Theory and Practice of Second Language Acquisition
vol. 10 (1), 2024, pp. 1/23
https://doi.org/10.31261/TAPSLA.14757

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Contextualising the Hyflex Model of Instruction for Language Classes

Abstract

The paper discusses a possible, practical application of the hybrid flexible (*hyflex*) model of content delivery in a tertiary context. The model may as well be applied in foreign language instruction. It is the author's belief that there are convincing reasons for employing digital competences and skills acquired over the last two years to enhance teaching and learning. An appropriate contextualisation of the hyflex model may further encourage the retention of the already attained competences and skills in the new normal. It may also allow to combine the traditional, in-class instruction with the new, online interaction both synchronously and asynchronously. The possibility of hyflexing language courses can be a challenging, however responsible, prospect because the restoration of the education we used to know might not be easy. Although theoretical, the paper provides practical guidelines as well as offers a selection of online tools to contextualise the hyflex model in language teaching. The paper may also constitute a strong claim for the practical application of the hyflex model especially when combined with an in-depth analysis and research of the model in various educational contexts. As the future is hard to envisage, various models and approaches might be taken into account so as to appropriately respond to the challenges and requirements education is likely to be confronted with.

Keywords: hybrid, hyflex, platform, online, language, instruction

That's one small step for [a] man, one giant leap for mankind.
Neil Armstrong, 20 July 1969.

The contemporary rewording of the famous words pronounced on July 20, 1969, by the American astronaut Neil Armstrong when he put his left foot on the lunar surface if we wish to address what the world of education has experienced might be *those were many giant steps for a man and one giant leap*

for education. A brief history of education may suggest that it has developed from a stage when the content was presented in a fashion the teacher decided and found appropriate to a stage when the content is available anytime and anywhere in a fashion students choose, remotely accessing resources they enjoy having a continuous access to teachers who flexibly and timely adjust the instructional process. Of course, prior to the formalised education, it was associated with pleasure (the original meaning of the word from Greek *skholē* is spare time, leisure, rest, that in which leisure is employed). Only later it came to be used for the place for learned discussion, also for lectures and school. Besides, the aim of education has developed too, starting from inflicting on students arduous memorisation chores, through equipping them necessary with competences and most recently to encouraging autonomy, self-education and discovery which we are witnessing now. The question which arises at this point in the evolution of education, after the most recent misfortunes, is how it will develop bearing in mind that it is in a constant state of flux. The contemporary education enables interactive content to be shared, personalised or augmented. Moreover, the array of available apps and environments allow the flexibility and customisation of the learning experience. Materials are available on mobile devices as WiFi technology became omnipresent and the learning process can take place anytime/anywhere. On the other hand, there is the issue of information quality, information which is plentiful and whose selection may be a vital skill. The contemporary education is also an area where new teaching methods, techniques, and tools are coming into use. These include direct instruction, flipped classroom, gamification, mind mapping, inquiry-based learning, webquest, project-based learning, VAK teaching, problem-based learning and most recently hybrid teaching. Education is becoming affordable with a myriad of massive open online courses which revolutionise the way students acquire skills and competences which the labour market requires. A synergy of the traditional with the modern along with their reciprocal interaction might be an interesting offer the coming years will bring. One way of dealing with the challenges may be the hyflex model which the following part aims to explain.

Background

As shown by Bonk and Graham (2006) as well as Lockman and Schirmer (2020), the concept of hybrid teaching has been used interchangeably with distance, blended or online learning and denoted a combination of in-person instruction augmented with electronic, computer-based or online resources. As such, it did not take into consideration the concurrent delivery of the same content in

a traditional, online and asynchronous environments to different receptionists who may interact with each other and may retrieve the instructional content anytime and anywhere. There have been many attempts, such as multi-access learning, blendflex, hyflex course design, flexlearning or remote live participation to devise an approach which would combine in-person and distance, synchronous and asynchronous instruction. This is what the hyflex instruction has recently attempted to contribute. The hyflex course design was first introduced in 2005 at San Francisco State University as a reaction to the declining student enrolment. The model was implemented with a focus on the flexibility of student access but the advantages may also affect teachers who join classes remotely while students attend classes in-person from a room at home or on campus. The design was described as "[...] class sessions that allow students to choose whether to attend classes face-to-face or online, synchronously or asynchronously" (SFSU Academic Senate Policy S19–264, 2010) which results in "a student-directed, multi-modal learning experience" (Beatty, 2019, online). Beatty (2019) delineated four fundamental characteristics of HyFlex courses:

Learner choice—students are allowed to choose the mode of engagement (in-person, online synchronous, online asynchronous) that works best for them.

Equivalence—students are expected to reflect, contribute and interact with their peers in the process of learning and achieve equivalent learning outcomes.

Reusability—students have access to the same learning resources and the recorded output of students' in-class activities is available online and may be used again by other students in other groups.

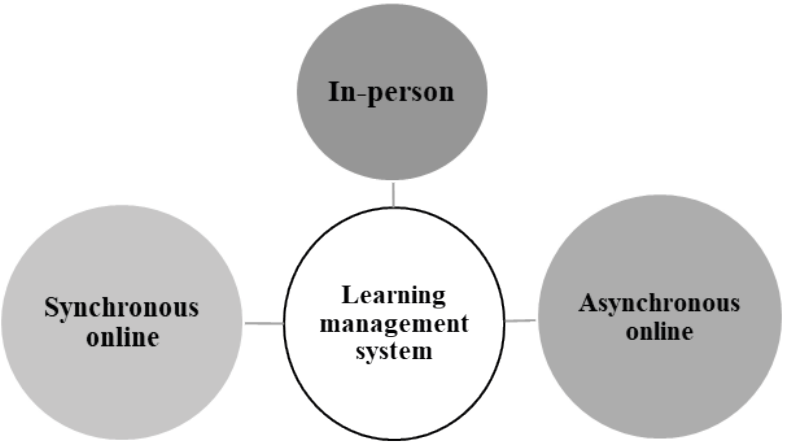
Accessibility—students are granted access to similar technology as well as content delivery channels and they have similar IT literacy.

All classes and learning tasks are offered in three modes, namely in-person, synchronous online, and asynchronous online (see Figure 1) and students themselves decide about how they want to take part. Central to this model is software application or web-based technology used to create and deliver learning content, monitor student participation and assess student performance. It may also offer students interactive features such as video conferencing and threaded discussions. Such a setup can encourage students' liability for the process of learning and fashion it the way their needs, requirements, and differences permit. Accordingly, this may help them relate the learning style to their social and professional live settings and boost their motivation both intrinsically and instrumentally.

Despite its apparent resemblance and shared characteristics, there are certain dissimilarities that make the hyflex model stand out from the existing hybrid models of instruction. First of all, the hyflex model emphasises the concurrence of the learning modes on the student side and the delivery modes on the teacher side. Next, the delivery modes complement one another and depend on a learner's, not the teacher's choice (see Figure 1).

Figure 1

Hyflex Model Setup



Finally, it incorporates a more flexible study framework as far as attendance and task accomplishment are concerned (Parra & Abdelmalak, 2016). The above considerations as well as the presentation of the hyflex model in the available literature will be examined in the following part.

Review of Literature

The review of the available research literature indicates varied, contradicting, outcomes as it often covers overlapping phenomena, including distance, mixed-mode, blended or online learning (Bonk & Graham, 2006; Oliver & Trigwell, 2005; Lockman & Schirmer, 2020). Similarly, the hyflex instruction cannot be analysed in a complete isolation from the other methods and approaches which either proceeded it or occurred concurrently. First and foremost, the research indicates (Robertson & Kelly 2013; Alexander et al., 2014; He, 2015; Detienne et al., 2018; Beatty, 2019; Raes et al., 2020) that various kinds of hybrid, computer assisted learning have been implemented at the tertiary education level both before, during, and after the recent pandemic. The outcomes confirm either advantages or disadvantages of the process. The former include increased student satisfaction (Heilporn & Lakhal, 2021), time and place flexibility, immediate feedback, reference to the previous learning experience and cost efficiency (Smith & Hardaker, 2000; Dhawan, 2020; Singh & Matthees, 2021). The research carried out by Serdyukov & Hill (2013) confirmed student autonomy, engagement as well as better understanding of a course structure

and improvement of computer literacy. The latter include technical issues, such as the digital divide, students' and teachers' computer literacy and social skills (Dhawan, 2020; Shek et al., 2022). The limitation, however, which the available research has relates to little attention paid to appropriate scientific standards and quality assurance (Tallent-Runnels et al., 2006; Martin et al. 2020). Both in-person and online learning methods appeal to different types of learners and intelligence types. As the evidence from Bernard et al. (2014), Pinchot and Paullet (2014) and Idrizi et al. (2019) indicates, online channels of instruction attract learners who appreciate flexibility and autonomy and the onsite ones—those who enjoy structure and traditional social interaction. Finally, examination of the relationship between student satisfaction with online learning and intelligence types indicates an increase in satisfaction as a result of both interpersonal and visual-spatial intelligence types (Dziuban, 2015).

According to Klimova and Kacetla (2015) as well as Ramalingam et al. (2022), amidst the publications on the relationship between hybrid learning and the teaching of foreign languages there have been two main trends. The first one explains the hybrid approach and offers instruction manuals for those who wish to apply blended learning. The other one has focused on investigation and research discussing the outcomes of hybridity in language learning. On top of these, there was an attempt by Ying et al. (2019), Harun and Hussin (2018), Annamalai and Kumar (2020) which discovered that the integration of the latest technologies (game-like elements, social media, mobile applications) strengthens learners' motivation and engagement. Moreover, hybrid learning increases students' interaction and arouses their enthusiasm. As it can be discerned from the above considerations, the available research on hybrid teaching and learning in language instruction acknowledges the outcomes discovered in other areas. These include a more dynamic, interactive (language), learning environment which allows for a flexible course accessibility and reflection. The online environment encourages student communication, autonomy, and accountability for the learning process (Reynard, 2007; McBride & Fägersten, 2008). On the downside, the challenges include the problem of live interaction or social deficits, the amount and quality of teacher support, digital divide, output quality and management of the teaching/learning process (Bonk & Graham, 2006; Riel et al., 2016; Cheung et al., 2021).

The existing examination of the hyflex model may also imply often contradictory results (Miller et al., 2013; He et al., 2015; Verrecchia & McGlinchey, 2021). These include no substantial differences between in-person and hyflex models of instruction as regards academic achievements, no adverse impact on student performance, the advantage of the traditional model over the hyflex one or an achievement gap between students taking hyflex courses versus those enrolled in face-to-face classes. Nevertheless, as suggested by Parra and Abdelmalak (2016), students perceive the hyflex learning setting as helpful

and value the fact that it satisfies their needs, which was also acknowledged by Beatty (2009, 2012) and Gobeil-Proulx (2019). Furthermore, as revealed by Love (2015), hyflex courses support a broader range of learning types as it was discussed for the hybrid learning environment. Last but not least, on account of the autonomy the hyflex model offers, students' preferences are often unpredictable and can change over the course of studies.

From a teacher's perspective, the hyflex model can provide flexibility in delivering instruction and meeting the needs of all students, including those who may not be able to attend class in-person due to health or other reasons. However, it can also be challenging to manage and coordinate instruction for both in-person and online students at the same time, and may require additional planning and preparation. Additionally, teachers may need to adapt their teaching style and methods to effectively engage and connect with students in both settings. Overall, the hyflex model of instruction can present both advantages and challenges. These include:

Advantages:

- Flexibility: The hyflex model allows teachers to deliver instruction both in-person and online, which can provide more options for students who may not be able to attend in-person classes due to health or other reasons (Raes et al., 2019).
- Meeting diverse needs: The blended approach of hyflex model can cater to different learning styles and levels of proficiency among students.
- Personalized learning: Online resources and tools can allow for self-paced learning, which can benefit students at different levels of proficiency (Malczyk & Mollenkopf, 2019).
- Authentic materials: Online resources can provide access to authentic materials, such as videos, news articles, and podcasts, which can help language learners improve their listening and reading skills.

Challenges:

- Coordination and management: The hyflex model requires teachers to manage and coordinate instruction for both in-person and online students at the same time, which can be challenging and time-consuming (Leijon & Lundgren 2021).
- Adapting teaching style: The hyflex model may require teachers to adapt their teaching style and methods to effectively engage and connect with students in both in-person and online settings.
- Technology: Teachers may need to learn new technologies and tools for online instruction, which can be difficult and time-consuming (Zydney et al., 2019).
- Student engagement: Online learning can be isolating for some students, which may lead to less engagement and participation.
- Teacher workload: The hyflex model may require teachers to work longer hours and put in more effort, which can lead to burnout.

- Equity: Not all students may have equal access to technology or internet connectivity, which could lead to disparities in learning opportunities for online students (Koskinen, 2018).
- Privacy: Online learning raises concerns about student privacy, particularly with the collection and use of personal data.
- Accessibility: Some students with disabilities may face barriers to accessing online instruction and materials, and may require additional accommodations.
- Student-teacher interaction: The lack of direct interaction between teachers and students may impact the student's ability to understand the material, ask questions and receive feedback.

The research on the hyflex model in language teaching and learning, although very scant or in the early, nascent period of development, may indicate that the hyflex model of instruction can play a valuable role in language teaching and learning by providing flexibility and catering to the diverse needs of students. It offers:

- Flexibility: The hyflex model can allow students to attend class in person or online, which can be especially useful for language learners who may have different scheduling needs or face barriers to attending in-person classes (Abdelmalak & Parra, 2016).
- Meeting diverse needs: The hyflex model allows for a blended approach to teaching, which can be beneficial for students with different learning styles and levels of proficiency in the target language (Qayyum & Zawacki-Richter, 2018).
- Customised learning: The model can offer opportunities for a personalised learning pace, which can be valuable for different levels of language command (Malczyk & Mollenkopf, 2019).
- Collaborative learning: The hyflex model can facilitate collaborative learning through online discussions, group projects, and virtual language exchange programs, which can help language learners improve their communication skills (Miller et al., 2013).

An in-depth analysis of the Polish context including the study regulations at universities reveals that in the majority of higher education institutions, practicals, tutorials, seminars, foreign language courses, as well as laboratory and field classes are held on-campus (Adam Mickiewicz University, Jagiellonian University, Warsaw University of Technology, Catholic University of Lublin, Maria Curie-Sklodowska University, Warsaw University of Life Sciences). Precise indications as to which classes can also be held remotely are communicated by the deans of faculties and heads of organizational units after conducting surveys among students and academics (University of Warsaw). The Cracow University of Economics decided immediately to apply the hybrid model. Lectures are to be conducted only online. Other classes, that is, practicals, seminars, laboratory classes, and language courses will be conducted in

the stationary mode, unless the epidemiological situation forces the authorities to completely switch to remote mode. The most comprehensive attempt was made by University of Social Sciences and Humanities. It applied the innovative hyflex method of classes during which even several cameras simultaneously broadcast live lectures, practicals or workshops conducted in a university room with students physically on site. This allows students to partake either stationary or remotely at the same time depending on the requirements and circumstances. Moreover, an interesting initiative from University of Social Sciences and Humanities which obtained a prestigious grant from the National Agency for International Exchange to expand the English-language educational offer with International Intensive Education Programs. During two summer semesters, lecturers from foreign universities will conduct online and hyflex classes in the field of psychology, management, and English. The grant will cover the costs of conducting courses and equipping the classroom with tools for conducting hyflex classes on the LMS platform. The project will also include training for academic teachers in the field of conducting classes as part of International Intensive Education Programs online and in the hyflex formula. Lower Silesian University announced that the hyflex model remains the visionary goal of the development of e-learning strategy. Flexible competences of people and organizations to implement the hyflex model will be achieved in 2030, which will thus become the starting point for the implementation of education at selected directions according to the hyflex methodology. West Pomeranian Business School plans a further path of development and focus on the transformation of education and learning and the introduction of 5+ education model. The model is about many forms of synchronous and asynchronous learning: in the classroom, online in real time, hybrid learning (some in the classroom, some online), self-learning online and teaching hyflex, that is, in the classroom and online at the same time. It may be mandatory that the evaluation of the hyflex model in both foreign and Polish universities involves:

- student feedback (an insight into student experiences with the model, their level of engagement, satisfaction, and perceived learning outcomes);
- teacher feedback (an insight into the challenges and advantages, how they have adapted their teaching methods to accommodate both in-person and online students);
- learning outcomes (the model can be evaluated by comparing student learning outcomes in classes that use the model to those who do not, through assessments, quizzes, and exams);
- attendance and participation (monitoring student attendance and participation, both in-person and online, to get a sense of how well the model is working);
- technical and logistical issues (how well the technology, equipment, and logistics are functioning and if any adjustments need to be made).

Overall, the hyflex model of instruction can be a valuable tool for teachers but it also requires a lot of planning, preparation, and coordination. It is essential for schools and teachers to be aware of the ethical issues and work to address them in order to ensure that the hyflex model of instruction is equitable and accessible for all students. The model can provide a flexible and effective way to teach language, but it is important to keep in mind that it can also present some challenges, such as ensuring equity and accessibility for all students, and providing appropriate support for language learners. Finally, as the results indicate (Romero-Hall & Ripine, 2021) teachers are prepared to successfully engage in hyflex instruction that were significantly similar to skills required for in-person teaching. However, they confessed to being less prepared to cope with the characteristics exclusive to the hyflex model. Also, teachers believe various pedagogical strategies can be integrated into hyflex instruction. However, for those unskilled with this instructional modality, hands-on support and resources are required before planning and applying a course.

The limited body of available research on the hyflex model, also in the area of foreign language learning as well as its flawed implementation necessitate further examination and illustration of the medium to enhance a better understanding of how the method is constructed and what tools it entails. The following part of the paper will give some practical insight into the set up and technicalities of the hyflex model.

Practical Considerations

A practical application of the hyflex model of instruction has to be founded on a current legal standing which in Poland was laid down by the Ministry of Education and Science in the Act of 20 July 2018 with its later amendments, including the COVID-related legal regulations. Moreover, the application process may also hinge on the type of the tertiary institution (general academic, vocational) as well as local conditioning. As already discussed, the hyflex model is based on three modes, namely in-person, synchronous online, and asynchronous. As Zając (2020) suggests, when planning a hyflex course the reverse order may be put into place instead of planning a chronological order of stages a course comprises. First, the expected learning outcomes in the areas of knowledge, practical skills, and social competences are developed. Next, methods of the verification of the learning outcomes are planned. Finally, the means of content presentation are selected. Table 1 shows a sample design of an English language course.

Table 1

Sample Design of an English Language Course

Stage 1			
	Areas	Access mode type	Sample online resources
Learning outcomes	**Knowledge** A student – knows vocabulary and grammatical structures at the required level; – knows basic vocabulary in the field of study. **Practical skills** A student can – understand functional texts and oral statements at various levels; – is able to construct oral and written statements in everyday and professional life situations; – independently acquire knowledge and develop their language skills using various sources. **Social competences** A student is ready to – demonstrate the need to cooperate and work in a team, assuming various roles; – see the need to learn foreign languages to communicate in society and understand other cultures.	Asynchronous Synchronous in-person Synchronous online	Moodle* Google Classroom* Microsoft 365* Blackboard* Canvas Schoology Sakai
Stage 2			
	Sample methods	Access mode type	Sample online resources
Methods of verification	Case study Debate Discussion Observation under simulated conditions Completion of practical task Materials collections Review of resources Online activities Student portfolios	Asynchronous Synchronous in-person Synchronous online	EasyTestMaker Edpuzzle* Gimkit Google Forms Hot Potatoes* Kahoot Microsoft Forms Padlet Pear Deck Plickers Quizlet Quizziz Testportal* Wordwall*

Stage 3			
	Sample methods	Access mode type	Sample online resources
Methods of content presentation	Presentation Case Study Project Flipped Classroom Gamification Mind Mapping Webquest	Asynchronous	Edpuzzle* Mentimeter Canva* Animoto ATutor BrainPOP EdrawMind ClassFlow Coggle CourseSites EdApp
		Synchronous in-person Synchronous online	Green Screen Mindmaster Nearpod Prezi

**Note:* Discussed in the following part.

The launch of the hyflex model and the subsequent running of its elements depend on the appropriate set up and interaction of three elements, namely a learning management system (LMS), progress assessment resources and content presentation tools. The three elements will be discussed in the following part.

Learning Management Systems

The LMS supports the delivery of personalised e-learning content in the form of learning objects and the rules of using them. A growing practice is to refer to such environments as virtual learning environments as they facilitate interaction among its participants and contextualized materials in a virtual context. The last five years and the introduction of remote learning has created a shift to cloud-based environments, which is becoming the standard model for modern environments. The most popular LMSs (see Figure 2) include:

Figure 2

Most Popular Learning Management Systems

Such systems include the whole learning environments and not just individual applications or tools (e.g., MS Teams or Google Meet). Despite the fact that the decision to install a particular LMS may not be our managerial or financial capacity, its scope and functionalities are often similar and include the management, the type of instructional content, assessment, reporting, and (mobile) pedagogy it supports. Moreover, it may be applied to deliver any content including the language instruction.

Moodle

Moodle offers an open, customisable, and multi-level structure which allows autonomy and administration of the platform to suit individual preferences as far as different courses, including the language ones, are concerned. The platform allows changing and allocating roles to course participants. It also permits the integration of different files, texts or documents, graphics and multimedia within or outside the environment. Moodle enables to offer online instruction and advanced instructional tools to present language content in a customisable manner to suit course participants depending on their needs. Moodle allows for integration of additional outside plug-ins when it does not offer a particular tool or functionality within the environment. The platform includes built-in modules for assessing content completion to provide for a variety of testing styles such as true/false, matching, multiple choices, multiselect, short answer or longer text. The assessment modules allow for giving feedback on student task accomplishment either quantitatively or qualitatively. Similar to the other LMSs, the environment supports social interaction as well as knowledge acquisition and construction through collaboration. On top of this, students and teachers can engage in synchronous and asynchronous communication such as email, forums, chat, discussion boards and, most importantly, social networking. Finally, regarding the asynchronous access to the platform, it supports recording video and audio directly within its interface. This can be achieved using a built-in recording tool or third party recording software to capture media of a particular course. As a result, a particular course can be accessed by the students who did not partake in the live classes or for a better course content retention.

Google Classroom / Microsoft 365

Both are designed in a similar fashion to assist teaching and learning of any subject, including languages, by providing their own ecosystems. These include calendar, content sharing tools, live video streaming, group projects,

testing and grading tools as well as communication channels or cloud storage space. The most popular Google Classroom tools include: Docs, Drawings, Drive, Forms, Gmail, Jamboard, Maps, Meet, Sheets, Sites, Slides. The most popular Microsoft 365 tools include: Excel, Forms, Lists, OneDrive, OneNote, PowerPoint, Sway, Teams, Visio, Word.

Although the suites themselves are not considered stand-alone learning management systems, they regularly pilot and add new functionalities and applications which may lead to the fact that they begin to work and look LMSs. They resemble supermarkets which offer multitude of connected products or services to their users in one location despite the fact that their vendors are often different. From the managerial perspective, they allow the customisation of the content which is stored on a remote server in a cloud. This offers a multi-folder structure which is divided into app-related areas. Both systems permit the incorporation of different media types as well as linking to outside apps and resources available on the Internet. The modularity enables a teacher to revise and update available content. The acquisition of presented content can be evaluated with numerous assignment types whose results can be tracked and evaluated either automatically by the system or a teacher, which is visible to all the parties. Reporting on students' attainment depends on the internal or external tools and can take the form of digital annotations, video/audio comments, rubric assessment, and automatic quiz comments. The platforms offer collaboration and cooperation because students and teachers can engage in synchronous and asynchronous communication sharing the available content. Most importantly, both platforms are gaining power and influence because of their accessibility, affordability, ease of use and integration with their own and many other third-party apps and services for teachers, students, and admins alike. Regarding the asynchrony of the platform, all classes and meetings can be recorded and posted for students' later access. This is helpful when students are unable to take part or for a better retention of information.

Blackboard (and Other Commercial LMSs)

It is a fully customisable multi-level course environment which allows turning on and off all aspects of the platform as well as its integration with different operating systems. It also permits linking its elements with external content and services. Functionalities which are not available on the platform can be accessed on-demand through the system support. Individual language settings are supported both on the instructor/teacher level as well as on the student level. All content can be structured into scalable folders, modules, and courses to cater for individual requirements and preferences. The setting includes a robust set of tools to deliver and organise instruction. The scope of the

system can be both its advantage and disadvantage especially for novice users. All types of instructional materials can be supplemented with different media types. The system includes a robust and powerful testing engine which offers a set of different quiz/exam types. Assessment includes customisable formats such as lists, graphs, rubrics, and written reports on students' progress. Both testing and assessment encourage the customisation of their formats including feedback, due dates, late submissions, and test access logs. Users have a social profile with a photo and information about themselves which they can share or hide in the security settings. Users can also communicate and post direct messages to students within the environment and externally. Finally, all major commercial LMSs support session recordings of real-time, virtual class with a student, a student group or entire class. A recorded computer screen, video, audio, a whiteboard, polls, or chat can be shared and accessed by students who missed a class due to illness or for review. Commercial learning management system like Blackboard whose pricing is not publicly available make the platform cost dependant on the number of licenses as well as their billing period.

Progress Assessment Resources

The resources enable teachers to oversee and assess student progress with on-going formative and summative information regarding the outcome of instruction. They probably constitute the most subjective area because once chosen they stay one's favourite for years. In terms of the continuing changes, they may be the ones which come and go most often on the one hand. On the other, they are the most loved or hated resources teachers may put into place. The following online tools represent merely a drop in the ocean of options the Internet offers and because of this they are often a subject of modifications depending on local preferences. The most obvious choices with regard to progress monitoring resources include the built-in tools, for example, Microsoft and Google Forms or Moodle Docs and Test Creator which different LMSs offer. The presentation below will address stand-alone online application which also enable integration with the available LMSs.

Hot Potatoes

The old school, still free software first launched in 1998 offers a suite of five applications that can create online exercises. It is downloaded and set up on a PC or laptop and includes five applications: JCloze, JCross, JMatch, JMix, and JQuiz. The sixth application of the suite, The Masher combines different

Hot Potatoes exercises into one unit. As the very names suggest, Hot Potatoes suite enables the creation of fill-in-the-blank tasks (JCloze), jumbled-word exercises (JMix), crossword puzzles (JCross), matching exercises (JMatch), and text-entry quizzes (JQuiz). The simplicity of Hot Potatoes is both its blessing and its curse. Although the offered templates do not allow for a lot of customisation compared to the contemporary, interactive tools, Hot Potatoes is appreciated for designing and producing online, interactive language learning activities by the teachers who do not wish the "bells and whistles" to overshadow its instructional content or the assessment value or whose IT skills are still developing. Moreover, the comparison with the contemporary online tools delineated in the following parts indicates that the interaction is reduced to the interaction between the student and the automatic feedback generated by the programme. As such, Hot Potatoes activities may be viewed as interactive in the poorest sense. Nevertheless, it may be applied in any learning environment including the language learning one. Hot Potatoes' user-friendly modules provide teachers with flexible, easy-to-use Web-based assessment tools which students can work on in class and at home obtaining the feedback that guides them towards answers. The continuing presence of the suite makes it one of the most popular tools available accompanied by numerous video tutorials, fora, and interest groups.

Wordwall

The online, game-based application is intended to help teachers create and draw from a variety of interactive and involving progress assessment resources. It offers three pricing plans including the free one which allows for the use of 18 types of interactive resources. It provides various templates for teachers to select from to enhance their classes and generate online assessment. The adaptable templates include multiple choice quizzes, flip tiles, group sort, match up, word search, brainstorm, rank order and crossword. However, the greatest asset of Wordwall is the fact that once an activity is created, it is shareable in different ways. The content from one template can be transferred to another by changing the format of a presentation. Moreover, the resources are open to use and modification by other platform users which can increase student interest and engagement while also providing a rapid feedback on performance. Wordwall may allow to set up a fun web-based (language) learning environment which can boost student engagement and interaction while providing both formative and summative feedback on their achievement.

Testportal

An online platform for assessing knowledge and competences in business and education. It offers both free and charge-based pricing plans. The free EDU plan is offered to the teachers of kindergartens, primary schools, secondary schools, and universities for education-related purposes only. Testportal includes a wide range of functionalities and can be used as a standalone online platform or as an LMS (e.g., Microsoft Teams) add-in app. The test design process is user-friendly and intuitive. It guides the user through following screens to configure different test settings, that is, question types, test kits, access method, start page, assessment, summary, and finally the time settings. The question manager allows an extensive configuration of all question types, from closed tasks, through multiple choice, open or true/false questions to surveys. It provides a highly advanced feedback panel to adjust detailed analysis of the results which the system will verify by itself. It also includes an option which prevents students from exiting the test to check their answers on the Internet. This solution may effectively discourage students from cheating. The undoubted advantages of Testportal is collecting students' results in the result database where they are stored for future reference. In language instruction Testplatform has a great potential regarding an effective both formative and summative assessment setting that produces positive pedagogical effects and increasing the engagement of students and content retention. The progress assessment tools presented above besides an abundance of other tools available online including: EasyTestMaker, Edpuzzle, Gimkit, Google Forms, Kahoot, Microsoft Forms, Padlet, Pear Deck, Plickers, Quizlet, Quizziz offer various types of tests, quizzes, and questionnaires that teachers can administer to evaluate students' progress in different areas including language learning. Online assessment tools enable teachers to create tests based on curriculum content or various teaching requirements. Furthermore, they allow tracking student progress against past tests for a better picture of individual students potential and to respond to a classroom setting. Together with the abovementioned LMSs and the content presentation tools described in the following part, they may complement the array of tools which streamline the instructional and assessment processes ensuring their reliability.

Content Presentation Resources

The below resources constitute only a fraction of the limitless presentation tools the web offers. They can be used either as stand-alone tools or combined with one another to follow an order of content presentation.

Edpuzzle

The basic and free pricing plan helps to get started with video presentations and allows a storage space for twenty video lessons. Edpuzzle includes integrations with the major LMSs which is of the upmost importance when embedding within an already functioning system. The integration includes connecting with an outside application and selecting the appropriate account when prompted. At first, an online video is selected or uploaded from a teacher's computer. Alternatively, a video lesson created by another teacher can be used. Then, the video is edited and augmented with own content. Besides, the application allows to record the voice to personalise the presented content. Finally, the video is assigned to your students and progress is monitored in real-time while students are learning at their own pace. Once a class is set up, students can be invited either by sharing the class code or importing students directly from, for example, Google Classroom. Assignments can be set individually or multiple videos can be assigned at once to single students or groups. Edpuzzle offers four different options for seeing students' progress which include student progress across multiple assignments, entire classroom progress for one assignment, individual student progress for one assignment, and grade questions. In language instruction Eduportal may be a tool for the flipped classroom as it facilities students' interaction with the visual content at their own pace. Moreover, several versions of the same video can be created for different levels and ages. Instant formative assessments can be introduced along with new topics or revisions of the concepts already presented. Additionally, students can also create their own video content, which may be stimulating for technology-driven youth and can increase their engagement and accountability.

Mentimeter

Mentimeter offers a collection of tools which enable making dynamic presentations with an online editor. The free version allows to reach an unlimited audience with unlimited presentations and include question and quiz slides. The built-in slide templates can be adapted to suit any type of presentation. The available editor features a simple and easy-to-navigate layout accompanied by help bubbles. It offers a variety of tools to share a presentation. With the availed tools, Mentimeter converts passive viewing into active acquisition, where in-class and online students can discover, analyse, and apply concepts through augmented learning content. Mentimeter enables designing a wide variety of interactive polls, word clouds, quizzes or questions and answers, which can be the most effective follow-up to increase engagement, make a presentation memorable and add elements of both competition and interaction. Mentimeter

can be integrated seamlessly with the existing LMSs. In a language classroom, apart from its demonstration value, Mentimeter is a powerful and flexible tool which can improve the dynamics of the large classroom by promoting active learning and student participation. Instant formative assessment can be more interactive and exciting using Mentimeter. Recorded data can also be used further to design and supervise the available course. Both students and teachers appreciate the engagement, group involvement, collaboration as well the real-time feedback on mobile devices.

Canva

Canva is meant for anyone wanting to design instructional content on their own or share it with others. Canva for Education, a variation of the primary platform, which has all the characteristics of Canva Pro but with additional benefits specifically tailored for teachers. It is appreciated for its simple interface and vast library of ready-to-use templates and resources. Design experience is not essential. It offers pre-designed templates for creating presentations to demonstrate an array of topics through individual or collaborative development of posters, flyers, infographics, book covers, newsletters, programmes, reports, and social network postings. The platform encourages communication between teachers and students through their collaboration during the learning process. Students get alerts, submit papers and engage with the assigned instructional resources. Canva integrates the accounts with social media accounts and allows teachers to post comments, integrate videos, blogs, wikis, and other instructional materials. Canva offers built-in audio and video recording function which supports the publication of course materials, setting homework assignments and tests. The platform also integrates with the major LMSs. In language teaching, apart from the content presentation, introduction of topics or follow-ups to previously published resources, it can be incorporated in teaching to write and share functional texts, that is, brochures, announcement, letters, and curricula vitae by (co-)editing the existing text according to the assignment set by the teacher. The content presentation tools mentioned above along with a wealth of other tools available online including: Animoto, ATutor, BrainPOP, EdrawMind, ClassFlow, Coggle, CourseSites, EdApp, Green Screen, Mindmaster, Nearpod, Prezi may help to set up an environment which assists presentations in-person, online synchronously and on-line asynchronously as well as assigning students video lessons to watch both in-class and at home. This may result in using class time more effectively with more meaningful activities. Students view the basic concepts of the class accessing the available content at their own pace, anytime and anywhere. This gives the teacher more time to work on accompanying and further support students' understanding of the topic. As regards

teaching a language any visual or video available online can be embedded to enrich the presented content and later check its acquisition. Moreover, sharing an interesting class-related topic using a video or going on a virtual field trip may enable exposing students to a language as it is spoken or discovering it in a cultural setting. Video presentations of grammar rules or vocabulary may help to augment the language experience and create opportunities for further language practice.

Conclusions

The author's principal intention in this paper was to recommend to language teachers the hyflex model of instruction because it may enable them to make good use of the digital, 21st-century competences and skills acquired over the last two years to enhance their teaching methods and techniques. Such an enhancement is the evolution of what has been already taken place and a step outside the comfort zone. The hyflex model allows to tailor the educational offer in such a manner so as to suit the requirements of contemporary students. Sadly, these students may seem to perceive education as a product or service they can acquire rather than a journey they undertake to discover certain values education used to embody. Education, whether we accept it or not, has become an achievement-oriented set of competences, skills or numbers and percentages which stand for how much students know. It may help the young participants of the educational process to realise the needs they have which include living and working anywhere in the world, flexitime, self-fulfilment, approval, and comfort. The hyflex model although still requiring solid, empirical evidence and research either in its present shape or adjusted may take language learning and teaching to a next level where the parties involved decide how, where, and when education takes place. This resembles the mother tongue acquisition when language is acquired in the most natural environment where all the elements, namely knowledge, skills, and social competences acquired at the own pace. Moreover, the participants of the instructional process, regardless of how, where, and when they learn, may achieve comparable results through meaningful reflection, interaction, and response to similar stimuli. The hyflex model of instruction which undoubtedly calls for research and evidence to prove its value may help to answer some of the above considerations bearing in mind what has been achieved to date. The scaling and contextualisation of the hyflex model may merge the traditional language teaching and learning with the online interaction both synchronously and asynchronously. The transformed, hyflexed language education may allow the introduction of tools which offer concurrent

design and delivery of instruction in different environments, assessment of student progress and finally the demonstration of content on the basis of the undertaken evaluation.

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Robert Oliwa

Kontextualisierung des Hyflex-Modells für den Sprachunterricht

Zusammenfassung

Der Artikel befasst sich mit einer möglichen, praktischen Anwendung des hybriden flexiblen (hyflex) Modells zur Vermittlung von Inhalten in dem tertiären Kontext. Das Modell kann auch im Fremdsprachenunterricht angewendet werden. Nach Meinung des Autors gibt es überzeugende Gründe dafür, die in den letzten zwei Jahren erworbenen digitalen Kompetenzen und Fähigkeiten zur Verbesserung der Lehr- und Lernprozesse einzusetzen. Eine angemessene Kontextualisierung des Hyflex-Modells kann die Beibehaltung der bereits erworbenen Kompetenzen und Fähigkeiten in der neuen Normalität weiter fördern. Sie kann es auch ermöglichen, den traditionellen Klassenunterricht mit der neuen Online-Interaktion zu kombinieren, sowohl synchron als auch asynchron. Die Möglichkeit der Flexibilisierung von Sprachkursen kann eine herausfordernde, aber zugleich auch eine verantwortungsvolle Perspektive sein, weil eine Rückkehr zum Unterricht in bisher bekannten Form nicht einfach ist. Obwohl der Artikel theoretisch ausgelegt ist, bietet er praktische Leitlinien und eine Auswahl an Online-Tools, um das Hyflex-Modell im Sprachunterricht zu kontextualisieren. Darüber hinaus wird darin stark für die praktische Anwendung des Hyflex-Modells plädiert, insbesondere in Verbindung mit einer eingehenden Analyse und Untersuchung des Modells in verschiedenen Bildungskontexten. Da die Zukunft schwer vorhersehbar ist, könnten verschiedene Modelle und Ansätze in Betracht gezogen werden, um angemessen auf die Herausforderungen und Anforderungen zu reagieren, mit denen die Bildung wahrscheinlich konfrontiert sein wird.

Schlüsselwörter: hybrid, hyflex, Plattform, online, Sprache, Unterricht