

A Study of Strategies for Improving IELTS Literacy in the Management Model of "Management, Guidance, Teaching and Evaluation"

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Abstract: The "Management, Guidance, Teaching and Evaluation" (hereinafter referred to as MGTE) Management model is a teaching evaluation model that emphasizes the combination of management, guidance and evaluation, and aims to improve students' learning outcomes and literacy. This study aims to explore how to improve students' IELTS literacy through the "management, guidance, teaching and evaluation" management model. The results of this study show that establishing clear learning objectives and assessment criteria, guiding students to become independent learners, introducing interactive teaching and practical activities in the classroom, as well as providing regular feedback and guidance, can help to improve students' language proficiency and cross-curricular literacy, and thus effectively enhance their IELTS literacy. The findings of the study provide concrete strategies and guidance for the implementation of the "MGTE" management model, and provide insights for educational practice and future research.

Keywords: MGTE management model, IELTS literacy, education and teaching

Introduction

Improving students' international competitiveness has become a research hotspot in the education sector, especially in today's information-based and globally integrated world, which requires learners to have strong comprehensive qualities and cross-cultural communication skills. Under such circumstances, it has become a pressing task to reform the education management mode and conduct research on teaching strategies. The MGTE management model is a kind of teaching evaluation method centered on the "unity of management and teaching", which has been widely applied in many universities. At present, there are relatively few studies on the IELTS literacy enhancement strategies of the MGTE management model. However, some related studies and practices have provided us with some insights and directions. Research on school management shows that the establishment of effective school management mechanisms and standardized management processes is the basis for improving students' IELTS literacy. Research on teaching emphasizes the important role of teachers in improving students' IELTS literacy. Teachers should have good language skills and professionalism, and use diverse teaching methods and strategies to stimulate students' interest and motivation.

1. Definition of the MGTE management model

The MGTE management model is a kind of teaching management that integrates management, guidance and

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evaluation^[1]. It makes the management, teaching guidance and teaching assessment work closely together and support each other to improve students' learning ability. At the level of management, it means that school leaders organize, coordinate and standardize teaching and learning activities; in counseling, it focuses on guiding, encouraging, and promoting students' self-development; teaching assessment is to evaluate and give feedback on students' learning status and teachers' teaching results, in order to promote the optimization and improvement of the teaching process. The management model focuses on comprehensive management and guidance of the whole process of education and teaching, respect for individual differences and development of students, professional guidance and direction of teachers, and continuous evaluation and feedback mechanisms for teaching. The MGTE management model is an effective management method, which enables colleges and universities to better deal with the relationship between management and teaching, improve the quality of education, and enhance students' academic performance.

2. Enhancing teacher training to improve students' IELTS literacy

2.1 Setting clear learning objectives and assessment criteria

Under the holistic MGTE management model, clear learning objectives and assessment criteria must be established in order to improve students' IELTS competence. Teachers should clearly define the language proficiency and competence needs of candidates in the IELTS test, and communicate with students so that they clearly know their learning objectives and expectations. It is important to set the right teaching objectives in order to create motivation and direction for students to learn and to fully engage them in the learning process.

When formulating assessment indicators, teachers should explain in detail and inform students in advance of the various language skills and qualities they need to possess according to the IELTS scoring criteria and requirements. Clear assessment criteria can enable students to have a clear understanding of their own learning situation and adjust their learning strategies in a timely manner, so as to achieve targeted learning and thus improve their learning performance. At the same time, by setting assessment indicators, students will be able to recognize their own problems in learning so that they can better improve their English ability and better prepare for the new round of IELTS exam.

2.2 Introducing interactive teaching and practical activities

On this basis, a new and efficient teaching method is proposed. Through various interactive methods such as group discussion, role-playing, and case study, it can effectively promote communication and collaboration among students, broaden their minds, and develop their critical thinking and problem-solving abilities^[2]. On this basis, the method of practicum teaching in English writing teaching is proposed. In the process of internship, students can apply the knowledge and skills they have learned in real situations and further understand and master what they have learned. Teachers can make students understand the form and requirements of the exam through mock exams, writing exercises and speaking drills, so as to improve their resilience and performance in real exams.

2.3 Providing regular feedback and guidance

Through regular quizzes, assignments and exercises, teachers can provide timely assessment of students' learning status. In the process of teaching, teachers should give students positive evaluations, including praising students' strengths, pointing out their weaknesses and giving corrective advice. In this feedback process, students can have a clear understanding of their own learning situation, find out the existing problems, and adjust their learning direction in time, so as to improve their learning efficiency and academic performance.

At the same time, teachers are able to provide one-on-one tutoring and personalized learning guidance for students. Teachers are able to provide targeted counseling and tutoring for students' learning characteristics and needs, assist them in solving problems during the learning process, and improve their learning ability and literacy. On this basis, targeted tutoring can help students better solve the difficulties they encounter in their learning, thus improving their performance and helping candidates to cope better when facing the IELTS exam^[3].

2.4 Improving the quality of cooperative education

In terms of management, through standardized management and clear responsibility, the smooth development of school-enterprise cooperative schooling is ensured; through the effective supervision and control of the management department, it can ensure that all kinds of work are carried out in an orderly manner and resources are reasonably allocated to create a good learning environment and conditions for the students, which lays a good foundation for the improvement of IELTS proficiency. At the leadership level, the correct and effective guidance of school leaders is an important factor in improving the overall quality of cooperative schools. Leaders should have a vision, plan the direction and purpose of development for the school, use effective communication and encouragement to mobilize the learning enthusiasm of teachers and students, and promote the quality of school-enterprise cooperative education, which in turn promotes the IELTS quality of the students.

3. Developing learning skills to improve students' IELTS literacy

3.1 Establishment of incentives to motivate learning and improve literacy levels

Reward mechanism is to maximize students' motivation and make them interested and interested in learning. By creating an incentive mechanism, students are motivated to be more diligent on their IELTS preparation journey and strive for higher scores, which in turn fosters a positive attitude towards learning^[4]. Positive motivation strengthens students' self-confidence and motivation, thus promoting their motivation to learn. At the same time, it provides guidance on students' learning goals. By setting clear criteria and conditions for rewards, students can clearly understand what they should strive for and what level of rewards they should achieve. Guided by clear goals, students are motivated to continue to improve in the IELTS exam and enhance their overall quality^[5].

3.2 Promoting independent learning and inquiry, and cultivate students' awareness of independent learning

Independent learning can enable students to develop a keen interest in learning and a strong desire for knowledge. If students have a sense of independent learning, they will be more active in inquiry and research, and will no longer be bound by the guidance and requirements of teachers, but can actively acquire knowledge according to their own interests and needs. On this basis, this paper proposes a new teaching mode, i.e. "independent learning".

In the teaching process, teachers can effectively promote students' learning. If students have an independent learning consciousness, they will no longer simply do problems, do problems, do problems, but will pay more attention to the in-depth understanding and exploration of knowledge. Through independent learning, students can think more flexibly when solving problems, improve their critical thinking and creative thinking ability, and improve their understanding and application of what they have learned^[6]. In conclusion, advocating students' self-learning and exploratory exams and cultivating their self-learning consciousness are conducive to improving their learning motivation and depth, as well as improving their academic performance and literacy.

4. Concluding remarks

To summarize, through the research on the definition of the MGTE management model, the enhancement of teachers' training, the improvement of students' IELTS literacy, and the help of students to learn IELTS and enhance their IELTS literacy, we can help every student to give full play to his/her potential, so that they can better complete the IELTS examination. On this basis, this study proposes measures to improve students' IELTS competence under the management model of MGTE, which is of some significance to educators. It is hoped that in future research, we can continue to carry out deeper research and discussion, and improve the overall quality of students, stimulate their learning motivation and enthusiasm, and lay a good foundation for their academic development and future prospects under the premise of continuous improvement of teaching and assessment strategies.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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