

teachers reduce the concept of heterogeneity only to certain types of heterogeneity, namely to those that are directly reflected in foreign language instruction. We can assume that this is another consequence of the fact that the diagnostic competences of teachers are limited to their profession and that they did not deal with this question during their studies and subsequent professional development. The development of diagnostic competence among (foreign language) teachers is one of the important steps on the way to a successful response to student heterogeneity.

In addition to these diagnostics, it would be necessary to significantly emphasise and implement problem-based learning and enforce formative monitoring and assessment (Tłuściak-Deliowska, Czyżewska 2019). If these concepts are consistently implemented, from the planning phase to the implementation and (self) evaluation of learning, differentiation can occur without encouraging or explicitly planning it.

Changes in the world, migrations and, above all, the “new reality” (COVID-19) have led us to rapid, unplanned and radical changes to traditional work and learning: different forms of work, a mix of in-person and virtual learning, group and individual work. The opportunity should be seized, and these concepts, the effectiveness of which is still often called into question, should be further developed. In addition to the above, the “new reality of differentiated work” also requires mature, flexible and motivated students who are willing to take responsibility for work and for the results of work. The culture of learning and teaching has changed and faltered in the current situation, but long-term changes will take considerable time.

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