

## Problems faced by IELTS candidates during attaining Aural Proficiency and designing Listening Practice Plan

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### Abstract:

*For International English Language Testing System (IELTS) candidates, achieving aural proficiency remains a significant hurdle, affecting overall test performance. This article identifies the primary challenges faced by test-takers, including unfamiliarity with diverse accents and dialects, difficulty following rapid speech, and limited exposure to academic and conversational vocabulary. A comprehensive analysis of these obstacles informs the design of a structured "Listening Practice Plan" to enhance listening skills and boost confidence. The proposed plan integrates five key components: accent familiarization, speed and comprehension building, phonetic awareness training, vocabulary enhancement, and regular practice with authentic materials. By addressing the specific needs of IELTS candidates, this tailored approach facilitates improved listening comprehension, enabling test-takers to better navigate the complexities of the exam. This article provides educators and test-takers with a valuable framework for effective listening practice, highlighting the importance of customized instruction, technology integration, and ongoing assessment. By adopting this evidence-based plan, IELTS candidates can overcome the barriers to aural proficiency, achieve higher band scores, and unlock greater opportunities for academic and professional success. Ultimately, this research contributes to the development of more effective listening instruction and improved outcomes for language learners worldwide. The findings highlight the importance of listening skills in language acquisition and provides insights into the application of listening practice plans in real-world teaching contexts. The proposed plan is adaptable to various learning environments, including classroom instruction and self-directed study. Ultimately, this research contributes to the development of more effective listening instruction and improved outcomes for language learners worldwide.*

**Keywords:** IELTS, Aural Proficiency, Listening Practice Plan, Test Preparation, Accent Familiarization,

### 1. Introduction

The International English Language Testing System (IELTS) has become a benchmark for evaluating the language proficiency of individuals seeking to study, work, or migrate to English-speaking countries. With over 3.5 million tests taken annually, IELTS has become a critical gateway to opportunities worldwide. However, achieving aural proficiency remains a significant challenge for many test-takers, with listening comprehension being one of the most difficult modules to master. Research suggests that listening skills are crucial for effective communication, accounting for approximately 40% of the overall IELTS band score. Despite its importance, many candidates struggle to achieve the required listening proficiency due to various factors, including

limited exposure to diverse accents, inadequate practice opportunities, and insufficient vocabulary. To address these challenges, educators and test-takers require a comprehensive and structured approach to listening practice. This article aims to identify the primary obstacles faced by IELTS candidates in achieving aural proficiency and propose a tailored "Listening Practice Plan" to enhance listening skills and boost confidence. This research aims to contribute to the development of more effective listening instruction, ultimately improving outcomes for language learners and empowering them to achieve their academic and professional goals, the Challenges of Achieving IELTS Success: Overcoming Listening Barriers, Acquiring listening proficiency is a significant hurdle for language learners striving for desired IELTS scores. Listening is widely regarded as the most challenging of the four language skills, requiring substantial time and effort to master. Research highlights the complexities of listening comprehension, including idioms and slang usage, contractions, vowel reductions, elision, stress, rhythm, and intonation patterns, as well as interacting with multiple speakers. Moreover, exam anxiety and self-confidence also influence outcomes. Experts, including Murugaiah (2016), Pokrivcakoa (2010), Brown (1994), and Harmer (2007), emphasize listening comprehension's importance and the need for a multidisciplinary approach integrating educational psychology, linguistic analysis, and pedagogical strategies to develop innovative instructional materials and methods, ultimately helping language learners overcome listening barriers achieve IELTS success. For Pakistani students, achieving a desirable IELTS score is essential for pursuing academic and professional aspirations in Europe. However, they face distinct challenges, including cultural, linguistic, and test-taking barriers. This research addresses these obstacles, developing a comprehensive framework to enhance IELTS preparation. By recognizing the unique needs of Pakistani students, this study provides a targeted solution, fostering improved test outcomes and increased opportunities for global success. Ultimately, passing the IELTS test unlocks doors to education, career advancement, and personal growth, transforming lives and empowering individuals to achieve their aspirations on a worldwide scale.

## 1.2. Background of the study

The International English Language Testing System (IELTS) has become a widely recognized standard for evaluating the language proficiency of individuals seeking to study, work, or migrate to English-speaking countries. With the increasing importance of English language proficiency in global communication, the demand for IELTS testing has grown significantly. Over 3.5 million tests are taken annually, underscoring the need for effective language instruction and test preparation, Language proficiency encompasses four primary skills: reading, writing, speaking, and listening. Among these, listening comprehension is crucial for effective communication, as it enables individuals to interpret and respond to spoken language in various contexts. Research highlights the significance of listening skills in language acquisition, emphasizing their role in vocabulary acquisition and retention, grammar and syntax development, pronunciation improvement, and communication strategies and interaction. Despite its importance, achieving aural proficiency remains a significant challenge for many IELTS candidates. Research identifies several factors contributing to these difficulties, including unfamiliarity with diverse accents and dialects, limited exposure to academic and conversational vocabulary, insufficient practice opportunities, and inadequate instruction. Additionally, cognitive and affective factors such as anxiety and motivation also influence listening comprehension. To address these challenges, instructors and test-takers require structured and tailored listening practice plans. Effective plans

should incorporate accent familiarization and diversity exposure, vocabulary enhancement and comprehension building, phonetic awareness training and sound recognition, and authentic materials and real-world listening contexts. However, existing research reveals a scarcity of comprehensive and structured listening practice plans tailored to the specific needs of IELTS candidates. This study aims to bridge this research gap by investigating the primary challenges faced by IELTS candidates in achieving aural proficiency and designing an effective listening practice plan to address these challenges. By doing so, this research seeks to contribute to the development of more effective listening instruction and improved outcomes for language learners' worldwide comprehension.

## 1.2 Research Questions

1. What specific challenges do IELTS students typically encounter while preparing for the Listening component of the examination?
2. What difficulties do IELTS teachers face when teaching the Listening skill in IELTS classrooms?
3. What elements should be included in an effective preparation practice plan for IELTS students aiming to attain the required listening proficiency skills?
4. How do students perceive the effectiveness of a designed preparation practice plan in improving their listening skills for the IELTS exam?
5. How do teachers perceive the effectiveness of a designed preparation practice plan in enhancing their teaching of listening skills in IELTS classrooms?

## 1.3 Significance of the study

This study holds significant importance for various stakeholders, including IELTS candidates, educators, and language learning institutions. By investigating the challenges faced by IELTS candidates and proposing a tailored listening practice plan, this research aims to enhance listening comprehension and overall language proficiency. For IELTS candidates, this study's findings and proposed listening practice plan will improve test performance, increase chances of achieving desired band scores, and boost confidence in listening and communication skills. This, in turn, will open up greater opportunities for academic and professional advancement. Educators will also benefit from this research, as it will provide a structured and tailored approach to listening instruction, inform teaching methodologies, and facilitate assessment that is more effective and feedback. Furthermore, language-learning institutions will be able to inform curriculum design and language program development, enhancing the quality of language instruction and test preparation. The study's findings will also contribute to the understanding of listening comprehension challenges faced by IELTS candidates, informing theories of language acquisition and listening instruction. This research will provide a foundation for further research on listening practice plans and language learning, ultimately advancing the field. In practical terms, this study's outcomes will inform the development of listening practice materials and resources, guide the design of language learning software and digital tools, and support the creation of listening assessment and evaluation frameworks.

## 1.4 Methodological framework

The current study was structured as a descriptive study. Initially, the researchers examined the IELTS listening competency. Students then recorded their responses, and the findings were presented to them once their competency was verified. The researchers devised tests using various instruments, such as questionnaires, to collect data. A blend of qualitative and quantitative methods was utilized to ensure more precise and dependable data collection. It encompassed cross-sectional research specifications. The research was descriptive in nature. The objective was to develop strategies and resources to assist students in passing the IELTS exam.

Table 1: Components of Listening Comprehension

Component	Description
1. Phonological Awareness	Recognizing sounds, stress, and intonation
2. Vocabulary Recognition	Identifying words and phrases
3. Syntactic Awareness	Understanding sentence structure and grammar
4. Semantic Processing	Interpreting meaning and context
5. Discourse Analysis	Understanding relationships between ideas

Table 2: Listening Micro-Skills

Micro-Skill	Description
1. Identifying Main Ideas	Recognizing central themes or messages
2. Supporting Details	Identifying key points and evidence
3. Inference and Implication	Drawing conclusions and making inferences
4. Speaker's Purpose	Identifying the speaker's intent or tone
5. Recognizing Emphasis	Identifying stressed or emphasized information

Table 3: Listening Macro-Skills

Macro-Skill	Description
1. Conversational Listening	Engaging in dialogue and responding
2. Lecture/ Speech Listening	Following extended discourse
3. Narrative Listening	Understanding stories or anecdotes
4. Instructional Listening	Following directions or instructions
5. Discussion Listening	Engaging in discussions or debates

## 2. Review of the related literature

Studies examining the reliability of IELTS Listening Language proficiency testing, such as the International English Language Testing System (IELTS), plays a crucial role in evaluating individuals' English language skills worldwide. It is widely recognized and utilized for various purposes, including academic admission, immigration processes, and professional certifications. According to Smith and Johnson (2018), language proficiency tests like IELTS are designed to assess candidates' abilities in listening, reading, writing, and speaking, reflecting their readiness to

communicate effectively in an English-speaking environment. These assessments are structured to ensure reliability and validity, thereby offering a standardized measure of language proficiency across diverse populations (Smith & Johnson, 2018). Moreover, research has shown that language proficiency tests correlate with academic success and integration into professional environments (Jones et al., 2020). Thus, IELTS and similar assessments serve as essential tools for individuals seeking to demonstrate their language competencies on an international scale. This evaluative enquiry provides a comprehensive understanding based on existing research and scholarly articles. The IELTS Listening test consists of four sections, each containing a different type of listening task such as multiple-choice questions, sentence completion, note completion, and others. Candidates listen to recordings of native English speakers and respond to questions based on what they hear. The format aims to simulate real-life listening scenarios encountered in academic and everyday contexts (Cambridge English Language Assessment, 2019).

Table 5. IELTS Test Components and Skills

Test Component	Description	Skills Assessed	Duration	Band Scores
<b>Listening</b>	Conversations, monologues, lectures	Phonological awareness, vocabulary recognition, syntactic awareness, semantic processing	40 minutes	0-9
<b>Reading</b>	Various texts, multiple-choice questions	Vocabulary recognition, reading comprehension, information retrieval, critical thinking	60 minutes	0-9
<b>Writing</b>	Descriptive writing, essay writing	Writing fluency, grammar, vocabulary, coherence, cohesion, argument development	60 minutes	0-9
<b>Speaking</b>	Introduction, individual speaking, discussion	Fluency, pronunciation, vocabulary, grammar, coherence, communication, interaction	11-14 minutes	0-9

The IELTS Listening test influences language teaching practices by emphasizing the development of listening skills. Educators integrate IELTS-like listening tasks into classroom activities to prepare students for the test format and improve their ability to understand spoken English. Feedback from educators underscores the test's role in enhancing students' listening proficiency and overall language acquisition (Field, 2016). Technological advancements have significantly influenced the delivery and scoring of the IELTS Listening test. The transition to computer-based testing (CBT) has enhanced accessibility and flexibility for test takers worldwide. Automated scoring systems have also streamlined the assessment process, ensuring consistency and objectivity in evaluating listening performance (Wang & Nguyen, 2020). Comparative studies highlight the test's acceptance and validity across different countries and regions, reflecting its international standardization and relevance in diverse linguistic and cultural contexts (Zhang & Brown, 2021). The IELTS Listening test consists of four sections, each containing a different type of listening task such as multiple-choice questions, sentence completion, note completion, and others. Candidates listen to recordings of native English speakers and respond to questions based

on what they hear. The format aims to simulate real-life listening scenarios encountered in academic and everyday contexts (Cambridge English Language scores indicate high internal consistency across test administrations and populations. For instance, research by Smith and Jones (2018) conducted a meta-analysis confirming the reliability of IELTS Listening scores across different contexts and test formats. Moreover, validity studies demonstrate that IELTS Listening scores correlate well with individuals' abilities to comprehend spoken English, both academically and in practical settings (Brown & Lee, 2020). The IELTS Listening test influences language teaching practices by emphasizing the development of listening skills. Educators integrate IELTS-like listening tasks into classroom activities to prepare students for the test format and improve their ability to understand spoken English. Feedback from educators underscores the test's role in enhancing students' listening proficiency and overall language acquisition (Field, 2016). Effective test preparation and instruction are essential for optimizing candidates' performance in the IELTS Listening module. Research-based instructional practices emphasize the integration of authentic listening materials, task-based activities, and strategic training to develop listening skills (Harmer, 2007). Providing candidates with opportunities to practice under simulated test conditions and receive constructive feedback helps build confidence and familiarity with the test format. Below is an extended literature review on the IELTS Listening skill, covering various aspects such as factors influencing performance, test validity, technological advancements, cultural considerations, instructional strategies, and more.

## **2.2 Components of IELTS listening**

### **2.2.1 Accents and Varieties of English**

Candidates frequently struggle with the diverse range of English accents and dialects used in IELTS listening recordings. This includes understanding variations in pronunciation, intonation, and vocabulary. Exposure to different accents through practice materials and listening to various English media can help mitigate this challenge (IELTS.org, 2023). Understanding different English accents and dialects is a significant challenge for IELTS candidates. The variety of accents—such as British, American, Australian, and others—can affect comprehension due to differences in pronunciation, intonation, and vocabulary usage. Candidates may find it difficult to adjust to these variations, which can affect their ability to accurately interpret spoken information during the test. To overcome this, candidates should immerse themselves in a range of English audio sources, including podcasts; news broadcasts, and films, to become more familiar with various pronunciations and speech patterns. Regular exposure to these different accents can enhance listening skills and improve overall comprehension (IELTS.org, 2023).

### **2.2.2 Speed of Speech**

The speed at which speakers talk in the listening tests can be daunting. Test-takers may find it difficult to keep up with fast-paced dialogues or lectures. Regular practice with timed listening exercises and focusing on key information can improve comprehension and reaction times (British Council, 2022). The rapid pace of speech in IELTS listening tests often poses a challenge for candidates. Speakers in the recordings may talk quickly, which can make it hard for test-takers to

follow along and catch every detail. This difficulty arises from the need to process information swiftly while maintaining comprehension of the overall context. To address this issue, candidates should engage in regular practice with timed listening exercises that mimic test conditions. Practicing with various speed levels and focusing on extracting key points efficiently can help improve their ability to keep up with fast-paced dialogue and enhance overall listening proficiency (British Council, 2022).

### **2.2.3 Identifying Main Ideas and Details**

Differentiating between main ideas and supporting details is another common difficulty. Candidates must practice listening for specific information while maintaining an understanding of the overall context. Techniques such as summarizing spoken passages and focusing on question types that require detail recognition can be beneficial (IDP Education, 2023). Identifying main ideas and specific details within spoken texts is a common challenge for IELTS candidates. The test often requires listeners to distinguish between overarching themes and supporting information, which can be complex in fast-paced or dense content. To tackle this, candidates should practice actively listening for the central concepts while also noting the finer details that support these ideas. Techniques such as summarizing spoken material and focusing on how information is structured can aid in developing this skill. By refining their ability to differentiate between main points and supplementary details, candidates can improve their performance in accurately answering questions and comprehending spoken content more effectively.

### **2.2.4 Following the Flow of Information**

Understanding how ideas are structured and linked in a spoken text can be challenging. This involves grasping transitions, coherence, and the logical progression of information. Using practice materials that highlight these elements and engaging in active listening exercises can improve this skill (Cambridge Assessment English, 2024). Understanding the progression of information in spoken texts can be particularly challenging for IELTS candidates. This involves grasping how ideas are organized and interconnected throughout a dialogue or lecture, which requires recognizing transitions and logical connections between points. To improve this skill, candidates should practice listening to content with clear structures, such as academic lectures or structured debates, and pay attention to how information is introduced, expanded, and concluded. Engaging in exercises that focus on identifying these organizational patterns can help candidates better follow and understand the flow of information, making it easier to capture key points and respond accurately to questions (Cambridge Assessment English, 2024).

## **3. Research Methodology**

The study is descriptive in nature. The data was collected quantitatively from students and IELTS instructors to gain pertinent information through questionnaire and observations. The collected data was run in SPSS program by applying descriptive statistic technique. Finally, the findings

have been presented in a clear and concise manner, using tables, figures, and narratives to illustrate key findings. This has ensured that the results are accessible to all stakeholders, including researchers, educators, and IELTS candidates. By presenting the findings in a transparent and comprehensible manner, the study has been providing valuable insights into the challenges faced by IELTS candidates in achieving aural proficiency.

Table 6 Framework of Analysis

Level of Analysis	Description	Techniques
<b>Contextual Analysis</b>	Examine the social, cultural, and historical context	Descriptive statistics, thematic analysis
<b>Content Analysis</b>	Analyze the content of the data	Content analysis, thematic analysis
<b>Thematic Analysis</b>	Identify and code key themes and patterns	Thematic analysis, coding
<b>Comparative Analysis</b>	Compare and contrast different data sets	Comparative analysis, statistical analysis
<b>Inferential Analysis</b>	Make inferences about the population based on the sample data	Statistical analysis, inferential statistics
<b>Interpretive Analysis</b>	Interpret the findings in light of the research questions and literature review	Interpretive analysis, thematic analysis

## 4. Findings and Discussions

### 4.1 What specific challenges do IELTS students typically encounter while preparing for the Listening component of the examination?

Candidates for the IELTS typically encounter a variety of unique challenges when preparing for the test's hearing component. The largest challenge is recognizing and pronouncing accents from various nations, including American, British, Australian, and New Zealand. Students find it challenging to grasp fast speech, slang phrases, and technical jargon, which reduces understanding and leads to confusion. Time management throughout the listening phase is a major problem as well. It might be difficult for students to strike a balance between listening, absorbing material, and responding to questions in the allocated time. Performance is further hampered by poor note-taking techniques and inefficient listening techniques, such as overlooking important phrases and core concepts. Findings also reveal that the students face many obstacles, as they get ready for the IELTS listening test. Limited exposure to authentic materials is a huge barrier to comprehension because it makes one unfamiliar with sophisticated language, various accents, and sentence structures. Students find it difficult to absorb material effectively because of the listening section's time limits and fast-paced delivery. Significant problems are also presented by linguistic and cultural limitations. Idiomatic idioms, colloquialisms, and subtle language are difficult for students to grasp, and it is more difficult to deduce meaning when there are no contextual cues. Technical problems that interfere with focus and concentration include low audio quality and unfamiliarity



with the exam format. Inadequate practice and ineffective listening techniques impede improvement even further. Students frequently lack the strategic time management abilities necessary to provide enough time for each skill to prepare.

#### **4. 2. What difficulties do IELTS teachers face when teaching the Listening skill in IELTS classrooms?**

When teaching hearing in the classroom, IELTS teachers face a variety of challenges. Addressing the different requirements of students is a significant problem because of the differences in language ability, cultural background, and learning styles among learners. It is difficult for teachers to accommodate student variances and guarantee equitable opportunities for growth. Because of this variation, training must be customized, which might take a lot of time and money. Additionally, in the same classroom, teachers must balance the demands of children with beginning to intermediate language proficiency. Outdated materials and scarce teaching resources impede the effectiveness of instruction. It is challenging for teachers to engage pupils when they do not have access to real, diverse, and relevant listening materials. Managing the classroom is yet another important difficulty. Instructors need to foster an atmosphere where students can listen intently, be distracted, and remain motivated. This calls for thoughtful seating arrangements, muted music, and unambiguous directions. On the other hand, inadequate resources and big class sizes can make good classroom management difficult. Evaluating the growth of students is a major task. It is difficult for teachers to assess listening abilities impartially, especially in big classes. It's equally difficult to give constructive criticism that takes into account each person's needs. Multiple-choice exams and other traditional evaluation techniques might not fairly represent students' listening skills. It is essential to keep students motivated. To maintain students' interest, teachers should design listening tasks that are stimulating, pertinent, and demanding. Real-world examples, interactive exercises, and authentic materials can all increase student interest.

#### **4.3. What elements should be included in an effective preparation practice plan for IELTS students aiming to attain the required listening proficiency skills?**

A comprehensive practice strategy for IELTS preparation that helps students achieve the necessary levels of listening proficiency should include a few essential components. Students are exposed to a variety of accents, language, and question types through authentic materials such as news broadcasts, audiobooks, TED Talks, podcasts, and real-life listening experiences. Exposure to a variety of accents, including American, British, Australian, New Zealand, and Canadian, is essential. Academic, technical, and idiomatic terms should be the focus of vocabulary acquisition. Students can improve their ability to recognize major ideas, supporting information, and speaker tone by participating in targeted listening exercises such multiple-choice, matching, and completion assignments. Frequent practice exams and scheduled activities help students develop their endurance and time management abilities by simulating the real test environment. Students can track their progress and find areas for growth with the use of feedback and opportunities for self-assessment. Techniques for active listening include. Findings recommend that it is important to combine cultural and linguistic awareness, emphasizing how linguistic subtleties and cultural differences affect listening comprehension. Test-taking techniques, such time and anxiety

management, are crucial. Tailored learning programs address learning preferences and areas of weakness. Perpetual assessment and modification of the practice plan guarantee ongoing progress. These components help IELTS students improve their listening comprehension and get the marks they need. Authentic materials, a variety of accents, vocabulary development, focused listening exercises, frequent practice exams, feedback, active listening techniques, metacognitive skills, technology integration, cooperative learning, cultural sensitivity, test-taking techniques, individualized learning plans, and continuous assessment are all important components. By including these components, IELTS students can be guaranteed thorough preparation and enhanced listening skills. Practice tests that are tailored to each student's needs, encourage participation, and mimic the exam

#### **4.4. How do students perceive the effectiveness of a designed preparation practice plan in improving their listening skills for the IELTS exam?**

Most students believe that using a well-crafted practice plan to improve their listening comprehension for the IELTS exam will be very helpful. Students can gain a thorough understanding of the format, question kinds, and timing of the listening part by following a well-structured approach. Students are able to improve their comprehension of different speaking styles, identify core concepts, and recognize supporting details by interacting with authentic materials and a variety of accents. The focused listening activities, which emphasis particular abilities like taking notes, summarizing, and recognizing speaker tone, are well-liked by the students. Frequent practice exams and scheduled activities help students develop their endurance and time management abilities by simulating the real test environment. Students may track their progress and find areas for development with the help of feedback and self-assessment opportunities, which helps them feel in control and motivated.

#### **4.5. How do teachers perceive the effectiveness of a designed preparation practice plan in enhancing their teaching of listening skills in IELTS classrooms?**

Instructors believe that carefully thought-out practice plans are very helpful in helping students become better listeners on the IELTS exam. A well-thought-out strategy makes it possible for educators to provide focused instruction that fills in knowledge and skill gaps while also promoting effective education that covers listening skills in-depth. Incorporating authentic materials, a variety of accents, and question kinds to mimic the real test experience is highly valued by teachers. They also value regular practice exams and timed activities that help students develop their endurance and time management abilities. Teachers are able to track students' progress, pinpoint areas for growth, and modify their lessons with the use of feedback and chances for self-evaluation. The adaptability of the plan facilitates customization to individual requirements and learning preferences and the incorporation of technology offers a range of instruments to effectively engage pupils. Activities for collaborative learning and elements of cultural awareness

## **6. Conclusion**

The study's conclusion emphasizes how important it is for students to receive quality listening instruction in order to improve their hearing comprehension for the IELTS exam. Improving listening skill requires a well-thought-out prepared practice strategy that includes authentic materials, a variety of accents, and technological integration. The development of listening skills must be given top priority by educators, curriculum designers, and legislators because of its vital role in language competency. Educational institutions can improve IELTS performance, increase student confidence, and improve language support services by implementing evidence-based instructional practices. In the end, this study provides stakeholders and educators with information on effective listening instruction strategies, enabling them to make decisions which are more informed and enhance student results. Global connectivity, real-world communication, and academic performance all depend on effective listening training. The relevance of authenticity, diversity, technological integration, and evidence-based instructional methodologies is highlighted in this extensive study, which emphasizes the crucial role that good listening instruction plays in preparing students for the IELTS. Teachers can improve language proficiency, boost confidence, and maximize IELTS scores by implementing a systematic approach to listening education. The study shows that good listening teaching improves student performance in the classroom by helping students understand different accents better, improve their test-taking techniques, and succeed more academically. Additionally, this well-researched study offers insightful information about successful listening instruction tactics, educating educators, curriculum designers, and legislators on the best ways to prepare for the IELTS. Effective listening training is essential for academic success, everyday conversation, and cross-cultural understanding in an increasingly globalized world. The results of this study will further guide listening instruction going forward, keeping teachers at the forefront of cutting-edge methods as language education develops. In the end, the study's consequences go beyond getting ready for the IELTS; they also contribute to the field of language education as a whole and highlight the value of listening training in promoting communication and connectivity on a worldwide scale.

## **Listening Practice Plan**

### **Week 1-2: Building Foundations**

1. Familiarize yourself with IELTS listening question types (Multiple Choice, Matching, Plan/Map/Diagram, Table Completion, Flowchart, Sentence Completion, Summary Completion).
2. Practice active listening: listen to podcasts, audio books, or TED Talks (30 minutes, 3 times a week).
3. Improve vocabulary: learn 10-15 words daily using flashcards or vocabulary apps.

### **Week 3-4: Section-Wise Practice**

1. Section 1: Listen to conversations (e.g., podcasts, videos) with multiple speakers.
  - Practice questions: Multiple Choice, Matching.
2. Section 2: Focus on monologues (e.g., lectures, talks).
  - Practice questions: Sentence Completion, Summary Completion.
3. Section 3: Engage with academic discussions (e.g., debates, panel discussions).

- Practice questions: Multiple Choice, Matching.
- 4. Section 4: Listen to lectures or talks on various topics.
- Practice questions: Table Completion, Flowchart.

### **Week 5-6: Timed Practice and Strategy Development**

1. Practice full listening tests (60 minutes, 2 times a week).
2. Develop strategies:
  - Skim and scan questions before listening.
  - Identify key words and phrases.
  - Use contextual clues.
3. Review and analyze mistakes.

### **Week 7-8: Advanced Techniques and Refining Skills**

1. Improve note-taking skills.
2. Focus on idiomatic expressions, colloquialisms, and phrasal verbs.
3. Practice listening with different accents (e.g., British, American, Australian).
4. Refine skills through peer discussion or speaking with a tutor.

### **Week 1-2: Building Foundations**

It is recommended that IELTS students spend the first two weeks building foundations for success in the listening section. Students should familiarize themselves with the various question types, including multiple choice, matching, plan/map/diagram, table completion, flowchart, sentence completion, and summary completion. It is suggested that students review the test format and question types using official IELTS study materials or online resources. Students are advised to practice active listening for 30 minutes, three times a week, by listening to podcasts, audiobooks, or TED Talks on diverse topics. They should take notes on main ideas, supporting details, and speaker purpose, and summarize the content in 1-2 sentences. It is also recommended that students gradually increase their listening time from 15 to 30 minutes.

### **Week 3-4: Section-Wise Practice**

IELTS students are advised to focus on section-wise practice during weeks 3-4 to enhance their listening skills. For Section 1, it is recommended that students listen to conversations with multiple speakers, such as podcasts or videos, and practice Multiple Choice and Matching questions to improve their ability to identify main ideas, speaker purpose, and supporting details. In Section 2, students should engage with monologues, including lectures and talks, and practice Sentence Completion and Summary Completion questions to enhance their comprehension of main ideas and supporting details. For Section 3, students are encouraged to participate in academic discussions through debates, panel discussions, or podcasts and practice Multiple Choice and Matching questions to improve their ability to identify main arguments and speaker purpose. In Section 4, students should listen to lectures or talks on various topics and practice Table Completion and Flowchart questions to enhance their ability to fill in missing information and

sequence events. Students are also advised to review their progress on a weekly basis, assess their mastery of different question types, and adjust their study plan accordingly.

### **Week 5-6: Timed Practice and Strategy Development**

IELTS students are advised to engage in timed practice and strategy development during weeks 5-6 to simulate the actual test experience and refine their listening skills. It is recommended that students take two full listening tests per week, mimicking the actual test conditions, and focus on completing all sections within the allotted time. Students should also develop effective strategies, such as skimming and scanning questions before listening, identifying key words and phrases, and using contextual clues. Additionally, students are encouraged to review and analyze their mistakes to identify recurring error types, understand the root causes, and adjust their strategies accordingly. To facilitate this process, students can utilize official IELTS practice materials, IELTS listening practice tests, and online resources.

### **Week 7-8: Advanced Techniques and Refining Skills**

IELTS students are advised to refine their note-taking skills, enabling them to efficiently capture key information during listening tasks. This can be achieved by practicing concise note-taking, using abbreviations and symbols, and reviewing notes for clarity. Additionally, students should focus on idiomatic expressions, colloquialisms, and phrasal verbs, which are commonly used in IELTS listening materials. Familiarizing yourself with these linguistic features will improve comprehension and enhance overall listening skills.

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