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BỘ GIÁO DỤC VÀ ĐÀO TẠO

TECHNIQUES IN ACHIEVING HIGH SCORES IN IELTS READING TEST

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ABSTRACT

The increasing number of university students entering foreign universities and the international employment market has helped to assess the capabilities of the leaner language by providing a standard language test. This refers to one of the most commonly used evaluations of the International English Language Testing Framework (IELTS). IELTS has been a trustworthy instrument internationally for testing academic capabilities and has subsequently been adopted into curricula for many school systems. The test requires four skills, including reading, hearing, writing and conversation. Any skill requires special teaching approaches to enhance student confidence. There have been many studies on how to express listening, writing and speech modules, but there has been no attention paid to reading.

This study is intended to find the reading techniques that help students get high score in Ielts reading test as well as their difficulties in doing that kind of reading test.

In helping me to complete this study, I am highly indebted and thoroughly grateful to Ms Tran Thi Ngoc Lien, my teacher and my guide in the research course. She is a constant source of motivation and also helps me sharpen my translation skill which is extremely useful when I worked for to finish my study.

Best regards,

Student!

CHAPTER 1: OVERVIEW OF THE STUDY

1.1. Rationale

The rising number of students entering universities abroad and the international job market has contributed to a need for a standardized language exam to determine the abilities of the leaner language. As a result the International English Language Testing System has one of the most widely used assessments for this purpose (IELTS). IELTS became a trusted tool globally for assessment of learner abilities and was thus incorporated into multiple school systems' curricula. The exam requires four competencies, including reading, listening, writing and communicating. In order to improve students' confidence, each ability requires special teaching methods. Many experiments have been performed on how to communicate the modules surrounding listening, writing and voice, although the area of reading has not gained much attention.

The studies that research undergraduate reading through the International English Language Testing System (IELTS) have experienced a dramatic rise in recent years (e.g., Krishnan, 2011; Moore, Morton, & Price, 2012; Weir, Hawkey, Green, & Devi, 2009). IELTS is commonly used by Australian universities to test foreign students for English language proficiency. International students are required to show a certain degree of proficiency expressed in their IELTS band ratings, typically with a cumulative score of 6.5 or higher without a sub-score (Speaking, Listening, Reading and Writing) below 6.0. This high-profile situation will lead foreign students to concentrate on entry scores instead of English language proficiency. Although IELTS is just an indication of proficiency, the accuracy of the test as a metric can be undermined by the concentration of foreign students on test results.

In general, Weir et al. (2009, p. 78) findings supported IELTS as an academic reading test in which participants first used search reading and then read more carefully on specific test items. However, the time limit is a major concern for IELTS Academic Reading reviewers. Students can use strategic reading methods to increase their response and their test score as a countermeasure (Everett & Colman, 2003; Mickan & Motteram, 2009). While these techniques can provide an effective

answer, the need for textual understanding is reduced and the validity of the test as a barometer for actual reading ability may be potentially undermined.

The reading by foreign languages (Aebersold and Field, 1997) has for a long time been treated as a requirement for reception as it is an important source of feedback for the production of other skills. Reading is also important in the growth of universities, particularly when learners need to work on an enormous amount of materials for their own foreign language subjects (McDonough and Shaw, 2013). According to Grabe (1991), this critical significance has prompted a substantial rise in the number of studies on reading foreign languages in academic contexts.

1.2. Aims of the study

This study aimed to clarify the techniques in reading IELTS test in order to get high score. I was really motivated to choose this topic for two main reasons. The strongest motivation is my belief that reading has an essential role to play in English for Academic Purposes. It is an indispensable language skill for international students who have to read various academic materials for their study at universities. Besides, reading techniques to get high scores, which are undoubtedly a common concern among English learners preparing for IELTS test. This is also the case for Vietnamese students who have to enhance their skills both in English and reading techniques. The dissertation is also aimed to have a closer look at the really deep strategies in reading may have some challenges for Vietnamese learners to improve their English reading in academic contexts of IELTS test.

Three major research questions were carefully investigated:

- Which reading techniques were used by students when they do in achieving high scores in IELTS reading test?
- Did the students get any challenges/difficulties when applying these techniques in IELTS reading test?

1.3. Research methodology

The purpose of this study was identified in the previous section. The population was the students who from universities with requires mandatory conditions on Ielts. The purposive sampling method was used to conduct the survey.

A questionnaire was used as a research tool of this study. The questionnaire is designed to survey challenges in business English correspondence for trainees in export import field. The questionnaire contained both closed-ended questions and open-ended questions. The questionnaires were collected after the respondents completed them within ten days of distribution.

1.4. Organization of the study

In addition to the acknowledgement, conclusion, references and appendices, the study divides into 4 main chapters as follows:

Chapter 1: Overview of the study

In this chapter, the author focuses on presenting an overview of the research topic. Introduce the rationale of research and the urgency of the topic. In addition, in this chapter the author also provides information related to previous studies, research objectives, subjects, scope, methodology and organization. At the same time, present an overview of the research method, primary data collection method and tools used to statistically describe collected data.

Chapter 2: Literature Review

This chapter focuses on the definitions of commercial correspondences, the role of these, the theory of techniques in achieving high scores in Ielts reading test. In addition, the author also progresses to collect and inherit experience from previous studies on the impact of techniques in achieving high scores in Ielts reading test. From there, make assumptions for the research model and the proposed research paradigm.

Chapter 3: Methodology

This chapter presents the methods used to collect and analyse data in research. It describes research design, overall engineering, sampling, data collection tools and procedures, and data processing, and data analysis methods appropriate to achieve the goals.

Chapter 4: Research findings

In this chapter, the author focuses on presenting the results and findings of the data collected to find techniques in achieving high scores in Ielts reading test and difficulties for students in achieving high scores in Ielts reading test.

Chapter 5: Recommendations and suggestions

In this chapter, the author gives conclusions about the hypothesis of the research, the level of completion of the research objectives of the topic, give some recommendations and suggestions and presentation of the limitations of the topic.

CHAPTER 2: LITERATURE REVIEW

2.1. Conception of reading

Reading can be described as an operation that engages intensively with the passage and results in fluency of reading. Reading needs a lot of work from readers to grasp the true sense with the use of a combination of language skills and experience. In addition, the difficulty of the reading has led many scholars to see and focus on the smooth reading process by exploring the elemental skills process (Grabe, 1991). The componential skills are then defined by researchers:

1. Automatic experience of identification
2. Structural awareness and vocabulary
3. Awareness of formal speech arrangement
4. Awareness in content/world
5. Competency/Strategy synthesis and assessment
6. Monitoring of metacognitive information and abilities.

Studies undertaken over the past 30 years have changed our view of reading as a decoding process. As Carrell and Eisterhold saw reading as a 'game of guessing,' in which 'readers' recreate a text encoded by a writer (1983) as a 'intensive method of interpreting students requires to teach techniques to read more effectively (e.g., guess from a context, set goals, read inferences).' Paran (1991) thought that reading was a continuous variance operation that would subsequently be reject or verified.' In other words, a reader does not read all the phrases the same way but depends on a few words – or 'questions – to predict the coming phrases (1996). Zhang (1993) believes that Afflarbach relates

reading to hypothetical experiments when after evaluating the original theory, the reader arrives at the principal idea, given the reader has relevant context information.

There are some different meanings of the word reading. This may include reading aloud, a very difficult ability, including first comprehension of black marks and then creating the proper noise or reading, quiet reading (Moorman et al, 1994). Reading designation for the purpose of reading. For purposes of reading, extensive reading and intensive reading may be graded.

2.2. The IELTS Academic Reading Test Structure

The IELTS reading exam consists of 3 passages of about 2,500 words extracted from novels, journals, magazines and newspapers. These passages are written for a non-specialist population and cover scholarly subjects of general interest with a wide variety of academic topics: physics, society, history and so on. A error was made (Gabb, 2000). They vary from the abstract, factual and analytical. Diagrams, maps or pictures may be attached to each letter, and it is anticipated that the participants would demonstrate that they understand these too. Each reading passage includes 10 to 15 questions. There are different types of questions: multiple choice, matching, true/false/not given, finalizing a sentence or overview tasks. Three sections include a literacy test:

Section 1 includes two or three short factual texts, one of which can consist of 6-8 short texts on a subject, e.g. hotel advertising. The topics are important in an English speaking country for daily life.

Section 2 includes two brief factual texts on job related questions, such as workforce application, business practices, wages and conditions, employment services, career growth and preparation.

In Section 3, a longer and more complex text on a general interest problem is included.

Two separate reading assessments are given by the IELTS framework in its present form: a general training module and a school module. This general curriculum is structured for a number of cohorts and tests "base skills in the survival of society and education." The academic module notes that the English

skills needed for academic or professional recognition shall be evaluated" The general education module (IELTS, 2007). The present analysis only includes the above modules. The skills tested in IELTS's academic reading include: following directions, locating principal thoughts, defining the underlying definition, creating the connections between the key concepts and drawing logical conclusions according to test requirements (Alderson, 2000; IELTS, 1996).

Usually, an IELTS Academic Reading Test consists of three parts (or test panels) arranged in each passage. These passages are rendered in various sources, including newspapers, newspapers, books and magazines, of theme of general interest, written for a non-specialist audience, which are around 750 words in total. These passages are of ordinary. There are a number of activities (40 in total) that surround the reading passages for the students to grasp content within the allotted 60 minutes. IELTS (1999) is the following feature of these activities or techniques:

- Multiple choice
- Short answer questions
- Sentence completion
- Notes/summary /diagram/flow chart/table completion
- Choosing from a heading bank for identified paragraphs/sections of text
- Identification of writer's view/attitudes/claims
- Classification
- Matching lists
- Matching phrases.

Alderson (2000) noted the use of various approaches to assess an interpretation of a certain passage is the "interesting aspect of the IELTS reading test. He implies that this is a strength since readers in real life also respond in several ways to reading texts. Includes the following set of activities for each reading passage in the Official IELTS Materials (2007):

Section 1: Match section-summary; Summary gaps; true/false/not granted

Section 2: true/false/not given; category-information match; multiple choice

Section 3: overview section match; finalization of the expression

Since its introduction in 1989, the IELTS Academic Reading Exam has undergone several significant changes. Among this was the elimination of subject-specific read sub-tests and the removal of the thematic connection between reading and writing tests. The most significant of this was the outcome of comprehensive testing and appraisal work at the beginning of the 1990s (eg Clapham 1996). The argument for these changes is widely debated in the literature of the IELTS (Charge and Taylor, 1997; Taylor, 2007). The elimination of the basic discipline of the reading test, for instance, resulted in results indicating that the diversity of subject modules was not justified, and that a single test did not discriminate against or for particular candidates from multiple disciplines (eg Taylor, 2007). The decision to distinguish the lecture from the writing test was based on the finding that the candidate's use of reading content in the written tests differed significantly, and its impact on justice. Moreover this relation has raised the possibility of confusing the appraisal of the abilities to write and read (Charge and Taylor, 1997). The research focuses solely on the reading activities, not the accompanying reading passages. However, it must be understood that a differentiation of these elements somewhat restricts the view. For this reason, Alderson (2000) has pointed out that the text type can be related to the kind of work or process it may use.

2.3. Reading competence requirements

It takes 60 minutes for any IELTS to read. Candidates should be able to skim – read about 170 words a minute and don't read three passages for as long as 15 minutes. In order for students to fulfill IELTS reading standards, they must be able to:

*Read skim short and fast. The key idea of each passage in reading in general and each paragraph in particular should be defined by the candidates. To do this, students should not read the supporting phrases or disregard unfamiliar words or phrases (Drucker, 2003).

*Clave words to describe. This allows students to search the reading text and questions in order to recognise persons, places names and dates in the text.

*Paraphrase recognition. Students should be able to understand the similarity between the problems and those expressed in the reading passage (Grelette, 1990).

*Manage time. Time scheduling. The reading test consists of 40 problems, some of which are straightforward, some medium difficult and the rest highly demanding. To achieve the best outcome, students can reflect on the simplest questions they can answer before wasting the remainder of their time on tougher questions.

*Advance the wording. For scholarly purposes, IELTS readings are. A strong command of terms, words and phrases is needed (Brown, 1994). Students are encouraged as much as possible to enrich their university language.

2.4. Reading difficulties

According to Aebersold and Field (1997), although the reading process cannot be observed with the eye, through research, we can identify the abilities that affect reading ability and the difficulty that affects the reading ability of readability. According to Scarcella and Oxford (1992), four aspects are grammatical competency (knowledge of foreign grammar), sociological capacity (ability to use foreign languages properly in different social contexts), The oral capacity (understanding patterns in written and spoken language) and strategic competency (the ability to apply appropriate reading strategies to read effectively) are the four competencies within the communicative competency framework that influence readability. Meanwhile, Ur (1996) listed ten difficult factors that affect foreign language reading by comparing the characteristics of ineffective and efficient readers. He pointed out list of five reading difficulties (lack of interest, lack of background knowledge, lack of concentration, lack of vocabulary and lack of grammatical knowledge).

2.5. Reading techniques enabling students to acquire IELTS high score

2.5.1. Frameworks used in reading assessment studies

A great deal of study has focused upon taxonomies to separate reading habits into a number of capacities and subcompetences in diverse fields of reading. The list of general language skills used both for research programs and materials and for test design was especially important for Munby's (1978). Munby distinguished a total of 266 skills in a list which he described then as not exhaustive" – divided into 54 classes of reading knowledge such as:

Understand the contact meaning of the phrases and expressions with explicit markers

Comprehension of the connections between texts by grammatical continuity reference instruments, contrast, etc.

Scan to find information that is actually needed: one point/over one point, which requires a single search.

In the complexity of Munby's method, a fundamental distinction can be established between reading abilities involved in the basic understanding of texts and those that require comprehension.

There have been attempts in recent years to simplify this taxonomy to a more controllable catalog of skills (Carver 1997; Grabe and Stoller, 2002). In Grabe and Stoller (2002), reading is better recorded in seven headings: "scanning," "skimming," "skimming," "writing," "memorizing." For example, Carver (1997) defines five basic elements as "standard' or "natural," which happens when adults read something which is reasonably easy to understand (Carver 1997):

Reading to search for simple information

Reading to write (or search for information needed for writing)

Reading to skim quickly

Reading to learn from texts

Reading to critique texts

Reading for general comprehension

Reading to integrate information

One note that in a recent analysis for the TOEFL reading test (Enright et al, 2000) this latter collection takes a very condensed form:

Reading to find information (or search reading)

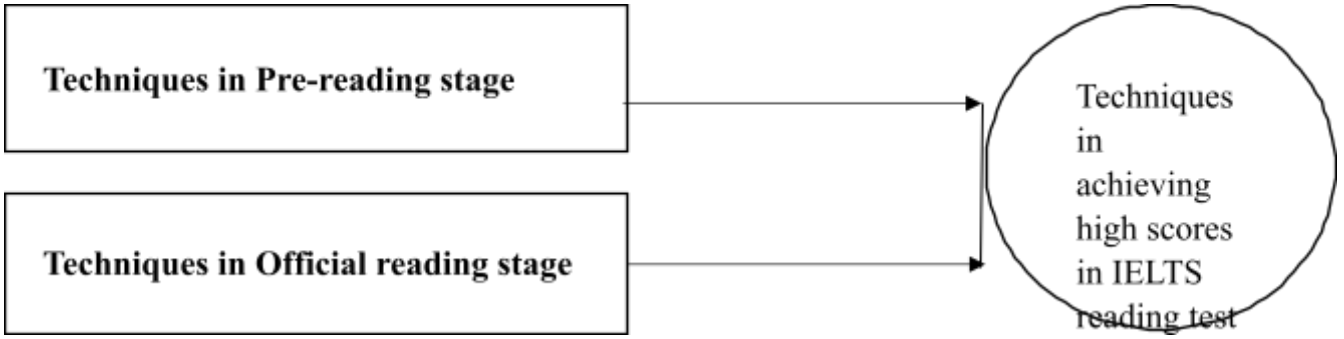
Reading to integrate information across multiple texts

Reading to learn

Reading for basic comprehension

The most beneficial for the current project was that of the numerous taxonomies developed by Weir and Urquhart (1998) and was applied in another recent review of Weir et al IELTS's academic reading test (2009). Weir and Urquhart construct a taxonomy around two dimensions of distinction instead of assembling the list of distinct skills: degree reading and form readings. The standard of reading differentiates between text-centered processes on a more systemic level and those that work on a local basis. The difference between "careful reading and "expeditious" reading for reading type is the former with close and thorough text readings and the latter "fast and selective reading ... for important information to be extracted according to the intended purposes." In terms of reading sort (Weir and Urquhart, 1998).

2.5.2. Proposed models of techniques in achieving high score in IELTS reading test



In IELTS, the author 's suggested reading techniques model in achieving high score in IELTS reading test includes three phases: before reading stage, during reading stage and after reading stage of the techniques by Oxford et al (2004). The three parts characteristic of intentional reading (the IELTS review here is based on Oxford et al's strategic reach (2004).

Chart 1: Proposed model for Techniques in achieving high scores in IELTS reading test

2.5.2.1. Techniques in Pre-reading stage

Pre-reading stage: this stage provides students with an introduction to reading, inspiration and variety of reading strategies. Students must have vocabulary, active foundations and reading knowledge during this time (Hammer, 1992).

* The use of analogies for scanning and scanning: Usually, the student's ability to grasp a passage of all linguistic knowledge would be suggested during the reading

process. Language and schemes (Abott et al., 1990). Students may find it difficult to understand the difference between these two readings.

* Students should be read easily and predictively before skimming: Students need to use Flash reading before skimming. This includes attempting in a very short period to extract as much details as possible from a letter (Anthony & Richards, 1980). Hearing the headline, subtitle and headings, and find the thesis statement are the principal aims of the fast reading of the subject. Then, after 3-5 minutes of skimming the passage, the students re-read the passage and affirm the belief.

2.5.2.2. Techniques in Official reading stage

* Post-skimming test questions need to be asked: this is the duty of the subject after reading. Answers can be conveniently developed and specialization in reading passages can be given. These questions compel students to read the whole passage again (Carrell et al., 1989).

Students are asked to do the review task: they are expected to spend 2-3 minutes with a partner to outline the letter, without looking at the reading passage. This practice is viewed as a good way to see if the pupil has understood the key points of the text.

* The questions must illustrate methods of interpretation: readings give students the ability to exercise those credentials so students are deemed qualified in examination circumstances. Existing and common techniques.

* Unfamiliar words should be used by students: Unknown words are still a concern for any reader. Therefore, when learning to read, students should practice unfamiliar words. It is recommended that teachers not automatically come up with meanings of terms but attempt to prove the indices by meaning. Unfamiliar terms are sometimes vocabulary in IELTS reading and in these passages students can find a simple meaning of words. Other contexts may also offer sufficient hint to the meaning for an unclear term through logical associations, parallel expressions and compound terms. Students should set their practical objectives: Students will certainly reach 40 correct answers. To achieve correct 27 responses, time management skills are sufficient. Note, 30 from 40 is a rather good result and students can concentrate on

27 the easiest questions quite als 13 the most challenging ones, which are equal to IELTS 7.0. In Academic ranking.

* Students ought to differentiate between scholarly and technical vocabulary: as they read, they can probably notice several unfamiliar words since IELTS is a reasonably academic reader. And the function of the teacher is to help students find the right words for learning. Three language classes exist:

- Principal word vocabulary: it is believed that there are between 2000 - 3000 words in English which are known to students and are considered an everyday language.
- The language is formal. This category consists of around 1000 families of words, many of them containing adjectives and verbs. These terms are not typically used in regular conversation but students know all of them.

The most critical aspect of IELTS comprehension is advanced vocabulary: In the reading passage they are nevertheless still established. Students need guidance to recognize their gaps and priority academic vocabulary learning in the last two vocabulary classes.

* Students sholud learn outside class assignments

The students should learn what they learn in the lecture class as a mix of reading ability, language skills and suitable reading strategy is required. Only with too much repetition can this be done. Task-based reading examples are as follows:

- Set the theme phrases
- Recognize in the reading passage scholarly and technological terms
- Specify noun pronouns
- Find an argument of the writer and write any responses
- Find and interpret the names of persons with their opinions or ideas

CHAPTER 3: METHODOLOGY

3.1. Introduction

With the aim of solving the above research questions and completing the set objectives, the researcher has decided to choose the combined method by integrating quantitative and qualitative approaches, using questionnaire form of online method. Since the aim of this paper is to find techniques that score high on the reading IELTS test, using a combination of the two methods not only helps the researcher to have a deeper and broader understanding of the phenomenon, but also a limited minimizing the weaknesses (FoodRisc Resource Center, 2018). In this case, using the Likert scale also helps the answer used to allow individuals to show how much they agree or disagree with a particular statement.

3.2. Respondents and samples

The main goal of this study is to find techniques that score high on reading IELTS and thereby propose solutions to improve efficiency so the target group is students from universities with requires mandatory conditions on Ielts. Regarding the study respondents, it is expected that there will be 100 respondents because the author cannot deal with the whole sample due to time, accessibility and cost constraints. In order to meet the proposed sample, the researcher tries to distribute the survey via many different channels such as Facebook, Instagram, and Email.

3.3. Research questionnaire

Having identified the research objectives, a questionnaire was developed based on document reviews using Google's form surveys and served to reach the targeted audience. The survey includes these parts. The first part is an introduction to demonstrate the main purpose of the study as well as the targeted participants and to explain in the use of the information gathered. Then, the second part focuses on assessing techniques used to achieve high scores on the IELTS reading section and

open-ended questions about some of the students' difficulties in handling IELTS reading. The research questionnaire detailed as below:

No	Items	Level of Agre (%)			
		1	2	3	4
I	**Pre-reading stage**				
1	Slowly and deliberately I read the whole text.				
2	Slowly and deliberately I read part of the text				
3	I read the whole text soon, to get the key thoughts				
4	I read part of the text quick to get the key thoughts				
5	I did not read the whole text				
II	**Official reading stage**				
1	I compared words in the question with the same words in the text				
2	In the query, I easily matched words with related or linked words in the text				
3	I have scanned for sections of the text that the author says are relevant				
4	I have read key texts, such as the introduction and conclusion				
5	In the question, I established the importance of a difficult word				
6	I established a hard word's meaning in the text				
7	I have used my language skills				
8	I used my grammar skills				
9	Slowly and deliberately I read the text or part of it				

10	I have re-read the related texts				
11	I used my experience about the arrangement of such documents				
12	I have already linked text details with expertise				
13	I guess the answer of the question				

3.4. Quantitative research method

When conducting research, many forms of primary quantitative analysis are usable. Survey Analysis is the most effective methodology of all methodologies for quantitative outcomes research. Samples is used to address interview questions by different types of respondents: online samples, telephone surveys, paper questionnaires, web-intercept surveys, etc. Each corporation needs to learn what its buyers think about its goods and services, how well new features and other information are in the market place. Via a survey, a corporation can ask several questions, gather data from a customer pool and analyze the data gathered to obtain numerical results. This is the first step to gather analysis results.

This method of study can be done with a single subject group and can be carried out with comparative analysis across many groups. For this sort of inquiry, a condition is that the sample of interviewees should have random membranes. This makes it possible for an investigator to preserve the consistency of the findings produced by random sampling, since a number of respondents are viewed. Survey polling has historically been carried out either face-to-face or through telephone calls, but change has also been made in online communications, such as emails or social media. The survey used in this research is online survey.

3.5. Data collection procedures

The data collection was conducted by the author in early December 2020. After completing the questionnaire design, the author changed the form of the questionnaire into an online survey and sent it to students at some universities who already attended the real IELTS test and the author has collected 62 valid questionnaire answers. In the questionnaire, students did not have to write their

names and no one knew who answered the survey questions. Moreover, all answers are kept confidential and the results will only be used for this research purpose.

3.5. Data analysis

The analysis of the survey results is carried out step by step by the author. First of all, the answers are listed by the author into an excel table for each question to create a percentage for each answer. Based on these data, the author will develop a chart to present the responses of the participants to each question. In summary, this chapter focuses on presenting the tool used by the author to collect data and analyse data in order to find out the techniques in achieving high scores in IELTS reading test. The detailed results will be presented in detail in chapter 4 of this study.

CHAPTER 4: RESEARCH FINDINGS

In this chapter, the author focuses on analysing the research results collected from the questionnaires. The first part of the Questionnaire includes 2 questions about the information of survey participants presented in Question 1 and 2. Next, the author continues to analyse the results obtained in part 2 of the survey.

4.1. Survey results

4.1.1. Main information of respondents

The participants were the students who come from universities and colleges throughout Hanoi. There are 73 students answered the survey questionnaire, among them are 62 used to take part in at least one real IELTS test (which accounting for 85% of all). They all be described in the following figure:

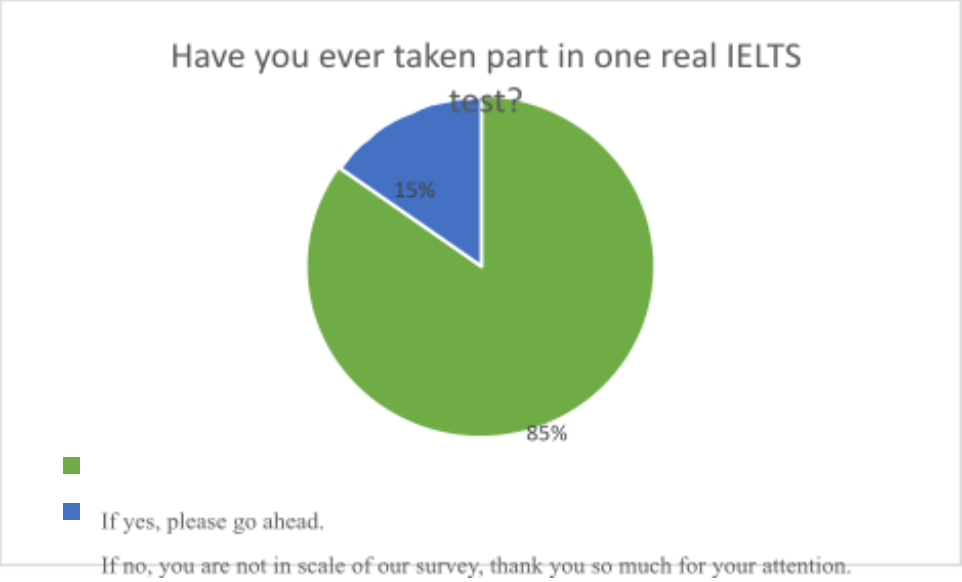


Figure 4.1.1a. Have you ever taken part in one real IELTS test?

Among the participants with IELTS real experiences, up to 40 students (equivalent to more than 65%) had scores at range <18 out of 40-point total of reading test which is roughly equivalent to an IELTS score of 5.0 or less. Among others, there are 15 (equivalent to 24%) of them experienced at range from 19-22 which is roughly equivalent to an IELTS score of 5.5 and finally only 7 students (equivalent to 11%) involving in the survey stated that their scores were at > 23, which is roughly equivalent to an IELTS score of 6.0 and above up. (Figure 4.1.1b).

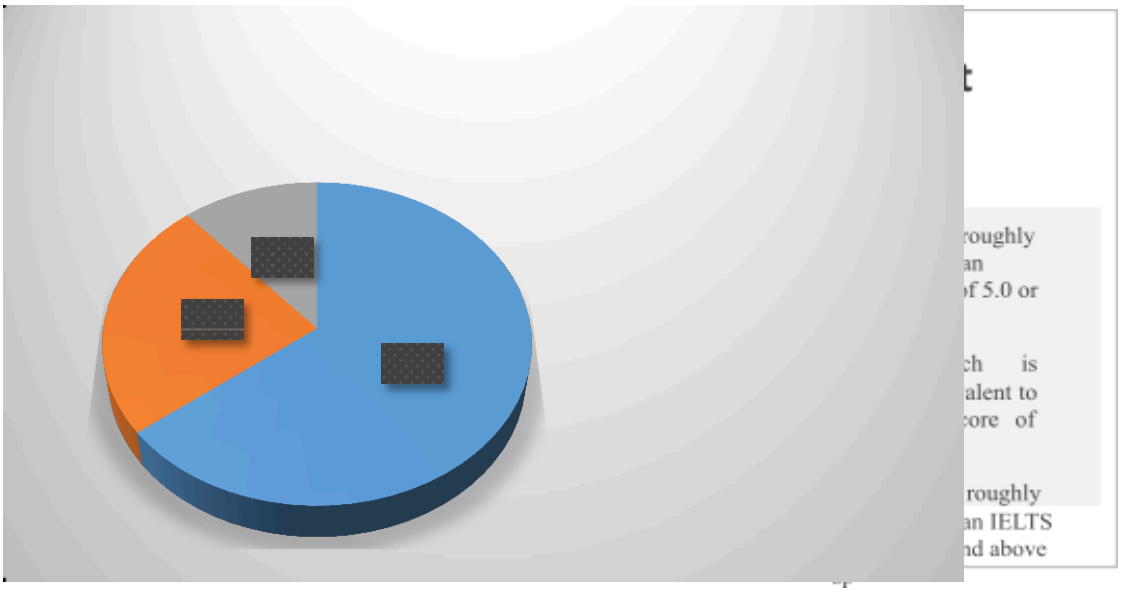


Figure 4. 1.1b. Which range was your score? (out of 40-point total of reading test)

4.1.2. Techniques used in pre-reading stage

No	Items	Level of Agree (%)				
		1	2	3	4	5
I	**Pre-reading stage**					
1	Slowly and deliberately I read the whole text.	0	3	77	12	8
2	Slowly and deliberately I read part of the text	9	12	54	10	15
3	I read the whole text soon, to get the key thoughts	4	6	45	20	25
4	I read part of the text quick to get the key thoughts	10	14	35	19	22
5	I did not read the whole text	0	1	36	28	35

Table 4. 1.2. Pre-reading stage results

After completing the survey, all 62 participants self-reported using their preview techniques, which mean the techniques before reading the questionnaire. Since multiple preview techniques can be performed, data is reported as a percentage of the total cases for all participants.

The most common of these was "no reading the text", which was applied in 63% of all survey cases. Through the survey, participants were gradually more likely to quickly read the entire text for the main idea: 45% of the total. Conversely, they are progressively less able to quickly read a portion of text for the main idea, doing so in only 41% of cases. The strategy of carefully reading a portion of the text was accepted by only 25% of the respondents. The least used strategy is to read all the text carefully, which was used in only 20% of people in the survey.

Comparing these results also makes an interesting finding. For ease of analysis, a classification of test scores (out of a 40-point total of the reading) was made: <18, 19-22 and > 23, which is roughly equivalent to an IELTS score of 5.0 or less, 5.5 and 6.0 and above up. Interestingly, the three participants with the highest scores had the least difference in strategy usage. In contrast, participants in the 19-22 score box used multiple preview strategies for each reading passage. The <18 group used a similar mix of preview strategies, but significantly the majority adopted a no-read text strategy. This shows that reading carefully did not help participants to successfully answer questions under time pressure.

In short, the accelerated preview reading techniques are effective and used frequently, although there can be a cost in understanding text.

4.1.3. Techniques used in official reading stage

The following table presents the results of the use of the reading techniques in the test in all of the students surveyed, namely the percentage data:

No	Items	Level of Agree (%)				
		1	2	3	4	5
II	**Official reading stage**					
1	I compared words in the question with the same words in the text	0	0	1	24	75
2	In the query, I easily matched words with related or linked words in the text	0	0	0	0	100

3	I have scanned for sections of the text that the author sa ys are relevant	3	7	27	29	34
4	I have read key texts, such as the introduction and concl usion	0	0	30	19	51
5	In the question, I established the importance of a difficu lt word	4	9	26	24	37
6	I established a hard word's meaning in the text	0	7	29	23	41
7	I have used my language skills	0	0	9	34	57
8	I used my grammar skills	0	0	30	35	35
9	Slowly and deliberately I read the text or part of it	0	0	2	8	90
10	I have re-read the related texts	0	0	6	4	90
11	I used my experience about the arrangement of such do cuments	2	7	23	23	45
12	I have already linked text details with expertise	0	1 4	19	24	43
13	I guess the answer of the question	0	1	6	22	71

Table 4. 1.2. Official reading stage results

Technique 2 (in the query, I easily matched words with related or linked words in the text) is clearly the dominant strategy, 100% of the participants used Technique 2. Technique 10 (reread the related text) and Technique 9 (slowly and deliberately I read the text or part of it) were used by 90% of the participants. Technique 1 (I compared words in the question and words in the text) was used by 75% of the participants. The least used techniques are 5 (in the question I established the importance of a difficult word), 3 (I have scanned for the sections of the text that the author says are relevant), 6 (I established the hard word's meaning in the text), and 8 (using my grammar skills).

To highlight models that use successful strategies (i.e. high scores on IELTS reading test), we compare the group of participants with the highest scores with the lower scores. Differentiated strategic models emerged between the three groups. Seven

participants with high scores (> 23 group) all used technique 2 (in the query,

I easily matched words with related or linked words in the text), 9 (slowly and deliberately I read the text or part of it), and 12 (have already linked text details with expertise), accounting for 44% of the total number of strategies used for this group. None of the top scorers use technique 1 (I compared words in the question and words in the text). While the lower scoring groups also rely on technique 2 and 9, they also use technique 1 (match the words in the question with similar words in the text) and 10 (reread the related text) and Technique 9 (slowly and deliberately I read the text or part of it). Strategy 13 (guess the answer of the question) is also popular, used by those who score below 23 as 71% of total. As with the read Pre-Reading Techniques, the group's choice of technique with a high score is generally similar to the strategies in the group 19-22 range. However, as when using the preview strategy before reading, the group with the lower scores showed more variation in strategies and less success (as evidenced by the fewer scores).

The following chart presents the results of the use of the reading techniques in the test in all of the students surveyed, namely the percentage data:



Chart 4. 1.2. Comparing of official reading stage results

4.1.5. Lower- level and higher-level student reading challenges

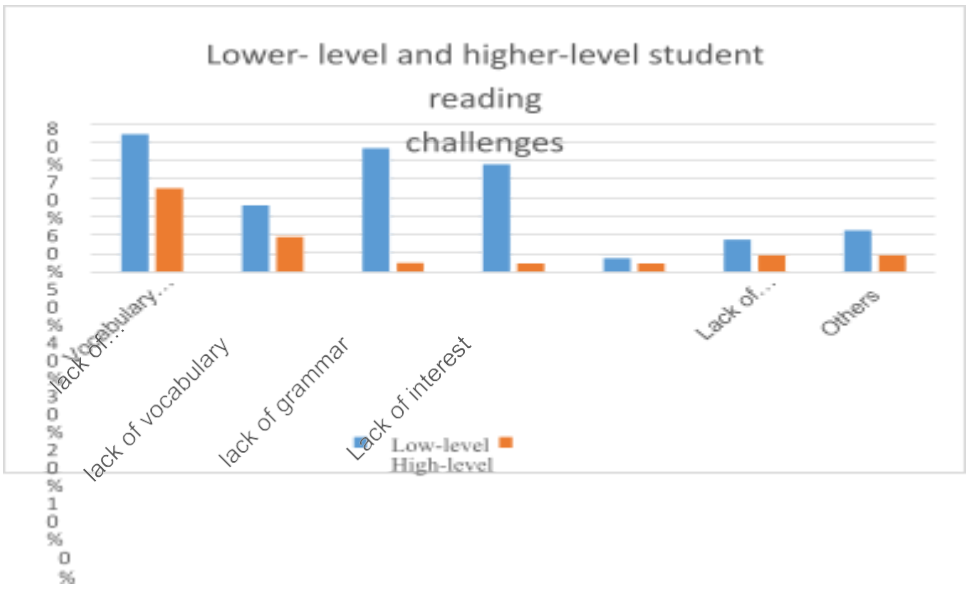


Figure 4. 1.5. Lower- and higher-level student reading challenges

In favour of some of the past results, 40 students (reading grades below 18, equal to a cumulative score of less than 5.5) and 22 participants were presented with a brief reading difficulty questionnaire. The study query "What difficulties do you have in applying the reading techniques to get a high score on the IELTS reading test?" (readings 19 and above equal to an average score of over 5.5) is higher standard. "Vocabulary deficiency" is clearly the most important problem for unsuccessful students to read (chosen by 74 percent of the low-level group and 45 percent in the group of high level). Meanwhile the most common concern among more successful learners was "lack of concentration" (36 percent reported and 19 percent rated the most difficult to read in group of high level).

In fact, "lack of vocabulary" and "grammar" mistakes have been the most important discrepancies, with 67% of inefficient learners historically registered, compared with only 5% of pupils in high level and 5% of second error in group low level compared to 5% of high level, respectively. Similarly, often students at lower levels are selected as advanced students for "lack of interest" "lack of background knowledge" and "other difficulties" These observations confirm that topics had difficulties to read, aside from lack of strategic sensitivity and preparation. In comparison, inefficient readers tend to surpass productive reading

in terms of vocabulary, syntax, academic history and dynamics. This why low- level readers are less effective as such techniques have been introduced at the same pace as experienced readers.

4.2. Discussion

Current results on the base of this study indicate that participants are dynamic and interwoven in their strategy; performance relies on the use of several, rather than individual, separate strategies. The findings further explain and demonstrate challenges encountered by the IELTS Lecture participants. Here we speak about the prevalence of reading and skills strategies and how these skills apply to working memory issues, language and assessment strategies.

Strategy for fast reading

The data emphasized the role of quick preview read strategies in task responses, especially frequently and effectively utilized by survey participants. Such students reflected that such techniques were a valuable method for participants:

For just two or three minutes, I read or scanned to find out what the passage was about. This is just the subject and the stance of the speaker.

The focus of the participants was on using test time effectively and a function of the readability strategy (Khalifa, 2009). This was also expressed by quantitative data: "no reading of text" was among participants the most widely used technology.

Fast-reading ability

The core skills of the test and indeed an indispensable role in good answers to questions is search reading which is cited in the questionnaire when fast matching terms appear on the query with identical word or linked words on the Document. The findings also showed that groups > 23 were less likely than other groups to scan text, and suggested that participants with minimal reading abilities also used this text scan ability. In reality, participants frequently refrain from reading the whole text (which requires a lot of effort) and restrict their understanding of matching the words in the question with the words in the text to minimize cognitive burden and save time.

Working memory

Khalifa (2009) suggest that active memory is key to the creation of textual material mental models. The use of the preview techniques in the results helps the participant to minimize the information contained in the operating memory and thereby remove the need for such a model and processing. Productive writing for answers to questions. One user commented on the following:

I think it's so much detail and I can't remember, if I waste 10 minutes reading the email. I can read the paragraph or passage until I have a query and read some of the more interesting points over time. It's actually better to first inquire and learn and do questions. I guess.

Vocabulary

The lack of speech skills and the capacity of students involved in the survey to decipher vocabulary issues. One of the students said:

I assume reading the text before answering your question is a smart thing, but for those with a larger vocabulary than foreign students I think it might be more beneficial (whose primary language is not English).

A similar comment was made by another participant:

Any of my friends don't know the word when we speak about IELTS speaking, so they don't know the expression, so they don't understand the entire passage. So I guess the most critical problem is vocabulary.

The technique of carefully reading the whole text before reading the review is thus effective only if the test user has appropriate vocabulary. People with less detailed vocabulary will use research techniques to address their interpretation challenges more efficiently.

Techniques that have been learned

Any participants indicated that the read test was conducted using previously studied testing techniques. In the participant strategy reading practice, these previous strategy experiences can play a major role:

Indeed, there is a different technique teachers asking us, that is typically, how do you phrase it, and you know what I mean according to the passage? As I find the reply to the first question in the first paragraph, I typically do not read the

first paragraph but go to the first paragraph in order to find the response to the second question and it still functions sometimes.

A research technique that totally bypassed the interpretation of text was identified by another participant:

We learn to find answers and certain teachers teach special vocabulary to pupils. Like 'the most' or 'just.' If you see this term in the "True, false, not given" term, if you find this "only" phrase and if you have not enough time, pick it. And this teacher tells us.

Mainly due to loss of language and time constraints that these options are due.

Guess technique

Guess is a method for reading alluded to in question 13 (I suppose the solution to the question); this reflects 71% of people using the technique. Guess is particularly dominant for participants with lower score, suggesting that, after other reading methods have become unsuccessful, they have to guess under time pressure.

CHAPTER 5: CONCLUSION

5.1. Summary of key findings

The data shows the complex range of strategies used by the contestants and the combination of those techniques. Participants adopted a strategic approach to IELTS Reading involving quick reading strategies for identifying baseline information, and deeper (deeper) reading strategies to determine answers to the question quests. These findings show that the IELTS reading test actually works effectively in testing academic reading skills. However, the test survey results showed that time pressure, unfamiliar vocabulary and need for working memory seemed to negatively impact the participants' ability to read and understand text. To overcome these obstacles and answer the test questions, strategic reading techniques were applied, focusing less on the ability to understand text than on quickly finding the right answer.

5.2. Suggestions

Findings in the study also raise questions about the validity and effectiveness of IELTS as a comprehensive academic reading test. Most universities that require IELTS today have not yet assessed the reasonableness and effectiveness of using this reading test to any extent. If test-taking strategies allow participants to score better without reflecting their true level of literacy skills, universities may need to reevaluate the IELTS reading test as an entry path. is possible or not. The test construction will pose a new task for universities. That is, the types of additional test tasks needed to incorporate in order to measure a student's literacy at the actual reading level, rather than reading strategy (based on keys and tips).

5.3. Limitations and recommendations for further research

However, the small sample size of this study limits the generalization of the author's findings. Further research, more time, larger samples need to be taken to investigate the use and impact of test-taking strategies in relation to the IELTS Academic Reading test, especially whether Is the strategic approach to reading

really effective for text comprehension on the propositional level or is it simply the tips for getting good grades without deep understanding the text.

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APPENDIX A: IELTS BAND DESCRIPTOR

Band 9	**Expert user** (has fully operational command of the language: appropriate, accurate and fluent with complete understanding)
Band 8	**Very good user** (has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well)
Band 7	**Good user** (has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning)
Band 6	**Competent user (**has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations)

Band 5	**Modest user** (has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field)
Band 4	**Limited user** (basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language)
Band 3	**Extremely limited user** (conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur)
Band 2	**Intermittent user** (no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English)
Band 1	**Non-user** (essentially has no ability to use the language beyond possibly a few isolated words)

APPENDIX B: SAMPLE QUESTIONNAIRE

APPENDIX 1

STUDENTS' SURVEY QUESTIONNAIRE

This questionnaire is designed for the study entitled **"Techniques in achieving high scores in IELTS Reading Test".** Your assistance in completing the survey is highly appreciated. All the provided information is solely for the aims of the study, not for any other purposes.

I/ General information

1. **Have you ever taken part in one real IELTS test?**

   A. If yes, please go ahead.

   B. If no, you are not in scale of our survey, thank you so much for your attention.

2. **Which range was your score? (out of 40-point total of reading test)?**

   A. <18 which is roughly equivalent to an IELTS score of 5.0 or less

   B. 19-22 which is roughly equivalent to an IELTS score of 5.5

   C. > 23 which is roughly equivalent to an IELTS score of 6.0 and above up

II/ Survey

No	Items	Level of Agree (%)				
		1	2	3	4	5
I	**Pre-reading stage**					
1	Slowly and deliberately I read the whole text.					

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2	Slowly and deliberately I read part of the text					
3	I read the whole text soon, to get the key thoughts					
4	I read part of the text quick to get the key thoughts					
5	I did not read the whole text					
II	**Official reading stage**					
1	I compared words in the question with the same words in the text					
2	In the query, I easily matched words with related or linked words in the text					
3	I have scanned for sections of the text that the author says a re relevant					
4	I have read key texts, such as the introduction and conclusi on					
5	In the question, I established the importance of a difficult w ord					
6	I established a hard word's meaning in the text					
7	I have used my language skills					
8	I used my grammar skills					
9	Slowly and deliberately I read the text or part of it					
10	I have re-read the related texts					
11	I used my experience about the arrangement of such docum ents					
12	I have already linked text details with expertise					
13	I guess the answer of the question					

III/ Opened-question

What difficulties do you have in applying the reading techniques to get a high score on the IELTS reading test?

Survey on google:

https://docs.google.com/forms/d/1UFcG0pPPLeiKmP_yqdWuJXVpSFUVt3HLonb5WRAi8HI/edit

Thank you very much for your cooperation!