THE BLENDED LEARNING STATION ROTATION MODEL IN EFL TEACHING: OPINIONS OF THE IMPLEMENTER

Dr. Meruyert SEITOVA
ORCID: 0000-0002-0735-2469
Philology Faculty
Khoja Akhmet Yassawi International Kazakh-Turkish University
Turkistan, KAZAKHSTAN

Dr. Ziyoda KHALMATOVA
ORCID: 0000-0001-7695-5282
Philology Faculty
Khoja Akhmet Yassawi International Kazakh-Turkish University
Turkistan, KAZAKHSTAN

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ABSTRACT

The study's purpose is to reveal the implementer's opinions toward the use of the Station Rotation Model (SRM) of blended learning, in terms of features, challenges and effectiveness of the model including further implementation and suggestions for the station rotation model. A mixed research approach was conducted using qualitative data analysed within the quantitative method. A qualitative method approach was employed to collect data from the implementer. A semi-structured interview was conducted with the implementer (an English language teacher) to gather feedback on SRM implementation. The findings revealed that the implementer mostly mentioned fulfilling hobbies as a feature of the model, and most students faced challenges in the group working station, while the pair working station was identified as the most effective Furthermore, the results of implementer's further implementation of the model and suggestions for SRM are discussed.

Keywords: EFL learners, blended learning, station rotation model, implementer's attitudes, online instruction, pair working, group working.

INTRODUCTION

In the last two decades, blended learning practices, which combine face-to-face instruction with e-learning methods, have become increasingly common in educational institutions to enhance the effectiveness and efficiency of learning. Definitions of blended learning vary considerably. For example, organizational blended learning can be a combination of face-to-face teacher-led learning and individual online learning (Graham & Allen, 2005). Some educational researchers believe that blended learning should include the use of mixed media as a definition (Osguthorpe & Graham, 2003). G. Picciano (2007) claims that blended learning means different things to different people, while Watson (2008) explains that blended learning combines the best features of traditional learning with the advantages of online learning to provide personalized, differentiated instruction for a group of students.

The creation of blended learning materials and intricate blended learning environments must be grounded in research, primarily to ensure their practical applicability. According to Levy (2002), blended learning materials provide conceptualizations or visions for the design(s). A model should be used to develop and design the material, and the model should be flexible based on the learning environment, such as the learner's needs, level, and language proficiency.

Christensen et al. (2013) found that blended learning models combine teacher-centered instruction with online technology to enable student-directed learning. In a blended learning model, lessons are pre-designed and topics are pre-recorded. By reviewing the recorded material, students can benefit from learning in their own space and time. Classroom time is used for practice and to solve problems or work through tasks. Horn and Staker (2012) divided the definition of blended learning into four widely accepted models: (1) rotation, (2) flexible, (3) elective, and (4) enriched virtual. It is worth noting that the rotation model of blended learning is a course or subject in which students rotate flexibly through a fixed program or the teacher's learning strategies, at least one of which is online learning. This model may include activities such as small group or whole class instruction, group projects, individual tutoring and pencil-and-paper assignments. Apart from homework, students learn the topics mostly in the classroom. The rotation model is a variety of instructional approaches in which students are guided through activities that include at least one online learning component. The rotation model is further divided into four subcategories: (1) station rotation, (2) laboratory rotation, (3) flipped classroom, and (4) individual rotation (Horn & Staker, 2012). These models are characterized by variations in the form of classroom sessions and content delivery.

The station rotation model (SRM) is one of the blended learning models where learners rotate through various stations in the classroom. According to Staker and Horn (2012) this model includes at least one station for online learning. Other stations include activities such as small group or face-to-face teaching, group projects, individual tutorials and pencil-and-paper exercises. Walne (2012) emphasised the benefits of SRM, noting that it enables instructors to manage their classroom time effectively and work with small groups of learners. This model is therefore well-suited to foreign language teaching classrooms, as all language skills can be integrated effectively.

SRM in language teaching is primarily used to improve basic language skills in some researches. Lim (2015) conducted SRM on Thai school English learners' listening comprehension and speaking skills, finding that students initially had difficulty working independently and were more dependent on their teachers; however, students gradually became able to work independently and speak more freely with their classmates. In terms of speaking skills, Pimpiban (2016) provided Thai primary school students with interactive language-based activities, productive language-based group activities, and individual online conversational activities under their teachers' guidance. The study revealed a significant improvement in the students' speaking skills and a greater motivation to learn English.

Exploring the impact of the Station Rotation Model (SRM) on secondary school students' reading comprehension, Ogude and Chukweggu (2019) found no significant performance difference between students taught using the SRM and those taught using traditional methods. Consequently, they recommended the adoption of technology-based learning strategies, advocating for the use of computers and various software in education. In contrast, Nisa and Mubarok (2018) noted a superior effectiveness of SRM over traditional methods in enhancing reading comprehension, with students demonstrating higher comprehension rates.

In Cairo, Nagy and Mohammed (2018) applied SRM to enhance the writing skills of EFL preparatory students, observing increased student motivation. Additionally, studies like those by Smalls (2019) have assessed the efficacy of station rotation and flipped classroom models in secondary education to elevate seventh graders' academic English scores. These models proved beneficial for student development. Nurkamto et al. (2019) utilized similar models for teaching advanced English academic writing in Indonesia, finding that blended learning models afforded students the flexibility to learn anytime and anywhere at their own pace. Thus, the primary aim of these studies in foreign language teaching is to adapt these models for broader or more flexible use.

Further, research includes integrating effective learning strategies within SRM, comparing SRM to conventional teaching methods, and adapting SRM for remote education. Sulistyorini (2018) examined SRM's role in EFL classes, noting marked improvements and significant student performance differences pre-and post-SRM implementation. McCollum's comparison of SRM with traditional teaching in primary education showed enhanced reading performance in blended learning environments.

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. Skolastika proposed four different types of virtual station rotation activities: teacher-led station, online station, offline station, and extension activity.

At teacher-led station activities such as small-group instruction, skill-building, troubleshooting, feedback, and question-and-answer session can be assumed. At the online station, functions such as personalized practice, research and exploration, online collaboration, multimedia lessons and edpuzzle videos can be performed. Functions such as laboratory experiments, active reading, creativity-related activities and non-technological options can be included in the offline station. At the extension activity station, passion projects, further exploration and games can be given to early finishers. Skolastika's work has emerged as a result of the pandemic, which has forced almost all schools and other educational platforms to convert traditional learning into an online learning system. As a result of SRM's flexibility, it can be easily applied in distance education based on the situation, needs, and interests of students, as well as the state of technology.

The results of recent studies have demonstrated the advantages of blended learning models, prompting a significant shift in educational methodologies. Dinh et al. (2024) explored English lecturers' perspectives on blended learning in Vietnam, acknowledging its potential for student learning despite challenges such as workload and technical issues. Similarly Anjarani et al. (2024) conducted qualitative research involving observations, questionnaires, and interviews to explore the attitudes of elementary school teachers towards blended learning. The researchers discovered that the rotation blended learning model was straightforward to implement and yielded positive outcomes for elementary school students.

Contemporary studies emphasize the importance of blended learning models, as they significantly provide enhancements in the field of education. Usama et al. (2024) examined 12th-grade students' writing errors related to inflectional morphemes and compared the effectiveness of the Rotation Model (RM) and the Grammar Translation Method (GTM), finding that RM significantly reduced errors over a forty-day period, implying that instructional interventions can improve morphological accuracy in English. Yukhymenko et al. (2024) examined how effective SRM is in Ukrainian higher education, and found out that the model was positively received by teachers and helped students develop critical thinking and digital communication skills. However, the study also noted that the implementation of the model required advanced digital skills and additional time. The results highlight the importance of carefully selecting appropriate platforms for the model to work effectively. Arianto et al. (2024) conducted a study to examine the influence of cognitive styles on students' collaborative skills in SRM. The study revealed that specific cognitive styles were more conducive to different variations of the model. Furthermore, the results indicated that cognitive styles exert a considerable influence on the efficacy of the SRM.

To understand teachers' experiences and attitudes towards SRM's effectiveness in blended learning, it is crucial to first elucidate the SRM framework. Thus, the following section of the study will cover the methodology, SRM application processes, participants, data collection, and analysis.

PURPOSE OF THE STUDY

Although the SRM model has been in existence for over two decades, it has not yet been implemented with Kazakh EFL learners. The literature presented above demonstrates that there is no Kazakhstan example of the implementation of SRM. To fill this gap, the opinions of a single implementer were analyzed following the implementation of SRM at Ahmet Yesevi International Kazakh-Turkish University. A single implementer's opinions indicate the impressions in the field of EFL teaching and hold significant importance for the future dissemination of SRM implementation. Therefore, the current study aims to reveal the implementer's perceptions who conducted the Station Rotation Model (SRM), one of the blended learning rotation models for Kazakh students who learn English as a foreign language. To determine the impact of the SRM, this study focused on the implementer's observations and experiences during implementation. In order to achieve the aim, the study addresses the following research questions:

1. What kind of features did the implementer notice during the implementation of SRM?
2. What kinds of difficulties did the implementer and students encounter during SRM implementation?
3. What effects of the SRM did the implementer see?
4. What are the implementer's thoughts about the future implementation of SRM?
5. What are the implementers' suggestions regarding SRM?

METHOD

The current study employed an exploratory sequential mixed-method design. Initially, a qualitative analysis was conducted through semi-structured interview with an EFL teacher who implemented the Station Rotation Model (SRM). The aim of this phase was to explore the implementers' perceptions and experiences with SRM in depth. The interview questions were open-ended, yielding rich and nuanced insights. The research then shifted to a quantitative phase, where the qualitative findings were analyzed using ratio analysis. This process involved categorizing interview responses into themes and quantifying their occurrences to provide a numerical perspective on the teacher's views. Although focusing on a single participant limits generalizability, this approach offers a detailed and contextual understanding of SRM's practical application in EFL teaching, revealing valuable insights for the field.

Procedure of Implementation

The Station Rotation Model (SRM) applied to A2 level English students (n=13) at Akhmet Yesevi International Kazakh-Turkish University Faculty of Philology, following the guidelines of CEFR (2020). For A2 level students can be easily involved with SRM activities because in this level students "can easily understand the essential information from recorded passages, the important points of the story" (p.50) and "can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions" (CEFR, 2020:66). In the beginning, the course book was examined by the researcher in order to design SRM, and the topics to be covered were chosen according to syllabus.

To carry out the application, the teacher who agreed to conduct the application was chosen from among English teachers according to their willingness to implement the model. The detailed information about the implementation of the model was introduced to the teacher in detail by the researcher. SRM was designed with a circle formed by the triple stations of online instruction, pair working, and group working.

While designing the course, specific station tasks, topic categories, and the organization of content were established. These stations in SRM integrated elementary language abilities, learning techniques, and various cognitive tasks. Subsequently, topics and activities were selected to ensure consistency and coherence in the curriculum.

Thirteen students in the class were divided into three different stations (groups) and each station's activities were performed in a different capacity. Students who completed the activities at one station moved forward to the next station's activities. Thus, the activities at the stations were used cyclically throughout the lesson, and the students learned the functions of all the stations as well as performing the activities. Activities for listening and reading comprehension were available at the online instruction station. Speaking skill activities, on the other hand, were designed for two students at the pair working station. Two students were given topic-related question cards and asked to express themselves and talk to each other. The questions were prepared for the topic, particularly when students told their friends about their own thoughts or events, what their family and close acquaintances had gone through, and stories they had heard from someone. For the group of four to five students, tasks on collective writing, animation, project-based work, and collaborative work were prepared at the group working station.

Following the application, an interview with the implementer (an English language teacher) was held. The implementer's perspectives were recorded during the interview. Although the interview was conducted with the voluntary participation of the implementer, the implementer was informed that any audio recordings made during the interview would only be used for scientific research.

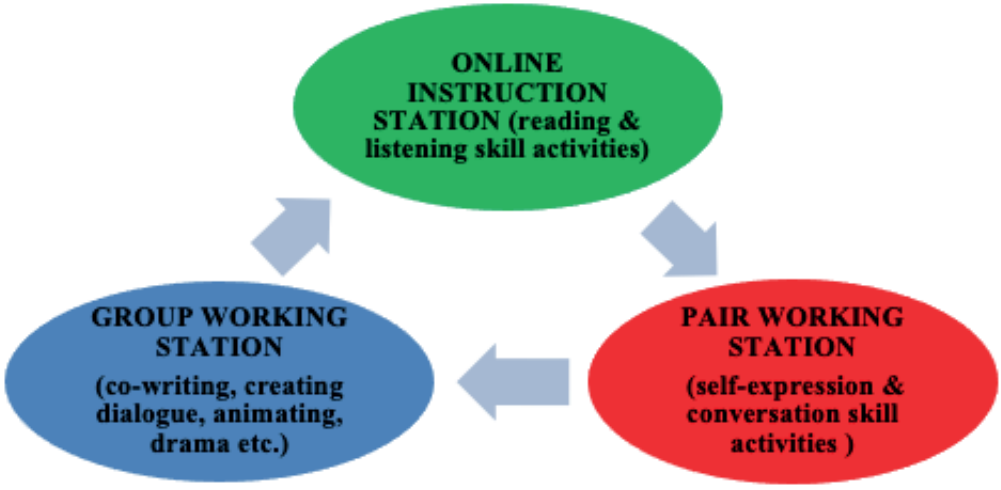

Figure 1. Course design of station rotation model

Participant

The participant is an implementer who applied the SRM to Kazakh students who came to learn English as a foreign language at Akhmet Yesevi University Philology Faculty. In terms of qualification and background, the participant holds a PhD and has extensive experiences in teaching adult learners. The decision to work with a single participant requires clarification and specific criteria tailored to the research objectives. This participant was selected for their profound understanding of foreign language teaching education, proficiency in integrating interactive methods with digital tools, and familiarity with SRM. In accordance with the ethical standards governing research, the participant's name and gender were kept confidential throughout the dissemination of research findings.

Data Collection

A semi-structured interview form was prepared to examine various aspects of the implementation of the SRM deeply. Interview questions were based on a comprehensive literature review and built according to the study's objectives. Furthermore, experienced educators and language education experts supervised the interview process in order to verify its validity and clarity. For the semi-structured interview to be conducted in a healthy manner, an empty faculty class was identified and permission was requested to use it. Following the implementation of SRM, an interview was conducted with the teacher who used the model. As the communication with the teacher prior to and during the application was positive, the interview following the application was conducted in a relaxed and sincere manner. The implementer's conversations during the interview were recorded with their permission. After that, the audio recordings transcribed and digitized by the researcher.

Data Analysis

The content analysis method was utilized to analyze all of the interview data. The QDA Miner Lite program (version 1.4.1) was used to analyze the data from a semi-structured interview with the implementer. In order to analyze the data, the interview transcripts were carefully reviewed to identify key themes and concepts relevant to the research questions. Categories were organized based on the interview questions. The codes were created based on data collected from the implementer's responses.

Table 1. Content analysis of implementer's perceptions

№	Category	Code
1.	Features	student-oriented
		creativeness
		fulfilling a hobby
2.	Challenges	no difficulties
		group working
		same topics
3.	Effectiveness	pair working
		awareness
		skills improvement
4.	Further implementation	future plans
		additional stations
5.	Suggestions	sufficient draft
		visuality
		dialogue & text
		grammar
		feedback
		evaluation
		homogeneous group

This study used content analysis with both numerical (percentage) and verbal data presentation to investigate the broader context of phrases containing attitudinal resources. To increase reliability of the coding system researchers independently reviewed and coded the data. Disagreements and inconsistencies in creating codes were resolved through discussions and it led to the improvement and finalization of code system. Following the data coding and analysis, the findings were interpreted in accordance with SRM research experiences.

FINDINGS AND DISCUSSIONS

During the interview, the teacher discussed the differences between SRM and traditional teaching methods and techniques, the model's features and challenges in use, the stations with which students felt comfortable or had difficulty, the model's impact on language skills, the students' interest in using the model, the model's use in future lessons, the ideas that should be added to the model. In an attempt to interpret the implementer's perceptions, questions which were addressed to him/her were analyzed individually in relation to the categories.

Features of SRM

The data presented as percentages in the findings represent the frequency and quantity of the subjects as explained by the implementer. In response to interview questions regarding the differences between the Station Rotation Model (SRM) and conventional teaching methods, the implementer's responses yielded codes such as *student-oriented, creativeness,* and *fulfilling a hobby*. Consequently, the implementer predominantly emphasized the aspect of fulfilling a hobby about SRM features, followed by creativeness and student-oriented learning (see Fig.2):

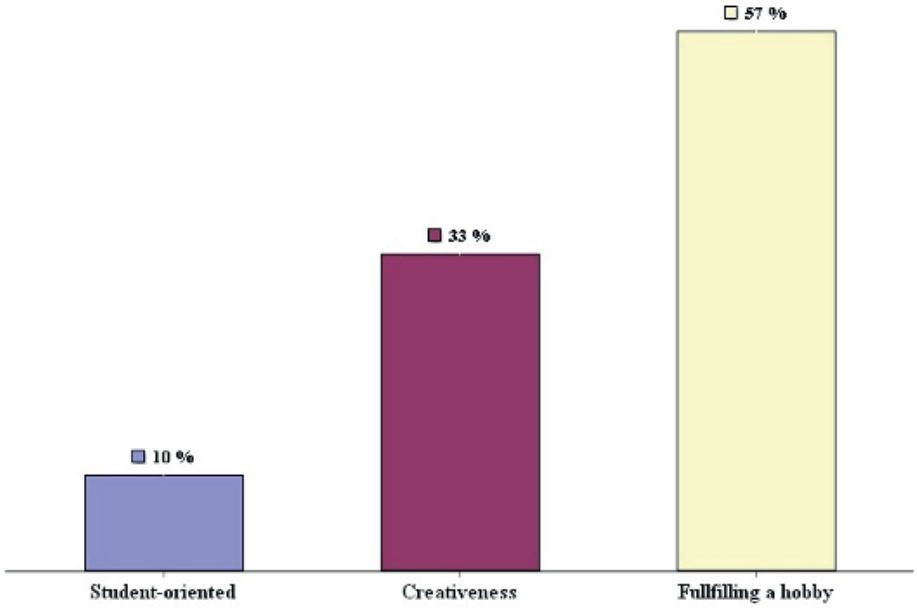

Figure 2. Implementer's Perception on the Features of SRM

The percentages mentioned in the figure represent the frequency of recurring patterns onserved in the codes indicated in implementer's responses. According to fulfilling a hobby the implementer emphasizes on students' psychological well-being, fostering creativity and engagement alongside language learning.

> *Of course there are benefits of working in groups, I think language teaching is not only writing, speaking or listening. Painting has a benefit for the students, I mean; they say that it does not contribute to our language learning. Actually, it is a relaxation, it is like fulfilling a hobby in the lesson, I mean, we didn't tell all the students to paint, we just told them to develop an idea, to come up with an idea. Designing a video and drawing a poster or a picture, these are things that relax the students. Yes, it may be thought that what can it contribute to language teaching directly, but we should also take into account the psychological state of the students a little bit, and constantly loading them with lessons will also bore them. For example, if the student cannot draw a picture, they can make a video, if they cannot make a video, they can make an interview, or other things can be planned in group work that they will like, so I think these are useful.*

The use of station rotation model also improves students' creativity where they could develop ideas for the purpose of solving problems and exploiting opportunities (Cimernova, 2015). Continuous encouragement, relevant training, and necessary conditions can enhance creative potential in individuals, as stated by Senel (2018). Such an atmosphere can be provided by SRM activities:

> *It helps the student to develop a sense of comfort in expressing an idea, whether it is right or wrong, and contributes to the development of creative ideas. Of course, in order to do this, I think you need to divide the lesson in two. In other words, you teach a unit, no matter what the theme is, you need to create enough infrastructures for it, and this station rotation model should be the model that closes the deficiencies of traditional teaching.*

Rahmadani et al. (2019) assert that leveraging technologies like multimedia in the classroom is a key strategy for fostering a student-centered learning environment. Consequently, in the context of SRM (Station Rotation Model), activities predominantly employ digital tools, which, as highlighted by the implementer, effectively facilitate student-oriented learning:

> *During the implementation I realized that it contributed positively to the normal lesson. I mean, it obviously brought dynamism to the lesson. The transition to a student-oriented lesson, gaining self-confidence, autonomy, and most importantly, expressing oneself without embarrassment, decreases the feeling of shyness and increases the feeling of self-confidence.*

SRM is a blended learning model that combines face-to-face and online teaching, making it an effective solution to bridge the gaps in traditional teaching as per the teacher's opinion. In language teaching, the use of SRM has led to positive contributions and improvements by building basic language skills.

Challenges of SRM

During the implementation of SRM, the participant was asked about his/her experience with managing rotations and the challenges that students faced in completing activities at specific stations. The participant's responses were used to create topics based on the content which included *no difficulties, group work,* and *the same topics*. According to the implementer's response, the most challenging station for students was group work, followed by no difficulties encountered during the implementation, and same topics which bored some students (see Fig.3):

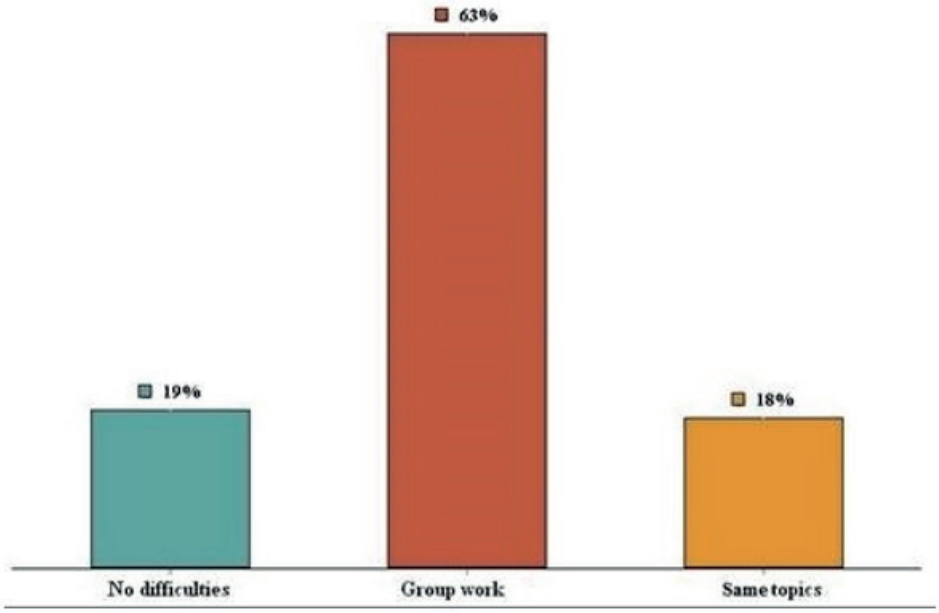

Figure 3. Implementer's Perception on the Challenges of SRM

The implementer mentioned about his/her lack of difficulties during the implementation where he/she could only observe some students' challenges in collaboration activities:

> *I did not encounter too many difficulties; the students did not cause any difficulties especially at the individual and pair work station. They followed the instructions and did not need much support from us because they knew what to do themselves.*

According to the implementer's response the most challenging station for students was group working. As Alfares (2017) notes, working in a group can present a number of challenges. For instance, mixed-ability groupings can result in low-ability students asking numerous questions to clarify their understanding. Furthermore, low proficiency in the target language can make learners feel less confident about contributing to the group. However, the implementer also identified a lack of responsibility as another issue.

> *There were some difficulties only at the group work station, and there may be several reasons for this. The biggest reason was that the students did not have enough sense of responsibility. There, some of them had difficulties in evaluating the moment of working with the group positively and turning it into a gain. Maybe I can say a little bit of group work that was only a little bit difficult for the weaker students.*

The implementer emphasized the importance of discussing varied topics across all stations, as discussing the same topics repeatedly can make the students feel bored. It is crucial to identify different types of topics

that align with students' interests and present them as discussion topics to create an environment that fosters communication and collaboration among the class members (Barjesteh et al., 2012). Hereby the implementer emphasizes about diverse student interests and perefences:

> *The second thing can be this, that is, instead of the same topic at the stations, maybe different topics can be created. It may be possible to reduce the boredom of a student who is bored with a theme.*

According to the implementer, there were issues with the model's implementation, such as some students not feeling responsible in group work stations and being unable to cooperate with others. Another reason for all of this is that group work tasks are not assigned during traditional classroom instruction, so students are not accustomed to them. It was also observed that not only in language teaching but also in other courses, activities and tasks related to students working as a team were not provided, resulting in students not developing habits about how to behave and work in groups. Additionally, some weak students found it difficult to participate in the group work station due to issues such as not being able to adapt to group work.

Effectiveness of SRM

During the interview, the implementer was asked a series of questions. One of these was about which station the students felt most comfortable in. Another was whether the implementer had observed a positive change in the students' language use during the implementation of SRM. The implementer's responses were then subjected to analysis, with codes such as *pair working, awareness,* and *skills improvement* being created based on the content. The analysis revealed that the majority of students enjoyed the pair working station activities, which provided an opportunity for them to engage and interact with their peers. Furthermore, the implementer indicated that the students had demonstrated improvement in their awareness and skills (see Fig.4):

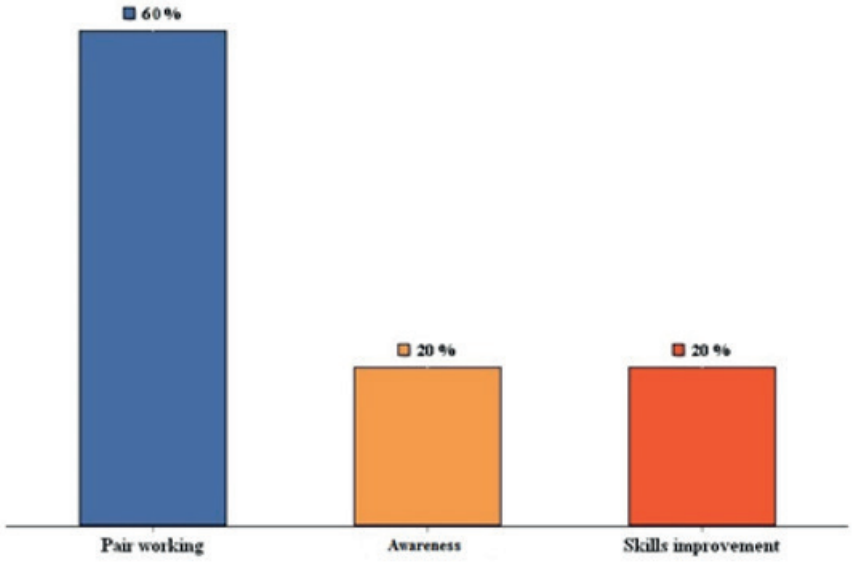

Figure 4. Implementer's Perception on the Effectiveness of SRM

Students were mostly engaged in pair working station as mentioned by the implementer in his/her interview. Harmer (2003) states that pair work can allow students to practice language, and discuss the text. Pyun (2004) considers that learners have enough opportunities to be involved in creative and meaningful interpersonal communication. Thus the implementer indicated the following pair working station activities:

> *I think they felt very comfortable at the individual station and especially at the pair working station where they had conversation because we gave them that feeling of moving freely there. We didn't tell them to be careful not to make mistakes, we just told them to try to speak in the target language as much as possible without adding words from their mother tongue. I think they felt most comfortable at the pair working station.*

During implementation, students realized their capacity to speak when they were in a state of awareness. Zhao et al. (2021) defined awareness as noticing and understanding. Therefore, the implementer explained the following statement:

> *It definitely happened, so I can answer yes to the question without hesitation. The good student got better; the weak student realized that he/she could speak a little more independently.*

In response to the implementer's query, it was established that students have the potential to enhance their competencies and language abilities, which will facilitate their communication with others (Beitchman et al., 2001). It is of paramount importance that learners are able to express their thoughts and ideas through a shared language, as this can have a significant impact on their emotional and social development (Cohen, 2001). Consequently, the implementer highlighted the importance of monitoring the progress of students' language skills:

> *I saw that they made progress within their own competencies, their writing improved a lot, and their speech improved a lot, their comfort in establishing dialog with each other improved a lot.*

Based on the implementer's observations, students showed significant improvement in speaking and writing skills, as well as progress in dialogue and communication. Consequently, within the Station Rotation Model (SRM), it appears that the most effective development of students' skills occurs during pair working stations.

Further implementation of SRM

During an interview about the effectiveness of SRM, the interviewee was asked whether they would like to implement the model in their future classes. Based on his/her response, codes such as *future plan* and *additional stations* were created. The interviewee emphasized the importance of adding new stations without replacing existing ones, and suggested creating a plan for using SRM in their classes (see Fig.5):

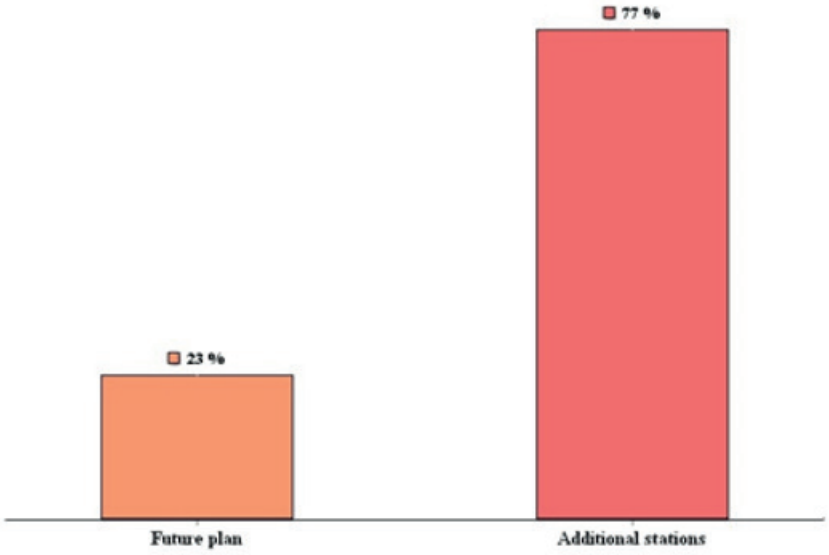

Figure 5. Implementer's Perception on the Further Implementation of SRM

Concerning to further implementation of SRM, the implementer stated the following:

> *If I have enough time, I want to make a design in the summer and use it. For the second semester, if I have time during the break, I plan to create stations with various designs and apply this model to students.*

The implementer not only mentioned about adding a new station but also extending and diversifying the existing activities:

You can use the station rotation model and make new additions to the stations. So it's not just about changing the model, you can enrich the existing model you have with other ideas or you can add another model. We think that students are bored, but students were also bored in the traditional method, which is very fun if you ask me. Let me say that the model can be enriched, other models can be applied.

The teacher is of the opinion that the station rotation model can be effectively combined with traditional teaching methods. The activities at each station can be made more enriching and utilized more efficiently. It is important to note that this model includes a feature that should be integrated with face-to-face instruction. Therefore, it can be implemented in various ways depending on the class and students' level, needs, and the availability of materials and technology.

Suggestions for SRM

During the interview process, questions were asked based on the suggestions provided by the implementer. For instance, the interviewee was asked how they would proceed if they were adding to the existing draft or creating a new one. Additionally, the researcher was asked if they had any suggestions regarding the model. The implementer's responses were used to create codes such as *sufficient draft, visuality, dialogue and text, grammar, feedback, evaluation,* and *homogeneous group*. The implementer suggested that it would be beneficial to create dialogue and reading text for students, evaluate students and provide feedback, design sufficient drafts, pay attention to the importance of students' visuality, add grammar topics, and implement the current model to homogeneous groups (see Fig.6):

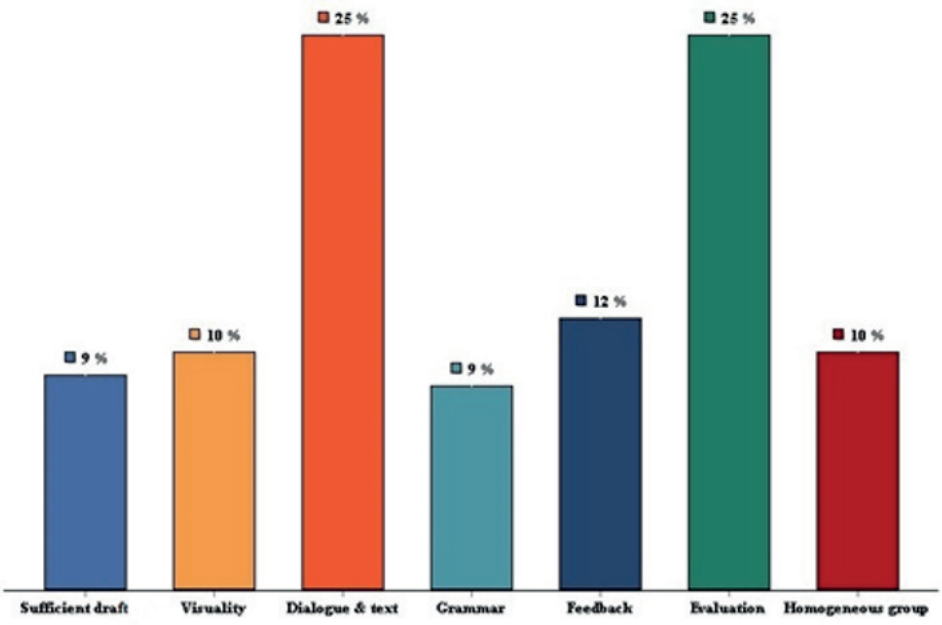

Figure 6. Implementer's Perception on Suggestions for SRM

The implementer recommended that in order to carry out SRM activities effectively, sufficient draft should be prepared in advance.

I didn't see any major problems in this draft, it was designed according to our course book. If that is the course book we should take as a basis, some additions can be made here, but there is no such thing as I would replace it with this design from the beginning, I think the draft was sufficient.

The importance of visuality in searching the topics is pointed out by the implementer:

Let's say you are going to make an application on any subject, it can be a university theme, it can be a dormitory theme, and these are more concrete things. We need to give importance to visuality, that is, the student will both see the visuality and ask himself how he can do it. How can they do this? They can create a video or make a poster.

Acting out dialogues and reading texts were the most frequently mentioned types of activities:

… if there is a text, it should be in the form of dialog and text. Dialogue means talking to someone else. The student will read, create a dialogue and act it out; you can even have them write a prose text. You can ask the student make a dialogue, you can require from the student record the dialogue and you can ask the student to create the assessment and evaluation questions himself/herself. I think this can improve his/her ability to ask questions and how to answer that question. It will improve his/her sense of self-confidence, he/she will test himself/herself, and he/she will more or less realize his/her mistakes in grammar…

Interestingly, the implementer proposed the inclusion of grammatical activities, particularly for online stations:

I also believe that grammar is necessary in grammar if you don't overdo it. There, for example, something about grammar can be added at the online instruction station. Verb and word matching can be done; true/false matching can be done. You need to place grammar somewhere there without making them feel too much and without being too boring.

The implementer noted that feedback should be given after each SRM class, which was the most notable shortcoming of the model:

In order to get feedback in this process, there must be a process evaluation form in the classroom, both for your feedback to the students and for the students' feedback to you. What will be the benefit of this? It will tell you whether this student is making progress in the process, which student shows more interest in which station, and where the student is inadequate in the same station, where the student makes more mistakes in the process.

Further to feedback, the implementer referred to post-implementation evaluation, which was conducted by the researcher; however, self-evaluation by students was not conducted:

So you need to have a process evaluation form and you need to plan it very well. We will have something to test everything. After 3 months of this process, you will look at the student's situation, this student is failing in the online instruction station, this student is failing in this subject, this student has not contributed enough to the group work or has contributed less, you need to grade these, so that you can control the process.

Finally, the researcher who designed and prepared the draft SRM model received suggestions from the implementer regarding its implementation in the homogeneous group:

I have some suggestions for the researcher. Of course, it can also be aimed at eliminating some deficiencies. Now, if the researcher is going to use this somewhere in the future or use it in a lesson process, I think that the class should have a homogeneous structure, or he/she will spend a little more time and separate the class and plan other studies for students with low levels.

Among the ideas suggested by the implementer to enrich the stations, creating videos or posters, writing texts or dialogues are strategies that can be very useful. In addition, it is also very useful ideas to have students prepare questions for assessment and evaluation according to the material they create themselves, but it may be more appropriate to use this strategy from the pre-intermediate level onwards rather than at the elementary level. The implementer expressed that grammar-related activities could be added to the station activities. However, Kress (2010) discusses the concept of *grammar* in English and literacy teaching, emphasizing the social context and the developing authority of meaning-making. Even if the learner understands the grammatical structures (noun, verb, predicate, subject, etc.) well when learning a foreign language, he/she does not use them much in social life. Patrick (2019) argues that learning a language through conscious effort improves proficiency. Explicit knowledge of language mechanics helps to edit the language produced. Therefore, integrating grammatical structures with basic language skills and teaching basic language skills holistically in language teaching improves students in all aspects.

CONCLUSION

After evaluating the opinions of the implementer regarding the use of SRM (station rotation model) with Kazakh students who are learning English as a foreign language at Yesevi University Philology Faculty, it was concluded that the implementer used self-created strategies as well as traditional teaching methods and techniques in language lessons. Moreover, the implementer emphasized that student-centered and teacher-centered teaching should be considered as a whole. The implementer had a positive opinion on the station rotation model and expressed his/her intention to use it again in the future. The implementer also recommended different activities that could be incorporated into the station rotation model. Based on these suggestions, it can be inferred that the station rotation model is an effective approach to teach English as a foreign language. The implementer (teacher) meant by the homogeneity of the class that there was no difference in the level of the pupils. However, in the class where the model was used, the majority of the students were at elementary level, some were at pre-intermediate or even intermediate level, while others were at beginner level. This is due to the system of the institution. The mass of students were not classified by level, but by department, i.e. the departments they would study in one year. As a result, during the implementation of the model, it was found that students with pre-intermediate or elementary language levels could easily complete the tasks.

In contrast, students with lower levels struggled, which is natural. However, classifications should be divided into levels. The teacher also suggested that the student's work should be evaluated. During the implementation, the researcher carried out evaluations in addition to observations. However, due to time constraints, the students were not able to respond, so the students were not able to learn what was missing and what was correct in their work. These ideas suggested by the implementer to the researcher will be considered, as will all opinions, before implementing the model in the future. As a result, the implementer rated the model positively and effectively. Based on the conclusions drawn from the implementer's perceptions of the use of the Station Rotation Model (SRM) in teaching English as a foreign language, here are some suggestions tailored to improve the implementation and effectiveness of the model in future educational settings:

- In SRM, multiple types of activities should be developed, since these activities should be suited to various proficiency levels, ensuring that all learners, regardless of their starting point, will find the tasks both challenging and accessible.
- Rather than considering students' departments or years of study, classes should be reorganized based on their language proficiency levels. In this way, specific instruction can be tailored to the needs of every student, resulting in more homogeneous groupings.
- Systematic and timely feedback mechanisms for students should be provided as this can involve the use of digital tools that allow for quicker assessment of student work, promptly enabling learners to understand their strengths and areas for improvement.
- As group tasks or projects can promote peer learning and support, especially beneficial in mixed-ability settings, the integration of more collaborative learning opportunities within the station rotation model should be encouraged.
- Ongoing professional development opportunities for instructors to explore innovative strategies within the station rotation model should be provided. Trainings can include workshops on creating differentiated learning activities and effectively assessing student work in a blended learning environment.
- To support differentiated learning and assessment technology should be leveraged. Utilization of technology in SRM includes the use of educational software that adapts to each student's level, and providing personalized learning paths within the station rotation framework.
- The effectiveness of the station rotation model should be evaluated regularly through both instructor observations and student feedback. Continuous assessment can identify areas for refinement, ensuring that the model remains responsive to the needs of learners.
- Strategies that promote student autonomy within the station rotation model should be encouraged. Allowing students to have a say in the selection of activities or tasks can increase engagement and motivation.

BIODATA and CONTACT ADDRESSES of AUTHORS

Dr. Meruyert SEITOVA is an Assistant Professor and head of the Foreign Languages Teaching Department at Philology Faculty, Khoja Akhmet Yassawi International Kazakh-Turkish University. Dr. Meruyert Seitova gained her Ph.D. in English Language Education Programme at May, 2018. Her academic interests focus on both pre-service and in-service English language education, examining effective teaching strategies and professional development for educators. She is particularly interested in exploring the challenges and issues that arise in the teaching of English, including curriculum design, teacher training, and classroom practices .She has 3 journal articles published in international indexes, more than 50 national and international articles.

Meruyert SEITOVA
Foreign Languages Teaching Department, Philology Faculty
Address: Khoja Akhmet Yassawi International Kazakh-Turkish University,
Philology Faculty, Kazybek Biy Str., No216, 161200, Turkistan, Kazakhstan
Phone: +77014632099
E-mail: meruyert.seitova@ayu.edu.kz

Dr. Ziyoda KHALMATOVA is a Senior Lecturer of the Foreign Languages Teaching Department at Khoja Akhmet Yassawi International Kazakh-Turkish University. Dr. Ziyoda Khalmatova gained her Ph.D. in the Institute of Turkic Studies at Hacettepe University, Turkiye at December, 2021. Her academic interest areas are learning strategies, online collaboration, blended learning models, professional development, communicative analysis, sustainability and global competence, artificial intelligence, task-based and problem-based learning, personalization and adaptive learning. She has 1 journal article published in international index, 5 international articles, and 3 national articles, 1 international book chapter and papers submitted to international conferences.

Ziyoda KHALMATOVA
Foreign Languages Teaching Department, Faculty of Philology
Address: Khoja Akhmet Yassawi International Kazakh-Turkish University,
Philology Faculty, Kazybek Biy Str., No216, 161200, Turkistan, Kazakhstan
Phone: +7(702) 918-15-51
E-mail: ziyoda.khalmatova@ayu.edu.kz

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