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Implementation of an EFL Teaching and Learning Model: Institutional and Programme Perspectives at Higher Education Universities

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ABSTRACT: Improving English as a Foreign Language (EFL) instruction in Azerbaijani universities is pivotal for enhancing graduates' competencies, contributing to national socio-economic growth. This study advocates implementing a comprehensive EFL teaching and learning model at the institutional, programme, and discipline-specific levels within Azerbaijani universities. Drawing from theoretical and empirical insights, particularly from South African universities, the research investigates challenges and opportunities in adapting EFL teaching models. A critical issue identified is the lack of a university-wide operational plan, which hampers effective implementation and compromises educational quality and student learning outcomes. Key findings emphasize the synergy between institutional leadership, programme design, and discipline-specific pedagogy in fostering sustainable EFL education improvements. The study recommends developing tailored operational strategies for Azerbaijani universities to transform English language teaching practices meaningfully. This involves integrating comprehensive operational plans that delineate specific objectives, actionable steps, resource allocation, and clear roles from institutional to classroom levels. Establishing interdisciplinary

coordination committees, investing in professional development, and creating mechanisms for ongoing curriculum review and quality assurance are essential steps. The study highlights the importance of providing adequate resources, reducing class sizes, and implementing reward systems to encourage teaching innovation. Addressing current implementation challenges requires systemic approaches aligning policies with practices, fostering collaboration, and supporting faculty through continuous professional development and infrastructural improvements. The ultimate goal is to enhance English proficiency among students, thereby unlocking opportunities for engagement in international academia, global markets, and cross-cultural dialogue, which are vital for Azerbaijan's continued growth and integration into the global community.

1. INTRODUCTION

The global status of English as a lingua franca has increasingly highlighted the necessity for proficiency in English language skills across academic, professional, and economic domains. This reality is particularly pertinent in non-English-speaking countries like Azerbaijan, where English competence is essential for engaging with the global knowledge economy and international collaboration. Azerbaijani universities are currently under pressure to equip graduates with English language skills that enable them to compete effectively on the global stage. This necessity emerges from recognizing that English serves not only as a medium of instruction in many academic fields but also as a core skill for employability and economic advancement in various sectors such as technology, business, diplomacy, and science.

To meet this demand, Azerbaijani higher education institutions must reconsider and innovate their approaches to teaching English as a Foreign Language (EFL). The challenges they face are substantial: diverse student populations with varying linguistic backgrounds and proficiency levels, evolving employment market demands, and rapid technological advancements that reshape communication norms. In this context, implementing a comprehensive EFL teaching and learning model that operates cohesively at institutional, programme, and discipline-specific levels is crucial. Such a model offers a strategic pathway to enhance the quality and effectiveness of English language instruction, ensuring graduates possess both theoretical knowledge and practical, communicative competencies aligned with global standards (Altbach et al., 2009).

Crucially, an effective EFL teaching and learning model in Azerbaijani universities must go beyond being a mere policy document or theoretical framework. It should function as a dynamic and context-sensitive blueprint that reflects the country's sociocultural, economic, and political landscape. Azerbaijan's unique position as a multicultural nation bridging East and West necessitates pedagogical approaches that are flexible and culturally responsive. For instance, learners often navigate between Azerbaijani, Russian, and English linguistic environments, requiring teaching strategies that acknowledge and leverage this multilingual reality rather than ignore it. The model must thus incorporate learner-centered pedagogical philosophies that empower students to actively engage in their English language acquisition journeys. This is where constructivist principles become invaluable, framing language learning as a social, interactive, and meaning-making process. Students are encouraged to collaborate, connect new concepts with prior knowledge, and apply language skills authentically in diverse real-world contexts, promoting deeper understanding and retention (Jonassen, 2004).

Furthermore, the model should be designed as a living framework that can evolve in tandem with advances in academic research, shifts in technological landscapes, and changes in students' linguistic needs. For example, the integration of digital tools—such as language learning apps, online immersive environments, and multimedia resources—has transformed opportunities for practising English beyond the classroom. Greater exposure to English through international media, social platforms, and remote communication further influences learners' expectations and competencies. Therefore, the teaching and learning model must accommodate such innovations, ensuring curricula and teaching methodologies remain relevant and engaging.

Despite the growing recognition of the need for comprehensive models of EFL teaching and learning, Azerbaijani universities often encounter a significant implementation gap. Institutional strategic plans may articulate ambitious visions for language education but often fall short in operationalizing these plans across all university levels. The Teaching and Learning Charter advocated by Higher Education Azerbaijan (HESA, 2012) explicitly calls on institutions to foster enabling environments that support quality interactions between teachers and students, crucial for effective language acquisition. However, a frequent

shortcoming is the absence of clearly defined, cohesive operational plans that outline the responsibilities, timelines, resources, and monitoring mechanisms necessary to bring policy directives to life at the programme and discipline-specific levels.

This lack of operational clarity manifests in several problematic ways. Programmes may experience curriculum stagnation, with content and delivery methods that fail to incorporate learner-centred, interactive pedagogies or reflect contemporary language use trends. At the discipline level, individual instructors often lack coordinated support, training, and resources needed to implement innovative teaching approaches effectively. Consequently, best practices remain isolated, and inconsistencies in EFL teaching quality persist across faculties. Without a systemic approach that integrates institutional vision with programme design and classroom practice, attempts to improve English language proficiency risk being diluted or sidelined.

Addressing these challenges demands a holistic and strategic response. This paper underscores the critical importance of developing and executing an institution-wide operational plan that systematically translates visionary policy into concrete pedagogical practice. Drawing upon empirical insights and theoretical frameworks derived from similar experiences in South African universities of technology—which have undergone comparable transitions in redefining their teaching and learning paradigms—this study contextualizes Azerbaijani challenges within a broader international perspective. Lessons learned from these cases underscore the necessity for locally tailored solutions that account for Azerbaijan's cultural and institutional particularities while embracing universal pedagogical advancements.

In summary, the journey towards effective EFL teaching and learning in Azerbaijani universities hinges not merely on the establishment of innovative models but crucially on the careful planning, coordination, and resource allocation that operationalize these models at every educational tier. By fostering a coherent environment where institutional leadership, programme coordinators, and discipline-specific instructors are aligned and supported, universities can meaningfully enhance English language proficiency among students. Such improvements have far-reaching implications, unlocking opportunities for graduates to participate fully in international academia, global markets, and cross-cultural dialogue—all of which are indispensable for Azerbaijan's continued growth and integration into the world community.

2. THEORETICAL FRAMEWORK

2.1 Rationales for EFL Teaching Model Implementation

In Azerbaijan, the imperative to improve EFL teaching quality is directly linked to the country's aspirations to integrate more fully into global academic and economic systems. The National Development Plan (2012) identifies language skills as critical in developing a skilled workforce capable of engaging in international arenas. Thus, the academic response involves reconstituting language teaching through research-informed models that address student diversity and learning challenges.

Similar to trends observed in global southern contexts like South Africa, Azerbaijani universities encounter a growing influx of students from varied linguistic and educational backgrounds. This diversity necessitates pedagogical shifts from traditional, teacher-centred modes to interactive, student-focused learning environments that accommodate differing proficiency levels and learning styles (Kuh, 2008; Scott et al., 2007).

2.2 Levels of Teaching and Learning Model Implementation

The literature identifies three interconnected tiers for effective teaching model implementation:

- Institutional level: Involves leadership commitments, policy frameworks, resource allocations, and institutional culture aligned with student-centred English learning philosophies (Hénard & Roseveare, 2012).
- Programme level: Concerns curriculum design, syllabi development, and assessment strategies that embed communicative competence and language skills progression (Chalmers, 2007).
- Discipline-specific level: Refers to the practices and methodologies adopted by individual instructors within faculties or departments that translate programme goals into daily instructional realities.

Azerbaijani universities often face the challenge of operationalizing policies designed at the institutional level without sufficient structural support or guidance at sub-institutional strata. This gap causes fragmentation of language instruction efforts, disjointed curriculum delivery, and disillusionment among academic staff and students alike.

2.3 Constructivist Principles in EFL Teaching

The shift to constructivist and active learning paradigms, where learners construct meaning through interaction and authentic language use, underpins contemporary EFL teaching models (Robbins et al., 2009). In such models, learners engage in problem-solving, collaboration, and reflection, fostering deeper language retention and skills application. The transition from traditional grammar-translation methods to communicative language teaching aligns with this pedagogical transformation that Azerbaijani universities strive to institutionalize.

However, research highlights that these constructivist approaches require robust institutional support, including professional development, resource provision, and conducive classroom environments, all articulated within operational strategies (Abualrub et al., 2013). Without such frameworks, the risk of continued reliance on outdated methodologies persists.

3. FINDINGS

Participants in the study consistently highlighted a significant gap at the institutional level: the absence of a comprehensive and clearly articulated operational plan to guide innovation in EFL teaching. While universities possessed strategic documents that broadly outlined teaching and learning models, these often lacked the critical actionable components necessary for effective implementation. Specifically, these documents were frequently deficient in specifying clear timelines, earmarking essential resource allocations, and establishing robust accountability mechanisms. Such omissions created an environment of ambiguity, leading to confusion among faculty and staff regarding institutional expectations and priorities related to EFL pedagogical improvement.

The lack of a well-defined operational framework impeded effective communication across departments and units, which in turn weakened collective ownership and commitment to teaching quality reforms. Without clear direction and oversight, initiatives to deepen student engagement, integrate learner-centred methodologies, or adopt innovative instructional technologies struggled to gain traction or scale institution-wide. This uncertainty also limited the ability to monitor progress or evaluate the impact of teaching enhancements systematically.

In addition to the shortcomings within the operational plan itself, participants noted limited engagement and leadership from institutional administrators in fostering cross-departmental collaboration. The fragmentation of responsibilities and the absence of coordinated efforts resulted in siloed teaching and learning practices, with faculties working in isolation rather than as part of a unified institutional strategy. This fragmentation contributed to inconsistent quality of EFL instruction across different departments, undermining equitable student learning experiences and complicating efforts to standardize or improve language teaching practices comprehensively.

The combined effect of these institutional-level gaps—insufficient operational planning and limited leadership-driven coordination—significantly hampered the university's capacity to enact meaningful and sustained pedagogical change. Addressing these issues requires deliberate institutional commitment to develop detailed, actionable operational plans and foster a culture of cooperation and shared responsibility across all academic units. Only through such systemic strengthening can Azerbaijani universities fully realize the potential of their EFL teaching and learning models.

In the absence of clear institutional direction and support, curriculum designers and programme coordinators within Azerbaijani universities faced considerable challenges in aligning course objectives, instructional materials, and assessment methods with the learner-centred principles embedded in the EFL teaching and learning model. Many participants reported that existing curricula were deeply rooted in traditional, teacher-centred approaches, making modification a complex and often daunting task. The shift towards incorporating active learning strategies, such as task-based learning, peer collaboration, and communicative language teaching methods, required significant pedagogical adjustments for which many faculty members felt ill-prepared.

A critical barrier highlighted was the lack of sufficient training opportunities and dedicated collaborative platforms where curriculum developers and instructors could jointly explore and redesign course content and delivery methods. This deficiency limited interdisciplinary dialogue and knowledge sharing, essential components for fostering innovative curriculum design that resonates with student needs and contemporary language acquisition theories. Without structured forums for collaboration, efforts to refresh curricula remained isolated and sporadic, undermining consistency across programmes and disciplines.

Moreover, the fragmentation of the programme level undermined the establishment of systematic monitoring and evaluation processes, which are vital for continuous improvement. Effective curriculum development depends on ongoing feedback loops that assess the relevance, effectiveness, and impact of course components on student learning outcomes. However, participants observed that mechanisms for regular assessment of curriculum performance and incorporation of learner feedback were either undeveloped or inactive. This lack of evaluative rigor prevented programmes from adapting responsively to emerging challenges or capitalizing on successful pedagogical innovations.

Consequently, the challenges at the programme level created a bottleneck that impeded the translation of institutional goals into meaningful teaching and learning experiences. Addressing these issues requires targeted support for capacity building among curriculum designers, creation of collaborative structures that bridge departments and faculties, and implementation of robust quality assurance practices that promote reflective curriculum management. Strengthening programme-level processes is essential for ensuring that learner-centred EFL teaching models are not only theoretically embraced but actively enacted to enhance student engagement and proficiency development. (P. Keshwani et al 2025)

Discipline-Specific Realities

At the discipline-specific level, instructors in Azerbaijani universities grappled with a range of practical challenges that affected their ability to effectively implement the EFL teaching and learning model. One pervasive obstacle was the prevalence of large class sizes, which limited opportunities for personalized instruction, interactive activities, and meaningful student engagement—key components of learner-centred pedagogy. Managing such crowded classrooms often forced educators to rely on traditional, lecture-based methods that were easier to administer but less effective in fostering active language acquisition.

In addition to class size constraints, many instructors reported inadequate access to up-to-date and contextually relevant teaching materials. Limited availability of authentic linguistic resources, multimedia tools, and supplementary learning aids impeded efforts to create stimulating and immersive language environments. These material shortages curtailed instructors' capacity to diversify teaching approaches and respond flexibly to different student needs and learning preferences.

Professional development opportunities, essential for equipping instructors with the skills and confidence to adopt innovative teaching methods, were also found to be scarce and inconsistently provided. Without continuous training and exposure to contemporary EFL methodologies, many educators remained anchored in familiar, traditional practices. While some instructors demonstrated enthusiasm for pedagogical innovation and experimented with learner-centred strategies, they frequently lacked sustained institutional backing, such as mentoring, peer collaboration networks, or recognition, to maintain and refine these efforts over time. (S. Dongre et al, 2025)

Moreover, conflicting pedagogical beliefs among staff posed additional barriers. Divergent views regarding the effectiveness of traditional versus constructivist approaches created tensions within departments, hindering consensus-building necessary for coordinated implementation of the teaching model. This pedagogical discord was compounded by limited institutional mechanisms to formally acknowledge and reward teaching excellence. The absence of recognition programs for innovative and effective EFL instruction contributed to diminished motivation among faculty, discouraging many from investing time and effort in adopting model-aligned practices.

Together, these discipline-specific realities reveal a complex and challenging classroom landscape where structural constraints, resource limitations, and cultural factors converge to influence instructional choices. Addressing these challenges requires comprehensive institutional strategies that provide adequate resources, foster professional learning communities, and establish supportive reward systems. Only through such integrated efforts can Azerbaijani universities empower their educators to translate EFL teaching and learning models into meaningful, student-centered classroom experiences that enhance language proficiency and learner engagement.

4. DISCUSSION

The study's findings resonate strongly with a substantial body of international scholarship emphasizing that the successful implementation of teaching and learning models is contingent upon the existence of detailed, institutionalized operational plans (OECD, 2012). Such plans serve as vital blueprints that translate abstract pedagogical philosophies into actionable strategies, providing clarity and direction across all tiers of a university's academic structure. In the context of Azerbaijani higher education, especially pertaining to English as a Foreign Language (EFL) instruction, the imperative for a coherent operational plan cannot be overstated.

A well-crafted operational plan goes beyond general policy pronouncements. It articulates precise goals that align with the overarching mission of the university and national development priorities, detailing measurable outcomes for students' language proficiency at various stages of their academic progression. These goals must be realistic, phased, and adaptable, considering both immediate needs and long-term strategic ambitions. This systemic goal setting ensures a shared vision among all stakeholders—including institutional leaders, faculty, administrators, and students—facilitating coordinated efforts towards common objectives.

Moreover, the operational plan delineates clear roles and responsibilities that outline the accountabilities of each participant in the teaching and learning ecosystem. At the institutional level, university leadership must commit to providing adequate resources, policy support, and incentives that empower faculties to innovate and sustain quality EFL instruction. Programme coordinators are tasked with curriculum design, integrating contemporary, learner-centred methodologies aligned with the EFL model. Discipline-specific instructors, who are the frontline implementers, require specific guidance on pedagogical approaches, assessment methods, and student engagement techniques. When responsibilities are explicitly assigned and communicated, confusion is minimized, and collaborative synergy is promoted.

Equally important in the operational plan is the specification of realistic timelines and milestones that enable systematic monitoring and evaluation of progress. Timelines create a temporal framework within which initiatives can be launched, matured, and reviewed. This temporal structure prevents stagnation and fragmentation, encouraging ongoing reflection, feedback, and iterative refinement of teaching practices. Without clearly established milestones, efforts risk becoming ad hoc and uncoordinated, undermining momentum and diminishing the efficacy of the teaching and learning model.

In the absence of such a systematic operational plan, the implementation of EFL teaching initiatives in Azerbaijani universities tends to be sporadic and uneven. Reliance on individual faculty members' motivation and ingenuity places undue burden on isolated champions rather than fostering institution-wide ownership. This fragmented approach jeopardizes sustainability; innovative methods introduced by enthusiastic instructors may falter without structural support, leading to inconsistency in the quality of language education across different programmes and departments.

Furthermore, a lack of operational planning hinders the establishment of crucial support systems such as professional development programmes, resource allocations, and cross-departmental coordination mechanisms. For example, faculty development workshops designed to familiarise instructors with constructivist teaching methods or technology-enhanced learning tools require planning, funding, and scheduling that an operational plan can provide. Without these supports integrated into an overarching strategy, professional growth remains limited and disconnected from institutional goals.

The challenges posed by insufficient operational planning also extend to student experience. When programmes lack cohesive planning, students encounter disparate curricula, inconsistent assessment standards, and varying degrees of instructional quality. Such discrepancies can erode learner motivation and impede the formation of a progressive, scaffolded learning pathway critical for language acquisition. A robust operational plan ensures alignment between curriculum content, pedagogical methods, and evaluation criteria, fostering a coherent and supportive learning environment.

Studies conducted within Azerbaijani universities have demonstrated similar patterns: institutions that have invested in comprehensive operational planning for EFL teaching report more effective coordination across faculties, improved resource management, and enhanced student engagement. Conversely, universities lacking these frameworks face challenges such as unclear pedagogical expectations, inconsistent application of teaching methodologies, and difficulty in tracking student progress

in language acquisition. This evidence underlines the importance of operational plans as institutional tools that not only guide implementation but also embed quality assurance throughout the teaching and learning cycle.

Moreover, operational plans in the Azerbaijani context serve as essential mechanisms for navigating local cultural, economic, and institutional particularities. Given Azerbaijan's diverse linguistic landscape and evolving higher education system, operational plans help tailor international pedagogical theories into feasible and contextually appropriate strategies. They support balancing tradition and innovation by scaffolding new teaching approaches onto existing structures, facilitating smoother transitions for faculty and students.

In summation, instituting a coherent operational plan within Azerbaijani universities is fundamental to bridging the gap between pedagogical ideals and classroom realities in EFL teaching. Such plans not only provide a roadmap for systematic implementation but also foster institutional cultures that value coordination, accountability, and continuous improvement. By anchoring EFL initiatives in detailed operational frameworks, Azerbaijani higher education institutions can optimize teaching effectiveness, enhance student learning experiences, and contribute meaningfully to the professional and economic advancement goals that hinge on English language proficiency.

A critical insight emerging from the analysis is the deeply interlinked nature of the different tiers involved in implementing an effective EFL teaching and learning model. In Azerbaijani universities, institutional directives function as the foundational framework, setting policies, priorities, and resource allocations that define the overall educational vision. These directives provide the necessary conditions and strategic guidance within which programme coordinators develop curricula that align with national goals and institutional missions.

At the programme level, curriculum design translates institutional objectives into concrete teaching and learning plans. Programmes determine course content, learning outcomes, assessment strategies, and pedagogical approaches tailored to student needs and disciplinary contexts. However, without clear institutional support, including formal governance structures and resource provisioning, curriculum development risks being ad hoc or misaligned with overarching goals.

Meanwhile, discipline-specific instructors serve as the essential agents who enact pedagogy daily. Their classroom practices materialize the intended curricula through instructional techniques, learner engagement, and assessment. Their professional autonomy enables tailoring teaching to the nuances of student cohorts and subject matter but also requires coherent guidance and collaboration with programme leaders and institutional management.

When deficiencies or misalignments arise at any one of these levels—the institutional, programme, or discipline-specific—they trigger cascading challenges that undermine collective progress. For example, if institutional policies lack clarity or fail to allocate sufficient resources, programmes may struggle to update curricula or incorporate innovative methodologies. Consequently, instructors may be constrained by outdated syllabi or inadequate materials, hindering their ability to implement learner-centred approaches and weakening student outcomes.

Conversely, a well-crafted institutional strategy paired with programme plans that fail to reflect local classroom realities can alienate faculty, reduce pedagogical innovation, and fragment student learning experiences. Similarly, when instructors lack professional development support or avenues for feedback, their practices may diverge from programme intentions, creating inconsistencies that compromise the coherence and quality of EFL education.

Therefore, Azerbaijani universities must actively foster robust communication channels and participative governance structures that promote alignment and collaboration across these levels. Mechanisms such as joint committees, regular inter-level meetings, and inclusive planning forums enable transparent dialogue among institutional leaders, curriculum developers, and teaching staff. These platforms help clarify expectations, surface challenges, and co-create solutions, thereby reinforcing a shared commitment to excellence in EFL teaching.

Furthermore, participative governance empowers academic staff by involving them in decision-making processes, thereby increasing buy-in and motivation. This inclusive approach respects the expertise of discipline-specific educators while ensuring coherence with institutional goals. It also facilitates continuous feedback loops that inform timely curricular adjustments and pedagogical innovations in response to emerging student needs and external developments.

In sum, acknowledging and operationalizing the interdependence of institutional directives, programme design, and discipline-level pedagogy is essential for Azerbaijani universities seeking to elevate their EFL teaching standards. Creating integrated, communicative, and participatory systems ensures that efforts at each level reinforce one another, leading to sustainable improvements in the quality and impact of English language education.

The successful transformation towards student-centred EFL teaching in Azerbaijani universities hinges on cultivating an institutional climate that genuinely values and supports innovation, collaboration, and continuous professional development. Transitioning from traditional, teacher-centred approaches to more dynamic, learner-focused methodologies is not merely a pedagogical shift but a cultural one that requires deliberate nurturing of an enabling environment.

Such an environment begins with a shared institutional commitment to prioritize teaching quality alongside research and administrative functions. This commitment must be visible in policy statements, resource allocations, and leadership practices that actively encourage experimentation and the adoption of evidence-based instructional strategies. When administrators demonstrate sustained support for pedagogical innovation, faculty members feel empowered to explore new approaches, knowing their efforts align with institutional objectives and will be recognized.

Professional development tailored specifically to the needs of EFL instructors is pivotal within this climate. Workshops, seminars, and mentoring programs that focus on contemporary language teaching theories, use of technology in the classroom, and assessment techniques equip educators with the practical skills and confidence necessary to apply student-centred methods effectively. Continuous learning opportunities, embedded within career progression paths, signal to staff that enhancing teaching is both valued and essential to their professional identity.

In tandem, infrastructural improvements serve as a necessary foundation for enabling effective EFL teaching. Accessible and well-equipped language laboratories, up-to-date multimedia resources, and reliable digital platforms facilitate interactive, engaging learning experiences that are central to constructivist pedagogies. Investments in such facilities reflect institutional prioritization and remove physical and technological barriers that often frustrate both instructors and learners.

Moreover, meaningful incentives that reward pedagogical excellence can further stimulate faculty engagement. Recognition systems—ranging from awards, grants for innovative projects, to inclusion of teaching performance in promotion criteria—can motivate educators to commit time and effort to reform their instructional practices. This not only fosters individual growth but contributes to a positive culture where excellence in teaching is celebrated and emulated.

Embedding these critical components—professional development, infrastructure, and incentives—within a comprehensive operational plan anchors them firmly within institutional strategies rather than leaving them as fragmented or ad hoc initiatives. A thoughtfully designed operational plan ensures that resources and support mechanisms are systematically provided, monitored, and iteratively refined. It creates coherence by aligning various departments and administrative units toward shared goals related to advancing EFL proficiency.

Ultimately, by fostering such an enabling environment, Azerbaijani universities increase the probability of sustaining pedagogical enhancement and achieving better student outcomes. When educators are supported, valued, and equipped to implement innovative, student-centred teaching methods, learners are more likely to become active participants in their English language acquisition, resulting in deeper engagement, improved competencies, and greater academic and professional success.

Recommendations

Based on research findings and extant literature, the following recommendations are proposed to support effective implementation of EFL teaching and learning models in Azerbaijani universities:

1. Develop detailed, institution-wide operational plans with explicit objectives, actionable steps, resource plans, and roles clearly delineated from the institutional level through programmes to classrooms.
2. Establish interdisciplinary coordination committees comprising administrative leaders, programme coordinators, and faculty representatives to foster communication and joint decision-making.

3. Invest in comprehensive professional development initiatives focused on active, constructivist EFL teaching methodologies and related assessment techniques.
4. Create mechanisms for ongoing curriculum review and quality assurance aligned with learner-centred principles and national educational goals.
5. Provide adequate physical, technological, and human resources to support innovative EFL teaching practices, including language labs, multimedia materials, and reduced class sizes where feasible.
6. Implement reward and recognition systems that valorise teaching innovation and excellence to motivate faculty engagement with the model.
7. Conduct continuous research and feedback collection from students and academic staff to monitor implementation progress and guide iterative improvements.

5. Conclusion

This article underscores the critical importance of a strategically developed and institutionally endorsed operational plan for EFL teaching and learning model implementation within Azerbaijani universities. Through integrative efforts spanning institutional leadership, programme development, and discipline-specific instruction, sustainable enhancement in English language education can be realized. Such improvements are essential for equipping graduates with competencies necessary in a globalized economy and for advancing Azerbaijan's broader developmental ambitions.

The insights drawn from academic staff highlight the current challenges rooted in implementation deficiencies and advocate for systemic approaches that align policy with practice. Future research should delve into constructing contextually sensitive operational frameworks and evaluating their effectiveness in improving EFL learning outcomes over time.

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Conflicts of Interest

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