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Leveraging video projects to promote active learning in a HyFlex speaking classroom

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Abstract: This study explores the integration of student-created video projects within a HyFlex learning environment to enhance active learning and English speaking skills among students in Universitas Negeri Makassar. Utilizing a qualitative descriptive method, the research involved second-semester English Education Study Program students who enlisted in Interactive Speaking Course and participated in video-project assignments. Data were collected through interviews, classroom observations, and analysis of student-created videos. The findings provide insights into the impact of video projects on English speaking proficiency, particularly in terms of engagement and skill development. The result also identifies issues encountered related to technical features and resource availability. The study concludes by addressing the potential of video projects to support active learning and improve speaking proficiency in a HyFlex learning design.

Keywords: *video project, active learning, hybrid flexible design, speaking skills*

INTRODUCTION

The rapid evolution of educational technology led to significant changes in pedagogical approaches, specifically in hybrid and online learning settings. Active learning strategies, which prioritize student engagement, autonomy, and interaction, are increasingly adopted to supplement or replace the traditional classroom model that relies heavily on passive lecture-based instruction (Rahman & Ahmed, 2022). Active learning, which involves students actively participating in the learning process, has been demonstrated to increase retention, promote critical thinking, and enhance overall learning outcomes (Felder & Brent, 2016).

The continuous advancements in digital technology and the growing need for more efficient and flexible learning models boost a significant movement in higher education toward dynamic and student-centered learning (Scheffel & Wirth, 2022). While the COVID-19 pandemic urged the adoption of online and blended learning models (Bashir et al., 2021), the need for online, blended and hybrid education extends beyond emergency measures. Online and hybrid learning platforms provide enhanced accessibility, flexibility, and efficiency, enabling educational institutions to accommodate to a wide range of student needs and learning preferences (Dowling et al., 2003). One prominent model which offers students the option to choose between attending courses in person, online, or a hybrid of both in real-time is the Hybrid-Flexible (HyFlex) model (Beatty, 2019). This model not only accommodates various learning styles but also leverages technology to enhance student

engagement (Baker et al., 2024). The HyFlex model offers a valuable structure for integrating active learning strategies (Mentzer & Mohandas, 2022), such as student-created video projects, which are particularly effective in language education where the development of speaking skills is crucial (Rajulain & Bima, 2020).

Integrating active learning strategies into the HyFlex model enables a unique possibility to improve language education, specifically in the improvement of speaking skills. Student-generated video projects, as a mode of active learning, involve learners in a deeper and significant form by requiring them to actively build knowledge (Hoogerheide et al., 2016). Through the creation of videos, students are able to enhance their oral communication skills while also developing important digital literacy skills (Frydenberg & Andone, 2016; Tiernan & Farren, 2017). This includes the ability to effectively and imaginatively express information, as well as engaging in self-reflection regarding their own learning experiences (Harford et al., 2010; Oliveira et al., 2021a).

The integration of language politeness in student-created content, especially in video projects, is crucial for promoting effective communication. Politeness, defined as the respectful use of language (Félix-Brasdefer & Mugford, 2017), is essential in both face-to-face and digital interactions. In social media, where communication is often informal, norms of politeness can easily break down, leading to impolite language or "flaming" (Mills & Kádár, 2011). As students engage in online discussions or create content, mastering polite expression is vital for fostering constructive and respectful discourse.

The HyFlex model's flexibility complements the dynamic nature of video projects by enabling students to complete their assignments in a way that accommodates their individual schedules and learning preferences (Baker et al., 2024; Trail et al., 2020). This is especially advantageous in language education, as the acquisition of speaking skills relies heavily on practice and repetition. By recording, reviewing, and refining their videos multiple times, students can enhance their proficiency with each iteration (Puspa, 2016). Additionally, the ability to share these videos in either a real-time or asynchronous online environment offers valuable chances for peer feedback, collaborative learning, and instructor assistance, thereby enhancing the learning experience.

Despite potential advantages of incorporating student-generated video projects into a HyFlex learning, there is lack of research that specifically explores how to optimize the use of these tools to promote active learning in hybrid and online settings. Currently, there is an absence of extensive study on the use of video projects in a HyFlex setting, which limits our understanding of how these projects can effectively operate in a flexible and diverse learning environment. Furthermore, while data from quantitative studies on learning outcomes in other educational contexts, there is a

noticeable absence of qualitative research that investigates students' experiences, difficulties, and perspectives regarding the use of video projects within a HyFlex design.

This study seeks to address this gap by exploring the role of student-generated video projects on facilitating active learning in a HyFlex speaking classroom. This research aims to provide a fundamental understanding of how video projects can be successfully incorporated into language education to improve speaking skills, promote student involvement, and cater to the varied needs of learners in a flexible, hybrid learning setting. The focus will be on students' experiences and perceptions. This study contributes to the broader discussion on innovative teaching methods that use technology to support student-centered learning in higher education.

METHOD

This study employed a qualitative descriptive method to investigate the role of video projects as a means to enhance active learning in a HyFlex speaking classroom. The study aims to investigate the students experience in creating video-based assignments. This method aims to offer a comprehensive depiction in capturing the genuine voices and experiences of students in a HyFlex classroom.

The study employed a qualitative descriptive design (Miles, M.B, Huberman A.M, & Saldana, 2019), which is well-suited for examining the complex dynamics of active learning in a HyFlex classroom setting. The design focuses on the process and outcomes of integrating video projects, with the goal of offering a thorough understanding of how these projects can impact student engagement, participation, and speaking skills in a hybrid-flexible learning setting.

The participants of this study were 2nd semester students enrolled in the English Education Study Program at Universitas Negeri Makassar. These students were enlisted in the course "Interactive Speaking," which is part of the curriculum within the English Department of Faculty of Language and Literature. The selection of participants was conducted using a convenient sampling technique, which allowed for the inclusion of students who were readily accessible and available for the study (Stratton, 2021). This approach was chosen to ensure that the research could be conducted efficiently, while still providing a relevant and focused group of participants. The use of convenient sampling was especially appropriate considering the study's context, which consisted of students who were already enrolled in a course designed to enhance their interactive speaking abilities. Initially, seven students were selected to contribute in the research. However, the number of participants was reduced to five after an initial screening procedure that evaluated their responsiveness, regular attendance, active involvement, and capacity to finish the video project assignments within the time frame given. This reduction was required to focus on a group that consistently shown

engagement and reliability, ensuring that the data collected is relevant and reliable.

Data were gathered from various sources, such as video projects created by students, interview, and classroom observations. The video projects were created with the intention of promoting active student involvement in course material, fostering collaboration among peers, and providing opportunities for practicing oral communication abilities. Classroom observations were carried out to monitor the manner in which students engaged with the video project assignments in both traditional and virtual environments (Smit & Onwuegbuzie, 2018). In addition, feedback was collected via semi-structured interviews to capture the student perspectives (Alsaawi, 2014). The data collection process included reviewing and assessing the video projects, monitoring student engagement during classroom sessions, and recording interviews. The tools utilized included laptop and internet connection to save the students' video project from website application, observation notes to inspect classroom interactions, and semi-structured interview questions for collecting responses.

The data analysis was conducted by employing thematic analysis. The qualitative data was subjected to thematic analysis to identify and examine prominent themes, including student engagement, participation, and the enhancement of speaking skills. This process entailed encoding the data, conducting pattern analysis, and classifying these patterns into relevant themes (Clarke & Braun, 2017; Miles & Huberman, 1994; Willig & Rogers, 2017).

The data analysis involved the processes of data reduction, data display, and conclusion drawing. Data reduction involves the process of condensing data by identifying the most pertinent themes and eliminating irrelevant or less significant details (Clarke & Braun, 2017). Data display entailed the systematic arrangement of themes to enhance the comprehension and interpretation process. Ultimately, the identified themes were used to draw conclusions, and these conclusions were then systematically validated against the initial research questions and theoretical framework to ensure consistency and reliability.

RESULTS AND DISCUSSION

Results

Four themes were identified during the analytical process. Each theme directly refers to the research question. The following findings and discussion include selected quotes from interviews that demonstrate the participants' experiences and provide insight into the complexities of their interactions with student-created video projects in the HyFlex learning environment. This offers a comprehensive and detailed description.

Impact on Speaking Skill Development

This theme centers on students' views of how the video projects contribute to the development of their English speaking skills. It covers their self-evaluation and perceived progress.

Extract 1.

> *"Menurut saya proyek video cukup bagus untuk meningkatkan keterampilan berbicara bahasa Inggris."* (NAJ)
>
> (In my opinion, the video project is quite good for improving English speaking skills.)

NAJ stated that the video project is a valuable tool to develop English speaking abilities. According to NAJ, the structured framework of the video project, which included discussing a specific topic, requires students to express their thoughts with optimal efficacy. It indicated that the video project encouraged students to enhance and refine their speaking skills.

Extract 2.

> *"Latihan speaking sebelum membuat video itu saya lakukan berulang-ulang Ma'am, Kepercayaan diri saya timbul dikarenakan pembiasaan dalam membuat video Ma'am."* (AA)
>
> (I practiced speaking repeatedly before making the video, Ma'am, My confidence grew because of the habit of making videos, Ma'am.)

The statement from AA emphasized the significance of regular practice in the development of speaking abilities. The necessity of recording the video multiple times indicated a process of iterative improvement, wherein AA identified errors and attempts to correct them. AA claimed that her self-confidence increased due to the iterative process of creating the videos.

Extract 3.

> *" ... saya ada peningkatan pemahaman vocab dan pronunciation."* (DRS)
>
> (... I have experienced an improvement in understanding vocabulary and pronunciation.)

DRS made a progress in acquiring vocabulary and pronunciation, which are essential components of language acquisition. This improvement indicated that the course activities, such as the video projects, have positively impacted the DRS's specific linguistic elements; vocabulary acquisition and pronunciation.

Promoting Active Learning

The primary focus of this theme is to explore how video projects promote active learning among students. It analyzes their self-directed involvement, reflection of their learning process, and the progress that they perceive as a result of these activities.

Extract 4.

> *"Menurut saya, proyek video membuat saya lebih aktif dalam pembelajaran karena tidak hanya mendapatkan ilmu atau materi baru, tetapi juga dapat mempraktikkan berbahasa Inggris... "* (AA)
>
> (In my opinion, the video project made me more active in learning because I not only acquired new knowledge or material but also had the opportunity to practice speaking English...)

AA's self-reflection of the video project showed a diverse and complex learning experience that significantly enhanced her involvement, motivation, and active learning. AA's experience on active participation allowed for deeper processing of the material, exemplifying the principles of active learning. The use of mind map in the video project, specifically on the speaking topic "My Favorite Subject," not only introduced AA to the innovative concept of mind-mapping but also promoted creative expression, making the process of active learning enjoyable and personally meaningful. The integration of creativity, personal relevance, and innovative learning tools in video projects serves as a prime example of how such projects can successfully inspire students and expand their educational perspectives.

Extract 5.

> *" Iya. Karena menurut saya, saya sudah cukup andil dan terlibat dalam pembuatan video yang cukup kreatif dan menggunakan kata-kata saya sendiri."* (DRS)
>
> (Yes. Because in my opinion, I have contributed enough and been involved in creating a fairly creative video using my own words.)

DRS shows a strong sense of participation and ownership in the learning process, stating, "I believe that I have made contributions and actively participated in the production of a creative video using my own words." This statement highlights the nature of active learning, in which the student goes beyond passively receiving knowledge and engages in active participation. By creating original content and actively participating in the video project, DRS not only deeply understands the material but also experiences a sense of achievement and relevance in the learning process. Active engagement enhances the connection to the learning objectives, resulting in a more meaningful learning process.

Extract 6.

"Saya mengerjakan tugas video dengan proses yang cukup lama. Yaitu pertama saya harus menentukan topik apa yang harus saya sampaikan dalam video" (FNF)

(I worked on the video assignment for quite a long time. First, I had to decide on the topic I wanted to present in the video.)

This reflection shows FNF's proactive involvement in the learning process throughout the video project. FNF displays key aspects of active learning, such as autonomy, critical thinking, and practical application, by selecting a topic, studying it in depth, and practicing its delivery.

Extract 7.

"Hal pertama yang saya lakukan adalah menelaah maksud dari tugas video yang diberikan. Setelah saya memahami apa yang harus saya lakukan di dalam video tersebut, saya kemudian membuat materi terkait di dalam sebuah catatan. Setelah materi saya selesai, saya lalu menghafalnya dan mulai untuk merekam." (SW)

(I worked on the video assignment for quite a long time. First, I had to decide on the topic I wanted to present in the video. After finding a suitable and complete topic, I began studying and practicing the pronunciation for the topic I would present.)

SW exemplifies active learning by employing a structured and autonomous approach. She initiates her process by carefully analyzing the topic, showing deep involvement with the task. Through the process of creating and organizing notes, she actively built the arguments. The process of memorizing the content and then recording it reflects a shift from understanding to implementation, exemplifying the principles of active learning. This approach not only strengthens the student's understanding but also improves their capacity to convey the information they have learned.

Extract 8.

" Dalam proses pembuatan video, ...kami membuatnya dalam peta konsep sehingga percakapan dalam video bisa terstruktur dan lebih teratur... proyek video dalam mata kuliah ini sangat efektif... mengasah kemampuan untuk terus berlatih bahasa Inggris terlebih lagi metodenya menggunakan peta konsep." (NAJ)

(During the process of making the video, ... we made it into a mindmap so that the conversation in the video could be structured and more

organized... the use of video projects in this course... can hone the ability to keep practicing English, especially since the method uses mindmaps.)

NAJ underlines the significance of mindmaps for supporting active learning through video projects. Mindmaps serve as a tool for arranging and organizing thoughts, which is essential for developing a clear and logical argument in the video. The lecturer promotes active student engagement, critical thinking, and organization skills by encouraging them to select a topic and build a mindmap. Additionally, NAJ observed that video projects are helpful for reviewing and refining English speaking skills, especially when using mindmaps.

Collaborative Learning Experiences

This theme explores how collaborative learning experiences promote active learning among students. The analysis focuses on students' active participation among peers, reflection on group interactions, and the progress they experience as a result of their participation in these collaborative tasks.

Extract 9.

"Ketika dosen memberikan tugas kelompok, cara kami mengelola kerja sama tim dalam sebuah proyek video kelompok adalah berkomunikasi dan berdiskusi di kelas dan melanjutkan melalui pesan teks ketika pulang." (AA)

(When the lecturer assigns a group task, the way we manage teamwork in a video project is by communicating and discussing in class and continuing through text messages when we get home.)

AA reflects the collaborative learning experience with the significance of open communication and continuous discussion in managing teamwork within a group video project. The process starts with direct face-to-face interactions in the classroom, which establish the basis for collaboration, and follows with group chats after the class. This approach shows the use of both synchronous (in-class discussions) and asynchronous (text messages) as a part of HyFlex design classroom by students to coordinate their efforts, exchange ideas, and ensure a successful outcome of their video project.

Extract 10.

"...kami perlu menetapkan tujuan proyek dan tugas masing-masing anggota tim. Misalnya, ada yang bertanggung jawab untuk menulis naskah, mengedit video, atau mengatur lokasi take video..." (DRS)

(We need to establish the project goals and the tasks for each team member. For example, some are responsible for writing the script, editing the video, or arranging the video shoot locations...)

DRS stresses the significance of setting goals for the project and assigning responsibilities to members. The importance of having a well-defined work schedule is essential for managing a collaborative project. DRS states the need of effective communication and coordination among team members regarding their tasks and any emerging updates or issues, it is crucial to establish a well-organized plan and defined roles.

Extract 11.

> *"... saya merasa bahwa proyek video bisa meningkatkan kemampuan saya dalam bekerja sama dengan orang lain... Sehingga tercipta rasa saling percaya terhadap sesama."* (NAJ)
>
> (I feel that video projects can enhance my ability to collaborate with others ... This fosters a sense of mutual trust among team members.)

NAJ highlights the role of group video projects in supporting collaborative skill development by promoting open discussion and accountability. Participating in conversations regarding the project's direction and maintaining the quality of the content builds a solid feeling of shared trust and accountability among team members. This collaborative process enhances not only communication and teamwork skills but also strengthens integrity within the group.

Technical Challenges in Video Production

This theme primarily focuses at exploring the technical challenges that students face while working on video production. It addresses the challenges they face in using video editing software, hardware problems, internet connection and the solutions they develop to solve the problems in their learning process.

Extract 12.

> *"... kesulitan saya terjadi karena saya tidak mengerti bagaimana cara menggunakan perangkat lunak video editing ..."* (FNF)
>
> (my difficulty occurred because I didn't understand how to use the video editing software.)

FNF addresses the major obstacles caused by unfamiliarity with video editing application (Capcut). She faces difficulties with basic editing tasks, such as adding transitions between clips and ensuring the clear and balanced audio, which are crucial for creating a refined end result.

Extract 13.

"Menurut saya, tantangan terbesar yang saya hadapi saat mengerjakan proyek video adalah penyimpanan alat perekam saya dan jaringan internet..." (AA)

(In my opinion, the biggest challenge I faced while working on the video project was the storage capacity of my recording device and the internet connection...)

AA's illustrates two important technical challenges: limited storage capacity on the recording device and unstable internet connectivity. AA resolved the storage problem by freeing up space on the device, showing proactive problem-solving skills. AA's experience highlights the significance of external assistance, as the lecturer's flexibility with deadlines and support from classmates were essential in overcoming these technical challenges.

Discussion

This section provides the interpretation of the study's findings and comparisons with the previous studies. It includes a thematic analysis, where the results are organized into 4 key themes that emerged during the study for a deeper understanding of the patterns and relationships within the data.

Impact on Speaking Skill Development

The findings reveal that student video projects promote a substantial contribution to the development of students' English speaking abilities. The students asserts that the organized format of video projects aids students in expressing their thoughts, thereby improving their communication skills (Jannah et al., 2023). Moreover, they recognize the enhancement in vocabulary and pronunciation, which are essential components of language acquisition. Oliveira et al. (2021a) discovered a closely alignment between the impact of video projects and the development of speaking skills, including vocabulary, pronunciation, and fluency. Additionally, the students experience closely aligns with Yusuf & Budiawan (2020) research on interactive video project and Putu & Permatasari (2024), which highlight the significance of repetitive practice in developing confidence and enhancing speaking skills. The studies emphasize the significance of documenting, evaluating, and re-documenting presentations as a repetitive process that gradually enhances confidence and familiarity with the material and deliverance. Moreover, the combination of several online platforms has shown that technology, plays a crucial role in facilitating these learning processes, contributing positively to the success of video projects in language learning (Kusmiatun et al., 2024).

One notable aspect from the students' answers is how they use the video project as a tool to increase self-reflection or introspection. Students

do not only focus on delivering the material verbally but also observe themselves throughout the video-making process. When a student, as explained by AA, recorded repeatedly due to perceived mistakes, this is not merely a technical issue. It indicates that students began to engage in deep self-evaluation regarding their speaking abilities, something that potentially less emphasized in traditional classroom-based learning. It highlights the role of video project in creating a conducive environment that enables students to become more critical of themselves. This observation indicates that through video projects, students begin to internalize new standards regarding their speaking skills (Zheng et al., 2023). The repetition reflects that the students strived for self-perfection—a process that can enhance self-efficacy or confidence in their speaking. Moreover, by repeatedly recording videos, it reveals that the students have space to reflect on their performance, something that rarely happens in direct public speaking situations.

Through the video project, students have the chance to self-monitor in a safe environment, where they are not immediately judged by an audience. Students have the time and opportunity to correct mistakes without the pressure of directly speaking in front of an audience. It shows that videos provide a psychological buffer that can reduce the fear of public speaking (Campbell et al., 2022). It also indicates that through the video project, students can gradually build self-confidence, as they have full control over their presentations.

DRS's experience, which reported improvement in vocabulary and pronunciation through the video project, suggests that the video project offers more than just vocabulary memorization exercises. Through video creation, students engage in conversation simulations that allow them to experience language use in a natural way. This process emphasizes the integration of vocabulary in real-life contexts. It strengthens the students' speaking skills because they learn how to choose and use the right words to convey meaning in a more communicative context. Furthermore, this also illustrates situated learning, where students learn the language based on the situations they create through the video, which provides deeper meaning to the vocabulary and pronunciation they use (Liu, 2021).

Promoting Active Learning

Generally, the students appreciated how video projects promote active learning by promoting students' involvement, reflection, and perceived progress. This section discusses five key aspects, highlighting the unique phenomena observed in how video projects encourage students to take ownership of their learning and reflect on their progress.

First, student initiative through video projects. One notable aspect from the students' responses is the increased level of individual engagement in the learning process resulting from the video project. For example, students like AA stated that they were more engaged since they not only

acquired the material but also had the opportunity to practice their speaking skills. This indicates that the video project is not merely a task but serves as a tool for building ownership over their learning process. This is in line with Giannakos et al. (2016), who found that video projects and learning ecosystems facilitate active learning by boosting student engagement, critical thinking, and improving content organization. The primary objective of the video project encourages students to become self-directed learners, taking control of their learning process by exploring material, organizing learning strategies, and practicing what they have learned. This empowers the concept of constructivism in learning, where students build their own understanding through active engagement, making the learning experience more relevant and meaningful to them (El Morabit & Manegre, 2024).

The students valued ownership and originality in their learning process. Their structured approach to the video project, from analyzing the task to creating notes and then recording, exemplifies active learning. This process of moving from understanding to executions displays a deep involvement in the learning process, improving both understanding and the ability to share information. Nandini et al. (2022) support the significance of taking control over students own learning process and going from understanding to implementation. They discovered how internal processes in individuals, such as a growth mindset and high self-efficacy, promote initiative and engagement in the workplace. In the process, the students conducted the careful selection, thorough study, and practice of a specific topic. The speaking exercises promotes key components of active learning, including autonomy, critical thinking, and practical applications (Elmetaher, 2021). These experiences exemplify how active participation in video projects leads to meaningful, personalized learning outcomes.

Second, creativity in structuring video content. Students demonstrated creativity in structuring their video content, such as using mind maps to organize ideas and conversations in a structured way. For example, AA was introduced to mind maps through the project and felt more motivated by the opportunity to express herself in a new and creative way. This shows that the video project not only activates learning through practice but also fosters creativity, as students can visually and structurally organize their ideas, making it easier to convey information. The process adds a new dimension to learning by encouraging students to develop their own methods of delivering information, supporting creative problem-solving and critical thinking. Campbell et al. (2022) supports the idea that structuring materials through creative approaches like mindmaps can increase engagement and motivation, as seen in the way students become more involved and critical of their work. student-created videos contribute to behavioral, affective, and cognitive engagement, as students take personal responsibility and accountability to verify the accuracy of the information. Mind mapping enhances information retention, particularly in speech preparation, as

it allows students to visualize their speech flow and connections between ideas, which improves delivery and reduces anxiety. Mind maps also support greater extemporaneous speaking by reducing reliance on notes and helping students to maintain eye contact and present with more confidence (Paxman, 2011).

Third, reflection on the learning process. Several students, including DRS, expressed that the video project not only led them improve their speaking skills but also engaged them in a reflective process towards their overall learning experience. Instead of engaging as passive participants, they became active contributors capable of assessing their own progress. Oliveira et al. (2021) revealed that students' self-perception upgraded after using video reflection, allowing them to critically assess their communication performance and actively contribute in refining their skills. This transformation emphasizes how the video project encourages students to take ownership of their learning journey, empowering them to independently examine their output and continuously improve based on their reflections.

The video project deepens the potential for self-reflection by not only focusing on the final result but also on the assimilation of knowledge. Conducting video recordings and subsequent review enables students to detect mistakes, make necessary corrections, and build metacognitive awareness—enhancing their understanding of both strengths and weaknesses. As Wass et al. (2023) discuss about metacognitive skill development, this process fosters critical self-assessment and self-improvement. Moreover, video-based reflection provides students with a more objective lens through which to evaluate their performance, ultimately strengthening self-regulation and critical thinking skills.

Fourth, management and self-regulation. Students illustrate that the video-making process takes considerable time as they must organize topics, learn pronunciation, and practice their delivery. Students are required to manage their time effectively to complete this task well. Wu et al. (2023) emphasize that time management is a key dimension of self-regulated learning in language learning environments, where students must plan and allocate time effectively to accomplish tasks. Similarly, Chien (2019) highlights the importance of self-regulated learners' ability to independently set goals, monitor progress, and adjust their strategies, which is crucial in managing complex tasks such as video creation.

This experience reveals that the video project is not only a tool for learning speaking skills but also for developing time management and self-regulation skills. Students must independently schedule when to study, practice, and record the video. This demonstrates that video projects promote self-regulation, where students autonomously set goals, monitor their progress, and adjust their strategies as needed. Scaffolding these self-regulation skills can lead to significant improvements in learning outcomes (Hromalik & Koszalka, 2018).

Fifth, building intrinsic motivation. Students reported that the video project boosted their motivation since they not only acquired new material, they also felt more motivated to creative English practice. The role of the teacher in such environments shifts from being a knowledge provider to an activity designer and organizer, enabling students to engage more actively and creatively with the material (Lu et al., 2008). The video project was able to trigger intrinsic motivation in the students as they felt they had control over their learning process and could express themselves creatively. In fact, when students experience authentic contexts, their motivation to improve their language skills increases, as they can relate the learning process to real-world scenarios (M. R. A. Chen & Hwang, 2022). The video project was able to trigger intrinsic motivation in the students as they felt they had control over their learning process and could express themselves creatively. Such autonomy allows students to align their inner motivational resources with their classroom activities, fostering a sense of ownership over their learning process (Furtak & Kunter, 2012). This motivation stemmed from the sense that the task was not only relevant for improving their language skills but also because they could see concrete results from their efforts. Interactive learning environments such as video projects allow students to reduce anxiety and become more engaged, fostering a deeper sense of achievement (M. R. A. Chen & Hwang, 2022). This demonstrates that when students are given tasks that allow them to express themselves and take control of their learning process, they are more likely to engage with full motivation, compared to simply receiving passive assignments from lecturers. The video project also reinforced a sense of personal achievement, which is crucial in promoting active learning.

Collaborative Learning Experience

This section presents a discussion of the key findings from the collaborative video project, highlighting how structured task allocation, communication, decision-making, trust-building, and peer learning contributed to students' development of speaking skills in HyFlex learning mode.

First, task allocation. Students demonstrated that each group member had a specific task in the video project, such as scriptwriting, video editing, or managing the shooting locations. These tasks were clearly designated to ensure that duties proceeded smoothly. It indicates that in video projects, students are engaged in well-structured collaborative learning, where each individual has a specific responsibility. The students highlight the significance to set specific goals and assign precise roles within the team. Through a well-defined work plan and shared responsibilities, the students enhance their coordination, facilitate efficient communication, and efficiently handle any difficulties that occurred (Baker, 2015). This exemplifies the allocation of technical responsibilities and emphasizes the role of group cooperation in fostering the development of project management skills that are applicable

to the professional environment. Each member had to fulfill their part for the project to succeed, demonstrating that effective collaboration relies on the contributions of every individual.

Second, active communication among group members. Students mentioned that group interaction began with face-to-face conversations during class and then extended to text messaging outside of class. The classroom discussions mixed with asynchronous communication through text messages reflects a HyFlex learning mode (Beatty, 2019). This coordination enables students to exchange ideas, manage tasks, and ensure that each team member is actively engaged in the project . This reflects a balance between synchronous communication (in class) and asynchronous communication (via text messages), enabling collaboration to continue outside of class time. The combined use of digital and direct in-person communication allows students to own their responsibilities in a dynamic, collaborative environment, which promotes flexibility and improves the learning experience (Song et al., 2024). Students adjust to different communication modes—synchronous when meeting in class and asynchronous when communicating through text messages or other online platforms. This experience trains them to work in a complex collaborative context, where they need to adapt to various communication methods and maintain the flow of information within the team. This also enhances their digital literacy skills, particularly in using communication tools to achieve shared goals.

Third, challenges in aligning ideas and making collective decisions. Students like FNF described how the process of selecting a topic, drafting the script, and completing the video recording required coordination and discussions among group members. This reveals that decision-making processes are often complex and may need a considerable amount of time to unify diverse ideas. This underscores that group collaboration in video projects involves collective decision-making. the emphasis on group collaboration, mutual trust, and negotiation reflects key aspects of teamwork and decision-making strategies observed in educational settings, where learners engage in tasks requiring coordination and consensus-building (Boling et al., 2014). Students face the challenge of uniting different ideas from group members, which trains them to develop conflict resolution and negotiation skills. In these situations, students learn how to listen to other perspectives, adapt, and reach a consensus—critical skills for effective teamwork. This process reinforces the concept of shared leadership, where all group members participate in decision-making rather than relying on a single group leader.

Fourth, building trust and accountability. NAJ noted that the video project increased mutual trust among group members as they accepted responsibility for the video's result. They discussed honesty and the quality of the video they produced, which fostered trust among them. This phenomenon demonstrates that video projects create an environment where trust and accountability become essential elements of collaboration.

Because the project has a public aspect (through the video screening), students feel a moral and social responsibility toward their group members. This reinforces the value of mutual accountability, where the success or failure of the project is not dependent on one individual but is a collective responsibility. Participating in discussions about the project's progress and ensuring the content's integrity develops a profound level of involvement with the material and with each other (Gonzalez-Cacho & Abbas, 2022). This joint activity generates a collective obligation and confidence, which is essential for efficient collaboration. The trust esteblished through this project shows that effective collaboration involves not only technical cooperation but also socio-emotional aspects, such as building relationships based on integrity and dedication.

Fifth, peer learning. Throughout the collaborative process, students recounted how they learned from their group members, both in technical skills, such as using video editing software, and in speaking English proficiency. For instance, students with better language skills often helped others improve their pronunciation or grammar. This event demonstrates that the video project also serves as a mechanism for peer learning, wherein students interact and acquire knowledge from one another. This illustrates that engaging in collaborative video projects not only improves individual abilities but also promotes a shared learning environment where experienced or proficient students may guide and support their peers (Chen et al., 2023). In this context, collaborative learning becomes more meaningful, as each team member not only acts as a learner but also as a peer tutor, reinforcing the concept that learning is a social process where knowledge is built collectively.

Technical Challenges in Video Production

Some students, such as FNF, expressed challenges in using video editing software, especially in areas such as incorporating transitions or achieving audio balance. This highlights a gap in technical skills, indicating that a significant number of students are unfamiliar with editing technology and lack the expertise needed to produce high-quality videos. Within this particular framework, video projects not only enhance students' speaking skills but also challenge them to develop digital literacy. The learning process becomes multidimensional, requiring students to adopt technical abilities that extend beyond language material, thus broadening their overall skill set (Strecker et al., 2018). In addition to technical skills, students encountered hardware limitations. AA mentioned that one of the significant challenges was the limited storage capacity on their recording device, which required frequent clearing of space to accommodate new footage. This illustrates how even simple technical issues, such as storage constraints, can slow down the production process. These infrastructure-related issues suggest that students must develop resource management skills, including managing storage and ensuring their devices are optimized for use.

Technical challenges were not limited to hardware, as connectivity problems also played a role. AA reported that an unstable internet connection often delayed video uploads, forcing them to wait longer to complete tasks. This problem underscores the importance of digital infrastructure in the learning process. In HyFlex environments, these issues teach students time management and resilience when coping with external barriers. Additionally, this highlights the digital divide, where unequal access to technology can slow down the learning process, regardless of students' academic capabilities.

Despite these challenges, students found support in their peers. AA recounted how classmates offered guidance and solutions when technical problems arose, showing that informal collaboration played a crucial role in overcoming challenges. This peer support system not only helped students complete the project but also enriched the learning experience by fostering horizontal learning, where students learn from and help each other (Khojasteh et al., 2013). This peers' help and relation reduces stress and emphasizes the importance of collaboration in overcoming technical difficulties.

The lecturer played a significant role in managing these challenges. Students mentioned that extended deadlines were provided when students encountered technical issues such as slow internet or editing difficulties. This flexibility demonstrates the instructor's awareness of the technical barriers students face and their willingness to adapt the learning process accordingly. By offering flexibility, the instructor ensures that students can focus on learning rather than being overwhelmed by issues beyond their control (Beatty, 2019). This approach reflects the importance of process-oriented learning, where the journey is as important as the final outcome.

CONCLUSION

Beyond the immediate results, findings and discussions offer deeper implications. The integration of video projects in the HyFlex learning environment expands the learning experience into a transformative practice where students transitioned from passive recipients of information to active content creators. This shift indicates a critical pedagogical evolution, emphasizing student agency and self-regulated learning, which is essential in today's increasingly autonomous learning contexts. The iterative nature of video production, including multiple recordings and self-evaluations, demonstrate that students are engaging in a deeper cognitive work, where learning is no longer confined to classroom tasks but evolves into a continual cycle of improvement and self-assessment.

The challenges faced by students, particularly in the technical aspects of video editing, illustrate the convergence between language acquisition and digital literacy. This implies that the role of educators in such settings must evolve to encompass not only language instruction but also technical

guidance, developing a more comprehensive skill set that aligns with the demands of the digital age. The peer learning dynamics observed during these projects further underscore the shift from traditional top-down learning models to more collaborative, horizontal structures, where students assume dual roles as learners and facilitators for their peers.

This research also highlights the broader implications of active learning methodologies in fostering intrinsic motivation, creativity, and ownership. By providing students with autonomy and creative control, the video projects stimulate higher-order thinking, critical analysis, and problem-solving abilities, skills that are increasingly valuable in both academic and professional settings. The HyFlex model, combined with video projects, not only enhances linguistic competence but also equips students with the skills to address complex, multi-dimensional works, preparing them for the challenges of modern, digitally-mediated communication. These findings suggest that the use technology in language education is not merely a tool for engagement but a driving force for a more profound transformation in learning paradigms.

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