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EFFECTIVE STRATEGIES FOR TEACHING ENGLISH IN A HYBRID LEARNING MODEL: INTEGRATING TECHNOLOGY, INTERACTION, AND EQUITY

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Abstract: The hybrid learning model, combining synchronous in-person and online instruction, has become a dominant approach in English language teaching (ELT) post-pandemic. This paper examines effective strategies for optimizing English acquisition in hybrid environments, drawing on recent empirical studies (2020–2025). Key strategies include flipped classroom models, cooperative learning with digital tools, multimodal resources, differentiated instruction via adaptive platforms, and fostering equity through teacher training and

infrastructure support. Findings highlight improved student motivation, autonomy, and proficiency when challenges like digital divide and engagement disparities are addressed. Recommendations emphasize context-sensitive pedagogical innovation and professional development for sustainable hybrid ELT implementation.

Keywords: hybrid learning, English language teaching (ELT), flipped classroom, cooperative learning, digital equity, multimodal strategies, teacher training

Annotatsiya: Gibrid o‘quv modeli (sinxron offline va onlayn darslar birlashuvi) pandemiyadan keyin ingliz tili o‘qitishda asosiy yondashuvga aylandi. Ushbu maqola 2020–2025 yillardagi tadqiqotlar asosida gibrid muhitda ingliz tilini samarali o‘qitish strategiyalarini ko‘rib chiqadi. Asosiy strategiyalar: flipped classroom, raqamli vositalar bilan hamkorlikda o‘rganish, multimodal resurslar, moslashuvchan platformalar orqali differentsial o‘qitish va tenglikni ta’minlash uchun o‘qituvchilar malakasini oshirishdir. Natijalar raqamli tengsizlik va faollik farqlarini bartaraf etganda talabalar motivatsiyasi, mustaqilligi va malakasining oshishini ko‘rsatadi. Tavsiyalar kontekstga mos pedagogik yangilik va professional rivojlanishga qaratilgan.

Kalit so‘zlar: gibrid o‘qitish, ingliz tili o‘qitish, flipped classroom, hamkorlikda o‘rganish, raqamli tenglik, multimodal strategiyalar, o‘qituvchi malakasini oshirish.

Аннотация: Гибридная модель обучения, сочетающая синхронные очные и онлайн-занятия, стала доминирующим подходом в преподавании английского языка после пандемии. Статья анализирует эффективные стратегии преподавания английского в гибридных условиях на основе эмпирических исследований 2020–2025 гг. Ключевые стратегии: перевернутый класс, кооперативное обучение с цифровыми инструментами, мультимодальные ресурсы, дифференцированное обучение через адаптивные платформы и обеспечение равенства посредством подготовки учителей. Результаты показывают рост мотивации, автономии и proficiency студентов при решении проблем цифрового разрыва и неравенства вовлеченности. Рекомендации акцентируют контекстно-ориентированные педагогические инновации и профессиональное развитие.

Ключевые слова: гибридное обучение, преподавание английского языка, перевернутый класс, кооперативное обучение, цифровое равенство, мультимодальные стратегии, подготовка учителей.

Introduction. The education world has changed a lot in recent years because of new technology and events like the COVID-19

pandemic. Many schools and universities now use the hybrid learning model (sometimes called HyFlex). In this model, some students attend classes in person in the classroom, while others join online at the same time using video platforms like Zoom, Google Meet, or Microsoft Teams. Students can often choose their way of attending – face-to-face or remote – which makes learning more flexible.

This model is especially useful for teaching English as a foreign language (EFL) or English as a second language (ESL). Hybrid teaching combines the best parts of traditional classroom lessons and online learning. In-person classes allow direct interaction, immediate feedback on speaking and pronunciation, group energy, and personal connections. Online parts give flexibility, access to many digital resources, videos, interactive tools, and chances for students to practice at their own speed. Research shows that well-planned hybrid methods can improve student motivation, independence, digital skills, and English proficiency more than only face-to-face or only online teaching.

For example, students get more opportunities to practice all four skills – listening, speaking, reading, and writing – in different ways. They can watch authentic videos online, discuss topics in mixed groups, and review materials anytime. However, hybrid teaching also brings challenges. Teachers must manage two groups at once: those in the room and those online. Problems like poor internet connection, lack of devices, students feeling disconnected, or unequal participation can appear. In many countries, including developing ones like Uzbekistan or Ecuador, the digital divide (differences in access to technology) makes it harder for some students. Despite these issues, hybrid learning remains popular because it offers inclusion and adaptability, even after the pandemic.

This paper examines effective strategies for teaching English successfully in a hybrid model. It discusses practical methods to build community, use technology wisely, balance synchronous (live) and asynchronous (self-paced) activities, increase interaction, focus on student needs, and overcome common problems. These strategies help teachers create engaging, equitable, and effective English lessons that improve language skills and keep students motivated.

Main Body. 1. Building Community and Ensuring Inclusion for All Learners. The most important thing in hybrid English teaching is making sure every student feels included and part of the class. Remote students can easily feel left out if the teacher only pays attention to those in the classroom. Good teachers start every lesson by greeting everyone, using names, and checking in with both groups. They use tools like Zoom chat, polls, or reactions so online students can participate quickly. To build community, teachers can organize icebreaker activities, pair work (one in-person and one online), or small group discussions in breakout

rooms that mix both types of students. Activities like sharing cultural stories or discussing favorite English songs help students connect personally. Research from different studies shows that when teachers actively include remote learners – for example, by turning the camera to show the board clearly or repeating questions – engagement and motivation increase greatly. This is very important for English practice, because speaking and listening improve when students feel safe and connected.

2. Using Technology Effectively and Making Everything Accessible. Technology is the key to successful hybrid teaching. Teachers should choose simple and reliable tools: Google Classroom or Moodle for sharing files and assignments, YouTube or Edpuzzle for videos with questions, Kahoot or Quizizz for fun quizzes, and Nearpod or Whiteboard.fi for interactive lessons where all students can write or draw answers in real time. All materials must be accessible to everyone. Teachers should record lessons (with permission), upload slides, handouts, and audio files so remote or absent students can review later. Adding captions to videos helps English learners understand better. Before class, teachers test equipment and have backup plans (like sending materials via WhatsApp if internet fails). In English classes, tools like Nearpod let the teacher see everyone's responses immediately and give feedback. Whiteboard.fi is great for vocabulary or grammar practice because the teacher monitors all screens. These tools make writing, reading, and vocabulary practice equal for in-person and online students.

3. Balancing Synchronous and Asynchronous Activities. Hybrid lessons work best with a good balance between live (synchronous) and self-paced (asynchronous) work. Synchronous time (live class) should focus on things that need real-time interaction: speaking practice, role-plays, group discussions, pronunciation feedback, and immediate questions. Asynchronous activities give extra practice outside class. Teachers can assign watching videos on YouTube, reading short texts, doing interactive exercises on Wordwall or Edpuzzle, recording speaking responses, or writing paragraphs and submitting them. This helps shy students, those with poor internet, or busy learners practice more. A useful approach is the gradual release model: first, the teacher explains and models new language in person (or live), then guides practice together, and finally lets students apply it independently online. Flipped classroom is also effective – students prepare at home with videos or readings, then use class time for discussion and practice. This increases active use of English and builds autonomy.

4. Encouraging Active Interaction and Student-Centered Learning. Interaction is essential for English learning. Teachers should

use task-based activities where students discuss real-life topics, solve problems, or do projects in mixed groups. Polls, chat, shared screens, and breakout rooms keep everyone active. Student-centered methods work well: let students choose topics, lead discussions, or create content (like short videos). For speaking, pair in-person and remote students. For listening, play podcasts and have groups discuss. Cooperative learning, like jigsaw activities or think-pair-share, increases talking time. Studies show that interactive and multimedia strategies raise engagement, especially when teachers use tools like Kahoot or discussion forums. This helps develop communicative competence – the ability to use English in real situations.

5. Addressing Challenges and Providing Support. Common challenges include unequal participation, technical problems, and digital divides. Teachers should set clear rules from the start: cameras on when possible, use chat if microphone fails, respect others. Provide extra help for students with poor internet – send materials offline or use low-data options. Teacher training is very important. Schools should offer workshops on hybrid tools and strategies. Regular student feedback (through surveys or quick polls) helps improve lessons. In places with limited resources, focus on low-tech options like WhatsApp groups for communication. When these strategies are combined, hybrid English teaching becomes more effective, inclusive, and enjoyable for everyone.

Conclusion. The hybrid learning model provides excellent opportunities to teach English in modern, flexible ways. By building strong community, using technology smartly, balancing live and self-paced activities, encouraging real interaction, putting students at the center, and solving challenges, teachers can help learners improve listening, speaking, reading, and writing skills while feeling motivated and included. Even years after the pandemic, many schools continue hybrid models because they support different needs and promote digital literacy. Face-to-face parts often give better results for speaking and engagement, while online parts build independence and access to resources. The success depends on good planning, teacher preparation, and fair access to technology. Future efforts should focus on more teacher training, reducing the digital divide, and researching new tools like AI for personalized practice. With effective strategies, hybrid teaching can make English learning stronger, more equitable, and successful for students everywhere – whether in the classroom or at home.

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RAQAMLI TA'LIM TEXNOLOGIYALARI ORQALI INGLIZ TILI O'QITISH SAMARADORLIGI

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Annotatsiya: ushbu maqolada raqamli platformalardan foydalanish orqali ingliz tilini o'rgatishda o'quvchi qiziqishini oshirishning zamonaviy pedagogik strategiyalari batafsil yoritilgan.