SCIENCE CONNECTS PEOPLE

INTERNATIONAL SCIENTIFIC JOURNAL OF

2026 / No. 1(2)

Contemporary Pedagogical and Philological Research

BEYOND TRADITIONAL CLASSROOMS: AN INTEGRATED APPROACH TO INNOVATIVE ENGLISH LANGUAGE TEACHING FOR UNIVERSITY STUDENTS

Abshukurova Bahora

Samarkand State Institute of Foreign Languages, Uzbekistan

Undergraduate student

Annotatsiya. Ushbu maqolada oliy ta’lim muassasalarida ingliz tilini o‘qitishning innovatsion yondashuvlari va ularni yagona pedagogik tizimga birlashtirish imkoniyatlari ko‘rib chiqiladi. Tadqiqotning maqsadi an’anaviy o‘qitishning foydali jihatlarini interaktiv, kommunikativ va texnologiya yordamidagi faoliyatlar bilan uyg‘unlashtiruvchi konseptual modelni taklif etishdan iborat. Maqola narrativ adabiyotlar tahlili, qiyosiy tahlil va pedagogik sintezga asoslanadi. Unda kommunikativ til o‘qitish, vazifaga asoslangan ta’lim, teskari sinf, hamkorlikda o‘rganish va raqamli resurslardan foydalanish yondashuvlari tahlil qilinadi. Muallif tomonidan to‘rt bosqichli integratsiyalashgan model taklif qilinadi: darsdan oldingi mustaqil tayyorgarlik, auditoriyadagi mazmunli muloqot, hamkorlikdagi vazifa va individual fikr-mulohaza. Model texnologiyani o‘qituvchining o‘rnini bosuvchi vosita sifatida emas, balki maqsadli o‘rganishni qo‘llab-quvvatlovchi resurs sifatida ko‘radi. Maqolada ushbu modelni amaliyotda qo‘llash bo‘yicha tavsiyalar hamda kelgusidagi empirik tadqiqot yo‘nalishlari beriladi.

Kalit so‘zlar: ingliz tilini o‘qitish, oliy ta’lim, innovatsion metodlar, kommunikativ kompetensiya, vazifaga asoslangan ta’lim, hamkorlikda o‘rganish, teskari sinf, raqamli pedagogika.

Аннотация. В статье рассматриваются инновационные подходы к преподаванию английского языка в высших учебных заведениях и возможности их объединения в единую педагогическую систему. Цель исследования — предложить концептуальную модель, сочетающую эффективные элементы

SCIENCE CONNECTS PEOPLE

традиционного обучения с интерактивными, коммуникативными и технологически поддерживаемыми видами деятельности. Работа основана на нарративном обзоре научной литературы, сравнительном анализе и педагогическом синтезе. Анализируются коммуникативное обучение языку, обучение на основе выполнения заданий, модель перевёрнутого класса, совместное обучение и использование цифровых ресурсов. Автор предлагает интегрированную модель из четырёх этапов: самостоятельная подготовка до занятия, содержательное общение в аудитории, выполнение совместных заданий и индивидуальная обратная связь. Технологии рассматриваются не как замена преподавателя, а как ресурс для целенаправленного обучения. В статье также представлены практические рекомендации по применению модели и возможные направления дальнейших эмпирических исследований.

Ключевые слова: преподавание английского языка, высшее образование, инновационные методы, коммуникативная компетенция, обучение на основе заданий, совместное обучение, перевёрнутый класс, цифровая педагогика.

Abstract. This article examines innovative approaches to English language teaching in higher education and considers how they can be integrated into a coherent pedagogical framework. Its purpose is to propose a conceptual model that combines useful elements of teacher-led instruction with interactive, communicative, and technology-supported learning activities. The paper is based on a narrative review of relevant literature, comparative analysis, and pedagogical synthesis. It discusses communicative language teaching, task-based language teaching, flipped learning, collaborative learning, and the purposeful use of digital resources. The author proposes a four-stage integrated model consisting of independent pre-class preparation, meaningful classroom interaction, collaborative task performance, and individualised feedback. Technology is treated as a resource that supports purposeful learning rather than replacing teachers or interpersonal communication. The article also provides

SCIENCE CONNECTS PEOPLE

practical recommendations for university instructors and identifies areas for future empirical investigation. As a conceptual paper, it does not claim experimental results; instead, it offers a framework that can be tested in different university contexts.

Keywords: English language teaching, higher education, innovative methods, communicative competence, task-based language teaching, collaborative learning, flipped classroom, digital pedagogy.

1. INTRODUCTION

English language proficiency has become an important academic and professional resource for university students. It enables learners to access international research, participate in academic exchange, communicate across cultures, and pursue employment opportunities. Consequently, university English courses are expected to develop more than grammatical knowledge: they should also strengthen students' ability to use language appropriately, confidently, and effectively in real communicative situations.

However, language classrooms may still rely heavily on teacher explanation, textbook exercises, and controlled practice. These activities can support the development of linguistic accuracy, but they may provide limited opportunities for learners to negotiate meaning, express personal opinions, solve problems, and use English spontaneously. The challenge is therefore not to reject traditional teaching completely, but to combine explicit instruction with meaningful practice.

The purpose of this article is to examine selected innovative approaches to English language teaching and propose an integrated model suitable for university students. The article addresses three questions: (1) What pedagogical contributions can interactive and technology-supported approaches make to university English teaching? (2) How can these approaches be combined without overloading students or teachers? (3) What practical principles can guide their implementation?

SCIENCE CONNECTS PEOPLE

The article is conceptual and literature-based. It does not report a classroom experiment or claim that the proposed model has already been empirically validated. Its contribution is the synthesis of established approaches into a practical framework that can be adapted and tested by university teachers.

2. LITERATURE REVIEW

2.1. Communicative language teaching

Communicative language teaching (CLT) places meaningful communication at the centre of language learning. Rather than treating language only as a set of grammatical rules, CLT encourages learners to use linguistic resources to exchange information, express intentions, and respond to others. Richards and Rodgers (2014) describe communicative approaches as an influential family of methods in which communicative competence is a central goal. In university classrooms, this orientation can be implemented through discussions, interviews, information-gap activities, role-plays, and problem-solving tasks.

A practical example is a small-group discussion in which students compare solutions to a campus-related problem. Students need to explain their views, ask follow-up questions, agree or disagree politely, and reach a shared conclusion. The teacher can provide useful expressions before the activity and give feedback afterwards, while allowing students to take responsibility for the interaction.

2.2. Task-based language teaching

Task-based language teaching (TBLT) organises learning around the completion of meaningful tasks. Ellis (2003) explains that tasks involve a primary focus on meaning, a relationship to real-world language use, and an outcome that learners work towards. In this approach, language is not practised only through isolated forms; it is used as a tool for achieving a communicative goal.

For example, students may plan a low-cost cultural event for international visitors. They must compare options, allocate a budget, negotiate responsibilities, and

present their plan. The task creates a reason to use vocabulary, grammar, and interaction strategies. A teacher can then address language forms that emerged during the activity.

2.3. Flipped learning and independent preparation

Flipped learning moves some initial content exposure outside the classroom so that class time can be used for guided practice and interaction. Students may watch a short teacher-selected video, read a brief text, or review a vocabulary set before the lesson. Classroom time can then focus on applying the material through discussion, collaborative work, and feedback.

The approach is useful only when pre-class work is manageable and clearly connected to classroom tasks. If students are assigned lengthy videos or extensive reading without guidance, the flipped format may increase workload rather than improve learning. Teachers should therefore provide concise materials and a clear preparation question or task.

2.4. Collaborative learning and peer interaction

Collaborative learning gives students structured opportunities to learn with and from one another. Pair work and group work can increase the number of opportunities to speak, expose learners to different ways of expressing ideas, and encourage shared responsibility. However, collaboration does not automatically guarantee learning. Tasks need clear roles, achievable outcomes, and accountability so that participation is distributed rather than dominated by a few students.

A useful classroom procedure is to assign rotating roles such as facilitator, note-taker, language monitor, and reporter. These roles help students understand their responsibilities and allow quieter learners to contribute in different ways.

2.5. Digital resources and teacher feedback

Digital resources can provide access to authentic texts, audio, video, online dictionaries, pronunciation models, and learning-management platforms. They can also support practice beyond the classroom. Nevertheless, technology should be selected

according to a learning objective, not simply because it is available. A digital quiz may be appropriate for reviewing vocabulary, while a shared document may support collaborative writing.

Feedback is another essential element. Hattie and Timperley (2007) argue that effective feedback helps learners understand their current performance, the intended goal, and the next steps for improvement. In language teaching, feedback can address meaning, organisation, accuracy, fluency, and strategies. It should be specific and actionable rather than limited to general comments such as “good” or “try harder”.

3. METHODOLOGY

This article uses a narrative literature-review and conceptual synthesis approach. Relevant works on communicative language teaching, task-based learning, flipped learning, collaborative learning, and feedback were examined to identify principles that can be combined in a university English course. The selected approaches were compared in terms of their learning purpose, classroom procedure, teacher role, student role, and possible implementation challenges.

The analysis followed three steps. First, key pedagogical principles were identified from established publications. Second, the principles were compared to determine where the approaches complement one another. Third, the findings were synthesised into a four-stage model. Since no participants were recruited and no data were collected, the paper does not use statistical analysis or make claims about measured learning gains.

4. THE PROPOSED INTEGRATED STUDENT-CENTRED TEACHING MODEL

The proposed model combines four connected stages. Its central principle is that innovation is not the use of many techniques in one lesson; it is the purposeful alignment of preparation, communication, collaboration, and feedback with a clearly defined learning outcome.

SCIENCE CONNECTS PEOPLE

Stage 1. Guided pre-class preparation

Before the lesson, students complete a short, focused preparation activity. This may include watching a brief video, reading a short article, reviewing a vocabulary list, or listening to a short audio recording. The teacher provides one or two guiding questions to direct attention. For example, before a lesson on environmental issues, students may watch a short video and note three problems and two possible solutions. The preparation should normally be brief enough to remain manageable.

Stage 2. Meaningful classroom interaction

The lesson begins with a short review that checks understanding rather than repeating the entire pre-class material. Students then participate in a discussion, interview, role-play, or information-gap activity. For the environmental topic, pairs may compare the solutions they identified and explain which one they consider most realistic. The teacher monitors communication and notes recurring language needs without interrupting every exchange.

Stage 3. Collaborative task performance

Students work in small groups to complete a task with a visible outcome. They may prepare a poster, a short presentation, a proposal, or a recorded dialogue. Each student receives a role, and the group is expected to use English to make decisions. In the environmental example, groups could design a practical sustainability campaign for their university. This stage connects language practice with critical thinking, negotiation, and teamwork.

Stage 4. Individualised feedback and reflection

After the task, the teacher provides focused feedback based on the lesson objectives. Feedback may address clarity of ideas, vocabulary range, grammatical accuracy, pronunciation, and interaction strategies. Students then complete a short reflection identifying one strength and one area for improvement. A brief follow-up activity can help them apply the feedback in a later lesson.

SCIENCE CONNECTS PEOPLE

The four stages are intended to form a cycle. Evidence from classroom observation, students' task products, short self-assessments, and formative checks can help teachers adjust subsequent lessons. The model is flexible: not every stage requires a digital tool, and teachers can shorten or expand stages according to students' proficiency and available resources.

5. PRACTICAL IMPLEMENTATION EXAMPLE

A 60-minute university lesson on "Giving Advice and Solving Everyday Problems" illustrates how the model may work. Before class, students review a short dialogue and a list of useful expressions such as "You could…", "I would recommend…", and "Have you considered…?" At the beginning of the lesson, the teacher checks the expressions through a brief matching activity. Students then discuss everyday university-related situations in pairs.

In the main task, groups receive a scenario: international students are finding it difficult to adapt to university life. Each group prepares three practical recommendations and presents them to the class. The teacher uses a simple observation checklist to note whether students can make suggestions, justify ideas, ask clarification questions, and respond appropriately. At the end, students receive one piece of positive feedback and one specific improvement target. This example demonstrates how language objectives, collaboration, and real-life communication can be integrated into one lesson.

6. DISCUSSION

The proposed model brings together approaches that are often discussed separately. CLT provides the overall communicative orientation; TBLT supplies purposeful tasks; flipped learning creates space for preparation; collaborative learning increases peer interaction; and formative feedback supports improvement. Their integration may help teachers move beyond lessons dominated by explanation and isolated exercises.

SCIENCE CONNECTS PEOPLE

The model also has limitations. Students may arrive without completing pre-class preparation, group work may be uneven, and access to digital devices or reliable internet may differ. Some learners may feel anxious when asked to speak spontaneously. These challenges can be addressed through short preparation tasks, clear group roles, low-stakes speaking opportunities, alternative offline materials, and supportive feedback.

Teachers should also avoid assuming that technology automatically improves learning. Digital resources are most useful when they serve a specific pedagogical purpose and are accessible to students. Similarly, group activities should not replace explicit teaching when learners need clarification of grammar, vocabulary, or pronunciation. A balanced approach recognises that explanation, practice, interaction, and reflection can all contribute to language development.

Future research could test the model in different university settings. A small-scale study might compare students' performance on a speaking task before and after a teaching cycle, collect learner reflections, and use classroom observations. Such research should describe its participants, instruments, procedure, and limitations transparently. Until this evidence is collected, the model should be treated as a theoretically informed proposal rather than a proven intervention.

7. CONCLUSION

Innovative English language teaching in higher education should be understood as purposeful pedagogical design rather than the simple adoption of new technologies. This article has reviewed communicative language teaching, task-based learning, flipped learning, collaborative learning, digital resources, and formative feedback. On this basis, it has proposed a four-stage Integrated Student-Centred Teaching Model involving guided pre-class preparation, meaningful classroom interaction, collaborative task performance, and individualised feedback.

The model offers university teachers a flexible structure for connecting language knowledge with practical communication. Its implementation requires clear learning

SCIENCE CONNECTS PEOPLE

outcomes, manageable preparation, inclusive group organisation, and feedback that helps students identify their next steps. The framework has not yet been empirically tested; therefore, classroom-based research is needed to evaluate its effects on language performance, learner engagement, and autonomy. Its value at this stage lies in providing a coherent and adaptable basis for such investigation.

References

1. Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report No. 1. The George Washington University, School of Education and Human Development.

2. Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.

3. Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

4. Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487

5. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

6. Willis, J. (1996). A framework for task-based learning. Longman.