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Case study

Title: Knowledge, education, and attitudes of international students to IELTS: a case of Australia
Personal Author: Ata, Abe W.
Author Affiliation: Deakin University
Source: Journal of International Students; v.5 n.4 p.488-500; September/October 2015

Abstract: The main objective of this study is to determine the knowledge, education and attitudes of Chinese, Indian and Arab speaking students in Australia towards the International English Language Testing System (IELTS) test. A questionnaire was administered to 200 students at six university language centres to investigate their overall response towards the four components of the IELTS test i.e. listening, reading, writing, and speaking. It was hypothesised that having positive or negative attitudes toward a certain language can exert considerable effect on the learners' performance on a language test. The effect of variables such as testing environment, test rubric, and broader demographic factors on attitudes of the three national groups were investigated. Significant differences were found on students' misconceptions of language learning, motivation and the degree to which it may have hindered their progress in attaining language skills. 

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Lance Deveson, Former Library and Information Manager, ACER