20 | 5.5 | 5 | 4.5 | 6.5 | 5.5 | 7 | 7 | 6.5 | 7.5 | 7 |
| 21 | 5 | 5 | 4.5 | 7 | 5.5 | 7 | 7 | 7 | 8 | 7 |
| 22 | 5.5 | 5 | 3 | 6 | 5 | 6.5 | 6 | 6 | 8 | 6.5 |
| 23 | 5 | 3 | 5 | 5 | 4.5 | 6.5 | 5 | 5 | 8 | 6 |
| 24 | 5 | 5.5 | 5 | 6 | 5.5 | 6 | 6 | 6 | 7 | 6 |
| 25 | 5.5 | 5 | 6 | 6.5 | 5.5 | 6.5 | 6.5 | 6.5 | 8 | 7 |
| 26 | 5 | 5 | 6 | 6 | 5.5 | 6.5 | 6 | 6 | 7 | 6.5 |
| 27 | 5.5 | 5 | 6 | 6.5 | 5.5 | 6 | 6.5 | 7 | 6 | 6.5 |
| 28 | 5 | 5 | 5 | 5 | 5 | 7.5 | 5 | 7.5 | 6.5 | 6.5 |
| 29 | 6 | 5.5 | 5.5 | 6.5 | 6 | 6.5 | 6.5 | 7.5 | 6.5 | 6.5 |
| 30 | 6 | 5.5 | 5.5 | 6.5 | 6 | 7.5 | 6.5 | 7 | 7.5 | 7 |

Table 8: Mean, Standard deviation, standard error and t-values for IELTS Band Scores of Test-1 and Test-2 of Group 1

| S No | Module | Test | Mean | SD | SEM | t-value | p-value | Level of Significance |
|------|-----------|--------|-------|-------|-------|---------|---------|-----------------------|
| 1 | Listening | Test-1 | 5.717 | 0.773 | 0.141 | 2.0683 | 0.0431 | NS |
| | | Test-2 | 6.133 | 0.787 | 0.144 | | | |
| 2 | Reading | Test-1 | 4.283 | 0.762 | 0.139 | 0.696 | 0.488 | NS |
| | | Test-2 | 4.417 | 0.720 | 0.131 | | | |
| 3 | Writing | Test-1 | 5.083 | 0.696 | 0.127 | 0.4712 | 0.6392 | NS |
| | | Test-2 | 5.167 | 0.674 | 0.123 | | | |
| 4 | Speaking | Test-1 | 5.733 | 0.598 | 0.109 | 1.0368 | 3.041 | NS |
| | | Test-2 | 5.883 | 0.520 | 0.095 | | | |
| 5 | Over-all | Test-1 | 5.15 | 0.511 | 0.93 | 1.6924 | <0.001 | S |
| | | Test-2 | 5.35 | 0.397 | 0.073 | | | |

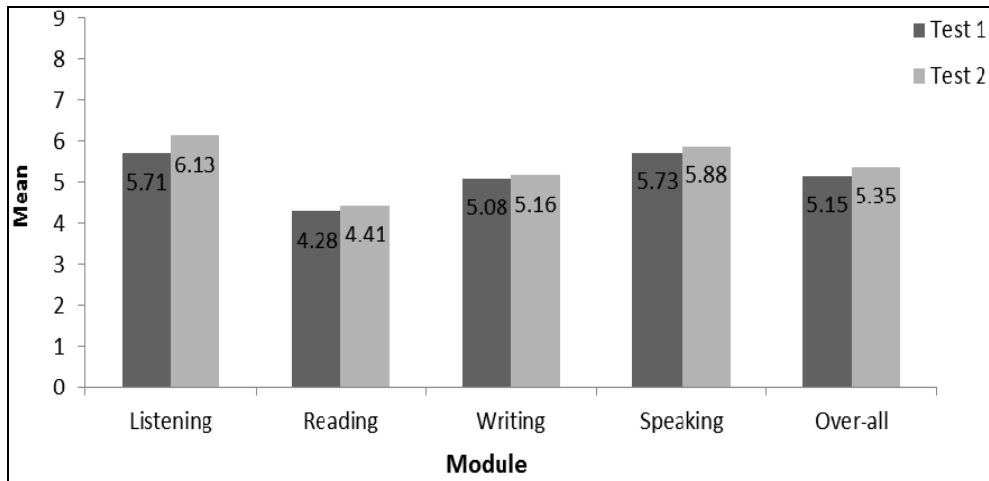


Fig 4: Difference in Mean of Group 1 between Test 1 and Test 2

It was reported that although the subjects in Group 1 had scored higher band-scores in Test 2 but the improvement seemed to be insignificant. There was no significant change

notified in the individual modules whereas significant difference could be traced out in case of over-all results.

Table 9: Mean, Standard deviation, standard error and t-values for IELTS Band Scores of Test-1 and Test-2 of Group 2

| S No | Module | Test | Mean | SD | SEM | t-value | p-value | Level of Significance |
|------|-----------|--------|-------|-------|-------|---------|---------|-----------------------|
| 1 | Listening | Test-1 | 5.850 | 0.697 | 0.127 | 6.3864 | <0.0001 | HS |
| | | Test-2 | 7.200 | 0.925 | 0.169 | | | |
| 2 | Reading | Test-1 | 4.833 | 0.648 | 0.118 | 8.8010 | <0.0001 | HS |
| | | Test-2 | 6.250 | 0.598 | 0.109 | | | |
| 3 | Writing | Test-1 | 5.033 | 0.754 | 0.138 | 9.6558 | <0.0001 | HS |
| | | Test-2 | 6.483 | 0.713 | 0.130 | | | |
| 4 | Speaking | Test-1 | 6.033 | 0.507 | 0.093 | 5.98 | <0.0001 | HS |
| | | Test-2 | 7.050 | 0.781 | 0.143 | | | |
| 5 | Over-all | Test-1 | 5.383 | 0.387 | 0.071 | 4.77 | <0.0001 | HS |
| | | Test-2 | 6.68 | 1.200 | 0.219 | | | |

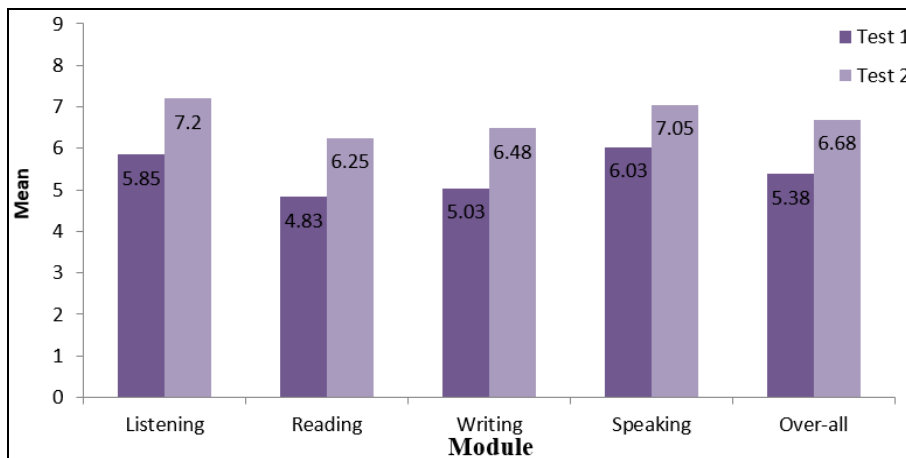


Fig 5: Difference in Mean of Group-2 between Test 1 and Test 2

It was reported that the subjects in Group 2 had scored significantly higher band-scores in all the four modules; Listening, Reading, Writing and Speaking, as well as the

overall Score in the Test 2 after completing the 34-day Targeted scheme-work and Professional training successfully, before re-appearing in the IELTS Test.

Table 10: Mean difference, Standard deviation difference, standard error difference and t-values for IELTS Band Scores of Group 1 and Group 2 between their Test-1 and Test-2

| S No | Module | Group | Test-1 | Test-2 | Difference in Mean | Difference in SD | Difference in SEM | t-value | p-value | LOS |
|------|-----------|---------|--------|--------|--------------------|------------------|-------------------|---------|---------|-----|
| 1 | Listening | Group-1 | 5.717 | 6.133 | 0.416 | 0.810 | 0.148 | 3.94 | 0.0002 | S |
| | | Group-2 | 5.850 | 7.200 | 1.35 | 0.887 | 0.162 | | | |
| 2 | Reading | Group-1 | 4.283 | 4.417 | 0.134 | 0.49 | 0.831 | 7.28 | <0.0001 | HS |
| | | Group-2 | 4.833 | 6.250 | 1.41 | 0.089 | 0.152 | | | |
| 3 | Writing | Group-1 | 5.083 | 5.167 | 0.084 | 0.373 | 0.068 | 8.55 | <0.0001 | HS |
| | | Group-2 | 5.033 | 6.483 | 1.45 | 0.815 | 0.149 | | | |
| 4 | Speaking | Group-1 | 5.733 | 5.883 | 0.15 | 0.326 | 0.059 | 5.28 | <0.0001 | HS |
| | | Group-2 | 6.033 | 7.050 | 1.017 | 0.874 | 0.160 | | | |
| 5 | Over-all | Group-1 | 5.15 | 5.35 | 0.2 | 0.379 | 0.068 | 8.94 | <0.0001 | HS |
| | | Group-2 | 5.383 | 6.683 | 1.3 | 0.566 | 0.103 | | | |

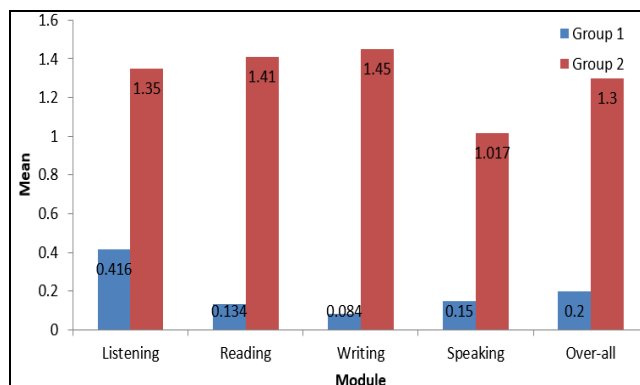


Fig 6: Difference in the Mean Difference of Group-1 and 2 between their Test 1 and 2

It was reported that the Mean Difference of Group2 between Tests 1 and 2 was significantly higher than that of Group1 between Tests 1 and 2. The difference in the mean was significant in Listening Module, and it was found statically highly significant in Reading, Writing and Speaking, as well as the overall Score, in case of Group 2

Conclusion

Thus it can be concluded that the subjects in Group 2 had scored significantly higher band-scores in all the four modules; Listening, Reading, Writing and Speaking, as well as the overall Score in the Test 2 after completing the 34-day Targeted scheme-work and Professional training successfully, before re-appearing in the IELTS Test. It was reported that the Mean Difference of Group2 between Tests 1 and 2 was significant in Listening Module, and it was found statically highly significant in Reading, Writing and Speaking, as well as the overall Scores. It becomes lucid that knowledge, professional guidance, motivation and logical tips/methods/techniques along with practice are important to achieve success and to get the desired results.

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Author has sweet gestures for her son Maanik who lets her complete the work lucidly.

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