BLENDED LEARNING AND FLIPPED CLASSROOM AS EFFECTIVE APPROACHES TO TEACHING ENGLISH IN HETEROGENEOUS CLASSES

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Abstract.

In contemporary English language education, teachers increasingly work with heterogeneous classes in which students have different levels of language proficiency, learning styles, motivation, and educational backgrounds. This diversity requires flexible and learner-centered teaching approaches. Blended learning and the flipped classroom model provide opportunities to address these differences by combining traditional face-to-face instruction with digital learning resources and learner-centered classroom activities. This thesis examines the potential of these approaches for teaching English in heterogeneous classes and highlights their role in improving student engagement, autonomy, communication skills, and differentiated learning.

Keywords: blended learning, flipped classroom, English language teaching, heterogeneous classes, differentiated instruction, digital learning, learner autonomy.

Introduction

Heterogeneous English language classes present a number of challenges for teachers because students may demonstrate significant differences in vocabulary, grammar, pronunciation, communicative competence, learning pace, and motivation. A single teaching method may therefore not adequately meet the needs of all learners. In this context, innovative approaches that combine flexibility, differentiation, and active learning have become increasingly important.

Blended learning integrates traditional classroom instruction with online and digital learning activities. The flipped classroom is a related approach in which students study instructional materials before class, while classroom time is primarily devoted to practice, interaction, discussion, and problem-solving. These approaches can create additional opportunities for students to learn at their own pace while allowing teachers to provide more individualized support during face-to-face lessons.

Main Discussion

One of the major advantages of blended learning in heterogeneous English classes is its flexibility. Students can access videos, presentations, interactive exercises, and supplementary materials outside the classroom. Teachers can provide materials at different levels of difficulty, allowing students to work with content that corresponds to their current language proficiency. More advanced learners can complete additional tasks, while students who need additional support can review basic materials.

The flipped classroom model can further increase the effectiveness of classroom time. Instead of spending most of the lesson explaining new grammatical structures or vocabulary, teachers can

assign introductory materials for students to study before class. Classroom activities can then focus on speaking, pair work, group discussions, role plays, communicative tasks, and feedback. This creates more opportunities for students to use English in meaningful contexts.

Another important advantage is the development of learner autonomy. When students are responsible for preparing before class and completing online activities, they become more actively involved in their own learning process. They can review difficult materials several times and manage their learning according to their individual pace. This is particularly useful in heterogeneous classes, where students may require different amounts of time to understand the same material.

However, the implementation of blended and flipped learning also involves certain challenges. Not all students may have equal access to digital devices or reliable internet connections. Some learners may also lack the self-regulation skills required for independent online study. Teachers therefore need to provide clear instructions, carefully selected materials, regular feedback, and appropriate classroom support. Digital technology should complement rather than replace effective teacher-student interaction.

Conclusion

Blended learning and flipped classroom approaches can provide effective solutions for teaching English in heterogeneous classes. Their combination allows teachers to differentiate learning materials, increase classroom interaction, promote learner autonomy, and create more opportunities for communicative language practice. Although successful implementation requires technological resources, careful planning, and active teacher support, these approaches can contribute to a more flexible, inclusive, and learner-centered English language learning environment.

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