



WHY SHOULD I STUDY ENGLISH?

WAIFS recommend that all students seriously consider taking an English certificate course before entering their principal course of study at WAIFS. Many students simply consider this an unnecessary additional cost.

The better a student's abilities in the areas of reading, writing, listening and speaking, the more easily they will succeed, both educationally and socially, in Australia.

IELTS Academic Module is recognised widely as a language requirement for entry to all courses in further and higher education and assesses whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level.

Academic test takers: reasons for taking IELTS (2015)

Overall band score by %

| Reasons | <4 | 4 | 4.5 | 5 | 5.5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 |
|---|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| For employment | 1% | 1% | 3% | 6% | 12% | 18% | 21% | 20% | 13% | 5% | 1% | 0% |
| For higher education extended course (three months or more) | 1% | 3% | 7% | 15% | 22% | 21% | 14% | 9% | 5% | 3% | 1% | 0% |
| For higher education short course (three months or less) | 2% | 4% | 10% | 17% | 21% | 18% | 12% | 8% | 5% | 2% | 1% | 0% |
| For immigration | 0% | 1% | 3% | 8% | 13% | 16% | 18% | 18% | 14% | 7% | 3% | 0% |
| For other education purposes | 1% | 3% | 8% | 15% | 20% | 19% | 14% | 10% | 6% | 3% | 1% | 0% |
| For personal reasons | 2% | 3% | 8% | 14% | 19% | 20% | 15% | 10% | 6% | 2% | 0% | 0% |
| For professional registration (NOT medical) | 1% | 1% | 2% | 4% | 8% | 14% | 19% | 21% | 18% | 10% | 3% | 0% |
| For registration as a dentist | 1% | 3% | 5% | 7% | 13% | 14% | 16% | 14% | 14% | 9% | 4% | 1% |
| For registration as a doctor | 0% | 1% | 1% | 3% | 4% | 9% | 17% | 24% | 22% | 14% | 4% | 0% |
| For registration as a nurse (including CGFNS) | 0% | 1% | 1% | 2% | 6% | 15% | 25% | 26% | 16% | 6% | 2% | 0% |



| Reasons | <4 | 4 | 4.5 | 5 | 5.5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 |
|---------|----|----|-----|-----|-----|-----|-----|-----|-----|----|-----|----|
| Other | 2% | 4% | 9% | 14% | 19% | 18% | 14% | 10% | 6% | 3% | 1% | 0% |

General Training test takers: reasons for taking IELTS
Overall band score by %

| Reasons | <4 | 4 | 4.5 | 5 | 5.5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 |
|---|----|----|-----|-----|-----|-----|-----|-----|-----|----|-----|----|
| For employment | 3% | 3% | 7% | 13% | 18% | 18% | 15% | 11% | 7% | 3% | 1% | 0% |
| For higher education extended course (three months or more) | 4% | 5% | 9% | 15% | 19% | 18% | 13% | 9% | 5% | 2% | 0% | 0% |
| For higher education short course (three months or less) | 3% | 5% | 11% | 14% | 18% | 19% | 13% | 8% | 5% | 2% | 1% | 0% |
| For immigration | 1% | 2% | 4% | 7% | 13% | 18% | 18% | 15% | 11% | 7% | 3% | 0% |
| For other education purposes | 4% | 5% | 9% | 15% | 20% | 18% | 12% | 8% | 5% | 2% | 0% | 0% |
| For personal reasons | 2% | 3% | 7% | 14% | 18% | 18% | 15% | 11% | 7% | 3% | 1% | 0% |
| For professional registration (NOT medical) | 2% | 1% | 5% | 8% | 14% | 19% | 18% | 15% | 10% | 5% | 2% | 0% |
| For registration as a dentist | 1% | 1% | 1% | 6% | 23% | 22% | 14% | 17% | 9% | 3% | 1% | 0% |
| For registration as a doctor | 2% | 3% | 4% | 9% | 16% | 21% | 15% | 11% | 9% | 6% | 2% | 0% |
| For registration as a nurse (including CGFNS) | 2% | 2% | 7% | 13% | 17% | 22% | 19% | 9% | 6% | 2% | 1% | 0% |
| Other | 4% | 4% | 9% | 15% | 18% | 17% | 13% | 9% | 6% | 4% | 1% | 0% |

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Mean band score for the most frequent countries or regions of origin (Academic)

| Place of origin | Listening | Reading | Writing | Speaking | OVERALL |
|------------------------------|-----------|---------|---------|----------|---------|
| Bangladesh | 6.1 | 5.9 | 5.7 | 6.1 | 6.0 |
| Brazil | 6.7 | 6.9 | 6.0 | 6.7 | 6.7 |
| Canada | 7.0 | 6.7 | 6.2 | 7.1 | 6.8 |
| China (People's Republic of) | 5.9 | 6.1 | 5.3 | 5.4 | 5.7 |
| Colombia | 6.2 | 6.5 | 5.8 | 6.4 | 6.3 |
| Egypt | 6.6 | 6.3 | 5.9 | 6.4 | 6.4 |
| France | 7.0 | 7.2 | 6.1 | 6.6 | 6.8 |
| Germany | 7.7 | 7.5 | 6.6 | 7.3 | 7.3 |
| Greece | 7.3 | 7.1 | 6.2 | 6.6 | 6.9 |
| Hong Kong | 6.9 | 6.7 | 5.9 | 6.2 | 6.5 |
| India | 6.1 | 5.7 | 5.6 | 5.8 | 5.9 |
| Indonesia | 6.6 | 6.6 | 5.8 | 6.2 | 6.4 |
| Iran, Islamic Republic of | 6.2 | 6.0 | 5.9 | 6.4 | 6.2 |
| Iraq | 5.5 | 5.4 | 5.2 | 5.9 | 5.6 |
| Italy | 6.7 | 7.2 | 5.9 | 6.5 | 6.6 |
| Japan | 5.9 | 6.1 | 5.3 | 5.6 | 5.8 |
| Jordan | 6.0 | 5.7 | 5.5 | 6.2 | 5.9 |
| Kazakhstan | 5.9 | 5.9 | 5.5 | 5.9 | 5.8 |
| Korea, Republic of | 6.2 | 6.2 | 5.4 | 5.7 | 5.9 |
| Kuwait | 5.4 | 5.0 | 4.8 | 5.6 | 5.3 |
| Malaysia | 7.1 | 7.0 | 6.1 | 6.6 | 6.8 |

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| Place of origin | Listening | Reading | Writing | Speaking | OVERALL |
|--------------------------|-----------|---------|---------|----------|---------|
| Mexico | 6.7 | 6.8 | 5.8 | 6.5 | 6.5 |
| Nepal | 6.2 | 5.7 | 5.7 | 6.0 | 6.0 |
| Nigeria | 6.5 | 6.2 | 6.1 | 6.8 | 6.5 |
| Oman | 5.1 | 5.0 | 5.0 | 5.7 | 5.2 |
| Pakistan | 6.2 | 5.9 | 5.9 | 6.3 | 6.1 |
| Philippines | 7.2 | 6.8 | 6.3 | 6.8 | 6.8 |
| Qatar | 5.2 | 4.9 | 4.7 | 5.6 | 5.2 |
| Russian Federation | 6.8 | 6.8 | 6.0 | 6.6 | 6.6 |
| Saudi Arabia | 4.9 | 4.8 | 4.6 | 5.5 | 5.0 |
| Spain | 6.9 | 7.1 | 6.1 | 6.7 | 6.8 |
| Sri Lanka | 6.6 | 6.2 | 6.0 | 6.6 | 6.4 |
| Taiwan | 6.2 | 6.2 | 5.6 | 6.0 | 6.1 |
| Thailand | 6.2 | 6.0 | 5.5 | 5.9 | 6.0 |
| Turkey | 6.0 | 6.0 | 5.5 | 6.0 | 6.0 |
| Ukraine | 6.5 | 6.6 | 5.9 | 6.5 | 6.5 |
| United Arab Emirates | 4.7 | 4.7 | 4.5 | 5.3 | 4.9 |
| United States of America | 5.8 | 5.5 | 5.4 | 6.3 | 5.8 |
| Uzbekistan | 5.4 | 5.5 | 5.2 | 5.5 | 5.4 |
| Viet Nam | 6.0 | 6.2 | 5.6 | 5.8 | 6.0 |

Mean band score for the most frequent countries or regions of origin (General Training)

| Place of origin | Listening | Reading | Writing | Speaking | OVERALL |
|-----------------|-----------|---------|---------|----------|---------|
| Australia | 7.0 | 6.6 | 6.3 | 7.1 | 6.8 |

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| Place of origin | Listening | Reading | Writing | Speaking | OVERALL |
|------------------------------|-----------|---------|---------|----------|---------|
| Bangladesh | 6.1 | 5.7 | 5.9 | 6.2 | 6.0 |
| Brazil | 6.5 | 6.7 | 6.1 | 6.7 | 6.6 |
| China (People's Republic of) | 6.1 | 6.1 | 5.7 | 5.8 | 6.0 |
| Colombia | 5.9 | 5.9 | 5.8 | 6.1 | 6.0 |
| Egypt | 6.4 | 6.1 | 6.0 | 6.4 | 6.3 |
| France | 6.8 | 6.7 | 6.2 | 6.7 | 6.7 |
| Germany | 7.1 | 6.8 | 6.4 | 7.3 | 7.0 |
| Hong Kong | 6.6 | 6.4 | 5.9 | 6.2 | 6.3 |
| India | 6.4 | 6.0 | 5.9 | 6.3 | 6.2 |
| Indonesia | 6.3 | 6.1 | 5.8 | 6.2 | 6.2 |
| Iran, Islamic Republic of | 6.1 | 5.8 | 6.0 | 6.4 | 6.1 |
| Ireland | 7.8 | 7.3 | 7.3 | 8.5 | 7.8 |
| Italy | 6.1 | 6.0 | 5.7 | 6.3 | 6.1 |
| Japan | 5.8 | 5.4 | 5.4 | 5.7 | 5.6 |
| Jordan | 6.1 | 5.7 | 5.7 | 6.3 | 6.0 |
| Korea, Republic of | 5.7 | 5.3 | 5.3 | 5.4 | 5.5 |
| Lebanon | 6.7 | 6.3 | 6.1 | 6.6 | 6.5 |
| Malaysia | 7.3 | 6.9 | 6.4 | 6.9 | 7.0 |
| Mexico | 6.1 | 6.2 | 5.7 | 6.3 | 6.1 |
| Nepal | 6.1 | 5.5 | 5.8 | 6.1 | 6.0 |
| Nigeria | 6.3 | 6.1 | 6.3 | 6.9 | 6.5 |
| Pakistan | 6.4 | 6.0 | 6.2 | 6.6 | 6.4 |

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| Place of origin | Listening | Reading | Writing | Speaking | OVERALL |
|--------------------------|-----------|---------|---------|----------|---------|
| Philippines | 6.4 | 5.9 | 6.0 | 6.4 | 6.2 |
| Poland | 6.8 | 6.6 | 6.1 | 6.8 | 6.6 |
| Russian Federation | 6.8 | 6.9 | 6.2 | 6.6 | 6.7 |
| Saudi Arabia | 4.7 | 3.7 | 4.2 | 5.0 | 4.5 |
| Singapore | 7.7 | 7.4 | 6.8 | 7.4 | 7.4 |
| South Africa | 7.7 | 7.3 | 7.1 | 8.2 | 7.6 |
| Spain | 6.6 | 6.7 | 6.1 | 6.5 | 6.6 |
| Sri Lanka | 6.4 | 6.1 | 6.0 | 6.6 | 6.3 |
| Syrian Arab Republic | 6.2 | 5.8 | 5.8 | 6.4 | 6.1 |
| Taiwan | 5.9 | 5.5 | 5.5 | 6.0 | 5.8 |
| Thailand | 5.3 | 4.8 | 5.1 | 5.5 | 5.2 |
| Turkey | 6.2 | 6.1 | 5.8 | 6.2 | 6.1 |
| Ukraine | 6.0 | 5.9 | 5.8 | 6.2 | 6.0 |
| United Arab Emirates | 4.9 | 3.9 | 4.5 | 5.2 | 4.7 |
| United States of America | 7.6 | 7.4 | 7.3 | 8.3 | 7.7 |
| Venezuela | 6.3 | 6.6 | 6.1 | 6.5 | 6.4 |
| Viet Nam | 6.1 | 5.9 | 5.8 | 5.9 | 6.0 |

Sources:

<https://www.ielts.org/teaching-and-research/demographic-data>

<https://www.ielts.org/teaching-and-research/test-taker-performance>

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Individual institutions and faculties set their own IELTS requirements according to the specific language needs of the course, study or work program. A list of institutions which recognise IELTS test scores for English entrance requirements is available at:

<https://www.ielts.org/about-the-test/who-accepts-ielts-scores>

For specific information on English entrance requirements at Australian universities, students should research English entrance requirements for future undergraduate courses they may be interested in studying after completing their course at WAIFS.

An English course is a small investment in money and time to help to maximise your opportunities for your future. WAIFS wants you to get the most from your opportunity in Australia.

Please consider it seriously.

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