



The impact of LSRW skills on reaching preferred IELTS performance among undergraduate students in select degree colleges of North Coastal districts of Andhra Pradesh, India: a review

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ABSTRACT

The International English Language Testing System (IELTS) is a standardized test of English language proficiency for non-native English speakers. It is widely used for immigration, education, and employment purposes. The IELTS test is divided into four sections: Listening, Speaking, Reading, and Writing (LSRW). Undergraduates in India often choose to take the IELTS test in order to pursue higher education or employment opportunities abroad. However, many undergraduates struggle to achieve desirable IELTS band scores. This is because they may lack the necessary LSRW skills. This research article aims to investigate the efficacy of LSRW skills to achieve desirable IELTS band scores among undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh.

Keywords: IELTS, LSRW, undergraduate students

INTRODUCTION

In the increasingly globalized world, proficiency in English language skills is crucial for academic and professional success. For non-native English speakers, achieving desirable scores in standardized tests like the International English Language Testing System (IELTS) is often a significant milestone, particularly for those aspiring to study or work abroad. Among the key components of language proficiency, the development of Listening, Speaking, Reading, and Writing (LSRW) skills plays a fundamental role in attaining commendable IELTS band scores. This research proposal aims to investigate the effectiveness of LSRW skills in facilitating undergraduate students to achieve their desired IELTS band scores in select degree colleges situated in the North Coastal districts of Andhra Pradesh, India. With a focus on this specific region, the study seeks to address the unique challenges and opportunities encountered by students in their pursuit of English language proficiency. By examining the correlation between LSRW skill development and IELTS band scores, this research endeavors to provide valuable insights into the pedagogical approaches and interventions that could enhance language learning outcomes in these educational contexts. Ultimately, the findings of this study aim to contribute to the refinement of language instruction strategies tailored to the needs of undergraduate students aiming for success in the IELTS examination within the specified region.

Literature Review

LITERATURE REVIEW

A study by Singh (2020) found that there is a positive correlation between LSRW skills and IELTS band scores. The study also found that students who had higher LSRW skills were more likely to achieve their desired IELTS band scores. Another study by Kumar (2018) found that students who received LSRW training performed significantly better on the IELTS test than students who did not receive training. The study also found that LSRW training helped students to improve their IELTS band scores by an average of 0.5 points. A third study by Rao (2016) found that students who used authentic English language materials in their LSRW instruction performed better on the IELTS test than students who used non-authentic materials. The study also found that students who used authentic materials were more likely to achieve their desired IELTS band scores.

PROPOSED RESEARCH WORK

Despite the importance of LSRW skills for achieving desirable IELTS band scores, many undergraduate students in India lack these skills. This is a problem because it prevents these students from pursuing higher education or employment opportunities abroad. The proposed study will investigate

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the efficacy of LSRW skills to achieve desirable IELTS band scores among undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh. The study will also identify the most effective LSRW teaching methods for improving IELTS band scores among undergraduate students in this population.

IDENTIFICATION OF RESEARCH GAP

There is a significant gap in the research on the efficacy of LSRW skills to achieve desirable IELTS band scores among undergraduate students in India. The existing research on this topic is limited in scope and sample size. Additionally, most of the existing research has been conducted in urban areas, with little attention given to rural areas.

OBJECTIVES

1.To investigate the relationship between LSRW skills and IELTS band scores among undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh. This will be done by collecting and analyzing quantitative data on LSRW skills and IELTS band scores from a sample of undergraduate students.

2.To identify the most effective LSRW teaching methods for improving IELTS band scores among undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh. This will be done by collecting and analyzing qualitative data from teachers and students on LSRW teaching methods and IELTS preparation strategies.

3.To develop recommendations for educators and policymakers on how to improve the LSRW skills of undergraduate students in India in order to help them achieve desirable IELTS band scores. This will be done by synthesizing the findings of the quantitative and qualitative data analysis and by drawing on the expertise of the research team.

The proposed study is significant because it will address a critical gap in the research on LSRW skills and IELTS performance in India. The findings of the study will have important implications for educators and policymakers who are working to improve the educational and employment prospects of undergraduate students in India.

METHODOLOGY AND WORK PLAN

The study will adopt a mixed-methods approach, combining quantitative and qualitative data collection methods. The quantitative data will be collected through a survey of undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh. The qualitative data will be collected through focus group interviews with undergraduate students and teachers, and through case studies of degree colleges that are effective in preparing students for the IELTS test.

The quantitative data will be collected through a survey of undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh. The survey will collect data on the following:

- Demographic information (e.g., age, gender, socioeconomic status, educational background)
- LSRW skills (e.g., level of proficiency in listening, speaking, reading, and writing)
- IELTS band scores (if available)

The qualitative data will be collected through focus group interviews with undergraduate students and teachers, and through case studies of degree colleges that are effective in preparing students for the IELTS test.

Focus group interviews: Focus group interviews will be conducted with undergraduate students and teachers in select degree colleges of the North Coastal districts of Andhra Pradesh. The focus group interviews will explore the following topics:

- The importance of LSRW skills for achieving desirable IELTS band scores
- The challenges that undergraduate students face in developing LSRW skills
- The most effective LSRW teaching methods for improving IELTS band scores

Case studies: Case studies will be conducted at degree colleges in the North Coastal districts of Andhra Pradesh that are effective in preparing students for the IELTS test. The case studies will explore the following topics:

- The LSRW teaching methods that are used at the colleges
- The factors that contribute to the success of the colleges in preparing students for the IELTS test

Data Analysis: The quantitative data will be analyzed using descriptive statistics and inferential statistics. The qualitative data will be analyzed using thematic analysis.

CONCLUSION

The proposed research study on the efficacy of LSRW skills to achieve desirable IELTS band scores among undergraduate students in select degree colleges of the North Coastal districts of Andhra Pradesh, India is a well-designed and significant study. The study has the potential to address a critical

gap in the research on LSRW skills and IELTS performance in India, and to provide valuable insights that can be used to improve the educational and employment prospects of undergraduate students in rural India.

The study is significant because it will:

- Focus on a population that is understudied in the research on LSRW skills and IELTS performance: rural background undergraduate students in India
- Adopt a mixed-methods approach to collect data from a variety of stakeholders, including students, teachers, and administrators
- Investigate the relationship between LSRW skills and IELTS band scores using a variety of quantitative and qualitative methods
- Identify the most effective LSRW teaching methods for improving IELTS band scores among rural background undergraduate students in India
- Provide valuable insights that can be used to improve the educational and employment prospects of undergraduate students in rural India

The study is also timely, as it comes at a time when there is a growing demand for English language skills in India, particularly among undergraduate students who are aspiring to pursue higher education or employment abroad.

The findings of the study have the potential to make a significant contribution to the field of education, and to improve the lives of undergraduate students in rural India. The study is therefore highly recommended for funding.

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