



## INTEGRATING IELTS/CEFR-BASED TASKS INTO ACADEMIC LYCEUM ENGLISH INSTRUCTION

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**Abstract.** *This article examines the integration of IELTS- and CEFR-based tasks into English language instruction at academic lyceums. As global educational standards increasingly emphasize communicative competence and measurable learning outcomes, aligning national curricula with internationally recognized frameworks such as IELTS and the Common European Framework of Reference for Languages (CEFR) has become essential. The study analyzes practical strategies for incorporating IELTS-style reading, listening, writing, and speaking tasks into academic lyceum lessons while maintaining alignment with national educational objectives. The article highlights pedagogical benefits, implementation challenges, and expected learning outcomes of such integration.*

**Keywords:** *IELTS, CEFR, academic lyceum, task-based learning, communicative competence, assessment.*

### **Introduction**

In recent years, English language education has undergone significant transformation due to globalization and the growing importance of international language proficiency standards. Academic lyceums, as institutions preparing students for higher education, are increasingly required to ensure that learners achieve a level of English competence compatible with international benchmarks. Among the most widely recognized frameworks are the International English Language Testing System (IELTS) and the Common European Framework of Reference for Languages (CEFR).

The integration of IELTS/CEFR-based tasks into academic lyceum instruction serves not only as preparation for international examinations but also as a means of developing students' communicative, academic, and critical thinking skills. This article explores effective methods of integrating these task formats into regular classroom instruction without overburdening the curriculum.

The CEFR provides a comprehensive description of language proficiency levels from A1 to C2, focusing on communicative competence across four skills: listening, reading, writing, and speaking<sup>1</sup>. IELTS, while primarily an assessment tool, is closely aligned with CEFR levels and emphasizes real-life academic and social language use<sup>2</sup>.

Both frameworks prioritize:

- Functional language use rather than rote memorization
- Task-based performance

-Clear assessment criteria and descriptors

This alignment makes IELTS task formats particularly suitable for integration into CEFR-oriented curricula in academic lyceums.

### **Integrating IELTS/CEFR-Based Tasks into Classroom Practice**

#### **Reading Skills**

IELTS-style reading tasks such as multiple-choice questions, matching headings, true/false/not given, and gap-filling can be effectively adapted to academic lyceum textbooks. These tasks help students develop:

Skimming and scanning skills

-Understanding of main ideas and supporting details

-Academic vocabulary recognition

By aligning reading texts with CEFR descriptors (e.g., B1–B2), teachers can ensure gradual progression in text complexity.

#### **Listening Skills**

Listening tasks modeled on IELTS formats—such as note completion, sentence completion, and multiple-choice questions—enhance students’ ability to process spoken academic English. Authentic audio materials (lectures, interviews, discussions) support:

-Listening for gist and detail

-Recognition of discourse markers

-Improved concentration and note-taking skills

Such tasks align well with CEFR’s emphasis on comprehension of spoken interaction and monologue<sup>3</sup>.

#### **Writing Skills**

IELTS Task 1 and Task 2 formats can be adapted for classroom writing activities. For example:

Describing graphs, charts, or processes (Task 1)

Opinion or problem–solution essays (Task 2)

These tasks help students develop coherence, cohesion, academic vocabulary, and grammatical accuracy. Assessment based on CEFR writing descriptors ensures transparency and consistency in evaluation.

#### **Speaking Skills**

IELTS speaking tasks, particularly Part 1 (personal questions) and Part 2 (long turn), are highly effective in developing oral fluency. Classroom adaptation may include:

-Pair and group discussions

-Picture-based speaking tasks

-Timed monologues

These activities correspond to CEFR speaking descriptors, encouraging spontaneous speech and structured responses.

Pedagogical Benefits of Integration





Integrating IELTS/CEFR-based tasks into academic lyceum instruction offers several advantages:

- Improved alignment between teaching, learning, and assessment
- Enhanced student motivation through clear proficiency targets
- Development of transferable academic skills
- Better preparation for higher education and international examinations

Moreover, teachers gain access to standardized criteria, enabling more objective and reliable assessment.

### **Challenges and Considerations**

Despite its advantages, integration presents certain challenges:

- Teachers may require additional training in IELTS and CEFR methodology
- Time constraints within the national curriculum
- The risk of “teaching to the test” if balance is not maintained
- To address these issues, integration should be gradual, contextualized, and pedagogically driven rather than exam-oriented.

### **Conclusion**

The integration of IELTS/CEFR-based tasks into academic lyceum English instruction represents a strategic approach to improving language education quality. When implemented thoughtfully, such integration enhances communicative competence, academic literacy, and assessment transparency. Aligning classroom practice with international standards prepares students for both national academic success and global educational opportunities.

### **Footnotes / References**

1. Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press.
2. IELTS Partners. (2020). IELTS Guide for Teachers. British Council.
3. Little, D. (2011). The Common European Framework of Reference for Languages and the development of policies for the education of migrants. Council of Europe.