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A Determination Regarding the Application of Station Rotation Online Teaching Model in Foreign Language Teaching

Yabancı Dil Öğretiminde İstasyon Dönüşümlü Çevrimiçi Öğretim Modelinin Uygulanmasına İlişkin Tespit

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Abstract

Blended learning is currently attracting the interest of many researchers and educators around the world as a new model for organizing the educational process in higher education institutions. Blended learning is understood as a phenomenon where face-to-face learning and teaching experiences are combined with online tasks and activities. This study investigates the effectiveness of online instruction station rotation model (SRM) of blended learning implemented for A2-level students learning Turkish as a foreign language (TFL). The study conducted a mixed method approach where qualitative data was quantified within the usage of ratio analysis. Data was collected from listening and reading skill activities executed by students (n=13) at the online instruction station model and MAXQDA 2020 research program was used to analyse each student's and all students' performances. As a result it was determined that most of the students gave better answers in true/false and matching activities compared to filling the gap activity. Besides there were found more spelling mistakes in dictation and during expression students apparently have thought in their mother tongue. According to the challenges which students faced during the implementation, this study ends with some implications for future researches to overcome issues of the online instruction model.

Keywords: Blended learning; station rotation model; online instruction; listening and reading skills; teaching Turkish as a foreign language.

Öz

Harmanlanmış öğrenme, yükseköğretim kurumlarında eğitim sürecini düzenlemek için bir model olarak dünya çapında birçok araştırmacı ve eğitimcinin ilgisini çekmektedir. Harmanlanmış öğrenme, yüz yüze öğrenme ve öğretme deneyimlerinin çevrimiçi görevler ve faaliyetlerle birleştirildiği bir olgu olarak anlaşılmaktadır. Bu çalışma, yabancı dil olarak Türkçe (TFL) öğrenen A2 düzeyindeki öğrenciler için uygulanan harmanlanmış öğrenme istasyon rotasyon modelinin (SRM) çevrimiçi öğretimde etkililiğini araştırmaktadır. Karma

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yaklaşımın kullanıldığı çalışmada nitel yapıda elde edilen verilerin oran analizi yapılmış ve bu analiz sayılarla somutlaştırılmıştır. Veriler, çevrimiçi öğretim istasyonu modelinde öğrenciler (n=13) tarafından yürütülen dinleme ve okuma becerisi etkinliklerinden toplanmış ve her öğrencinin ve tüm öğrencilerin performansını analiz etmek için MAXQDA 2020 araştırma programı kullanılmıştır. Sonuç olarak öğrencilerin çoğunun doğru/yanlış ve eşleştirme etkinliklerinde boşluk doldurma etkinliğine göre daha iyi yanıtlar verdikleri belirlenmiştir. Ayrıca öğrencilerin dikte ve anlatım sırasında ana dillerinden hareketle daha fazla yazım hatası yaptıkları tespit edilmiştir. Öğrencilerin uygulama sırasında karşılaştıkları zorluklarla birlikte bu çalışmada, çevrimiçi öğretim modelinde karşılaşılabilecek sorunlara dikkat çekilmiştir.

Anahtar kelimeler: Harmanlanmış öğrenme; istasyon rotasyon modeli; çevrimiçi talimat; dinleme ve okuma becerileri; Türkçenin yabancı dil olarak öğretilmesi.

1. Introduction

Turkish is also one of the most deeply ingrained and widely spoken languages in the world, with the greatest population (Okur, Ince & Gulec, 2016, p.5). As a nation that until recently sent citizens overseas for education and other purposes, Turkey has now changed to a position where it now accepts foreign students, especially foreign students, in line with advancements in the fields of education, health, the economy, and tourism (Erdem, 2009). Therefore, Turkish teaching activities, which are expanding in Turkey and abroad, are moving forward with the use of current methods and technology, even though the development of Turkey enhances this interest in learning Turkish (Buran & Alkaya, 2013).

As in December 2019, COVID-19 pandemic, known as Coronavirus, had a giant impact to the whole world in every field. One of the issues was in education, where the entire educational system was rapidly converted to Emergency Remote Teaching (ERT). (Aydin, 2023). Thereby it was realized and observed that ERT had challenges as technical issues, lack of face-to face interaction, limited practice opportunities, distraction and lack of structure, reduced motivation and engagement including students' lack of self-discipline (Gonzalez, R., et.al., 2022; Curelaru, M., et.al., 2022; MacKinnon, G., & MacLean, T., 2023). Despite the fact that the concept of blended learning, which refers to the combination of face-to-face and online learning, appeared at the beginning of the twenty-first century, the true value of blended learning only became more noticeable after the COVID-19 period. Some post pandemic studies discovered that blended learning could provide a flexible and dynamic learning environment and improve students' learning competency and better scores achieved (Wan, 2023; Masofa, Sumarsono & Fanani, 2023).

Considering the benefits of both (face-to-face and online), blended learning, which was initiated by Horn and Staker, the founders of the Christensen Institute, has consistently been more efficient and accepted than purely online learning (Seaman & Allen, 2015). The Christensen Institute published a white paper titled "Classifying K12 Blended Learning" in 2012, which classified the majority of blended-learning programs (models) emerging in the K12 sector (Christensen, Horn & Staker, 2013, p. 26). However, these blended learning models are also used in higher education, where numerous studies have demonstrated the effectiveness of the learning process. The primary models in the field are classified into four types: rotation models, flex models, self-blend models, and enriched-virtual models. There are four sub-models of the rotation model: station rotation, lab rotation, flipped classroom, and individual rotation. All of these models include both traditional formal and online learning environments (Horn & Staker, 2013), but each model is designed to succeed in a specific educational setting. Additionally, the goal of blended learning models is to acquaint the learner with individual learning and project-based learning. The student must initially experience group work, individual work, and

face-to-face teaching in a cyclical (rotational) approach before being expected to switch between them. These models help learners certain skills such as self-discipline, self-motivation and communication (Masofa, Sumarsono & Fanani, 2023).

The studies on the station rotation model (SRM), which is one of the blended learning models, revealed that using this model positively affected the learners' success. (Sh. Lim, 2015; Adistana, Wasis D.Dwiyogo, 2016; S. Pampiban, 2016; Truitt, 2016; M.J. Acelajado; A. Govindaraj, G. Silverajah, 2017; I. Nisa, H.Mubarok, 2018; S. Sulistyorini, 2018; Zakaria, Norasykin M. Z., Jamalludin H. & Zaleha A., 2018; Nagy M. A., 2018; L. Smalls, 2018; Ch. M. Sospelisa, Rusijono, Bachtar S. Bachri, 2019; S. McCollum, 2019). Researchers discovered that SRM improved students' individual working, basic language skills, critical thinking skills, working with a group and exchanging ideas, showing interest in the lesson, and so on. Furthermore, studies such as integrating effective learning strategies into SRM, comparing SRM to traditional teaching, and transforming SRM to distance education are discussed. S. Sulistyorini (2018) investigated the use of effective learning strategies to consider SRM in English classes. McCollum (2019) compared the two teachings by using SRM and traditional teaching of primary school students. Skolastika (2020) aimed to convert the traditional SRM into a virtual model in order to meet the need for teacher adaptation and increase student participation in the lesson. Since SRM is easily flexible, it can be easily implemented during language learning based on the situation, needs, and interests of the student population, as well as the state of technology.

Notwithstanding the benefits of blended learning, it is obvious that there is lack of evidences on the effects of blended learning models in the field of teaching foreign languages, particularly in teaching Turkish as a foreign language in terms of receptive (listening and reading) skills acquisition. Thus this study focused on the implementation of station rotation model (SRM) of blended learning in learning Turkish as a foreign language (TFL), where various stations (online instruction station, peer working station and group working station) are rotated within the appropriate activities concerning to receptive skills.

The current study evaluated students' performances in the station rotation model (SRM) online instruction model in Turkish as a foreign language learning (TFL). The purpose of this study is to discover the listening and reading comprehension of A2-level students learning TFL through SRM online instruction activities. The study's significance stems from online instruction, which leads learners to learn individually at first and then gradually to study autonomously, where they can develop their own self-discipline. Thus, online instruction emphasizes the importance of ensuring that SRM, one of the blended learning models, can be easily implemented in TFL learning particularly in listening and reading comprehension. The study aims to answer the following three crucial research questions in order to assess the effectiveness of SRM's online instruction activities:

- What are the variations of each student's performances on listening and reading comprehension at online instruction station?
- What are the variations of all students' performances on listening and reading comprehension at online instruction station?
- What is the common point between each student's and all students' performances on listening and reading comprehension at online instruction station?

2. Methodology

The study employed a mixed method research design where qualitative data was quantified within the usage of ratio analysis. The mixed method research design was chosen for this study in order to elaborate, enhance, illustrate, and clarify the effects of online instruction stations in teaching Turkish as a foreign language in terms of students' listening and reading comprehension. The action research design of the qualitative approach was applied to evaluate the whole process of students' performances, including content analysis of online instruction activities through codings and sub-codings. The quasi-experimental design of quantitative approach is carried out to determine dynamic changes in each student's performances including online instruction activity assessments and ratio analysis of students' total performances. Participants, the procedure for implementing the research, and data analysis were all explained in this section.

2.1 Participants

A2 level students from Institution from Khoja Ahmet Yesevi International Kazakh-Turkish University Preparatory Faculty were chosen as the research study sample. The station rotation model was implemented with A2 level students who were learning Turkish for three weeks. The study sample consisted of a total of 13 students (n=13), all of whom were in the experimental group. Ten of the thirteen students in the class are female, while three are male. Furthermore, the names of the students were hidden in the data obtained from the research sample, coded, and a research report was created in accordance with the research ethics rules. Abbreviations (such as *S.1.*, *S.2.*, in *S-Student* ; *1. - first student*) are used to protect student identity confidentiality. Since the research was conducted in qualitative dimensions, the students' participation was used to create the study samples. During the application, all of the students voluntarily participated in the station activities.

2.2 Data Collection

The station rotation model (SRM) was implemented with 13 A2 level Turkish students from the Institution from Khoja Ahmet Yesevi International Kazakh-Turkish University Preparatory Faculty. To start, the course book was studied in order to select the topics for the SRM design. Since designing the station rotation model, a circle was formed from the triple station as online instruction, peer working, and group working station. Prior to the implementation, classroom observations were conducted, and a course draft was prepared as part of the course design. The draft was prepared on ten different topics and was due in three to four weeks. The Turkish course had 16 lessons per week, with four lessons per day and lasted 50 minutes per lesson.

During the implementation of the station rotation model, in the online instruction station, learners individually performed activities related to reading and listening skills, in the peer working station, learners had a conversation in pairs, and finally, in the group working station, students were given tasks such as animating, viewing or creating a video/documentary video, making a short film, drawing a picture, writing a story together, creating a slide, and the students' performances in this station were completely production-based. Since current study focuses on the online instruction station, detailed information of the lesson design and implementation process focused only on this station.

Topic-based listening and reading skill activities were created in the online instruction station. The majority of the materials on the topic, such as videos, audio recordings, songs, and so on, were gathered from various websites or YouTube channels, and the listening and reading activities (the selected video/audio recordings) were created by the researcher. At the beginning of the class, the prepared materials were sent

to the students via the WhatsApp group. Then, at the online instruction station, the listening activity sheets prepared for the video or audio recordings were distributed to the student group. Students were also informed that they needed to use headphones to listen individually while listening. During listening, activity questions such as true/false, multiple choice, and fill-in-the-gap were used. True/false, and multiple-choice questions used knowledge-based questions and comprehension-based questions. Fill-in-the-blank questions: due to the dictation activity, i.e. writing down what is heard; this type of question is mostly used to determine the student's cognitive, psychological, and social situation. Only two reading topics were covered and for the reading skill, questions were prepared based on the text's matching, knowledge-based, and comprehension-based questions.

Following the application, data was collected from the students' online instruction station listening and reading skill activities.

Table 1 Code System of Analyzing Online Instruction Station Activities			
Code System	Sub-codings	Topic Title with Numbers	Skills
True False	-true -false	1. Yurt (Dormitory) 2. Üniversite (University)	listening & watching
Filling the Gap	-correct spelling -incorrect spelling -leave blank	8. Duygular (Feelings) 9. Geziler (Travelling) 10. Yaz tatili (Summer Vacation)	listening & watching
Simulation	-native language -simulation word	8. Duygular (Feelings) 9. Geziler (Travelling) 10. Yaz tatili (Summer Vacation)	listening
Dictation	-incorrect spelling -unknown word -most accurate	3. Yol tarifi (Address description)	listening
Matching	-correct -incorrect	6. Sağlık (Health)	reading
Answering	-detailed & extended -normal -short -incorrect -unanswered	4. Acil durum (Emergency) 5. Hayati durumlar (Vital Situations) 6. Sağlık (Health) 7. Mutluluk (Happiness) 8. Duygular (Feelings)	listening; watching & reading
Expression	-logical consistency -contextual disconnection -mother tongue interference	7. Mutluluk (Happiness)	listening & watching
Perception	-grasp the main point -estimated comprehension -incomprehension	All topic titles	listening; watching & reading

2.3 Data Analysis

The data in the online instruction of SRM was analyzed using a computer-assisted data analysis program (MAXQDA 2020). Students were given activities on listening and reading skills during online instruction station where they worked individually. All

online instruction activities were analyzed in the MAXQDA program, and coding was created by examining the contents of the activities. The files containing the entire online instruction data are loaded into the program before the data is analyzed. Online instruction activity types such as true/false, filling the gaps, simulation, dictation, matching, answering questions, and expression were used to generate codes (see Table 1.). Sub-codings of each code were created based on the data content. No more sub-coding was added to the true/false activity because it consisted of true and false answers; however, in the filling in the gaps activity, sub-codings were created in terms of the students' attempts to write as they heard, aside from the correct and incorrect spelling, and were unable to perceive the word. Furthermore, because the students made associations while filling in the gaps during the activity, they were analyzed under this code because they were influenced by the mother tongue, foreign language, and background knowledge. The perception code addressed all of the issues that needed to be investigated in terms of students' comprehension of the main information in the listening texts, whether through guessing or not understanding at all. The topics (n=10) are numbered as follows: 1. first; 2. second; etc.

In order to ensure the reliability of the implementation activities, all designed activities of online instruction were subjected to expert opinion and feedback was received. Firstly, the data collected from each student's activities from the beginning to the end of the implementation period were analyzed, and then the data collected from all students' performances were considered. So the quasi-experimental design of quantitative approach was conducted to identify each student's progress from the first to the tenth topic. All data obtained from the students' online instruction activities were analyzed and evaluated qualitatively and assessed quantitatively one by one. Consequently, all students' performances in the online instruction station which were coded and sub-coded are revealed withing the usage of ratio analysis. Thereby the data collected during the application were interpreted qualitatively through coding and sub-coding and quantitatively through ratio analysis. Due to each student's performances in online education activities are directly related to the performances of all students, the study's reliability and validity are envisioned to be defined as the reflection of each student's performances on all students' performances.

3. Findings and discussions

3.1 Each Student's Performance

Individual student performance scores were presented to demonstrate how well each student performed during the online instruction application process. The results of their performance were displayed based on the students' common errors and performances. As a consequence, it is possible to track the students' progress throughout the implementation. Furthermore, when evaluating the consequences of students' performance, the common code (perception) encompassing all listening and reading activities is significant in terms of integrity.

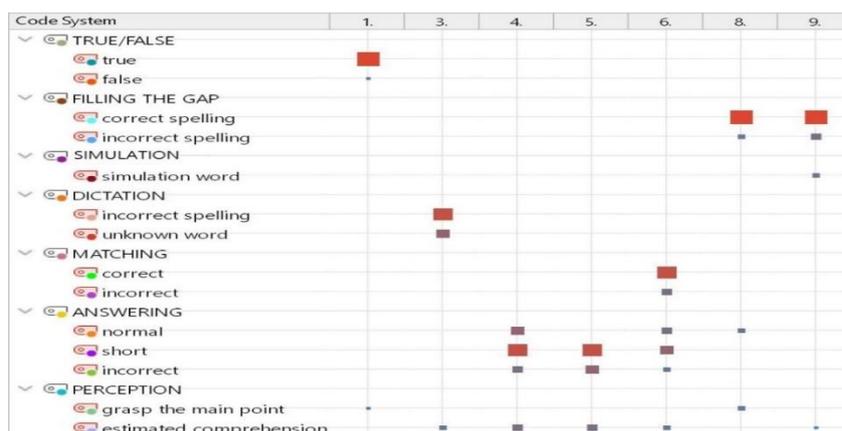


Fig. 1 Analysis of Code Matrix MAXQDA to Explore the S.12.Students' Progress

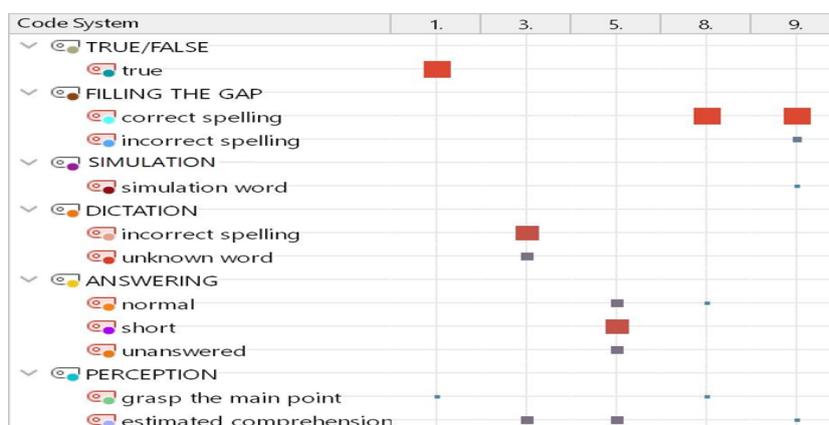


Fig. 2 Analysis of Code Matrix MAXQDA to Explore the S.13.Students' Progress

S.12. and S.13. students' performances at the online instruction station examined (see Figure 1. and Figure 2.), it was revealed that one of the students (S.12.) except for one question marked correctly the true/false activity of the first topic (Yurt) therefore students grasped the main information of the listening activity. In the third topic (Yol Tarifi), students wrote dictation and made incorrect spelling, thus perceiving the listening as estimated comprehension. In the fourth topic (Acil Durumlar), mostly short, some normal answers and one incorrect answer were given by S.12.student, so the perception was as estimated comprehension. The students' answers on the fifth topic (Hayati Durumlar) were mostly short and had one incorrect answer (S.12.) and one normal answer and a question were unanswered (S.13.). In the reading activity on the sixth topic (Sağlık), S.12.student gave normal, short answers and one incorrect answer and in matching except two words all words matched correctly. In the eighth topic (Duygular), S.12. the student filled words mostly correctly and some of them incorrectly and S.13. the student filled all words correctly in filling the gap activity and both of them (S.12., S.13.) gave normal answers in answering the question activity. In the ninth topic (Gezi), except for some words, all words were written correctly, and a simulation of a word was made by simulating it to the word of students' background knowledge. It was determined that these students perceived estimatedly the content of the activities on some topics. Therefore, it stands out that the students need to practice in order to advance and develop listening skills.

It is clear that these students' (S.12., S.13.) perceptions of listening-related activities in online instruction stations vary depending on elements like the subjects and activities, the focus, the classroom environment, the student's psychological and physical state, and

the sound settings used during the listening process. For instance, it might be the case that the students already know the themes, or if the majority of their responses in the true/false activity are accurate, they can earn a chance with a click, or they have a solid grasp of the material. Additionally, there is a requirement that students are needed o fill and write in filling the gap, dictation, and question-answer activities. In this instance, it is clear that spelling errors of students are more rather than perception problems, thus writing skills need to be given greater focus.

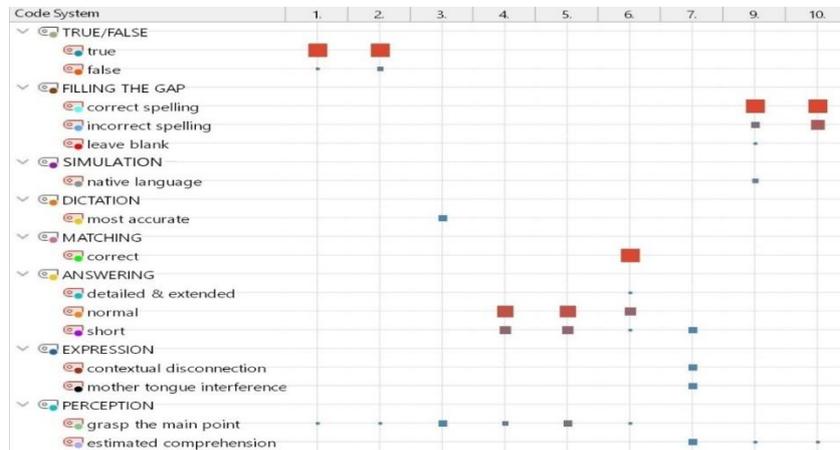


Fig. 3 Analysis of Code Matrix MAXQDA to Explore the S.6.Students' Progress

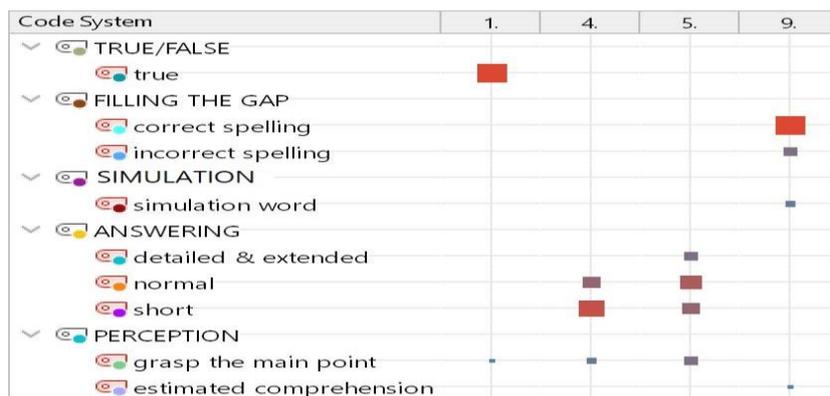


Fig. 4 Analysis of Code Matrix MAXQDA to Explore the S.1.Students' Progress

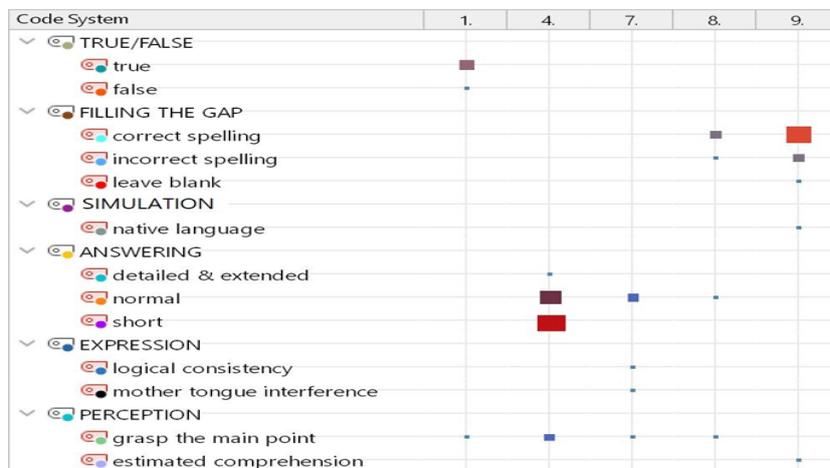


Fig. 5 Analysis of Code Matrix MAXQDA to Explore the S.11.Students' Progress

The results of S.6., S.1., and S.11. students' online instruction activities indicate that S.6. and S.11. students except for one question of the true/false questions marked correctly in the first (Yurt) and second (Universite) topics so they grasped the main point of activities (see Figure 3., Figure 4. And Figure 5.). S.6. student wrote the whole dictation correctly in the third topic (Yol Tarifi) so could understand the main information of the listening activity. Besides S.6. and S.1. students gave normal and short answers to questions about the fourth topic (Acil Durumlar) and fifth topic (Vital Situations). S.11. student in the fourth topic (Acil Durumlar) and S.1. student in the fifth topic (Vital Situations) gave detailed and extended answers therefore these students could perceive the main point of listening texts. S.6. student gave detailed and extended \ normal and short answers to reading activity questions and matched all words correctly in the sixth topic (Saglik), for this reason, the student grasped the main information of the reading activity. In the seventh topic (Mutluluk) students watched the video about happiness and expressed their own comprehension of it, so as a result it was revealed that S.6. student's answer was short and the explanation was with contextual disconnection and mother tongue interference while S.11. student gave a normal answer and explained with logical consistency. Therefore S.6. student perceived estimatedly the content of activity where S.11. student grasped the main point of this topic (Mutluluk).

In the ninth topic (Geziler), students filled some words incorrectly in filling the gap activity and simulation of these words made by simulating it to the word of student's (S.1.) background knowledge and associated with their (S.6. and S.11.) native language and left blank empty so they comprehended estimatedly the context of listening activity. In the last topic S.6. student filled some words correctly and some of them incorrectly so could perceive the context of listening approximately.

In general, it has been revealed that these students could not focus much on activities such as filling the gap and expression. As learners' comprehension skills progress through the stages of perception, parsing, and use (O'malley & Chamot, 1990), they may encounter difficulties searching for and using words and messages, even if they perceive the subject from its context. Consequently, these students (S.6., S.1. & S.11) students require more listening practice in order to improve their listening abilities.

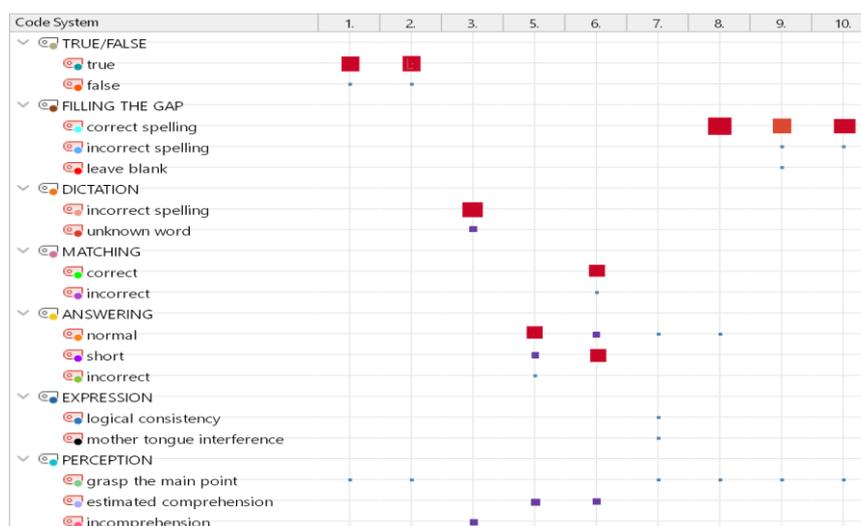


Fig. 6 Analysis of Code Matrix MAXQDA to Explore the S.4. Students' Progress

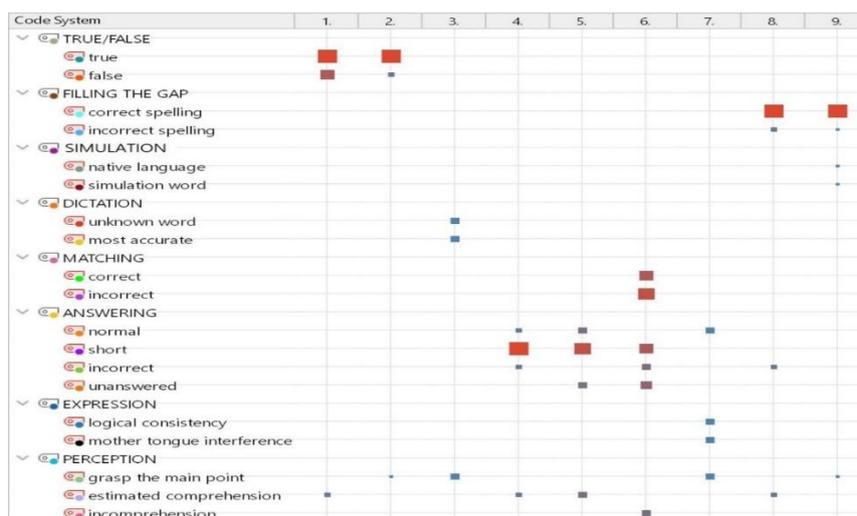


Fig. 7 Analysis of Code Matrix MAXQDA to Explore the S.10.Students' Progress

S.4. and S.10.students' performances were analyzed (see Figure 6 and Figure 7) and as a result, it was determined that students except for one question marked all questions correctly in the second topic (Universite) so they grasped the main point of the activity. In the first topic (Yurt) S.4.student marked almost all questions correctly and grasped the main information of the topic while S.10.student ticked a lot of questions incorrectly so the student estimatedly percept the context of true/false activity. Students wrote dictation in the third topic (Yol tarifi) and S.4.student had a lot of incorrect spelling words and wrote some unknown words therefore could not understand the content of the listening text whereas S.11.student wrote accurately the dictation and grasped the main information of the activity. In the fourth topic (Acil Durum) S.11.student gave mostly short answers and incorrect answers and in the fifth topic (Hayati Durumlar) wrote mostly short and normal answers and some questions were unanswered while S.4.student gave short, normal, and incorrect answers so students perceived estimatedly the context of the activity. In the sixth topic, S.4.student matched all the words correctly except one word and gave mostly short, normal, and incorrect answers to questions, therefore, comprehended estimatedly whereas S.11.student matched most of the words incorrectly and wrote incorrect answers and left some questions unanswered so could not understand the context of the reading activity. In the seventh topic (Mutluluk), it was determined that students conveyed their own idea with logical consistency and by thinking of some expressions in their mother tongue (in Kazakh) so they understood the main information of the listening activity. S.4.student filled all words correctly in the eighth topic (Duygular) and gave a normal answer so could grasp the main point of the activity while S.10.student had some incorrect filled words and incorrect answers so comprehended estimatedly the context of the listening activity. In the ninth topic (Gezi) both of the students filled the words correctly and S.4.student left one word of the gap empty, S.10.student associated some words with Kazakh and one word made by simulating it to the word of students' background knowledge however both of the students grasped the main point of activity. S.student filled almost all words correctly in the last topic so perceived the main information of the listening activity.

In general, it is observed that these students (S.4. & S.10.) were unable to progress through the stages of parsing and using a limited vocabulary rather than perceiving the context in activities such as answering questions, dictation, and expression. Hence, listening comprehension evaluation should be considered the integrity of deductive

(perceiving the text as a whole in context) and inductive (perceiving the context from the perception of words and expressions) aspects (Vandergrift, 2011).

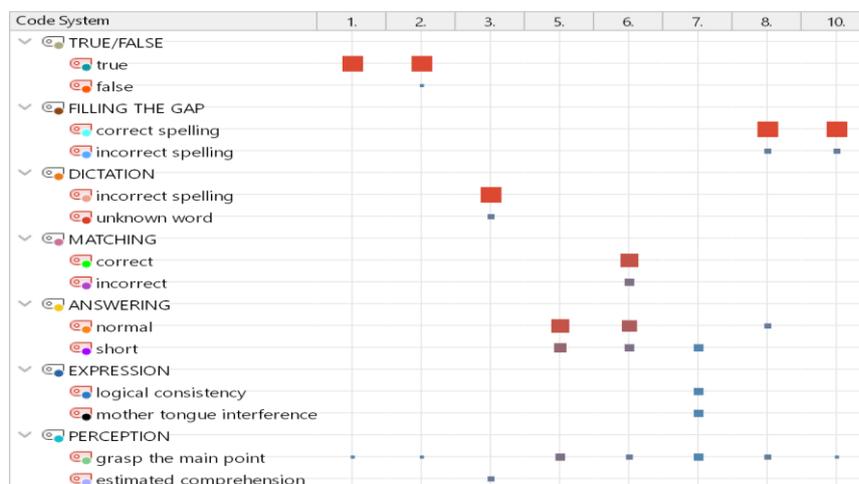


Fig. 8 Analysis of Code Matrix MAXQDA to Explore the S.7.Students' Progress

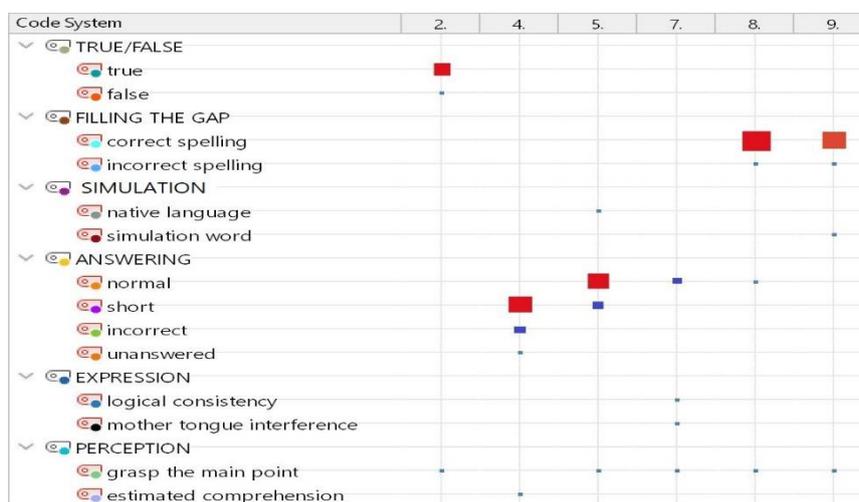


Fig. 9 Analysis of Code Matrix MAXQDA to Explore the S.9. Students' Progress

S.7. and S.9. students' performances in the online instruction station were examined (see Figure 8 and Figure 9) and the results present that students except for one word marked all of the true/false questions correctly in the second topic (Universite) so they could comprehend the main point of activity. S.7.student answered all of the true/false questions also in the first topic (Yurt) however during the dictation wrote most of the words incorrectly and had some unknown words in the third topic (Yol Tarifi) and S.9.student gave mostly short and some incorrect answers to the questions in the fourth topic (Acil Durum) therefore these students perceived estimatedly the context of activities in above-mentioned topics. Students in the fifth (Hayati Durumlar), seventh (Mutluluk) and eighth (Duygular) topics gave the same answers and grasped the main point of the activities, in addition, students expressed their own idea with logical consistency while thinking in Kazakh. S.7. student except for one word marked all words correctly and gave normal and short answers in the sixth (Saglik) topic, filled almost all words correctly of filling the gap activity in the tenth (Yaz Tatili) topic so perceived the main point of the activities. S.9. student simulated one word with background vocabulary and filled almost all words correctly therefore could grasp the main information of the listening text.

S.7.student in the dictation task and the S.9. student were found to have considerable difficulty reading the text in the question and answer activity. It has been observed that the errors made by the students in these activities are caused by elements such as lack of concentration, inappropriateness for the text’s word level, a lack of vocabulary in the background information, difficulties with the sound settings, or inability to hear the pronunciation during listening, and anxiety (Lee, 1993). Although the outcomes of other activities are taken into account in accordance with Bloom’s taxonomy, it should be emphasized that in addition to perception and focus, students use their capacity to recall words stored in short- and long-term memories, sequences of words in visual and auditory memory and verbal memory.

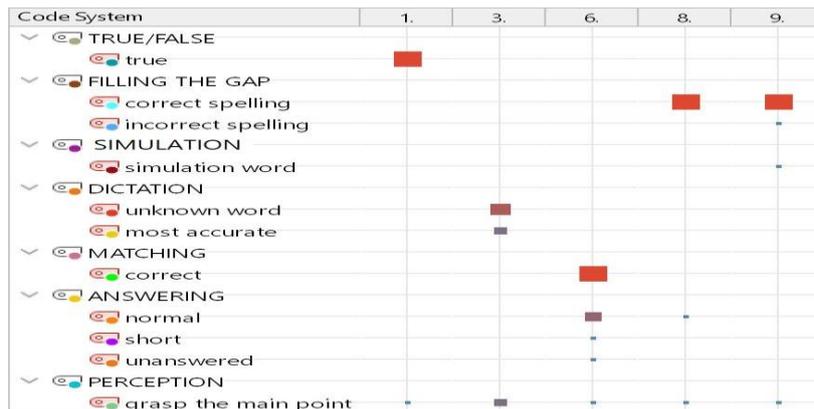


Fig. 10 Analysis of Code Matrix MAXQDA to Explore the S.2.Students’ Progress

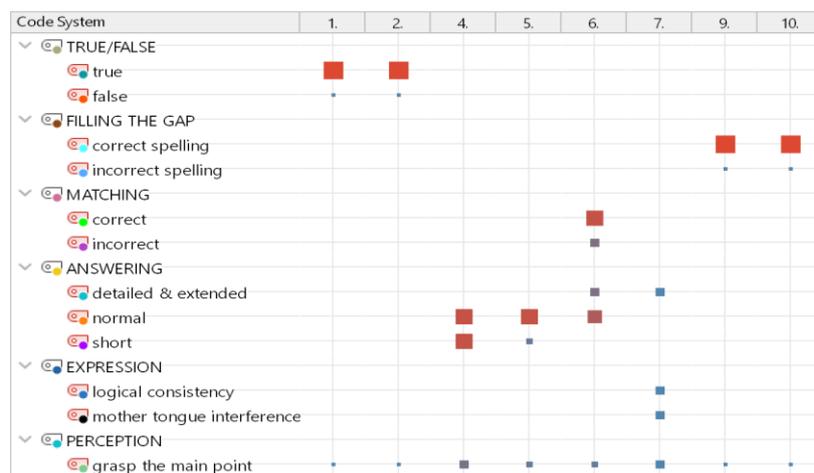


Fig. 11 Analysis of Code Matrix MAXQDA to Explore the S.3.Students’ Progress

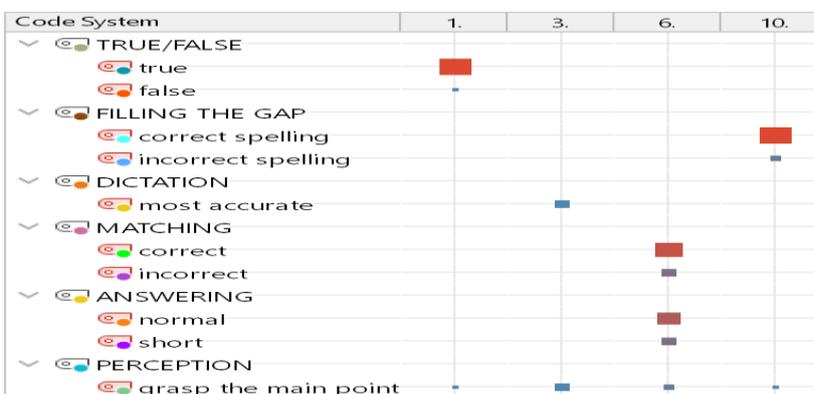


Fig. 12 Analysis of Code Matrix MAXQDA to Explore the S.5.Students’ Progress

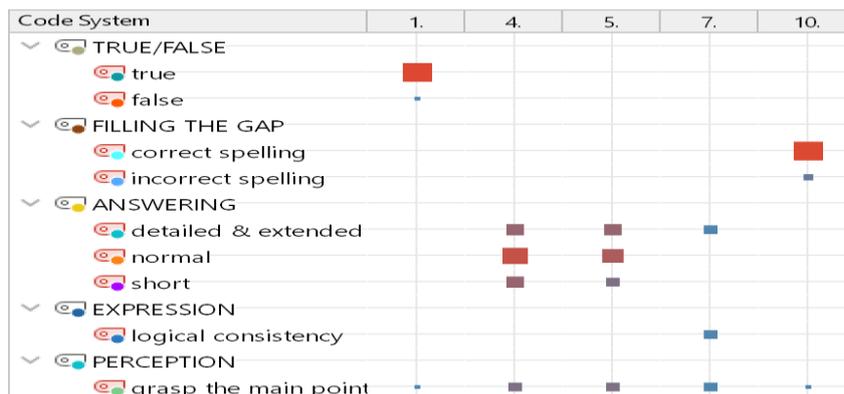


Fig. 13 Analysis of Code Matrix MAXQDA to Explore the S.8.Students' Progress

As a result of the analysis of performances of S.2., S.3., S.5. and S.8.students' online instruction station activities (see Figure 10, Figure 11, Figure 12, and Figure 13), it was determined that all students perceived the main point of all activities which they participated. Besides, they marked correctly almost all of the true/false questions in the first topic (Yurt). In the third (Yol Tarifi) topic for S.2. student some words were unknown however S.5. student and S.2. student wrote dictation accurately. S.8.student gave detailed and extended answers and S.3. and S.8.students mostly replied with normal and short answers to questions of fourth (Acil Durum) and fifth (Hayati Durumlar) topics. In the sixth topic, S.2.student matched all words correctly while S.3. and S.5.students matched some words incorrectly. Besides S.2. and S.5.students gave normal and short answers whereas S.8.student replied in detail and gave normal answers to the questions of the reading activity. In the seventh topic (Mutluluk), it was determined that S.3. and S.8. students conveyed their own idea with logical consistency in detail. S.2.student filled all words correctly in the eighth topic and in the ninth topic simulated one word with background knowledge. In the same topic, S.3.student filled almost all words correctly. In the last topic (Yaz Tatili) S.3., S.5. and S.8.students except for one word filled all words correctly so they perceived the main context of the listening activity.

3.2 All Students' Performances

Code and sub-coding created according to the online instruction station were measured by frequency in order to reveal all students' performances. Therefore, the performances of all students were tried to be presented in general within the framework of the codes such as true/false, filling the gap, simulation, dictation, answering, matching, expression and perception.

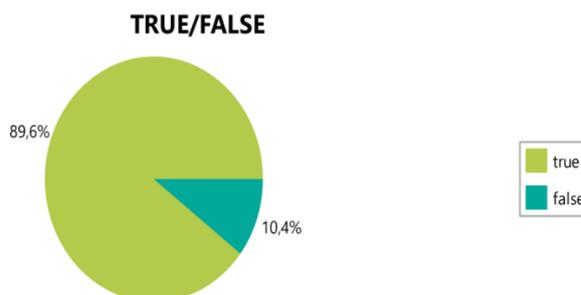


Fig. 14. True/False Code Frequencies of All Students' Performances

Firstly, the true/false code was analyzed and as a result (Figure 14.), 89.6% of the students answered the questions correctly and 10.4% gave wrong answers. Therefore, it was revealed that students performed very well in true/false activity. Considering true/false activity, where in its items, a stem is given and the examinees are required to recognize whether the idea put forward in the stem is true or false (Farhady, 1985; cited from Javid, 201, p.784.), most of the students have chosen the right (true) answer in the first and second topic (Yurt&Üniversite). True-false items do take less time to write however to some extent, true-false items depend on absolute judgments (Kubiszyn & Borich, 2016, p.131), where 10,4% of students' answers were completely false. Some students (S.10., S.1., S.10. and S.6.) who actually were not very successful in other types of activities in true-false activity had chances to choose correct answers where true-false items are subject to gross error introduced by guessing (Ebel &Frisbie, 1991, p.138).

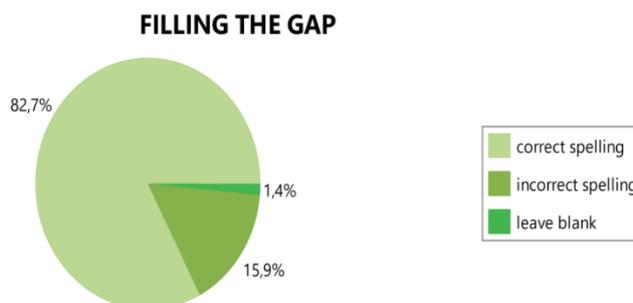


Fig. 15. Filling the Gap Code Frequencies of All Students' Performances

Examining the filling the gap code (Figure 15.), 82.7% of the students filled the words correctly, 15.9% wrote the words incorrectly and 1.4 % of the students left the gap empty. However, it is seen that students perform well in fill-in-the-blank activities.

As for the filling the gap activity (treated in topics eight, nine, and ten), students' performances differed slightly according to the true/false activity result. Filling the gap activity is very important in learning a language where "the students listen once or twice and fill in the blanks with the words they hear, and answers are right or wrong" (Lorenzutti, 2004:15). This activity allows students to demonstrate that they understand vocabulary in context, discouraging memorization of translations (Smith and et.) However, filling the gap activity in order to complete the gap might require more time than the other types of activities (Coombe, Folse, & Hubley, 2007). Besides learners may not understand the meaning of words or they could have spelling problems where in this study almost all students have incorrect spelling.

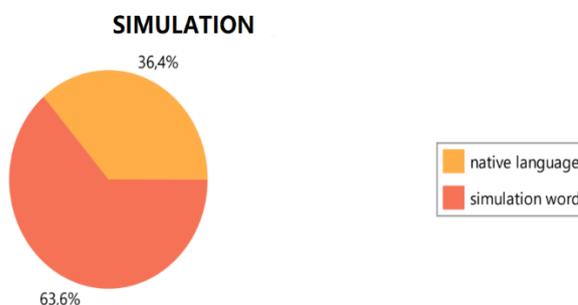


Fig. 16 Simulation Code Frequencies of All Students' Performances

The code simulation is related to the filling the gap activity in terms of students' simulation during the writing. Considering the simulation code (Figure 16.), it was determined that 63.6% of the students simulated words with the words from their

background knowledge, and 36.4% of them were influenced by their mother tongue. In this case, the reason why the students simulate the words they learned before is that they cannot focus very much during listening and that there are too many words that are similar to each other in Turkish. In the simulation, students are especially faced with orthographic similarity of words (Yarkoni & Balota, 2008) which confuse foreign language learner. For instance, some students (S.6., S.1. & S.11) instead of the word cami (meaning: mosque) wrote canı (meaning: soul), S.10. and S.13 students wrote the word hayal (meaning: dream) instead of hayat (meaning: life). Except these students were influenced by their mother tongue during the filling the gap activity. For example, the words şaşkınlık -saskındık (meaning: surprised), yol - jol (meaning: road), geldi -keldi (meaning: came) are written in the Kazakh language.

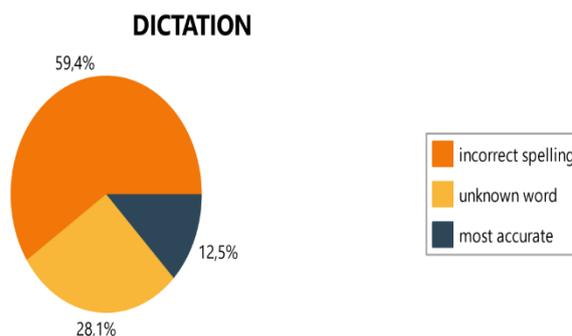


Fig. 17 Dictation Code Frequencies of All Students' Performances

The code dictation is examined (Figure 17.) and as a result, it revealed that 59.4% of the students had incorrect spelling, 28.1% of them wrote the words which were unknown, 12.5% of them wrote the dictation accurately. Therefore, it has been seen that students need to improve their writing skills in order to avoid misspellings. As dictation plays a very important role in listening comprehension, this activity "allows students to organize written structure, expression, and language, which can also be correctly expressed, and is also a successful listening communication" (Syakur, 2020, p.207). As a result of the dictation activity, it is seen that the students have a lot of incorrect spelling compared to the filling the gap activity. The reason is that in recent language teaching unfortunately this activity is not used frequently and for this reason, students are inclined to make incorrect spellings in writing. It also has been determined that some students (S.12., S.13., S.4. & S.7.) tried to write what they had heard during dictating and the words they write were unknown. The main point of making errors of these students may be that they "tend to misperceive content words..." (Cho, 2021, p.22) On the other hand, S.6., S.10., S.2. and S.5. students wrote the dictation accurately where they could "distinguish different sounds, make a selection of lexis, constantly formulate expectancies concerning the incoming sounds and information based on their internalized grammar of the language, and record the speech in written forms..." (Li, 2020 p.101).

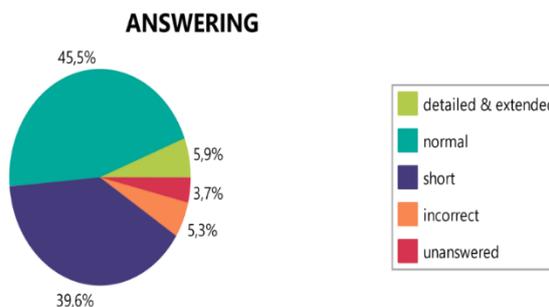


Fig. 18 Answering Code Frequencies of All Students' Performances

As a result of answering the question activities (Figure 18.), 45.5% of the students wrote normal answers, 39.6% of them replied with short answers, 5.9% gave detailed and extended answers, 5.3% answers were incorrect and 3.7% were unanswered. Besides, it is seen that the majority of the students wrote the normal and short answers, where their vocabulary stock is still weak and their ability in listening still less especially in catching the words during the listening. S.12., S.4. and S.10. students answered the questions incorrectly because the students are still having difficulty in answer the questions based on listening. S.13., S.10., S.2. and S.9. students left the questions unanswered possibly because of the lack of attention and time. However, it was also determined that some students (S.6., S.11., S.3. & S.8.) offered detailed and long answers where “successful listening skills are acquired over time and with lots of practice” (Nor, 2014, p.42). According to these results, it is seen that the students performed well in answering the question activities.

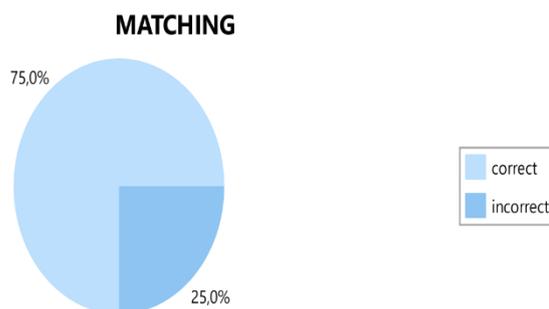


Fig. 19 Matching Code Frequencies of All Students' Performances

Matching activity is generally used for assessing vocabulary and the advantage of this activity is that more distractors can be provided (Miller, Linn, & Gronlund, 2013) where in this study it was revealed that most students matched the words according to the reading text (sixth topic) correctly, such as true/false and filling the gap activities. As a result of the analysis of the matching activity (Figure 19.), it was found that 75% of the students matched the words correctly and 25% of them incorrectly. Here, it is seen that the students' vocabulary is appropriate for their level.

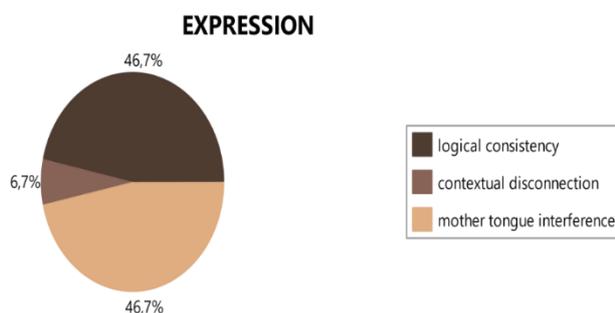


Fig. 20 Expression Code Frequencies of All Students' Performances

In one of the topics (Mutluluk) a video was given to the students, who were asked to watch a video and tell their own ideas by recording them. The expression of ideas on this subject was examined (Figure 20.), and it was revealed that 46.7% of the students were influenced by their mother tongue, 46.7% of them explained their ideas with logical consistency, and 6.7% of students expressed with disconnections from the context. Here, almost half of the students were influenced by their mother tongue because they pronounced some expressions in Kazakh and used Kazakh words however expressed with logical consistency. As a result of the expression activity, it was revealed that most of

the students explained their perception of the short film with logical consistency as Kazakh and Turkish languages are close to each other in terms of origin and structure (Atilla, 2001). And these “language learners tend to make mutual transfers by comparing the rules and concepts of the two languages in their target language use” (Soral, 2009: 19). However, in some cases linguistic similarities of these languages (Kazakh and Turkish) may cause some difficulties such as the different meanings of the similar items and the phonetic properties of the words. Therefore, in this study, most of the students were mostly influenced by their mother tongue. For instance, during the expression students pronounced some words in Kazakh such as başkalarına -başqalarına (to others), sana -sağan (to you), and suffixes are also pronounced in Kazakh: sokaktaki- sokaktağı (at the street), köpeğe -köpekke (to a dog) and besides S.7.student used the equivalent of the word yardım-kömek (helping) in Kazakh.

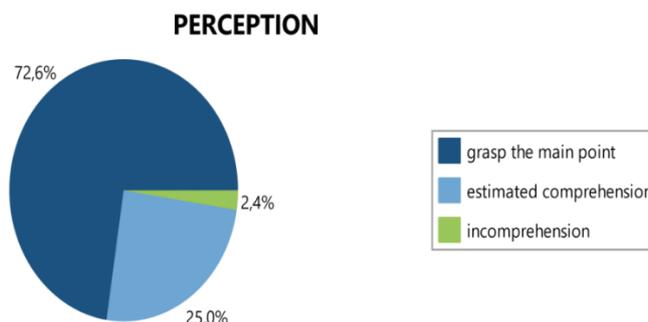


Fig. 21 Perception Code Frequencies of All Students' Performances

The code perception was based on all listening activities (Figure 21.) and according to the results of this code it was concluded that 72.6% of the students grasped the main point of the listening activities, 25% of them perceived the context of the listening activities estimatedly, and 2.4% could not understand the context of the listening activities. Therefore, it is observed that students were successful in activities related to listening skills.

As a result of the students' activities on listening and reading skills (reading skill was only covered in the sixth topic), it was determined that most of the students perceived the main contexts of the subjects. It means that the usage of listening and reading activities such as true/false, filling the gap, dictation, matching, and answering made a significant impact on students' learning TFL.

4. Conclusion and implications

In terms of individual performance, almost all students ticked the correct answer in true/false and matching activities. Despite the fact that students struggled more with filling the gap activities than true/false and yes/no activities, most students in this study were able to overcome issues with word spelling while listening; however, during the filling the gap activities, some students mostly filled the gaps with assonance words and assimilated with their native language. Some students found dictation challenging as well, with the majority of the issues involving spelling. The majority of students were able to provide normal and short responses to questions during some listening and reading activities indicating that they were able to comprehend and easily respond the questions of the task. Students had to record their opinions on a video, where they were primarily influenced by their mother tongue but also had to answer logically consistent questions. Students were able to understand the main concepts of the online instruction activities when taking into account all ten topics, which resulted in the release of the significant effects. Considering the code perception which covered all topics of the

implementation it is revealed that the majority of students perceived the main point of the activities related to listening and reading skills, while some students guessed the meaning of the given topic. This demonstrates that students could comprehend the context of authentic texts.

It is seen that each individual's role in this study clearly reflects the overall result because each student's performance is directly related to the holistic performances. As a consequence, the common point between each student's performance and all students' performances is the number of topics that each student participated in, whether he/she understood the topic, how successfully he/she performed activities such as true/false, matching, dictation, filling the gap, and most importantly, how well he/she perceived all activities related to listening and reading skills.

As the use of technology is the main component of a station rotation model it permits for sufficient independent practice, where in this study students were able to receive targeted and adapted activities during the online instruction station which provided a more engaging environment to develop their listening and reading skills. Besides online instruction stations brought its benefits to students' work individually where they could have chances to follow their own hearing and reading speed. On the other hand, during listening/watching activities students had opportunities to listen/watch again in case of imperception. Despite the challenges that students faced during listening/watching texts with original content, they were still able to expand their vocabulary and most importantly, have the opportunity to establish contextual relationships. However, it is also observed that students were influenced by their mother tongue considering pronunciation and grammar rules as it is noticed in Turkic languages speakers. Taking into account the evaluations made on listening skills, it was discovered that the students understood the context of the listening/watching texts and the meanings of the sentence structure well, but they perceived some grammar (especially case suffixes) rules by being inspired by Kazakh, and they also had weaknesses in dictation activity. In order to overcome this, it is necessary to create awareness, especially for Turkic students, so that they do not confuse them with the language structures of their own language when presenting grammar. In order to create awareness in students, comparative strategies should be used and presented by integrating with basic language skills in order to make the target language effective for acquisition. Apart from this, it is necessary to encourage students to use learning strategies related to basic language skills in order to improve their vocabulary. Finally, it was determined that the students made significant progress in the online instruction station by focusing on the subjects carefully which were interested in. The main progress that students acquired is the ability to manage themselves and work individually, where students can be aware of learning how to learn and create their own learning strategies. Despite the positive effect on listening and reading comprehension in online instruction stations there should be noted the challenges which students faced during the implementation and to overcome these challenges the implications for future researches are given below:

- The lesson plan for the online instruction station model should take the students' requirements, abilities, and interests into consideration. Before implementing online instruction, the classroom, student sessions, technological device setup, and distribution and collection of activity papers should all be carefully planned. During implementation, a solid internet connection should be guaranteed, and technical issues should be kept to a minimum. Before using reading or listening materials, it is advisable to carefully review the content and plan the exercises.

- During the preparation of the material for online instruction, it is important to take into account all the specifics of the institution's (school, university, or college) system and to provide the course design with a flexible approach. The model's draft should be set up flexibly to allow for application in any circumstance and to avoid any disturbances during implementation.
- During the application, the teacher should take notes by making detailed observations and also be very meticulous in the use or distribution of technological tools, the control of the internet network, and the delivery of activities to the students. In order to solve the issues in the class, the teacher should lead the pupils and apply pedagogical reasoning. The student should be at the center of the exercise, and the teacher should conduct the class like an orchestra conductor.
- Any activity or task type that allows students to work independently should be provided during online instruction, and students should send the activities they complete to the teacher in a digital setting for evaluation. The teacher should have a face-to-face discussion and idea exchange with the students after reviewing the online instruction activities. By recommending them to work on things that interest them, the teacher should be able to encourage students to overcome the challenges of self-study.
- Being able to work independently allows a person to grow not only in terms of perception, but also in terms of usage, impression, critical thinking, and even production. Despite the fact that technology has been active in the field of education for nearly a quarter-century, individual learning in education is difficult for both teachers and students. One of the primary reasons for this is that society's mentality is not prepared for it, and society does not become accustomed to individuality. To avoid such issues, the teacher first needs to be aware of the individual characteristics of the students and then encourage them to work individually.

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