

RETHINKING ENGLISH LANGUAGE INSTRUCTION FOR GRADUATING STUDENTS THROUGH THE LAB ROTATION MODEL

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Abstract. Contemporary secondary education increasingly requires language instruction to combine classroom interaction with flexible forms of independent digital learning. This paper explores how the Lab Rotation model may be used to reorganize English language instruction for graduating students in general secondary schools. The analysis is based on the Grade 11 curriculum and teaching plan for the 2025–2026 academic year, the B1-level requirements for school graduates, and the content of the Prepare coursebook. Rather than treating the coursebook as a fixed sequence of classroom activities, the study considers how its components can be redistributed between teacher-supported and digitally mediated learning.

The findings indicate that the coursebook offers a sound basis for communicative language development: learners work with listening, speaking, reading and writing, while project activities, discussion prompts and opinion-based tasks create opportunities for meaningful language use. At the same time, the analysis points to practical constraints related to lesson duration, class size, repeated practice, individualized feedback and the systematic use of digital resources. The Lab Rotation model is therefore discussed as a way of restructuring, rather than replacing, existing classroom practice. It can move selected repetitive or individual tasks into a digital space and reserve contact time for interaction, collaboration, feedback and productive language use.

Keywords: Lab Rotation, hybrid language education, graduating students, Grade 11, English language teaching, B1 proficiency, communicative competence, digital learning, learner autonomy.

1. Background and Purpose

Preparing students for the final stage of general secondary education requires more than the accumulation of grammatical and lexical knowledge. At the B1 level, learners are expected to use English for a range of communicative purposes, including understanding spoken and written information, participating in conversations, presenting ideas and producing connected written texts. The Grade 11 English curriculum consequently places learners at a point where previously developed skills need to be consolidated and applied in increasingly purposeful contexts.

The material examined in this study suggests that the Prepare coursebook already contains many of the elements needed for such development. Its units combine vocabulary and grammar with receptive and productive skills, while topics connected with everyday life, social interaction, media, education and future plans provide contexts for communication. The research question is therefore not whether digital learning should replace the coursebook, but how the existing material can be reorganized so that limited classroom time is used more effectively.

2. Approach

The study used qualitative content and methodological analysis. Three sources were considered together: the requirements for foreign-language proficiency at the end of general secondary education, the Grade 11 teaching plan for 2025–2026, and the Prepare coursebook. The analysis considered the distribution of language skills, grammar and vocabulary work, communicative tasks, project activities and opportunities for learner reflection and independent work.

The third and fourth terms were used as the practical frame of the analysis. The teaching plan assigns 20 academic hours to the third term and 16 hours to the fourth, with six and four thematic units respectively. This structure was examined in relation to the amount and variety of work expected from learners within conventional classroom time.

3. Key Findings

One notable feature of the coursebook is the progression from controlled language work toward more communicative use. Vocabulary and grammar are generally introduced before learners encounter them in listening, reading, speaking or writing activities. Unit-ending speaking and project tasks further create opportunities for learners to use language for a purpose rather than only demonstrate knowledge of individual forms.

The material also incorporates activities that ask learners to express viewpoints, justify opinions and interact with peers. Writing activities are supported by models and useful language, while project-oriented tasks encourage learners to gather and organize information. These features make parts of the coursebook suitable for independent digital preparation and practice.

However, the analysis indicates a mismatch between the breadth of activities and the amount of face-to-face time available. When vocabulary, grammar, listening, reading, writing and speaking are expected to be addressed within a limited lesson period, opportunities for extended interaction and individualized support may be reduced. In larger classes, this issue becomes more visible because the teacher has less time to monitor each learner and provide immediate feedback.

4. Lab Rotation as a Possible Reorganization

The Lab Rotation model provides a practical framework for responding to this imbalance. Tasks that mainly require individual repetition—such as vocabulary consolidation, selected grammar practice, reading preparation or repeated listening—can be completed through a digital learning environment. Classroom sessions can then give greater attention to activities that benefit from teacher and peer interaction.

Under this arrangement, the teacher’s role can shift from delivering all stages of instruction within one lesson toward coordinating different learning modes and responding to learners’ specific needs. Face-to-face time can be used for discussion, speaking, presentations, collaborative problem-solving, project work and feedback, while digital activities provide additional opportunities for practice at an individual pace.

Such organization is particularly relevant to graduating students because it combines the development of communicative competence with greater learner responsibility. It also creates possibilities for monitoring task completion and learning progress through digital tools, although the effectiveness of this approach depends on appropriate technological conditions and purposeful instructional design.

5. Conclusion

The analysis suggests that the main value of applying Lab Rotation to Grade 11 English instruction lies in the redistribution of learning time. The model does not require abandoning the existing coursebook; instead, it offers a framework for deciding which activities are more productive in a digital environment and which require direct classroom interaction.

For graduating students, this combination can create additional space for speaking, collaboration, feedback and purposeful communication while supporting independent practice outside the classroom. Accordingly, Lab Rotation represents a promising direction for developing a more flexible and learner-centred approach to English language education at the final stage of general secondary schooling.

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