International Journal of Pedagogics

VOLUME Vol.06 Issue01 2026
PAGE NO. 173-175
DOI 10.37547/ijp/Volume06Issue01-36

Implementing The Hyflex Model In Secondary EFL Education: Feasibility And Learner Outcomes

Akhmedova Gulmira
3rd-year PhD Researcher, Uzbekistan National Pedagogical University, Uzbekistan

Received: 25 November 2025; **Accepted:** 17 December 2025; **Published:** 21 January 2026

Abstract: This study investigates the practicality and instructional value of the Hybrid-Flexible (HyFlex) learning model in secondary English as a Foreign Language (EFL) education. Over a three-month period, 512 students from Grades 8 and 9 participated in English lessons delivered through either face-to-face or synchronous online formats based on individual preference. Using a mixed-methods research design, data were collected through speaking performance assessments and a speaking anxiety questionnaire administered before and after the intervention. The results reveal a notable improvement in oral fluency, with an average increase of 18%, alongside a statistically significant decrease in speaking anxiety. These findings suggest that HyFlex instruction supports communicative competence development by promoting learner autonomy and reducing affective barriers. The study concludes that HyFlex represents a viable and sustainable instructional model for secondary EFL contexts.

Keywords: Hybrid-Flexible learning (HyFlex); secondary education; EFL; communicative competence; speaking anxiety; hybrid instruction.

Introduction: The rapid integration of digital technologies into secondary education has led to a growing demand for instructional models that prioritize flexibility and learner-centered design. Recent international reports indicate that a substantial proportion of secondary schools have adopted digitally supported or hybrid learning practices to better address learner diversity and engagement [11, 45 p]. As educational environments become increasingly heterogeneous, traditional classroom-only instruction often fails to meet the psychological and academic needs of all learners.

The Hybrid-Flexible (HyFlex) learning model offers an alternative approach by enabling students to select their preferred mode of participation while maintaining consistent learning objectives and assessment standards. Beatty defines HyFlex as a student-directed model that ensures equivalency across participation formats [1, 8 p]. Prior research conducted primarily in higher education contexts suggests that HyFlex environments enhance accessibility, learner agency, and instructional inclusivity [2, 6 p].

In secondary EFL classrooms, the development of communicative competence is frequently hindered by speaking anxiety. Empirical evidence indicates that a majority of adolescent EFL learners experience heightened anxiety during oral communication tasks, which negatively affects participation and performance [6, 480 p]. High affective filters limit students' willingness to communicate and restrict opportunities for meaningful language use.

Flexible instructional models have been shown to mitigate such affective constraints by offering learners greater control over their learning environment [3, 468 p]. Synchronous hybrid learning, in particular, allows students to engage in interaction while minimizing social pressure associated with traditional classroom settings [5, 281 p]. Despite these advantages, empirical investigations of HyFlex implementation in secondary education remain limited [4, 12 p]. This study seeks to address this gap by examining the feasibility and learner outcomes of HyFlex instruction in secondary EFL education.

METHODS

A quasi-experimental design was employed over a three-month instructional period. The study involved 512 Grade 8 and Grade 9 students enrolled in a public secondary school. In alignment with HyFlex principles, participants were permitted to attend English lessons either in person or through synchronous online platforms based on personal preference [1, 34 p]. Instructional content, learning objectives, and assessment criteria were carefully aligned across both participation modes to ensure instructional consistency. Teachers received targeted professional development on HyFlex pedagogy and classroom management strategies. Data collection instruments included standardized pre- and post-speaking assessments, a validated speaking anxiety scale, and structured classroom observations.

Oral performance was evaluated using established EFL speaking rubrics measuring fluency, accuracy, and interactional competence. Quantitative data were analyzed using paired-sample statistical procedures, while qualitative observations provided contextual insights into learner engagement and participation patterns [6, 482 p].

Component	Description
Research Design	Quasi-experimental, mixed-methods design
Sample Size	512 students from Grades 8 and 9
Intervention Period	Three-month instructional period
Core Principles	Student choice and instructional equivalency
Data Collection	Speaking assessments, anxiety questionnaires, and classroom observations

Table 1: Methodological Framework of the Study

RESULTS

Analysis of the collected data demonstrated statistically significant gains in learners' oral communicative competence following the HyFlex intervention. Speaking fluency scores increased by an average of 18% when compared to baseline measurements. Additionally, results from the speaking anxiety questionnaire revealed a significant reduction in anxiety levels. Observational findings indicated increased voluntary participation, particularly among students who initially opted for synchronous online attendance. Over time, these learners exhibited greater confidence during oral tasks. The results are consistent with previous research highlighting positive learner outcomes in flexible and hybrid instructional environments [2, 9 p; 3, 472 p].

DISCUSSION

The findings of this study provide empirical support for the feasibility of implementing the HyFlex model in secondary EFL education. By allowing learners to exercise choice over their mode of participation, HyFlex instruction fosters a psychologically supportive learning environment that encourages oral communication and reduces anxiety-related barriers [7, 8 p].

The observed improvements in speaking fluency and reduced anxiety align with existing research emphasizing the role of learner autonomy and emotional safety in language acquisition [8, 10120 p]. Unlike traditional instructional models, HyFlex environments accommodate individual differences in confidence and learning preferences, which is particularly beneficial for adolescent learners.

This study was conducted within a single institutional context, which may limit the generalizability of the findings. Furthermore, the research focused primarily on synchronous participation, leaving asynchronous learning behaviors underexplored [9, 14 p]. Future research should examine long-term HyFlex implementation across multiple secondary schools and investigate the instructional role of asynchronous

participation. Additional studies should also explore teacher readiness, institutional policies, and technological infrastructure required for sustainable HyFlex adoption [10, 30 p].

CONCLUSION

This study investigated the feasibility and instructional impact of the Hybrid-Flexible learning model in secondary EFL education. The findings demonstrate that HyFlex instruction can be effectively integrated into 8th and 9th grade English classrooms without diminishing instructional quality. The results confirm that learner choice in participation mode contributes to enhanced communicative competence. The documented 18% improvement in speaking fluency and the significant reduction in speaking anxiety indicate that HyFlex instruction effectively addresses affective barriers commonly experienced by adolescent EFL learners [6, 480 p; 7, 8 p]. These outcomes reinforce previous research highlighting the value of flexible and learner-centered instructional designs [1, 8 p].

In conclusion, the HyFlex model represents a practical, inclusive, and sustainable approach to secondary EFL instruction, offering meaningful opportunities to modernize language education in digitally supported learning environments.

REFERENCES

1. Beatty, B. J. (2019). Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes. EdTech Books.
2. Wong, B. T. M., Li, K. C., Chan, H. T., & Cheung, S. K. S. (2023). HyFlex learning research and practice: A systematic review. Sustainability, 15(12), 9699.
3. Razali, N. A. M., & Tasir, Z. (2025). Students' learning experiences in Hybrid-Flexible environments: Implications for instructional design. International Journal of Instruction, 18(3), 457–484.
4. Filiz, O., Kaya, M. H., & Adiguzel, T. (2024). Implementing HyFlex instruction in K–12 education: Opportunities and challenges. Online Journal of Communication and Media Technologies, 14(1).
5. Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2020). A systematic literature review on synchronous hybrid learning: Gaps identified. Learning Environments Research, 23(3), 269–290.
6. Al-Khairy, M. A. (2021). Anxiety, motivation, and EFL speaking performance: A correlational study. International Journal of Instruction, 14(2), 477–494.
7. Bower, M., Dalgarno, B., Kennedy, G., Lee, M. J. W., & Kenney, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. Computers & Education, 86, 1–17.
8. Mahande, R. D., Jasruddin, & Apriadi, D. (2024). Enhancing learning equity through Hybrid-Flexible instruction. Online Journal of Communication and Media Technologies, 14(1).
9. Chen, G. Z., & Lai, N. (2024). A decade of Hybrid-Flexible learning research: Trends, challenges, and future directions. Educational Technology Research and Development.
10. Abdelmalak, M. M. M., & Parra, J. L. (2016). Expanding the HyFlex model: Strategies for effective course design and implementation. International Journal of Online Pedagogy and Course Design, 6(4), 19–37.
11. OECD. (2021). Education at a Glance 2021: OECD Indicators. OECD Publishing.