



Investigating the relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills

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APA Citation:

Ghamarian, D., Motallebzadeh, K., & Fatemi, M. A. (2014). Investigating the relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills. *Journal of Language and Linguistic Studies*, 10(1), 137-152

Abstract

This study aims to investigate the relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills pattern as well as investigating the relationship between constructs underlying IELTS test and Iranian IELTS candidates' communicative skill viewpoints on language proficiency. The correlational research method was employed as the design of the study. The study included 322 Iranian IELTS candidates who completed IELTS preparation courses. To collect data, the researchers developed the researchers-made version of the Iranian life skill and communication skill questionnaire based upon the 4-H and Targeting Life Skills (TLS) (Norman & Jordan, 2012), models. Likewise, the researchers used the academic module of IELTS test in the study. Study found no significant relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills pattern. Similarly, the results showed that there was no significant relationship between the constructs underlying IELTS test and Iranian IELTS candidates' communicative skill viewpoints on language proficiency.

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Keywords: Communicative competence; construct validity; language proficiency; life skills; washback

1. Introduction

Several researchers (Fulcher & Davidson, 2007) claim that tests had influenced the teaching and learning practices in societies. By the emergence of standardized testing phenomenon, concerns over what Cheng, Watanabe, and Curtis (2004) called the social consequences of such tests have been evolved. The idea of whether candidates' successfulness in a standardized test guarantees their success in development of life skills required for everyday communication, has been introduced. Since a standardized test such as International English Language Testing System (IELTS) is a test of proficiency, its impact on teaching and learning seems to be interdependent with candidates' life skills needed for social communication. Most of the washback studies (Erfani, 2012; Hawkey, 2006; Rahimi & Nazhand, 2010; Rashidi & Javanmardi, 2011) as mentioned in the study conducted by (Chen, 2011), are treating washback of standardized tests at its preliminary stage by focusing only on learning and teaching domains. This study focuses on the newly adopted approach toward the washback studies of standardized tests based on what Ching Pan (2009) referred to it as beyond classroom effect of washback. Other researchers (Green, 2007) backed this washback study approach by indicating the

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washback of IELTS should be considered in the link between striving for being success on and beyond tests.

1.1. Literature review

1.1.1. Definition and concept of washback

Cheng (2005) elucidated the concept of washback as a notion that “test should drive teaching and hence learning (measurement- driven instruction)” (p. 26), (cited in Rashidi & Javanmardi, 2011). This, according to Razavipour, Riazi, and Rashidi (2011), may lead teaching and learning toward focusing on domains which are likely to appear on the tests. Likewise, some researchers (Ching Pan, 2009) believed that washback may operate at either micro level which focuses on teaching, learning domains or macro level which focuses, according to Ozmen (2011), “on individuals, policies and practices in any given educational system or society” (p. 216). In another study, Green (2007) discussed the washback issue from the aspect of beneficial or harmful washback effects. Green (2007) believed that if a test evolved the learners’ overall abilities, washback would be beneficial; otherwise, washback would be considered as harmful.

1.1.2. Construct validity

Caldwell (2008) illustrated the construct validity as “the extent to which a test measures something that cannot be observed directly but must be inferred from patterns of behaviour. A pattern of behaviour is called construct” (p. 177). Green (2007) related the concept of washback to construct validity through the framework put forward by Messick (1989). Similarly, in another study, Sukyadi and Mardiani (2011) indicated “washback becomes negative washback when there is a mismatch between construct definition and test or content” (p. 99). Meanwhile, Apart from the solid definitions, to Gerhart (2012), construct validity was significant since it was the “correspondence between a theoretical, unobservable construct and an observable measure” (p. 158). Baghaei (2008) took into account the importance of construct validity as “the trustworthiness of score meaning and its interpretation” (p. 1).

1.1.3. Notion of communicative competence

Bhattacharyya (2012) believed that communicative competence was mostly viewed as the extend individual reconcile himself to the available communication environment through utilization of appropriate range of knowledge and skills fit the communication situation. Adegbile and Alabi (2005) related the concept of proficiency to communicative competence from the aspects of formalist and functionalist approaches. Some researchers (Kopriva, 2008) believed that it was appropriate to use communicative competence for the evaluation and assessment of learners’ proficiency to make them proficient in all aspects of communicative competence.

1.1.4. Life skills

Erawan (2010) defined life skills as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, communicate effectively, and develop coping and self-management skills to lead a healthy and productive life” (p. 171). In another study, Francis (2007) considered life skill education important since “Life skill education helps the individual to improve the decision making skill, ability to take everything in the right sense and also improve their contributions to the society” (p. 1). Furthermore, Postma, Getkate, and Wijik (2004) discussed the importance of knowledge of theoretical facts in attaining the designated criteria specified in the educational curriculum

critical but insufficient in spite of the fact that “these facts are more valuable to students when they are taught in ways that make them relevant to their real lives” (p. 12).

1.2. Research questions and hypotheses

- Q1: Is there any significant relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills pattern?
- Q2: Do the constructs underlying IELTS test have any significant relationship with the Iranian IELTS candidates' communicative skill viewpoints on language proficiency?
- H01: There is no significant relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills pattern.
- H02: There is no significant relationship between the constructs underlying IELTS test and the Iranian IELTS candidates' communicative skill viewpoints on language proficiency.

2. Method

The researchers did not only proceed through the following procedures but also employed the following instruments designed for collecting data on the part of the participants.

2.1. Participants

The researchers used the random sampling to sample from the available population of Iranian IELTS candidates in two mega-cities of Mashhad and Tehran in 2013 in Iran. In a pilot study, the researchers estimated the number of language institutes with the IELTS preparation courses in Mashhad and Tehran around 150 institutes. The researchers attended in some of those language institutes in order to gain insight of how many Iranian IELTS candidates have been enrolled, in average, at the final level of IELTS preparation courses in every single language institute. Based on the data the researchers obtained from the language institutes in Mashhad and Tehran, in average; there were 14 IELTS candidates who enrolled at the final level of IELTS preparation courses in every single language institute. Therefore, the researchers estimated the size of population of Iranian IELTS candidates who attended at the final level of IELTS preparation courses in Mashhad and Tehran at the time of conducting this study about 2000 persons. The researchers chose the participants from different language institutes with IELTS preparation courses in two major cities of Iran, Mashhad and Tehran. The researchers selected 322 Iranian IELTS candidates for the sample of the study among both those who completed the final level of IELTS preparation courses and those who were studying at the final level of IELTS preparation courses in language institutes of Mashhad and Tehran. The researchers used the formula developed by Krejcie and Morgan (1970) in order to determine the sample size of the study. Therefore, 0.05 degree of accuracy with the 95% confidence interval in the sample size of the study was ensured.

Participants who participated in the study were Iranian IELTS candidates who signed up for IELTS preparation courses in both Mashhad and Tehran. All of them have completed the IELTS preparation courses. They were both males and females who were mostly 18 to 40 years old. Since the enrollment in IELTS preparation courses did not require specific academic degree, the participants were coming from different specialties and various fields of studies. Therefore, it would not be strange that the participants would have different backgrounds as well as holding motley beliefs. Some of the participants had studied English language focally while others studied English language peripherally. The language institutes with IELTS preparation courses from which the samples were taken administered a sample of IELTS test as a placement test to assign participants to the appropriate level according to the individuals' level of language proficiency. Therefore, the researchers ensured the

homogeneity of the participants from the aspect of language proficiency. Likewise, since the researchers sampled from those who have completed the IELTS preparation courses the homogeneity of participants under study from the aspect of life skill and communication skill was ensured.

2.2. Instruments

The following instruments have been used in the study for the purpose of data collection.

2.2.1. A sample IELTS placement test (the academic training module)

The sample IELTS placement test (Jakeman & Mcdowell, 2008) was used in this study for achieving the homogeneity on the language proficiency of Iranian IELTS candidates who participated in this study. The IELTS placement test had four language skill components including listening, academic reading, academic writing, and speaking. The listening component contained four subsections and 40 test items. The focus of the first two subsections in the listening was mostly on daily social interactions and the other two subsections dealt with the educational and academic fields. Next, the reading component contained three academic passages that included 40 test items. Participants had 60 minutes to spend on the reading passages. The academic writing component included two writing tasks and participants were to spend only 60 minutes for the completion of the two writing tasks. The speaking component had three parts. Participants had 13 minutes to talk and discuss the proposed subject matters. The amount of time needed for the completion of the sample IELTS placement test was 2 hours and 44 minutes.

2.2.2. A sample of IELTS test (the academic training module)

The researchers employed the academic training module of IELTS test (“IELTS test,” n.d.) in the study. It consisted of four components including Listening, Academic training reading, Academic training writing, and Speaking. The listening component consisted of four sections. Each section in the listening component included 10 test items. In overall, there were 40 test items in the listening component which participants were to answer them in approximately 30 minutes. The focus of the first two sections in the listening component was on the social necessities in which the first section was in the form of a short dialogue between two persons and a short speech was included in the second section. The next other two sections were mostly concentrated on the educational areas. Similar to the first two sections, the third section included a conversation taking place between a number of people, and the fourth section was dedicated to an academic lecture. In the listening component, participants were to answer different question types including multiple choice questions, short- answer questions, sentence completions, matching, forms, and maps, labeling diagrams, tables, flow- chart completion as well as notes.

The next component was Academic Training Reading. This test component consisted of three sections with 40 test items. Participants were given 60 minutes, 20 minutes were to be spend on each section, to provide answer to test items in the reading component. The texts were selected from magazines, books, journals, and newspapers with general ideas and concepts; however, one passage contained detailed logical arguments. The texts contained more complex language and structures which stressed on academic and argumentative issues. In the reading component, participants were to respond to various item types including Multiple choice questions, short- answer questions, sentence completions, matching, Yes/ No/ Not given questions, and labeling diagrams, tables, flow- chart completion as well as notes and True/ False/ Not given questions. The other component was Academic Training Writing which included two tasks. Participants were given 60 minutes on this component, 20 minutes were to be spent on the first task and 40 minutes were devoted to the second writing task. In the

first task, participants should write at least 150 words and in the second task, they were expected to write 250 words on the suggested issues.

The last component was speaking which was to be conducted by a trained examiner. Speaking component had three parts. This component took 11 to 14 minutes to be completed. In the first part, participants were to be greeted and they talked about their families, their jobs, and themselves. This part took 4 to 5 minutes to be completed. In the second part, participants were to talk about particular topic for 1 to 2 minutes. In addition, in the third part, a topic was assigned to participants to be discussed in 4 to 5 minutes. Therefore, the total IELTS test time was about 2 hours and 44 minutes.

2.2.3. Sample of IELTS test answer sheets

The participants were given three separate answer sheets, the (“Listening answer sheet,” n.d.), the (“Reading answer sheet,” n.d.) and the (“Writing answer sheet,” n.d.). In either of the answer sheets, participants were to use pencil to write their names and shade the numbers on the grid to reflect their candidacy number as well as the test date. Meanwhile, the listening and reading answer sheets had 40 blank areas dedicated to every single test item which participants were required to write their responses in the designated boxes. Beside each box, there were two boxes for the scorers to evaluate the participants’ responses by putting check mark on correct or wrong check boxes. The writing answer sheet contained blank spaces dedicated to each writing tasks.

2.2.4. Iranian life skill and communication skill questionnaire

In order to elicit the Iranian participants’ attitude toward the notions of life skills as well as the communication skills in the Iranian context, the researchers-made version of Iranian life skill and communication skill questionnaire has been developed. To design Iranian life skill and communication skill questionnaire, the researchers adopted the widely used models of life skills which were called 4-H and TLS, “Targeting Life Skills (Hendricks, 1998)”, (cited in Norman & Jordan, 2012), models. According to Norman and Jordan (2012), the 4-H model consisted of the following component and competencies: first, ‘Head’ which focused on competencies such as knowledge, reasoning and creativity. Second, ‘Heart’ which evolved around the personal/social competencies. Third, ‘Hand’ which dedicated to vocational and citizenship competencies and finally, ‘Health’ which covered the issues related to health and physical competencies. According to Deen and Bailey (2000), these models mostly covered issues relating to the areas of decision making, wise use of resources, communication, accepting differences, leadership, useful skills, healthy lifestyle choices, and self-responsibility. Additionally, the researchers took advantages of typical life skill and communication skill questionnaires as a sample to elicit insight on the issues which were common and had to be covered in the designated domains. The following works (Barkman & Machtmes, 2002; (“Communication quiz,” n.d.); Hamdona, 2007; (“Life skills pre-test/post-test,” 2009); Pavot & Diener, 1993; Saatchi, Kamkari, & Askarian, 2010; World Health Organization [WHO], 2004; Wright, 2001) have inspired the researchers in development of Iranian life skill and communication skill questionnaire.

Iranian life skill and communication skill questionnaire was divided into three parts. The first section allocated to demographic items were devoted to elicitation of the participants’ personal information such as their gender, the highest academic degree they achieved as well as their English language background, duration of IELTS preparation courses they attended, if any, and the IELTS scores they obtained. In this section, participants were to choose only one possibility which best described their actual conditions or simply provide further information where it was necessary. The second part of the Iranian life skill and communication skill questionnaire was made up of 37 items which were constructed through 1 to 5 points based on the Likert Scale focusing on the domain of life skills issues. The third part was labeled

‘communication skills’ which included 13 items constructed through 1 to 5 points based on the Likert Scale, too. The whole questionnaire covered 50 items related to the domain of Iranian life skill and communication skill. Participants were given the possibility to reflect their attitude on the issues as they actually were by selecting a possibility from the proposed options which were based on the scales ranging from (*Very low*), (*Low*), (*Neutral*), (*High*) to (*Very high*). In addition, the participants’ responses were codified in the Iranian life skill and communication skill questionnaire in which the scale (*Very low*) corresponded with 1 point and the scale (*Very high*) associated with 5 points.

The items were designed in a way to cover and focus on the crucial aspects in concept of life skills and communication skills related to either the Iranian or universal context. Meanwhile, the designated time for the completion of the questionnaire was about 5 to 10 minutes. It should be noted that before administration of the Iranian life skill and communication skill questionnaire, the supervisor and the advisor of the study have reviewed the questionnaire in order to ensure the appropriate degree of validity. Likewise, the researchers piloted the questionnaire with 20 Iranian IELTS candidates in Mashhad to ensure the questionnaire achieved appropriate degree of reliability. After piloting the questionnaire, the researchers entered data in the SPSS software (PASW, the 18th edition) to calculate the Cronbach’s Alpha. The SPSS software reported that the Iranian life skill and communication skill questionnaire achieved the reliability of 0.74 (R= 0.74) based on the data collected from the participants. The Iranian life skill and communication skill questionnaire is included in Appendix A.

2.3. Data collection and analysis

The researchers had arrangements with language institutes selected for the purpose of data collection before the due date. The researchers selected 322 Iranian IELTS candidates participating in the study among those Iranian IELTS candidates completed the IELTS preparation courses in English language institutes in both Mashhad and Tehran cities. The researchers administered the life skill and communication skill questionnaire to participants a few days before the last session of the IELTS preparation courses. Participants were told that taking part in the study was totally optional and their answers would not affect them in any way. The researchers explained the instructions required for completing the questionnaire to the participants. Next, the researchers distributed the coded questionnaire forms among participants, and they were given 5 to 10 minutes to complete the questionnaire. As participants were responding to the questionnaire items, the researchers managed to respond to likely questions participants might have had on some items. Finally, after about 10 minutes, the researchers collected the questionnaire forms. It should be noted that the researchers coded the questionnaire forms before administering them to the participants in order to facilitate the process of matching the questionnaire completed by each participant to the IELTS overall band-score of each participant reported either by the participants or by the English language institutes.

In the due dates, participants in each language institute took a sample of Academic IELTS test. The authorities in language institutes told participants to attend in the examination hall of the language institute to take the sample of IELTS test. In the examination hall which was equipped with audio-visual equipment required for the administration of IELTS test, participants sat on their chairs. They had only a pencil and a rubber with themselves. One of the employees of the language institute who had experiences in administration of sample IELTS test was selected as a proctor. The proctor distributed the test leaflets among participants as well as explaining the rules participants should remember during taking the test.

Next, the proctor instructed participants on how to work on different sections of the test. The participants were told to follow the audio-CD for answering the test items included in the listening component. Likewise, the participants were told that they were to hear the recording only once. The

proctor played the recording and participants started listening and responding. The recording provided further directions on the section participants should work on. At the end of the listening component, proctor allowed 10 minutes to participants to transfer their responses to their answer sheets. Next, the proctor collected the listening answer sheets and distributed the reading answer sheets. Participants were given 60 minutes to work on the test items in the reading component. After 60 minutes, the proctor collected the reading answer sheets, and distributed the writing tasks as well as blank pages among participants. Participants were told to spend 20 minutes on the task 1 and 40 minutes on the task 2. After an hour, the proctor collected the participants' writing tasks. In the next step, the participants were told to stay in the saloon to be interviewed. The proctor interviewed participants according to the directions and instructions required by the IELTS test.

After the language institutes scored the sample of Academic IELTS test taken by the participants, the researchers obtained the participants' IELTS sub-scores on each component of the test as well as their overall band scores from the English language institutes for the purpose of data analysis. Then, the researchers used the SPSS software, the PASW statistics- the 18th edition, in order to compare the elicited data derived through the Iranian life skill and communication skill questionnaire with the participants' IELTS test results obtained for each participant.

Likewise, the researchers managed to distribute the Iranian life skill and communication skill questionnaire among individuals who sat an academic IELTS test. In order to ensure that they have attended and completed IELTS preparation courses, specifically at the final level, the researchers asked every individual to confirm if he or she has attended at the final level of IELTS preparation courses. In the case the individuals responded positively and they were willing to take part in the study, a copy of Iranian life skill and communication skill questionnaire was given to each participant. Besides, since they sat an IELTS test, the researchers asked them to write the sub-score on each component of the test as well as the overall band score they achieved in the IELTS test score report form in the designated fields in the Iranian life skill and communication skill questionnaire, too.

3. Results

In order to conduct the current study, the researchers considered two objectives for the study to be investigated. The first goal was to inspect the existence of probable significant relationship between the washback effect of IELTS test and the life skills pattern Iranian IELTS candidates possessed. Likewise, the other aim of the study was to investigate the possible significant relationship between the construct underlying IELTS test and the communicative skill viewpoints Iranian IELTS candidates held on language proficiency. To shed light on the research hypotheses of the study, the researchers evolved and used the researchers- made questionnaire that covered the domains related to Iranian life skills and communication skills. After collecting and analysing the required data, the following findings have been found.

3.1. H01: Investigating the Relationship between the Washback Effect of IELTS Test and the Iranian IELTS Candidates' Life Skills Pattern

In order to investigate the relationship between the "Iranian IELTS candidates' life skills pattern" and "the washback effect of IELTS test" in the first null hypothesis, the researchers used the Pearson correlation coefficient test to obtain the degree of correlation between variables. Likewise, to accept or reject the first null hypothesis, the researchers calculated the *p*-value with 95% confidence interval and 0.05 degree of accuracy. The elicited results are shown in Table 1.

Table 1.
Correlation between Participants' Life Skills Pattern and the Scores Participants Achieved in IELTS Test

Life skills	<i>p</i> -value	Pearson Correlation
Speaking score	.688	-.023
Listening score	.052	-.108
Reading score	.469	.04
Writing score	.817	-.013
Overall band score	.363	-.051

p<0.05

In order to test the first null hypothesis, the researchers calculated the correlation between the results obtained from the participants' responses to the life skills items in the questionnaire and the results elicited from sub-scores and overall band scores participants achieved in the IELTS test. The results in Table 1 indicate that there is no significant relationship between scores participants achieved including "speaking score" ($r = -.023, p < .688$) followed by "listening score" ($r = -.108, p < .052$), "reading score" ($r = .04, p < .469$), and "writing score" ($r = -.013, p < .817$), and "overall band score" ($r = -.051, p < .363$) in the IELTS test and the Iranian IELTS candidates' life skills pattern. Since the amount of *P*-value for all variables is bigger than 0.05; Therefore, the first null hypothesis of the research indicating 'there is no significant relationship between the washback effect of IELTS test and Iranian IELTS candidates' life skills pattern' is approved.

3.2. H02: Investigating the Relationship between the Constructs Underlying IELTS Test and the Iranian IELTS Candidates' Communicative Skill Viewpoints on Language Proficiency

In order to investigate the relationship between "the constructs underlying IELTS test" and "the Iranian IELTS candidates' communicative skill viewpoints on language proficiency" in the second null hypothesis, the researchers used the Pearson correlation coefficient test to measure the degree of correlation between two variables. In addition, to accept or reject the second null hypothesis, the researchers calculated the *p*-value with 95% confidence interval and 0.05 degree of accuracy. The elicited results are shown in Table 2.

Table 2
Correlation between Participants' Communicative Skill Viewpoints on Language Proficiency and the Scores Participants Achieved in IELTS Test

Communication skills	<i>p</i> -value	Pearson Correlation
Speaking score	.82	.013
Listening score	.066	-.102
Reading score	.074	-.1
Writing score	.054	-.108
Overall band score	.106	-.09

p<0.05

In order to test the second null hypothesis, the researchers calculated the probable correlation between the results elicited from the participants' responses to the communication skill items in the

questionnaire and the results derived from sub-scores and overall band scores participants obtained in the IELTS test. The results in Table 2 indicate that there is no significant relationship between scores participants achieved including speaking score ($r = .013, p < .82$) followed by listening score ($r = -.102, p < .066$), reading score ($r = -.1, p < .074$), and writing score ($r = -.108, p < .054$), and overall band score ($r = -.09, p < .106$) in the IELTS test and the Iranian IELTS candidates' communicative skill viewpoints on language proficiency. Since the amount of *P*-value for all variables is bigger than 0.05; Hence, the second null hypothesis of the research indicating 'there is no significant relationship between the constructs underlying IELTS test and the Iranian IELTS candidates' communicative skill viewpoints on language proficiency' is approved.

4. Discussion

The approval of the first hypothesis indicates that taking IELTS preparation courses regardless of its duration is not significantly related to the life skills pattern Iranian IELTS candidates possess. Although Terry (2003) emphasized on the life skills oriented nature of IELTS test, the findings of this study show the focus of IELTS preparation courses in Iran is not on life skills oriented domains or what Green (2007) called beyond domain consequences. This shows the absence of the multidimensional model of language teaching discussed in the study conducted by Wilkinson and Zegers (2008), in the IELTS preparation courses being held in Iran. The research findings are in agreement with Razavipour et al. (2011) indicating high stakes test direct the teaching and learning to focus on the domains that are most likely to be seen on the test. Accordingly, the research findings shows the focus of IELTS preparation courses in Iran might not be on the life skills domains since these domains might be seen as the least likely domains to appear in IELTS test. The research findings indicate that IELTS preparation courses do not enable individuals to deal effectively with the demands and challenges they might encounter in everyday life. Therefore, the outcomes of the study indicate that the IELTS preparation courses in Iran are not designed based on life skill education curriculum.

The acceptance of the second hypothesis shows that the relationship between the constructs underlying IELTS test and the Iranian IELTS candidates' communicative skill viewpoints on language proficiency is flawed due to lack of significant relationship between the two variables. By adopting the Tavakoli and Barati (2011) approach toward the issue of construct validity, the findings of the research indicate that there is a difference between the extent participants viewed their communicative skill viewpoints on language proficiency and the extent the constructs underlying IELTS test measured participants' communicative skill viewpoints on language proficiency.

5. Conclusions

Based on the findings of the study, attending in IELTS preparation courses has no significant relationship with the participants' life skills pattern. Therefore, considerations should be taken in order to integrate the materials being covered in Iranian IELTS preparation courses with real-life skills Iranian IELTS candidates needed in their social lives rather than teaching to the test. Otherwise, this might not help Iranian IELTS candidates to use their acquired knowledge of English language effectively and appropriately in the real life context. Therefore, it will be effective to use the multidimensional language-teaching model discussed in the study by Wilkinson and Zegers (2008) in IELTS preparation courses in order to relate the teaching materials to the real life experiences of Iranian IELTS candidates that leads to effective learning.

Based on the findings of the study supporting the second hypothesis, the researchers maintain that if the IELTS preparation courses to be designed based on the (Bachman, 1990) communicative language ability framework as well as (Celce-Murcia, Dörnyei & Thurell, 1995) communicative competence

framework discussed in the following studies (Seydow, 2012; Uso-Juan & Martinez-Flor, 2008), it will help Iranian IELTS candidates to learn those communicative skills which are considered important not only in constructs underlying IELTS test but also those competences which are needed for social interaction based on Iranian IELTS candidates' understandings and expectations of language proficiency from the communicative skill standpoint.

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Appendix A

Iranian Life Skill and Communication Skill Questionnaire

Name :(Optional)

Age: Under 20 20- 25 25- 30 30- 35 35-40 Over 40

Gender: Male Female

Marital status: Single Married

The highest degree achieved: Diploma Associated degree B.A. M.A. Ph. D.

Field of study:

Prior experience of English language learning: Less than 5 years 5- 10 years More than 10 years

Previous experience of IELTS preparation courses: Yes No

(If YES Please, select one)

Under 50 hrs 50-75 hrs 75-100 hrs 100-125 hrs 125-150 hrs Over 150 hrs

If you sat an IELTS test, Please indicate your sub-scores and overall band score:

Speaking..... Listening..... Reading..... Writing..... Overall band score.....

Languages you are proficient other than Farsi: English German French Arabic

If you are proficient in other languages, please specify:

You consider your language proficiency as: Somehow Competent Proficient

Instructions

For each statement, put check mark in the designated area. Please, reflect your views on each statement as actually, you are (rather than, how you think you should be). It should be noted that all provided information are considered as confidential. There are 50 items which you may reflect your attitude on each one through the 1- 5 scales below.

The five point scale is as follows:

1. Very low
2. Low
3. Neutral
4. High
5. Very high

Life skills

To what extent do you.....?

	Items	Very low	Low	Neutral	High	Very high
1	I am aware of my weakness and strength points.	1	2	3	4	5
2	I am aware of my rights.	1	2	3	4	5
3	I prefer to reflect my values.	1	2	3	4	5
4	I evaluate the quality of my life as satisfactory.	1	2	3	4	5
5	I consider my life meaningful.	1	2	3	4	5
6	I feel secure in my everyday of life.	1	2	3	4	5
7	I have access to joyful activities.	1	2	3	4	5
8	I am satisfied with my abilities in conducting social activities.	1	2	3	4	5
9	I am satisfied with my residency place.	1	2	3	4	5
10	I prefer to use mass transportation services for traveling in my city.	1	2	3	4	5
11	I have enough energy to achieve my daily activities.	1	2	3	4	5
12	I am familiar with appropriate social behavior.	1	2	3	4	5
13	I am able to deal with failure and disastrous occurrence in my life.	1	2	3	4	5
14	I am able to set short-term and long-term goals.	1	2	3	4	5
15	I am able to adapt to unexpected changes taking place in my life.	1	2	3	4	5
16	I am able to use resources and social practices to attain goals.	1	2	3	4	5
17	I prefer to get things done in cooperation.	1	2	3	4	5
18	I prefer to establish intimate relationship with other people.	1	2	3	4	5
19	I have the capacity to tolerate criticisms coming from others.	1	2	3	4	5
20	I listen to music to relieve my stress.	1	2	3	4	5
21	I prefer to do sport to alleviate tensions and problems I encountered in daily life.	1	2	3	4	5
22	I pay attention to my nutrition and diet.	1	2	3	4	5
23	I prefer to wear clothes decently based on social norms.	1	2	3	4	5
24	I am proficient in problem solving.	1	2	3	4	5
25	I understand my roles and others' roles in social engagement.	1	2	3	4	5
26	I tend to use others' views in solving my problems.	1	2	3	4	5
27	I am creative person in doing routines.	1	2	3	4	5
28	I am up to active learning in my life.	1	2	3	4	5
29	I try to break my learning barriers.	1	2	3	4	5
30	I pay attention to every detail in my life.	1	2	3	4	5
31	I am able to distinguish what is right from wrong.	1	2	3	4	5
32	I am responsible to act according to law.	1	2	3	4	5
33	I consider health and cleanliness issues important.	1	2	3	4	5
34	I use E-technologies to handle my routines.	1	2	3	4	5
35	I evaluate my overall sense of well-being.	1	2	3	4	5
36	I enjoy my life.	1	2	3	4	5
37	I set achievable goals for myself.	1	2	3	4	5

Communication skills

To what extent do you.....?

	Items	Very low	Low	Neutral	High	Very high
38	I interrupt others to express my sentiment.	1	2	3	4	5
39	I am capable of conducting effective verbal and non- verbal interaction.	1	2	3	4	5
40	I respect to the ideas posed by others.	1	2	3	4	5
41	I am able to say 'No' to unjustifiable requests.	1	2	3	4	5
42	I understand others' feelings when communicating with them.	1	2	3	4	5
43	I feel relaxed in interacting with others.	1	2	3	4	5
44	I feel free to express my views without worrying about what others might feel.	1	2	3	4	5
45	I use my tone of voice to reinforce what I am trying to say.	1	2	3	4	5
46	I maintain eye contact when talking to someone.	1	2	3	4	5
47	I use body language to reinforce what I am trying to say.	1	2	3	4	5
48	I adapt the way I talk to people based on my relationship with them.	1	2	3	4	5
49	I restate what someone said in different way to make sure I understood Him/ Her.	1	2	3	4	5
50	I think about the effective ways of conveying my message before I communicate.	1	2	3	4	5

Thanks for taking time completing the Iranian life skill and communication skill questionnaire.

IELTS sınavlarının ket vurma etkisi ve İranlı IELTS adaylarının hayat becerileri arasındaki ilişkiyi araştırma

Öz

Bu çalışma IELTS sınavlarının ket vurma etkisi ve İranlı IELTS adaylarının hayat becerileri arasındaki ilişkiyle birlikte IELTS sınavlarını oluşturan yapılar ve İranlı IELTS adaylarının dil yeterliği üzerine iletişimsel beceri görüşleri arasındaki ilişkiyi incelemektedir. Bu çalışmanın yöntemi olarak korelasyon araştırma yöntemi kullanılmıştır. Çalışma IELTS hazırlık derslerini tamamlayan 322 İranlı IELTS adayını dahil etmiştir. Veri toplamak için araştırmacılar İranlının hayat ve iletişimsel becerisi anketinin araştırmacı-yapım versiyonunu 4-H ve Hayat Becerilerini Hedefleme (HBH) (Norman & Jordan, 2012) modellerine dayalı olarak geliştirmişlerdir. Aynı şekilde, araştırmacılar çalışmada IELTS sınavının akademik modülünü kullanmışlardır. Çalışma IELTS sınavlarının ket vurma etkisi ve İranlı IELTS adaylarının hayat becerileri arasında önemli bir ilişki bulmamıştır. Benzer şekilde, sonuçlar IELTS sınavlarını oluşturan yapılar ve İranlı IELTS adaylarının dil yeterliği üzerine iletişimsel beceri görüşleri arasında önemli bir ilişki olmadığını göstermiştir.

Anahtar Sözcükler: İletişimsel yeti; kurgusal geçerlilik; dil yeterliği; hayat becerileri; ket vurma etkisi

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