

Some basic ielts criteria for admission into top universities

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Abstract: *The International English Language Testing System or IELTS is a globally standardized examination for accurately assessing English Proficiency with regard to non-native speakers of the English language. IELTS is mutually managed and owned by the British Council, Cambridge English Language Assessment, and IDP Education Australia. IELTS has emerged as a vital tool in today's globalized world, serving as a bridge for individuals seeking educational and professional opportunities abroad. The average band score are rated from 1 to 9, with increments of 0.25, 0.5, and 0.75. The band score of 1 indicates the test taker has no ability to use the language except a few isolated words while the band score of 9 specifies the candidate has fully operational command of the language. IELTS is recognized and accepted by over 11,000 organisations worldwide, including educational institutions, immigration authorities, and employers, making it a trusted and internationally recognized language proficiency test. This article attempts to provide a synthesized information of IELTS criteria for admission into universities in English speaking countries from different certified sources with a view to assisting parents and students to make their right educational decisions.*

Keywords: *IELTS criteria, language proficiency, English speaking countries*

Introduction to ielts format

Listening skill

The IELTS listening exam is the same for both the general and academic IELTS tests. It requires no specialist knowledge to get a pass. Sections one and two are in a social context but the third and fourth sections are bound to an academic context. The purpose of the IELTS listening exam is to test the candidate's ability to understand main ideas, follow logical arguments, find specific information, and recognize opinions or attitudes of the speaker from each of the selected recording.

Reading skill

The IELTS reading section analyses the candidate's reading skills like skimming, grasping the overall meaning, identifying the main ideas, understanding inferences and implied meaning, recognizing the writer's opinion, attitudes and following the development of an argument.

The IELTS Academic Reading Test includes three long texts which range from the descriptive and factual to the discursive and analytical. The IELTS General Training Reading test includes texts which are easier and related to everyday life, which the candidate may encounter on a daily basis in an English speaking environment.

Writing skill

For the writing task 1, candidates are assessed on their ability to recognize, present, and possibly

compare data; to describe the stages of a process or procedure; to describe the stages an object or event or sequence of events; to explain how something works.

For the writing task 2, candidates are assessed on their ability to provide general factual information; to outline a problem and present a solution; to present ideas, evidence or an argument.

Speaking skill

Candidates are assessed a range of speaking skills, including the ability to communicate opinions and information on everyday topics and common experiences and situations by answering a range of questions, the ability to speak at length on a given topic using appropriate language and organizing ideas coherently; the ability to express and justify opinions and to analyse, discuss and speculate about issues.

Ielts criteria in different countries

Ielts criteria for uk

The IELTS validity score for the UK will be of two years from the date of the official result declaration. Students will have to follow diverse eligibility criteria to be admitted into a leading university.

University of Oxford

Oxford University is one of the oldest global universities and is a leading educational institution worldwide. It seeks to achieve and

sustain excellence in teaching and research, and enrich the international community through its extensive research. The minimum IELTS for undergraduate and postgraduate programs is 7.0 and 7.5 respectively.

University of Cambridge

Cambridge University is well-known for offering undergraduate programs in multiple fields like engineering, social sciences and arts and humanities. It is also linked closely to the establishment of the Silicon Fen technology and business cluster. Both postgraduate and undergraduate courses require the minimum IELTS of 6.5.

University of Warwick

The University of Warwick pioneers in innovation, research, business studies, teaching and networking with the industry. It has 30 academic divisions and 4 faculties, namely Social Sciences, Arts, Science and Medicine. There are numerous societies available for learners as well. The minimum IELTS of 6.5 will be eligible for both undergraduate and postgraduate courses.

Ielts criteria for australia

A majority of educational institutions in the country take IELTS scores as proof of proficiency in the English language. For undergraduate courses, aspirants are recommended to obtain at least 6.0 as the minimum overall score and upwards. The overall criteria for Bachelor’s, Diploma and Certificate courses are from 6.0 to 6.5 while it is 6.5 overall for Postgraduate/Masters programs with scores of 6.0 at least for each skill.

IELTS Score for Australia- Top Universities and Scores Required

| | | |
|--------------------------------|---------------------------------------|---------------------------------------|
| Australian National University | 6.5 | 6.5 |
| University of Melbourne | 6.5 (with 6.0 bands in each section) | 6.5 |
| The University of Sydney | 6.5 (with 6.0 bands in each section) | 6.5 (with 6.0 bands in each section) |
| University of New South Wales | 6.0 (with 5.5 bands in each section) | 6.0 (with 5.5 bands in each section) |

Ielts criteria for new zealand

New Zealand is regarded as a destination with abundant opportunities for is job-oriented education. Whenever you submit an application for undergraduate courses, you have to score at least 6.0 overall to suffice the IELTS score for New Zealand requirement. Some New Zealand universities also take applications from those students who have obtained a 5.5 band in any IELTS section, i.e. listening, writing, reading or speaking. Hence, there

is still an admission chance for as low as 5.5 IELTS achievers.

Massey University

Students are required to have 5.5 as their overall IELTS score for applying for the Diploma in Business Studies course at the university. It is one of the youngest universities in the country and the only one to provide programs in aviation. The minimum IELTS score needed for postgraduate programs is 6.5 (overall). The minimum IELTS score should be 6.0 overall for undergraduate courses while every band should have a minimum score of 5.5.

AUT (Auckland University of Technology)

The minimum overall IELTS score is 5.5-6.0 for students seeking foundation programs at this institution including diploma and undergraduate courses. The university offers various courses including Health & Environmental Sciences and Culture & Society. Undergraduate courses require 6.0 as the minimum overall IELTS score and at least 5.5 for every segment. For postgraduate courses, the minimum score should be 6.5 overall and the score should not be lower than 6.0 for each specific skill.

University of Auckland

The IELTS score required in New Zealand’s famous University of Auckland is 6.0 (overall). No band should also have a score that is lower than 5.5. It is one of the leading institutions in the country, encompassing 30,000+ students and 8 faculties. Programs like engineering require 7.0 as the minimum IELTS score. The minimum score is 6.5 (overall) for postgraduate programs and 6.0 for every band.

Ielts criteria for canada

Canada is known for its esteemed and rewarding educational system. Students whose first language is not English need to qualify for the IELTS examination with a good score as evidence of English language proficiency for immigration, education, and professional purposes. IELTS is important to ensure that all international students can manage their studies in an environment where the medium of instruction and education is English.

IELTS Requirements for Top Universities in Canada

The below table shows the IELTS band requirements for Canada’s Top 10 Universities:

| | |
|---------------------------|--|
| The University of Toronto | 6.5 (with no band less than 6.0 in each section) |
| McGill University | 6.5 (with no band less than 6.0 in each section) |



| | |
|--------------------------------|--|
| University of British Columbia | 6.5 (with no band less than 6.0 in each section) |
|--------------------------------|--|

Conclusion

IELTS provides a valid, reliable and accurate assessment of the four language skills using 9-band scale. This scale clearly identifies the proficiency level with the utmost fairness without cultural bias. Life is full of choices and making the right decision for your future is important. Achieving a high IELTS score can bring the candidate full of opportunities to enhance employment prospects providing the IELTS achievers the financial independence, genuine

stability and security. Being able to climb the professional ladder, such person will be able to grow his/her professional networks and build connections that can benefit him/her in the long term.

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The lack of responsibility of students.... *(tiếp theo trang 138)*

Help students set achievable goals and guide them in making plans to accomplish those goals. Establish consistent routines that promote responsibility and help students develop self-discipline. Teach students to reflect on their actions and the consequences of their choices. Help them develop problem-solving skills to overcome challenges and make responsible decisions. Recognize and praise responsible behavior with a direct verbal feedback system and a scorecard that clearly details each student’s strengths and weaknesses in a respectful and constructive manner. For example, I encourage forming appropriate study groups, selecting group leaders, and assigning responsibilities; The group leader assigns tasks to group members; Instructions for organizing group activities; Monitor, intervene and adjust group collaboration process; Organize reports and comments for group interactions.

After 2 months of improving group activities for 5 student modules, I realized that my improvements achieved the following results: first, the group worked more effectively, reflected in cohesion, support each other in group work activities and also while reporting activities and answering questions from peers and teachers; Second, I noticed that the student group’s communication, presentation, and critical thinking skills were better; Third, students are more interested and enthusiastic in participating in group activities both in class and outside of class; Fourth, students are more aware of their own responsibility and value for the group’s overall results.

In conclusion, after researching and achieving results, I realized that I have learned many lessons as follows: always put yourself in the student’s position

to understand the difficulties and shortcomings they encounter when participating in group activities; Always closely monitor their thoughts and aspirations and work with them to overcome difficulties to complete their work with the highest efficiency; There is a clear, specific assessment and exchange of directions to resolve difficulties promptly and effectively. And above all, I will continue this research to further improve the effectiveness of group activities of all students in the learning process and help students better understand the meaning and personal responsibility of participating. Join groups in other areas of life and society.

3. Conclusion

Group activities are an effective learning method currently. Effective group activities require the active work of all group members. Therefore, the lack of awareness of some individuals can seriously affect the effectiveness of group activities and even lead to many other conflicts between group members. As a teacher myself, I often use group activities, but I pay great attention to stimulating self-discipline and responsibility in learning groups. When I noticed a lack of awareness among some members, I conducted research to find out the cause and come up with some small solutions to improve the self-awareness of group members, thereby improving results group performance.

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