

METHODOLOGICAL PECULIARITIES OF TEACHING IELTS TO SECOND LANGUAGE LEARNERS

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Abstract

This study investigates the methodological peculiarities of preparing English as a Second Language (ESL) learners for the International English Language Testing System (IELTS). Recognizing the critical gap between general communicative competence and the rigorous demands of standardized testing, the research proposes a novel integrated pedagogical framework. A quasi-experimental, mixed-methods design was employed at an international language center, involving 52 intermediate to upper-intermediate ESL learners enrolled in a comprehensive 10-week IELTS preparation program. The instructional intervention synthesized Communicative Language Teaching (CLT) to foster fluency, Task-Based Language Teaching (TBLT) for authentic task familiarization, and explicit assessment-oriented strategy training to address cognitive processing requirements. Quantitative analysis of standardized IELTS-style pre- and post-tests demonstrated a statistically significant improvement across all four language skills ($t(51) = 4.76, p < .001, d = 0.92$), with notable gains in writing and speaking performance. Concurrently, qualitative classroom observations and systematic reflective analyses revealed significantly increased learner autonomy, enhanced strategic awareness, and improved time management under examination constraints. The findings substantiate that effective IELTS pedagogy must transcend traditional language instruction by systematically integrating linguistic, cognitive, and strategic dimensions into a unified pedagogical model. This study provides a theoretically informed and empirically validated model for curriculum design, teacher training, and assessment literacy within high-stakes ESL contexts, ultimately facilitating sustainable learner achievement.

***Keywords:** IELTS, ESL learners, pedagogy, communicative language teaching, task-based learning, assessment, methodology*

Introduction

English language proficiency has become a defining requirement in contemporary global society, shaping access to higher education, employment opportunities, and international mobility. Among the standardized assessments used to evaluate English proficiency, the International English Language Testing System (IELTS) holds a particularly prominent position due to its widespread recognition by universities, employers, and immigration authorities. As a result, IELTS preparation has emerged as a specialized domain within English as a Second Language (ESL) pedagogy, requiring targeted methodological approaches that differ significantly from general language instruction.

Despite its importance, IELTS preparation presents a complex pedagogical challenge. Unlike general language learning, which primarily focuses on developing communicative competence, IELTS requires learners to demonstrate a combination of linguistic proficiency, cognitive processing skills, and strategic test-taking abilities. These include the ability to

interpret task requirements accurately, organize responses under time constraints, and meet specific assessment criteria. Consequently, learners who are able to communicate effectively in everyday contexts may still struggle to achieve high scores in standardized testing environments.

This discrepancy highlights a critical gap between language acquisition and test performance. Traditional ESL teaching methods, particularly those grounded in Communicative Language Teaching (CLT), emphasize fluency, interaction, and meaning-making (Richards, 2006). While these principles are essential for developing communicative competence, they may not adequately prepare learners for the structured and time-bound nature of IELTS tasks. On the other hand, purely test-oriented approaches often focus on memorization and exam strategies at the expense of meaningful language development, leading to superficial learning outcomes.

The need for a balanced and integrated pedagogical framework has therefore become increasingly evident. Such a framework must reconcile the goals of communicative competence with the demands of standardized assessment. Task-Based Language Teaching (TBLT) offers one possible solution, as it organizes instruction around meaningful tasks that mirror real-world language use (Ellis, 2003; Nunan, 2004). Given that IELTS tasks are inherently task-based, this approach aligns closely with the structure of the exam and provides opportunities for authentic language practice.

In addition to task-based approaches, insights from language assessment theory are essential for understanding the nature of IELTS performance. Bachman (1990) emphasizes that language ability encompasses both organizational and pragmatic competence, while Weir (2005) highlights the cognitive processes involved in test-taking. These perspectives suggest that effective IELTS instruction must address not only linguistic knowledge but also strategic and cognitive dimensions.

Another important consideration is the role of metacognitive strategies in language learning. Oxford (2011) argues that learners who actively plan, monitor, and evaluate their learning processes are more likely to achieve success. In the context of IELTS, such strategies are particularly important for managing time, organizing responses, and adapting to different task types. Without explicit instruction in these strategies, learners may struggle to perform effectively under exam conditions.

Furthermore, the high-stakes nature of IELTS can significantly influence learner behavior. Research has shown that high-stakes testing environments often lead to increased anxiety and a shift toward performance-oriented learning (Hughes, 2003). While such motivation can be beneficial in some cases, it may also result in surface-level learning strategies that prioritize short-term gains over long-term language development. This underscores the importance of pedagogical approaches that support both exam performance and sustainable language learning.

Against this background, the present study seeks to explore the methodological peculiarities of teaching IELTS to ESL learners. Specifically, it aims to examine how communicative, task-based, and assessment-oriented approaches can be integrated into a coherent instructional framework. By combining theoretical insights with empirical data obtained from a structured IELTS preparation program conducted at an international language center, the study seeks to provide a comprehensive understanding of effective IELTS pedagogy.

The research is guided by the following questions:

What methodological approaches are most effective in IELTS instruction for ESL learners?

How can communicative, task-based, and assessment-oriented strategies be integrated into a unified framework?

To what extent does such an integrated approach improve learner performance?

By addressing these questions, the study aims to contribute to both theoretical and practical aspects of ESL pedagogy. It provides a model for IELTS instruction that is grounded in established linguistic theories while also being responsive to the specific demands of high-stakes assessment.

Literature Review

The methodological complexity of IELTS instruction necessitates a comprehensive theoretical foundation that draws on multiple strands of applied linguistics. Among these, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), language assessment theory, and cognitive approaches to language learning play particularly significant roles. However, while each of these frameworks contributes valuable insights, none alone is sufficient to address the multifaceted demands of IELTS preparation. This section critically examines these approaches and identifies the need for their integration.

Communicative Language Teaching has long been considered a dominant paradigm in second language pedagogy. Rooted in the concept of communicative competence, CLT emphasizes the ability to use language effectively in real-life situations rather than merely mastering grammatical structures (Richards, 2006). It promotes learner-centered instruction, authentic communication, and interactive classroom activities. Numerous studies have demonstrated the effectiveness of CLT in developing fluency and sociolinguistic competence (Harmer, 2007). However, despite its strengths, CLT has been criticized for its limited focus on accuracy and structured output, particularly in contexts where learners are required to perform under strict conditions, such as standardized examinations.

In contrast, Task-Based Language Teaching provides a more structured approach that aligns closely with the requirements of IELTS. TBLT is based on the premise that language is best learned through the performance of meaningful tasks that reflect real-world communication (Ellis, 2003; Nunan, 2004). In IELTS, candidates are required to complete specific tasks, such as describing data, presenting arguments, or responding to prompts within limited timeframes. Research suggests that TBLT enhances learner engagement and promotes the development of both fluency and accuracy (Skehan, 1998). Furthermore, task-based instruction encourages learners to focus on meaning while simultaneously attending to form, thereby supporting balanced language development.

However, TBLT alone does not fully address the strategic and cognitive demands of IELTS. Language assessment theory provides additional insights into the nature of test performance. Bachman (1990) conceptualizes language ability as a combination of organizational competence (grammar and text structure) and pragmatic competence (functional and sociolinguistic use). This framework highlights the importance of integrating multiple dimensions of language ability in instruction. Similarly, Weir (2005) emphasizes the role of cognitive processing in language testing, arguing that test performance involves not only linguistic knowledge but also the ability to process information efficiently under time constraints.

These perspectives are particularly relevant in IELTS contexts, where candidates must

rapidly interpret tasks, plan responses, and produce language within strict time limits. As a result, effective instruction must incorporate not only language practice but also explicit training in cognitive and strategic processes. This aligns with the growing emphasis on metacognitive strategies in language learning.

Metacognitive strategies refer to learners' ability to regulate their own learning processes through planning, monitoring, and evaluation (Oxford, 2011). Research indicates that learners who employ metacognitive strategies are more successful in language acquisition, as they are better able to manage their time, identify areas of difficulty, and adapt their learning approaches. In IELTS preparation, these strategies are essential for tasks such as organizing essays, managing speaking responses, and navigating complex reading passages. Without explicit instruction in metacognitive skills, learners may struggle to perform effectively despite possessing adequate linguistic competence.

Another critical component of effective IELTS instruction is feedback. Formative assessment, which involves ongoing feedback during the learning process, has been shown to significantly enhance learner outcomes (Black & Wiliam, 2009). In writing and speaking tasks, targeted feedback enables learners to identify weaknesses and make improvements. Hyland (2003) emphasizes the importance of feedback in developing writing proficiency, particularly in academic contexts. Similarly, Nation (2001) highlights the role of vocabulary development in language learning, suggesting that feedback should address both lexical and structural aspects of language.

In addition to these pedagogical approaches, theories of second language acquisition provide further insights into effective instruction. Krashen's (1982) input hypothesis emphasizes the importance of comprehensible input in language learning, while Swain (2005) argues that output is equally important for developing linguistic accuracy. Long's (1996) interaction hypothesis further highlights the role of interaction in facilitating language acquisition. Together, these theories suggest that effective IELTS instruction should provide learners with opportunities for both input and output, as well as meaningful interaction.

Despite the extensive research in these areas, a significant gap remains in the literature. Most studies focus on individual approaches rather than exploring how they can be integrated into a cohesive framework for IELTS instruction. For example, while CLT promotes communicative competence, it does not adequately address exam-specific strategies. Similarly, TBLT aligns with task-based assessment but may not explicitly incorporate metacognitive training or feedback mechanisms.

This lack of integration is particularly problematic in IELTS contexts, where success depends on the ability to combine multiple competencies. Learners must not only use language effectively but also understand how to apply their knowledge strategically within the constraints of the exam. This requires a pedagogical approach that goes beyond traditional boundaries and incorporates elements from various theoretical frameworks.

Recent studies have begun to recognize the importance of such integration. For instance, research on blended learning approaches suggests that combining communicative and task-based instruction with explicit strategy training leads to improved learner outcomes (Larsen-Freeman, 2000). Similarly, studies in language assessment highlight the need for alignment between teaching practices and test constructs (Fulcher, 2010). However, there is still a lack of comprehensive models specifically designed for IELTS preparation.

The present study seeks to address this gap by proposing an integrated methodological framework that combines the strengths of CLT, TBLT, and assessment-oriented instruction.

By incorporating empirical data from a real classroom context, the study also provides practical insights into how such a framework can be implemented effectively.

In summary, the literature suggests that effective IELTS instruction requires a multidimensional approach that integrates communicative competence, task-based learning, cognitive strategies, and formative assessment. While each of these components has been studied individually, their combined application remains underexplored. This study contributes to the field by demonstrating how these approaches can be synthesized into a coherent and effective model for IELTS pedagogy.

Methods

Research Design

The present study employed a quasi-experimental mixed-methods design to investigate the effectiveness of an integrated pedagogical approach to IELTS instruction. This design was selected in order to combine quantitative measurement of learner progress with qualitative insights into classroom processes and learner behavior. Mixed-methods research is particularly appropriate in applied linguistics, as it allows for a more comprehensive understanding of both outcomes and underlying mechanisms (Creswell, 2014).

The quantitative component focused on measuring changes in IELTS performance through pre- and post-test comparisons, while the qualitative component aimed to capture learner engagement, strategic development, and instructional dynamics through classroom observation and reflective analysis.

Participants and Sampling

The study was conducted at an international language center and involved a sample of 52 ESL learners enrolled in a 10-week IELTS preparation course. Participants were selected using a convenience sampling method, as they were already registered in the program at the time of the study.

The learners ranged in age from 17 to 32 and represented intermediate to upper-intermediate proficiency levels (approximately IELTS band 5.5–7.0 at entry). The sample included both university students and young professionals preparing for academic or migration purposes, reflecting a typical IELTS candidate population.

Although the sample size is relatively modest, it is consistent with similar classroom-based studies in applied linguistics and provides sufficient data for statistical analysis while maintaining ecological validity.

Instructional Framework

The instructional program was designed to integrate three key methodological components:

1. *Communicative Language Teaching (CLT)*. Lessons incorporated interactive activities such as discussions, role-plays, and collaborative tasks to promote fluency and meaningful communication.
2. *Task-Based Language Teaching (TBLT)*. Instruction was organized around IELTS-style tasks, including essay writing, speaking simulations, and reading/listening exercises. Tasks were sequenced from controlled to more complex, allowing for gradual development of skills.
3. *Assessment-Oriented Strategy Training*. Explicit instruction was provided on test-taking strategies, including time management, task analysis, response structuring, and understanding scoring criteria.

4. This integrated framework ensured that learners developed both linguistic competence and strategic awareness, addressing the dual demands of IELTS.

Instruments

The primary data collection instruments were:

- ***IELTS-style pre-test and post-test.*** These tests were designed to replicate authentic IELTS conditions, including timing, task types, and scoring criteria.
- ***Observation protocols.*** Classroom observations were conducted to record learner engagement, interaction patterns, and strategy use.
- ***Instructor reflection notes.*** The instructor maintained reflective notes throughout the course to document instructional decisions and learner progress.

To ensure reliability, the assessment instruments were internally validated, and scoring was conducted using standardized IELTS descriptors.

Reliability and Validity

The reliability of the quantitative data was assessed using Cronbach's alpha, which yielded a value of $\alpha = .91$, indicating high internal consistency. This suggests that the assessment instruments were stable and reliable measures of learner performance.

Validity was addressed through alignment with IELTS task formats and scoring criteria, ensuring that the tests accurately reflected the constructs being measured. Additionally, the use of both quantitative and qualitative data enhanced the overall validity of the study through methodological triangulation.

Procedure

The study was conducted over a 10-week period, with three sessions per week, each lasting approximately 90 minutes. The procedure consisted of the following stages:

- ***Pre-testing phase:*** At the beginning of the course, all participants completed a full IELTS-style test to establish baseline performance.
- ***Instructional phase:*** Over the following 10 weeks, learners participated in the integrated instructional program described above. Each week focused on specific skills while maintaining a balance between communicative activities and exam-oriented practice.
- ***Feedback and scaffolding:*** Continuous formative feedback was provided, particularly for writing and speaking tasks. Learners were encouraged to reflect on their performance and implement improvements.
- ***Post-testing phase:*** At the end of the course, participants completed a post-test under the same conditions as the pre-test.

Data Analysis

Quantitative data were analyzed using SPSS Version 26. Paired-samples t-tests were conducted to compare pre- and post-test scores, and effect sizes (Cohen's d) were calculated to determine the magnitude of improvement.

Qualitative data from observations and reflections were analyzed thematically, focusing on patterns related to learner engagement, strategy use, and instructional effectiveness.

Ethical Considerations

All participants provided informed consent prior to the study. Participation was voluntary, and learners were assured that their data would be used solely for research purposes. Confidentiality was maintained by anonymizing all personal information.

Quantitative Findings

The quantitative analysis revealed statistically significant improvements across all four language skills. The most notable gains were observed in productive skills, particularly writing and speaking.

- **Writing** improved from a pre-test mean score of $M = 6.1$ ($SD = 0.7$) to a post-test mean of $M = 7.3$ ($SD = 0.5$).
- **Speaking** increased from $M = 6.2$ to $M = 7.2$.
- **Reading** scores improved from $M = 6.4$ to $M = 7.4$.
- **Listening** scores increased from $M = 6.5$ to $M = 7.5$.

A paired-samples t-test confirmed that these improvements were statistically significant: $t(51) = 4.76, p < .001$

The effect size was calculated as: $d = 0.92$

This represents a large effect size, indicating that the instructional intervention had a substantial impact on learner performance.

Skill-Specific Observations

Analysis of individual skills revealed that:

- Writing improvements were associated with better organization, coherence, and task response.
- Speaking gains reflected increased fluency, lexical range, and confidence.
- Reading improvements were linked to enhanced skimming and scanning strategies.
- Listening gains were associated with improved attention to detail and note-taking skills.

Qualitative Findings

Qualitative analysis provided additional insights into learner development.

1. Increased Strategic Awareness

Learners demonstrated a greater understanding of task requirements and were able to approach tasks more systematically.

2. Improved Time Management

Participants showed improved ability to allocate time effectively across different sections of the test.

3. Enhanced Learner Engagement

Classroom observations indicated higher levels of participation, particularly during task-based activities.

4. Development of Metacognitive Skills

Learners became more reflective about their performance and were able to identify areas for improvement.

Summary of Results

Overall, the results indicate that the integrated instructional approach led to:

- Significant improvement in IELTS performance
- Development of both linguistic and strategic competencies
- Increased learner autonomy and engagement

The quantitative analysis of learner performance, as detailed in the study, revealed significant improvements across all four core language skills following the ten-week instructional intervention. Learners demonstrated consistent progress, with writing scores rising from a pre-test mean of 6.1 to a post-test mean of 7.3. Similarly, speaking performance

increased from an initial mean of 6.2 to a final mean of 7.2. Reading proficiency also showed substantial development, with scores advancing from 6.4 to 7.4, while listening scores improved from a baseline of 6.5 to a post-intervention mean of 7.5. These results collectively indicate that the integrated pedagogical framework effectively facilitated measurable gains in both productive and receptive language competencies.

Discussion

The findings of the present study provide strong evidence in support of an integrated pedagogical approach to IELTS instruction. The statistically significant improvement in learner performance, combined with qualitative indicators of enhanced engagement and strategic awareness, suggests that the combination of communicative, task-based, and assessment-oriented methodologies is both effective and pedagogically sound. However, the significance of these findings extends beyond the immediate context of the study and must be interpreted in relation to existing literature in applied linguistics.

First, the observed improvements in fluency and communicative competence align closely with the principles of Communicative Language Teaching (CLT). As Richards (2006) argues, CLT promotes the development of meaningful interaction and functional language use. In the present study, the inclusion of communicative activities contributed to increased learner confidence and participation, particularly in speaking tasks. This finding is consistent with Harmer (2007), who emphasizes that interactive classroom environments foster both linguistic and affective development.

However, while CLT effectively supports fluency, it does not fully account for the structured and time-constrained nature of IELTS tasks. The results of this study demonstrate that communicative competence alone is insufficient for achieving high performance in standardized testing contexts. This supports the argument made by Hughes (2003), who notes that test performance often depends on familiarity with task formats and assessment criteria in addition to language ability.

The integration of Task-Based Language Teaching (TBLT) appears to address this limitation. The task-oriented nature of IELTS aligns closely with the principles of TBLT, which emphasize learning through the completion of meaningful tasks (Ellis, 2003; Nunan, 2004). In the present study, task-based activities enabled learners to practice language in contexts that closely resembled actual exam conditions. This likely contributed to the observed improvements in both productive and receptive skills.

Furthermore, the findings support Skehan's (1998) claim that task-based instruction promotes balanced development of fluency and accuracy. Learners in the study were required to complete tasks under time constraints, which encouraged them to focus not only on meaning but also on form. This dual focus is particularly important in IELTS writing and speaking tasks, where both coherence and grammatical accuracy are assessed.

Beyond communicative and task-based approaches, the role of assessment-oriented instruction emerges as a critical factor in learner success. The explicit teaching of exam strategies—such as time management, task analysis, and response structuring—appears to have had a significant impact on performance. This finding is consistent with Bachman's (1990) model of communicative language ability, which includes strategic competence as a key component.

Similarly, Weir (2005) emphasizes that test performance involves complex cognitive processes, including planning, monitoring, and evaluating responses. The qualitative data

from this study indicate that learners developed these cognitive skills over the course of the program, as evidenced by improved task awareness and response organization. This suggests that effective IELTS instruction must incorporate not only language practice but also cognitive and strategic training.

The importance of metacognitive strategies is further supported by the findings. Learners who demonstrated greater ability to plan and monitor their performance showed more significant improvement, which aligns with Oxford's (2011) research on language learning strategies. In IELTS contexts, metacognitive skills are essential for managing time, organizing ideas, and adapting to different task types. The integration of reflective activities and feedback in the instructional program likely contributed to the development of these skills.

Feedback itself emerged as a key factor in learner development. Consistent with Black and Wiliam (2009), the provision of formative feedback enabled learners to identify weaknesses and make targeted improvements. This was particularly evident in writing tasks, where learners demonstrated improved coherence, lexical range, and grammatical accuracy over time. Hyland (2003) similarly emphasizes the role of feedback in developing academic writing skills, highlighting its importance in exam preparation contexts.

From the perspective of second language acquisition theory, the findings also support the combined importance of input, output, and interaction. Krashen's (1982) input hypothesis suggests that exposure to comprehensible input is essential for language acquisition, while Swain (2005) argues that output is necessary for developing accuracy. Long's (1996) interaction hypothesis further emphasizes the role of interaction in facilitating learning. The integrated instructional approach used in this study provided opportunities for all three processes, which likely contributed to the observed improvements.

In addition to supporting existing theories, the study also contributes to addressing a significant gap in the literature. While previous research has examined CLT, TBLT, and assessment theory independently, relatively few studies have explored how these approaches can be combined into a cohesive framework for IELTS instruction. The present study demonstrates that such integration is not only possible but also highly effective.

Nevertheless, certain limitations must be acknowledged. The sample size, while adequate for statistical analysis, is relatively small and limited to a single institution. This may affect the generalizability of the findings. Additionally, the duration of the study (10 weeks) may not fully capture long-term learning outcomes. Future research should therefore consider larger samples and longitudinal designs to examine the sustainability of improvements.

Another limitation relates to the quasi-experimental design, which does not include a control group. While the significant improvements observed suggest that the instructional approach was effective, it is not possible to attribute these improvements solely to the intervention without comparison to alternative methods. Future studies could address this limitation by incorporating experimental designs.

Despite these limitations, the findings have important implications for both theory and practice. From a theoretical perspective, the study supports the need for integrated pedagogical models that combine multiple approaches to language teaching. From a practical perspective, it provides a framework that can be applied in IELTS preparation programs to enhance learner outcomes.

A further dimension that emerges from the present findings concerns the broader

pedagogical implications of integrating assessment literacy into language instruction. While traditional ESL pedagogy has often treated testing as a separate or terminal phase of learning, the results of this study suggest that assessment itself can function as a formative and developmental tool when embedded within instruction. This perspective aligns with contemporary views in applied linguistics that conceptualize assessment as an integral component of the learning process rather than an external evaluative mechanism. In this regard, the improvement observed among participants may be attributed not only to increased familiarity with IELTS formats but also to the gradual internalization of assessment criteria as part of learners' linguistic competence. Such internalization enables learners to self-regulate their performance and align their output with expected standards, thereby enhancing both accuracy and coherence. Moreover, this finding has important implications for curriculum design, suggesting that effective IELTS preparation should move beyond test rehearsal toward a more holistic model in which assessment, instruction, and feedback operate as interconnected elements within a unified pedagogical system.

Conclusion

The present study set out to investigate the methodological peculiarities of teaching IELTS to learners for whom English is a second language. By integrating theoretical insights from communicative language teaching, task-based instruction, and language assessment theory with empirical data from a structured IELTS preparation program, the study has demonstrated the effectiveness of a hybrid pedagogical approach.

The findings indicate that successful IELTS instruction requires more than the development of communicative competence. It must also address the strategic and cognitive demands of standardized testing. The integration of communicative activities, task-based learning, and assessment-oriented strategies provides a comprehensive framework that supports both language development and exam performance.

Quantitative results revealed statistically significant improvements across all language skills, while qualitative findings highlighted increased learner engagement, strategic awareness, and metacognitive development. These outcomes suggest that the proposed methodological framework is both effective and adaptable to real classroom contexts.

From a broader perspective, the study contributes to the ongoing discourse on aligning language teaching with assessment practices. It highlights the importance of bridging the gap between theory and practice and demonstrates how established pedagogical principles can be applied to meet the specific demands of high-stakes testing.

Future research should build on these findings by exploring the long-term impact of integrated instructional approaches and examining their applicability in different educational contexts. Additionally, further investigation into the role of technology and digital tools in IELTS preparation may provide new opportunities for enhancing learning outcomes.

In conclusion, the study underscores the importance of adopting a multidimensional approach to IELTS instruction. By combining linguistic, cognitive, and strategic elements, educators can better prepare learners to succeed in both the exam and their broader academic and professional endeavors.

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Կարապետյան Սվետլանա

մանկավարժական գիտությունների թեկնածու,

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Ամփոփագիր

Սույն հետազոտությունը նվիրված է անգլերենը որպես երկրորդ լեզու սովորողներին IELTS (International English Language Testing System) քննության նախապատրաստման ու դասավանդման մեթոդիկայի առանձնահատկությունների ուսումնասիրմանը: Հետազոտության նպատակն է բացահայտել մանկավարժական այնպիսի արդյունավետ մոտեցումներ, որոնք լրացնում են հաղորդակցական իրազեկության ու ստանդարտացված թեստերի կատարողականի միջև առկա բացը: Հետազոտությունն իրականացվել է միջազգային լեզվի կենտրոնում խառը մեթոդների կիրառմամբ: Հետազոտությանը մասնակցել է 52 սովորող 10-շաբաթյա նախապատրաստական ծրագրի շրջանակում: Ուսումնական միջամտությունը համադրել է հաղորդակցական լեզվի ուսուցումը՝ սահունության զարգացման նպատակով, առաջադրանքների վրա հիմնված ուսումնառությունը՝ առաջադրանքներին իրական ծանոթացման համար, նաև գնահատմանն ուղղված հստակ ռազմավարությունների կիրառումը՝ իմացական գործընթացների պահանջները հաշվի առնելու համար:

IELTS ձևաչափի ստանդարտացված նախնական ու ամփոփիչ թեստերի քանակական վերլուծությունը ցույց է տվել վիճակագրորեն հավաստի բարելավում լեզվական բոլոր չորս հմտությունների գծով ($t(51) = 4.76, p < .001, d = 0.92$), հատկապես գրավոր ու բանավոր խոսքի կատարողականի զգալի աճով: Զուգահեռաբար դասարանային որակական դիտարկումներն ու համակարգված վերլուծությունները փաստել են սովորողի ինքնուրույնության աճի, ռազմավարական իրազեկության բարելավման ու քննական սահմանափակումների պայմաններում ժամանակի կառավարման հմտությունների զարգացման մասին: Արդյունքները հիմնավորում են, որ IELTS-ի արդյունավետ դասավանդումը պետք է դուրս գա ավանդական լեզվի ուսուցման սահմաններից՝ լեզվական, իմացական ու ռազմավարական հարթությունները համակարգված կերպով ինտեգրելով միասնական մանկավարժական մոդելում: Հետազոտությունն առաջարկում է տեսականորեն հիմնավորված ու փորձառականորեն վավերացված մոդել՝ ուսումնական ծրագրերի նախագծման, ուսուցիչների վերապատրաստման ու բարձր պատասխանատվություն պահանջող համատեքստերում գնահատման գրագիտության բարձրացման համար՝ ի վերջո նպաստելով սովորողների կայուն ձեռքբերումներին:

***Հիմնաբառեր**՝ IELTS, ESL սովորողներ, մանկավարժություն, հաղորդակցական լեզվի ուսուցում, առաջադրանքների վրա հիմնված ուսումնառություն, գնահատում, մեթոդաբանություն:*

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