

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



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**The Use of Station Rotation as a Blended Learning Model to Enhance
Students' Speaking Skill Case of Master two English Students**

A Dissertation Submitted in Partial Fulfilment of the Requirements for
the Master's Degree in “**Language and Communication**”

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2021/2022

Dedication

I dedicate this humble work to my beloved parents whom I love, and to my beloved family for their endless love, prayers, and sacrifices. To the beloved, people who mean so much to me and to anyone who has supported me to accomplish this work.

Thank you all!

ILHAM

Acknowledgments

First and foremost, Praise and Glory to **Allah** for bestowing us with strength and patience to carry out this work.

This work would not have been completed without the help of my supervisor, **Prof. Souâd Hamerlain**. I am grateful to her for guidance, encouragement, accurate advice, and her patience throughout this work.

I would like also to thank all EFL teachers in the English department at Abdelhamid Ibn Badis University of Mostaganem. I extend my gratitude to the members of the jury, for having accepted to read and examine my dissertation.

Last but not least, I would like to thank, **Prof. Hanane Sarnou** and **Dr. Dalal Sarnou** for their support.

Abstract

This study aims to explore Master two students' perception towards the use of the Station Rotation Blended Learning Model to improve their speaking skill. Learning to speak is seen as one of the challenging tasks that EFL learners cannot seem to cope with due to the lack of speaking opportunities inside and outside the classroom. For this reason, teachers need to implement new advanced methods that give them more opportunities and facilitate the teaching of speaking skill. In an attempt to find efficient methods to improve the speaking skill, the study suggests using the Station Rotation Model as a teaching method that combines both traditional learning and online learning. Researchers assume that the implementation of the Station Rotation Model in EFL classes has a positive impact on improving students' speaking skill. To test this hypothesis, a quantitative approach was utilized with descriptive statistical data collected using a questionnaire administered to 30 Master-two students of English at Abdelhamid Ibn Badis University of Mostaganem. The results showed that most respondents have a positive perception of the Station Rotation Model. They consider that Blended Learning bestows them with more speaking opportunities, motivates them to improve their interaction and performance, and makes the learning process more pleasant.

Keywords: Blended Learning, Station Rotation Model, Speaking Opportunities, Speaking Skill.

List of Abbreviations

EFL: English as a Foreign Language

BL: Blended Learning

SRM: Station Rotation Model

ELLs: English Language Learners

TEFL: Teaching English as a Foreign Language

ICT: Information and Communication Technology

e.g.: *exempli gratia* (for example)

i.e. : *id est* (that is)

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General Introduction

In the past decade, technology has played an important role in people's daily lives. The Internet has become an integral part of most human activities such as communication, business, education, and other fields. As technology has developed, efforts have been produced to incorporate these technological advances into education in general and into the teaching and learning of English as a Foreign Language (EFL) in particular. Therefore, it is important for educational systems to take into account the increasing changes in the world caused by technology and to prepare students to successfully navigate it. This can be done by integrating new innovative methods aimed at solving different classroom challenges and improving students' language skills.

While learning English, students need to master four skills, speaking, listening, writing, and reading. Within these skills, speaking is considered to be the most difficult skill to build and improve in the classroom. Richards declares that “the mastery of speaking skills in English is a priority for many second language or foreign language learners” (Richards, 2008, p.19). Having recognized the importance of oral communication skills, more emphasis is now placed on developing the learners' speaking skill to successfully pursue their studies and excel in their fields upon completion of their education. In addition, English is a language that opens opportunities for employment and helps to achieve the desired goals in life. Based on this reasoning, students need more possibilities to master spoken language inside and outside the classroom.

To address this problem, educational institutions need to apply a new and inventive teaching method known as Blended Learning (BL). In general, BL is the combination of the classroom learning method (traditional) and online learning method. Horn & Staker define BL as “a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home” (Horn &

Staker, 2012, p. 3). BL is “very useful to students in learning English because it enables them to practice language inside and outside the classroom which enhances their ability in language skills, particularly the speaking skill” (Sharma & Barrett, 2009, p. 40).

Consistent with the development of BL, several models of this method are emerging, particularly those that focus on how online learning is implemented in real classroom settings. This study focuses on the Station Rotation Model (SRM) of BL, which integrates face-to-face instruction, online instruction, and collaborative learning. The researchers consider that exposure of learners to these three different learning situations would decrease their speaking anxiety, improve their speaking ability, develop ownership of their learning, and acquire 21st-century learning skills by authentically exposing them to multimedia elements and resources. Station Rotation is one of the types of BL models that have been widely developed.

Based on the SRM, learners take turns having at least one online learning station alongside other stations designed beforehand, the process is called rotation. The model expects learners to be exposed to more learning sources, or in this case two different learning environments. The first environment is guided by face-to-face instruction, and the other by online learning ones. Each learning environment has its advantages and disadvantages. So when these two learning environments are combined into one learning environment, it is expected that both can complement each other.

1/ Aim of the Study

The current research aims to determine the effectiveness of the BL method in enhancing students’ speaking skill. This study also examines the extent to which students perceive the application of the SRM as a proposed model in EFL classroom

2/ Statement of the Problem

Speaking is considered to be the most important English language skill to be learned and improved at various levels of educational systems, particularly at the tertiary level. Despite that, with the COVID-19 pandemic, most educational institutions, including universities, are

forced to move faster in a short period to ensure the continuity of learning and teaching processes. At the same time, students face many difficulties when practicing speaking because there is not enough time to improve and master this fundamental skill. In addition, in this unusual situation, teachers still use the traditional methods in the classroom; because of the limitations and obstacles, they face when trying to implement other methods. To solve the discussed problem, it is suggested that the implementation of blended learning station rotation as a teaching method can help students improve their speaking ability. This method could contribute significantly to improving students' speaking skill.

3/ Research Questions

Before we engage in our research, the following questions could be asked:

- 1- Are the EFL students aware of the importance of speaking skill in learning a second or a foreign language?
- 2- What is the importance of the BL method in enhancing students' speaking skill?
- 3- What are students' perceptions of the SRM in improving their speaking skill?

4/ Hypotheses

In an attempt to answer the research questions of the study, it is hypothesized that:

- 1- EFL students are aware of the importance of speaking skill in learning a second or a foreign language.
- 2- Implementing BL in EFL classes has a positive effect on improving students' speaking skill.
- 3- Students have positive perceptions of the SRM in improving their speaking skill.

5/ Methodology

To achieve the goal of the study and validate the hypotheses, data should be collected and analysed to obtain reliable results. The nature of the topic and the variables of the present research lead to embracing a quantitative approach to achieve the main goal of our research.

The questionnaire was sent to Master two students of English at Abdelhamid Ibn Badis University of Mostaganem. This research tool can help determine students' attitudes towards using SRM to improve their speaking skill.

6/ Structure of the Work

The presented study is divided into three chapters. The first chapter constitutes a literature review. Second chapter deal with the collected data and its analysis. The third chapter discusses the results and the findings, and also gives recommendations and answers the research questions. Chapter one is divided into three parts, the first part is entitled “The Speaking Skill for EFL Students” which includes the basic language skills of English, definition of speaking, the importance, features, and speaking activities in EFL classrooms. The second part comprises different definitions of BL, the history and the origin of this approach, its requirements, characteristics, and models, along with the relation of BL to speaking skill. The third part suggests the station rotation model as a useful model to enhance speaking skill, presenting its advantages, as well as the roles of both teachers and students in SRM.

Conversely, the second chapter is devoted to the practical part. First, it introduces the research tools and the procedures used to investigate the research questions and hypotheses. Second, it characterizes the population and sample on which this study was based, and the third section attempts to describe and analyses the student questionnaire. Finally, the third chapter discusses the results and the findings, also gives recommendations and answers the research questions.

Chapter One

Literature Review

Introduction

Improving students' speaking skill experiences and their academic performance have become the most important skill in higher education since the mid-1990s. This chapter is an overview of the role of the Station Rotation as a Blended Learning model in enhancing learners' speaking skill. The chapter is divided into three parts. The first part discusses the definitions of speaking skill given by different scholars, as well as its features and importance. Additionally, it highlights different speaking activities that take place in EFL classrooms in an attempt to improve students' speaking skill. On the other hand, the second part starts with the definition of BL and its origins in history. After that, it presents some requirements before applying BL in universities; it also emphasizes its characteristics, models, as well as the relationship of BL to speaking skill. The last part introduces SRM as a suggested model to develop EFL Students' speaking skill. In addition, it sheds light on its advantages, and the roles of both student and teacher in the SRM.

Part one: The Speaking Skill for EFL students

1.1. The Basic Language Skills of English

Since English is used for international communication, most foreign language learners try to learn it. They must acquire all four basic skills of the language, i.e. listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills. Listening and reading are deemed to be passive or receptive skills, as the learners do not demonstrate their talent in exhibiting these skills. They just listen to the language or read it without producing anything. Whereas the learners have to generate sentences on their own, they need a lot of practice and need to learn various factors related to grammar, vocabulary, sentence structure, and usage. Thus, speaking and writing are estimated to be active or constructive skills.

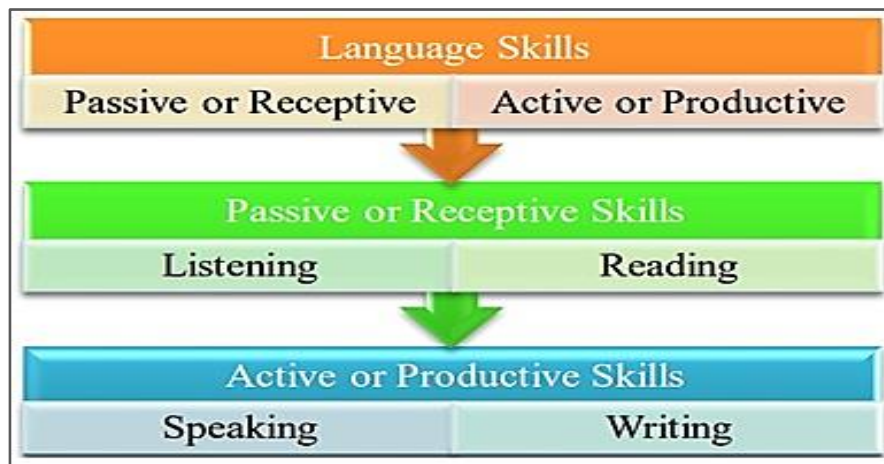


Figure 1 The Basic Language Skills of English (Rao, P. 2019, p.7)

1.2. Definitions of the Speaking Skill

Speaking is considered one of the essential skills in language learning; that is why abundant research has been generated concerning this skill and how to improve its teaching and learning in EFL classes.

There are many definitions of speaking according to experts. Chaney defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.” (Chaney, 1998, p. 13). According to Maxom, “Speaking is the most important skill in English language teaching. It’s almost impossible to have true mastery of a language without actually speaking it.” (Maxom, 2009, p.183). Harmer argues that speaking is the ability to speak fluently and involves not only knowledge of linguistic features but also the ability to process information and language on the spot (Harmer, 2007). Brown (2004) who claims that suggested another definition of speaking:

Speaking is a productive skill that can be directly and empirically observed; those observations are invariably coloured by the accuracy and effectiveness of the test taker’s listening skill, which necessarily compromises the reliability and the validity of the oral production test. (p.140)

Brown (2004) also says, “Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.” (Brown, 2004, p.140).

Based on the above definitions, researchers agree that speaking is a process of exchanging information, providing ideas, and expressing feelings understandably and easily, through the application of verbal and non-lexical language. In this sense, it can be done verbally through the use of words and voice, or non-verbally through the use of other techniques such as gestures, body language, head nods, and eye contact.

1.3. The Importance of Speaking Skill

Speaking skill is highly important skill for acquiring a foreign or second language. Among the four key language skills, speaking is considered to be the most important skill in learning a foreign or second language. It is deemed the most significant of the four language skills of English. Even if the learners learn the language for so many years, they find it difficult to speak in real situations when it is expected. “Speaking is the skill that students will be judged upon most in real-life situations.” (Brown & Yuke, as cited in Rao, P. 2019, p.8). There are numerous reasons to surmount this. Foremost, the ELLs should understand the importance of speaking skill and try to acquire them, as they need them to compete in this competitive world.

Nevertheless, the current world necessitates the provision of communication skills for learners, and English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations.

In addition, speaking is a fundamental skill that offers learners many opportunities, e.g. building relationships, communicating with others, and so on. Therefore, students who have achieved the highest level of speaking and communication are the ones who can build self-confidence, gain better career opportunities, and “increase the ability of problem-solving and critical thinking.” (Rao, P. 2019, p. 10).



Figure 2 the Importance of Speaking Skill (Rao, P. 2019, p. 9)

1.4. Features of Speaking

In the EFL context, while learning a second language, students should demonstrate some language characteristics. For this reason, in the English learning process, speaking components are considered to be the main sources that enable students to have a successful learning process. It plays an important role in cultivating students' speaking skill to achieve the best result. That is, speakers should develop the following traits: fluency, grammar, pronunciation, and vocabulary.

1.4.1. Fluency

The term fluency refers to “the ability to use the language quickly and confidently without too many hesitations or too many unnatural pauses to cause barriers in communication.” (Vu, P. H, 2018, p. 15). In other words, fluency is an expectation of anyone who wants to be proficient in a target language that they have put their time and effort into acquiring. According to Kumar, there are two main points in fluency; the first illustrates that meaningful communication is key to developing spoken skills, while the second states that mistakes should be corrected, otherwise communication will be hampered (Kumar, 2013).

1.4.2. Grammar

According to Ur (1996), grammar is sometimes described as “the way words are put together to make correct sentences.” (p.75). That is to say, it is the correction of insignificant grammatical errors that enables the speaker to produce correct sentences with an appropriate grammatical structure. Furthermore, he also states, “The aim of grammar practice is to get students to learn the structure so thoroughly that they will be able to produce them correctly on their own.” (Ur, P. 1996, p.83).

1.4.3. Pronunciation

Pronunciation is a complex area with many sub-skills that can be practiced. As a rule of thumb, an average speaker can speak and be understood. An experienced speaker can use the sub-skills of pronunciation to emphasize the communicative impact of their speech and make it more effective. The sub skills of pronunciation include word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. “The aim of pronunciation improvement is not to achieve a perfect imitation of native accent, but simply to get the learner to pronounce for accurately enough to be easily and comfortable comprehensible.” (Ur, P. 1996, p. 52).

Due to the fact that pronunciation allows learners to have pleasant conversations, students are supposed to have an understandable pronunciation that will enable them to communicate successfully.

1.4.4. Vocabulary

Vocabulary can be defined roughly as “the words we teach in the foreign language.” (Ur, 1996, p. 60). It is widely considered one of the most important aspects of learning a foreign language. Thus, the goal of vocabulary development is to help students become independent learners who can deduce the meaning of unfamiliar words (Cooper et al., 2011). This feature of language allows learners to perform better while communicating. Thereby, it manages to facilitate the process of encoding written and oral messages.



Figure 3 Features of Speaking Skill (Binus University/English Department)

1.5. Speaking Activities in EFL Classrooms

Normally, in the educational system, many strategies are used and developed in the teaching and learning process. However, the strategies for teaching the English skills are designed appropriately for each skill; to achieve the expected results. More specifically, speaking activities should be considered crucial in foreign language teaching. There are different types of practice activities that are expected to make students more engaging and motivate them to improve their speaking skills in different aspects.

1.5.1. Retelling the Story and Drilling

“Retelling a story was conducted by the teacher once. He conducted this activity to train students’ pronunciation as well as students’ vocabulary mastery.” (Lathufirdaush, F, 2013, p. 98). In retelling the story tasks, test-takers read or listen to a story they are primarily asked to retell. The goal of using such a task differs from listening comprehension; it leads to the production of a range of oral conversational characteristics such as fluency and interaction with the listener (Brown, 2004). Drilling is a type of repetitive practice that has been adopted throughout the years to practice multiple things, from grammar structures to connected speech. After learners have listened to the recorded dialogue and studied the transcript, the teacher can usually isolate certain phrases and ask students to repeat them.

1.5.2. Discussion and Dialogue

In debate tasks, learners have to share their ideas, and thoughts with others, drawing on their background knowledge. They receive a real issue or problem and work together to make a suggestion and propose solutions that are acceptable to all. The benefit of this assignment is that students may be able to develop high-level thinking and reasoning skills (Goh, C, & Burns, A 2012). Furthermore, it is important to emphasize that dialogue tasks are also seen as one of the frequently used activities in speaking sessions.

From this perspective, “dialogue activities are carried out through conversations that require quick response and hardly allows the speaker to reflect on their speech in the communication process.” (Kumar, 2013, p. 20).

1.5.3. Question Answering and Oral Presentation

Question-and-answer questions can consist of one or two questions from an interviewer, or they can form part of a whole series of questions and prompts in an oral interview. “The question at the responsive level tends to be genuine referential questions, in which test-taker is given more opportunity to produce meaningful language in response.” (Brown, 2004, p. 159).

Regarding teaching materials that encompass the whole speaking activities, the oral presentation task is considered to be one of the most well-known and used activities in the EFL context. An oral presentation is done when students present a specific project that extremely gives them a great opportunity to speak or communicate with others in their own language (Lathufirdaush, F. 2013).

Part two: Blended Learning

2.1. Definition of Blended Learning

BL, which has been cited as one of the approaches to improve the quality of education in recent decades, does not have a single definition on which researchers agree. The BL approach focuses on the integration of online teaching and learning methods with face-to-face teaching and learning method (Koşar, 2016, p. 737).

Koşar (2016) also defines BL as multiple processes:

Blended learning is a combination of instructional modalities (i.e. on-site, self-paced learning and web-based), delivery media (i.e. internet, lectures, PowerPoint presentations, textbooks); instructional methods (face-to-face or technology-based sessions), and web-based technologies (e.g. wikis, chat rooms, blogs, textbooks, online courses) (p. 737).

From a different angle, Thorne defines BL as an elegant solution to learning challenges that represents an opportunity to integrate the innovations and technological advances that online learning offers with the integration and participation that traditional learning in the classroom provides (Thorne, 2003).

It simply allows learners to take advantage of the best features of face-to-face learning with the best features of online facilitation in an effort to meet various needs of learners and enhance their level of learning, by making them more engaged and interactive.

These definitions make it clear that effective integration and the use of different mediation methods (online / face-to-face) of teaching and learning are extremely helpful to boost the teaching and learning processes. Despite the countless definitions of the concept of BL in the literature, it is widely agreed that this pedagogical approach combines both face-to-face and computer-based instructions.

2.2. The History and Origins of Blended Learning

The recent growth of technology and network systems in society has led to the development of creative teaching methods. These methods have redefined the way the teacher teaches and students learn in academic environments. One of the areas where the use of technology has had a positive impact is blended education. Technology holds great potential for students to develop wider knowledge and carry out reflective thought through specific tasks that they otherwise do not have access to. Technology also provides opportunities to complement students' learning styles and multiple intelligences. The advancement of

technology creates new opportunities for learning, teaching, and assessment. More specifically, the use of technology in teaching and learning has transformed the field of education; introducing new methods that meet the needs of teachers and helping learners perform better academically.

In this regard, BL is one of the newest methods being adopted to improve the quality of instruction and expand the student's learning experience (Hawi & Sudira, 2019). Marques and other researchers have developed a new instructional model that integrates conventional classroom instruction and web-based distance learning technologies to form a hybrid instructional model for an instructional paradigm that can be easily applied to learner-centred education (Marques et al., 1998).

However, the origins of BL can be delineated back to the early 1990s when this approach developed its roots through the incorporation of technology into education, such as those that include video and sound. According to Jayanthi, BL can be traced back to the 1840s. During this time, Sir Isaac Pitman brought to market the first variant of distance learning, which is very similar to what we know today. He sent his students a short text by postcard. The students, in turn, had to send them back for grading and correction (Jayanthi, 2019). Basically, the practice of this approach began after the publication of *The Handbook of Blended Learning* by Curtis, et al. increasingly popular in 2006. Subsequently, BL started to be understood as “the union between face-to-face instruction and technology-based learning” (Jayanthi 2019, p. 392).

2.3. Requirement for Blended Learning

Any teaching method that is being implemented in schools must have adequate resources to achieve the goals of the project. The same applies to BL where some important requirements have to be respected before this method can be implemented in schools, namely:

- 1- Science literate teachers: They should have good observation and problem-solving skills, and also be able to correct mistakes with a positive attitude while working on

innovative work concepts. Students will notice this attitude and be encouraged by the teacher's positive attitude. The teacher should be both an excellent example and a role model for the students to follow.

- 2- Teachers who are open to any positive change should be flexible and be more willing to accept changes instead of sticking to their methods. This is to upgrade themselves with new and innovative ideas. When the teacher is more open-minded, they can learn many new things.
- 3- Well-trained teachers: Teachers are part of this BL and their role is as a facilitator to guide students whenever needed. Therefore, to be a good facilitator, teachers need to be well-trained in the concept of BL. Also, it requires a great deal of skill in practicing both traditional and handling technology in the classroom. They must have adequate knowledge of websites, blogs, YouTube features, and other educational sites for educational purposes. Teachers should be familiar with current technology, so they can be good facilitators for students.
- 4- Sufficient resources: Complete facilities are very important in BL methods because the method depends heavily on technologies such as internet facilities. For example, school computer labs should be well-equipped with a sufficient number of computers to ensure that all students can access the Internet. If there are not enough resources to support students' learning, this can disrupt their progress toward meeting the objectives.
- 5- Formative assessment: Summative grading is not supported in BL, but formative grading is vital in this method. Various types of formative assessment can be performed simultaneously while this method is being performed in the classroom. Therefore, teachers should prepare all the elements they need to use before devising a teaching method in the classroom. Since the assessment includes only specific topics, student grades can be assessed through formative assessment. This is a continuous assessment that allows the teacher to keep an eye on the students' performance.

2.4. Characteristics of Blended Learning

The role of teachers in BL instruction is more concerned with the mix of face-to-face teaching in the classroom and the use of technological tools such as the internet, computers, and online applications. Thus, it is important that teachers know more about the characteristics of BL before using it in EFL classrooms. According to Lalima & Dangwal, there are several characteristics of BL.

- 1- “Students have the option of the two modes.” (Lalima & Dangwal, 2017, p. 132). Using either the traditional teaching model where they interact with their teacher or the online mode for supported learning.
- 2- “Teachers are well versed with both modes.” (Lalima & Dangwal, 2017, p. 132). As they are equipped with traditional methods and other modern technologies.
- 3- “Students get face-to-face interaction as well they interact in virtual space.” (Lalima & Dangwal, 2017, p. 132). They are allowed to interact with their classmates inside and outside the classroom.
- 4- “The student constructs knowledge rather than just consuming it.” (Lalima & Dangwal, 2017, p. 132). Learners are autonomous, relying on themselves to find helpful learning strategies.
- 5- “Students get the full experience in using new technology.” (Lalima & Dangwal, 2017, p. 132), and benefit from it by enriching their experience in dealing with technology

2.5. Models of Blended learning

Because of the different properties of BL, researchers classify this approach into several models. Considering the balance between its elements makes it possible to construct more than one model. Therefore, it can be provided in a variety of ways and used for different learning purposes according to the needs of the students.

The majority of BL implementations have been categorized into four models: Rotation Model, Flex Model, a la carte Model, and Enriched Virtual Model. (Acree et al., 2017).

2.5.1. Rotation Model

Rotation Model is a subject or activity that requires the student to rotate the learning model at a given time with the help of a teacher at one of the allotted times. According to Beaver et al., the practice of this model means that a student remains at a desk but alternates between a paper-pencil instruction and online instruction such as a tablet or laptop (Beaver et al., 2015). Generally, four types of the Rotation Models have been discussed: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

a) Station Rotation

This form involves the student rotating according to a specified schedule or at the teacher's instruction. Online learning requires at least one station, other stations may include activities such as small-group or full- classes, group projects, one-on-one tutoring, and pencil-and-paper assignments (Staker & Horn, 2012).

b) Lab Rotation

Laboratory rotation is the rotation of students according to a fixed schedule or at the instruction of the teacher in different places. Among the locations, at least one of them should be a learning lab for online learning while also being able to use other learning modalities outside the classroom. It differs slightly from the SRM in that this model also includes rotation outside the classroom where the learner does not stay in the same classroom as the SRM requires (Horn & Stacker, 2012).

c) Flipped Classroom

In this method, the contents of the subjects are learned at school and the students can then complete the classroom tasks at home through online learning (Beaver et al., 2014). Basically, “the model allows students to choose the location where they receive content and instruction online and to control the pace at which they move through the online elements” (Horn & Stacker, 2012, p.10-11).

d) Individual Rotation

Students rotate between learning modalities, at least one of which is online learning, on a customized and fixed schedule. The individual rotation model differs from the other rotation models in that students do not necessarily rotate to every available station or modality (Staker & Horn, 2012). In other words, students do not have to switch every available station or modality (face-to-face/online modes) while learning.

2.5.2. Flex Model

Flex Model is one in which online learning is the backbone of student learning, even if it sometimes leads students to offline activities. Students move between learning modalities on a customized, fluid schedule, and the responsible teacher is on-site (Christensen, Horn & Staker, 2013). In this model, teachers are more likely to be facilitators if their help is needed only occasionally. The teachers sometimes have more support and it depends on the discussion. Other activities include small group lessons, group projects, and individual tuition (Staker & Horn, 2012).

2.5.3. Self-Blend Model

This model assumes that all courses are taken entirely online, with an online teacher assisting the student. Students may be able to take courses, but coaching is done online and can be learned from home (Staker & Horn, 2012).

2.5.4. Enriched Virtual Model

Students are required to have face-to-face study sessions with their teacher, and then they can complete the remainder of the course via online tools. Consequently, in this model, students divide their time between attending classes in the classroom and learning to use the online delivery of content and instruction (Christensen, Horn & Staker, 2013).

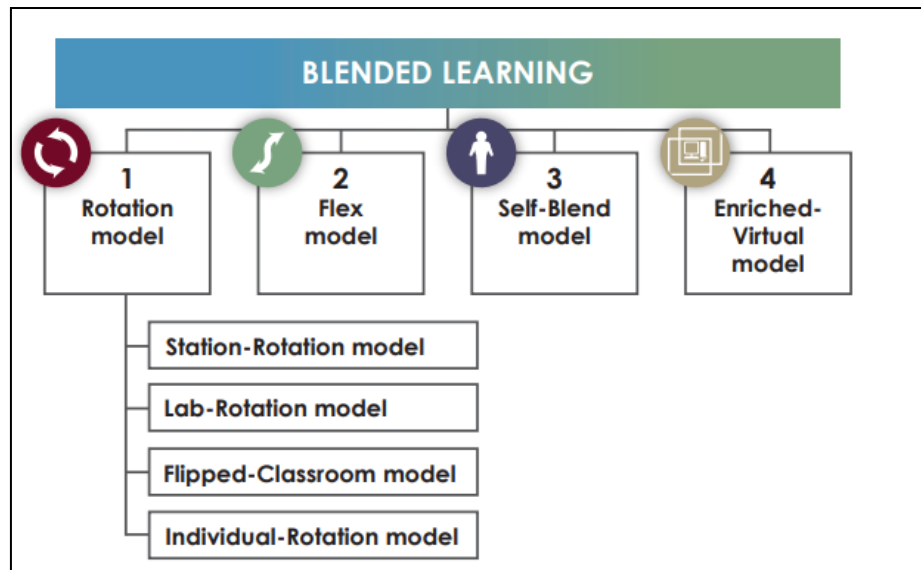


Figure 4 Blended Learning Models (Staker & Horn, 2012, p.8)

2.6. Blended Learning and its Relation to Speaking Skill

In an EFL context, speaking looks to be the most advantageous language skill to master and upgrade. Speaking skill plays a crucial role, as everything depends on how people communicate their messages to others.

Chen argued that “the lack of speaking opportunities is one of the major problems in English-speaking interaction.” (Chen, 2015, p. 88). In this regard, BL came as a solution to solve these problems. Mainly, this approach will assist learners to practice their speaking by supplying them with resources and materials that support the speaking activities, in particular, primarily with the application of technologies along with classroom instructions. Thus, the use of BL in learning how to speak effectively, that means online and face-to-face learning, helps students solve their problems in learning the speaking skill.

Part Three: Station Rotation Model (SRM)

3.1. Using the Station Rotation Model as a Proposed Model to Develop EFL Students'

Speaking Skill

With the advancement of technology and the development of BL, various models were proposed to learners for effective engagement in EFL classrooms. One of these models is the Station Rotation Model (SRM). It allocates one-third of the total session time to face-to-face teaching, which allows students to ask different questions and discuss different viewpoints.

Generally, Coates states that engagement “is seen to comprise active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, and feeling legitimated and supported by university learning communities.” (Coates, 2007, p.122)

SRM guidance tends to optimize both engagement and interaction. This model improves learner engagement in a collaborative environment where learners are given new ways to interact with peers, teachers, and content inside and outside the classroom. Also, SRM has several advantages over the traditional classroom. For example, it increases oral production, gives learners of different personality types the opportunity to speak, and helps learners learn at their own pace.

With SRM, students rotate between classroom-based learning modalities on a fixed schedule or at the discretion of the teacher. The rotation includes at least one station for online learning. Other stations may include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. In this way, learners are given a unique opportunity to experience and take advantage of the benefits of face-to-face classes, online learning, and multiple collaborative learning situations carefully selected by their teacher.

Students in a classroom or lab rotate through differentiated learning stations on a fixed schedule or at the instruction of the teacher. Stations often include: (a) small group instruction by the teacher, (b) collaborative or independent practice, and (c) self-paced online activities.

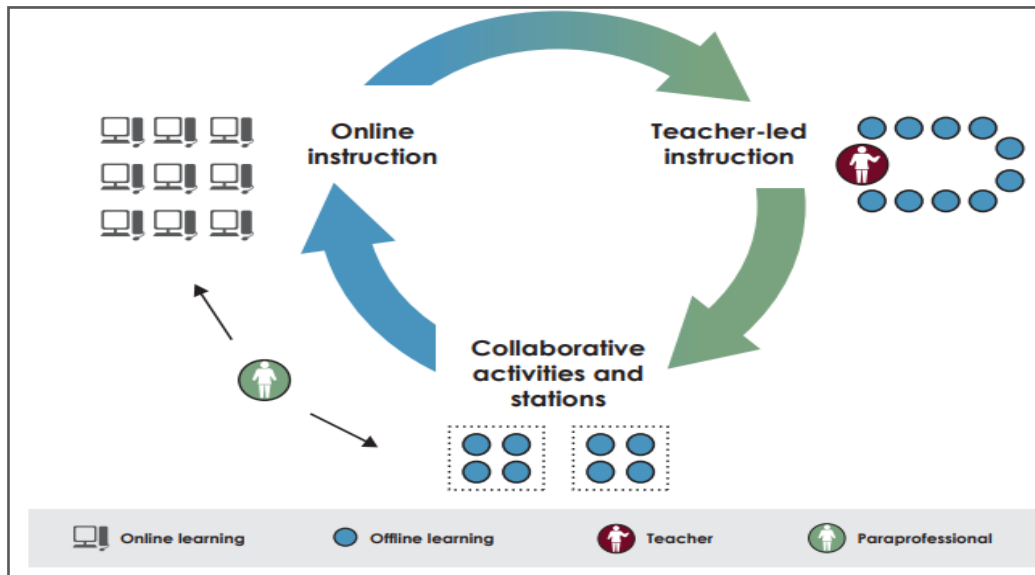


Figure 5 Station Rotation Model (Staker & Horn, 2012, p.9)

3.2. Advantages of Using the Station Rotation Model

Under the SRM, learners rotate between three different learning stations, receive instruction in three different ways, and engage with different tools and materials. When planning a lesson using the station rotation model, a teacher should take advantage of the benefits each learning station offers.

The content must be delivered through the integration of the three learning stations that help learners to construct meaning through different modalities. The SRM is reported to have several advantages; Individualized learning (and pace), focused small group instruction, differentiated instruction to meet student needs, student selection and control, engagement, novelty, and peer interaction, and building of life skills such as communication, and supporting others.

3.3. The Role of the Teacher in Station Rotation Model

The SRM enables teachers to achieve multiple roles before and after their sessions. To clarify, teachers are needed to divide the lesson into sections and distribute these segments to the learning stations. Furthermore, teachers need to pay attention to which students are in which group, as it is very important for the successful completion of the assigned tasks. In this station, teachers are trainers in the learning process as they encourage students to cooperate and reflect on what technology is expose them. Face-to-face is also set aside for further exchange and to clear up confusion. In addition, teachers set individual objectives for each learner and assure maximum motivation through small-group instruction. Following this model, teachers' role moves from "sage on the stage" to "a guide on the side" as "teachers deepen learning --not by having a teacher-centered lesson aligned to a digital content lesson, but by deepening the students' understanding through the application of learning and by creating ways for students to show what they know." (Jun, A. 2014).

3.4. Students' Roles in the Station Rotation Model

The SRM enables learners to take on numerous roles during the session as they progress through different learning stations. Students' accountability is a major factor in the success of the SRM, as learners need to perform both individual and collaborative tasks. Thus, students are allowed to develop not only speaking skills but also software skills. Derntl, & Motschnig-Pitrik state that these tasks demand students to "present their results, need to negotiate schedules and solutions, employ new media, and communicate virtually as well as face to face" (Derntl, & Motschnig-Pitrik, 2005, p.119). For this reason, students need to promote presentation skills, peer review skills, active listening, and reflection skills. Certain tasks have to be completed at each learning station; as with the online learning station, students need to access multimedia elements to acquire knowledge about the subject at hand (Babb, Stewart & Johnson, 2014). In addition, students collect study materials to be used in the collaborative learning station to complete the assigned tasks. Therefore, students need to use the time allotted

wisely to find out what is needed for the following tasks and their understanding. In addition, students help their peers to use the available technology and provide tips on how and where to find the information they need. In this way, students manage the given time and work at their own pace to learn more about the items presented while developing 21st-century skills required for their academic and social future.

Conclusion

Developing the speaking skill is one of the most challenging tasks in learning a language, as learners lack the opportunity to practice speaking more. Nevertheless, it is possible to resolve this by integrating new advanced teaching methods such as the SRM of BL that improves the quality of education. To meet this demand, this chapter was divided into three parts. The first part addressed some issues associated with speaking skill. The second part mentioned BL as an innovative method to enhance learning. While the third one exposed SRM as an applied model to enhance learners' speaking skill.

Chapter Two

Field Work

Introduction

The current study aims to shed light on the different issues associated with the speaking skill, as well as the effective use of the SRM in improving learners' speaking skill. To explain this clearly and meaningfully, in the previous chapter we gave an overview of the related literature, which gives us a clear idea of our topic and our research goals. This chapter is rather dedicated to presenting the practical fieldwork, which aims at exploring students' views on using the BL and SRM in enhancing EFL learners' speaking skill at Abdelhamid Ibn Badis University, and at providing an answer to our research questions and hypotheses. The practical chapter covers the research methodology followed by data collection with population and sampling. Then, it analyses the results obtained from the questionnaire.

2.1. Research Methodology

The research falls into the quantitative method, to data collection. To achieve the aim of this research dissertation, a questionnaire was distributed to 30 Master Two English students at Abdelhamid Ibn Badis University of Mostaganem to get their perceptions regarding the use of the SRM of BL in improving their speaking skill.

2.2. Population and Sampling

The submitted study is concerned with exploring students' perceptions of the effectiveness of using SRM and BL as a teaching method in developing learners' speaking skill. It was carried out in the second semester of the academic year 2021/2022 within the Algerian context of Teaching English as a Foreign Language (TEFL) at Abdelhamid Ibn Badis University of Mostaganem. The population consisted of Master two students of the English language department. Thirty students were selected randomly to constitute the sample of the study. Master-two students were selected because they are considered to be advanced English learners as they already have sufficient spoken language skills; also, they are more aware of the BL teaching method.

2.3. The Students' Questionnaire

This questionnaire consists of fourteen questions. The following lines explain the reason for each question asked in the questionnaire.

2.3.1. Description and Administration of the Students Questionnaire

The objectives behind the questions that are given to students are as follows:

Q1. Specify your gender:

Starting by general information of students, this question aims at gathering information about students' gender.

Q2. How do you describe your level of English?

This question is designed to explore students' level at English.

Q3. To learn a language, you have to learn first how to speak that language fluently and accurately.

This question is an attempt to see if students consider speaking as an important skill in learning a language or not.

Q4. Which difficulties do you face when practicing your speaking skill?

This question is meant to see whether students have difficulties encountered in speaking.

Q5. One of the difficulties you may face when practicing speaking is the teachers' method:

The reason why it has been asked is to explore students' opinions about the role of teacher methods in practicing the speaking skill.

Q6. You can describe the methods used by teachers in teaching the speaking skill in a foreign language classroom as:

Just as the previous question, this one serves the same objective. This question aims at knowing whether those methods are useful or not.

Q7. Which of these techniques does your teacher use in oral expression classes? (You can tick more than one option)

Students are asked to select the most used techniques in oral expression classes.

Q8. Do you like the use of technology (E-learning, Internet, videos, Web-based gadgets ...etc.) in EFL classrooms?

Educational technology aims to help students in their studies, which reflects that these technologies have enormous potential in the field of education. This question will provide us with whether students enjoy using technological devices to support their education or not.

Q9. How often do you use technology to enhance your speaking skill?

Students are asked this question to see whether the amount of time they use technology for improves their speaking skill or not.

Q10. To what extent do you think technology helps students to improve their speaking skill?

The reason why it has been asked is to make sure that the students or some of them are aware of the importance of integrating technology in their education.

Q11. How do you prefer the oral expression module to be taught?

Many educators have embraced technology and are constantly using it in new ways to encourage and enhance learning within the classroom and beyond. However, the question remains whether students prefer the oral expression module to be taught face-to-face, online, or both.

Q12. How many times have you been involved in a collaborative learning, or group experience required for a course?

Today, collaborative learning is a teaching method on the rise and it is known to have a wide variety of benefits for students. Since the station rotation model encourages collaborative learning, we attempt to ask students how many times they got involved in group experiences.

Q13. How easy or difficult has it been for you to communicate your thoughts or opinions to the group?

Anxiety is often experienced by students when they are being assessed, e.g. when taking an exam or giving a public performance. Many shy students feel so anxious around others that they begin making every effort to avoid any social situations. This can have a significant negative impact on a student's ability to perform at their best. This question is designed to ask students if their group experience of sharing their opinions was easy or difficult for them.

Q14. Online learning together with face-to-face learning is very useful because it will: (you can tick more than one answer)

This one is designed to explore the benefits of using SRM as a teaching method, along with students' opinions of its effectiveness in giving them more opportunities to practice their speaking.

2.3.2. Findings of Students' Questionnaire

This part deals with reporting the results of the questionnaire and presenting those using graphs and comments to highlight the relevant data to be discussed in the third chapter.

Q1. Specify your gender:

Table 1 Students' Gender

Options	Number of Students	Percentage (%)
Male	8	26,7%
Female	22	73,3%

Table 1 examines the gender of the students. It shows that the majority of participants are female (73.3%), while male students are represented only by 23.3%. This is because the proportion of female students in the Department of English at Abdelhamid Ibn Badis University is higher than that of male students.

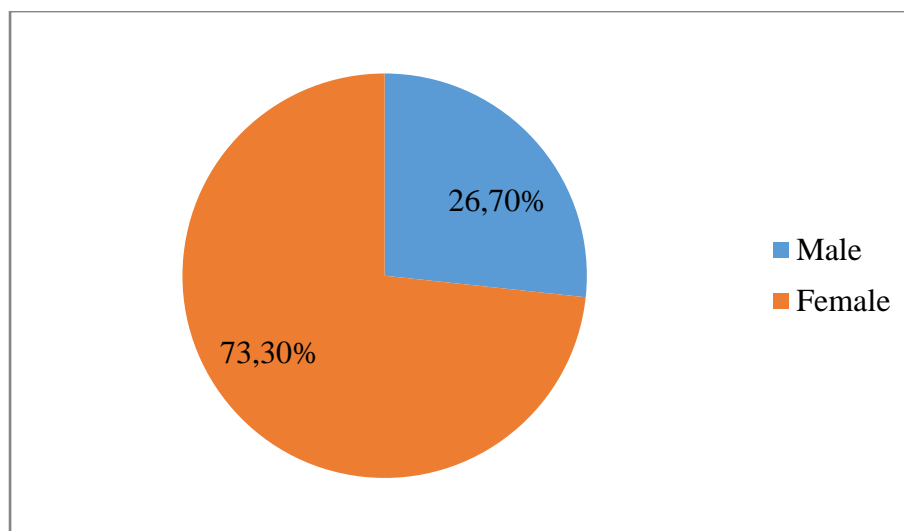


Figure 6 Students' Gender

Q2. How do you describe your level in English?

Table 2 Students' Level of English

Options	Number of Students	Percentage (%)
Excellent	5	16,7%
Good	23	76,7%
Fair	2	6,7%
Poor	0	0%

Table 2 shows the level of English of the students related to learning at Abdelhamid Ibn Badis University. It reveals that (76.7%) of the students represent a good level, while (16.7%) have an excellent level. The remaining percentages of students (6.7%) have a fair level of English, and it appears that none of the students has a poor level of English. It is worth mentioning at this juncture that these percentages reflect the opinion and personal judgment of their holders.

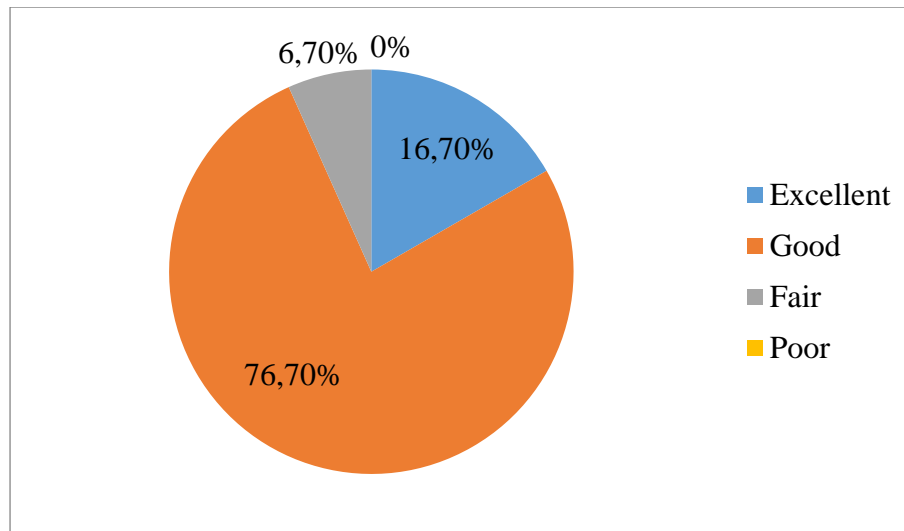


Figure 7 Students' Level of English

Q3. To learn a language, you have to learn first how to speak that language fluently and accurately.

Table 3 Students' Awareness of the Importance of Speaking

Options	Number of Students	Percentage (%)
Strongly agree	6	20%
Agree	14	46,7%
Disagree	8	26,7%
Strongly disagree	2	6,7%

Table 3 shows that (46.7%) of students agreed that to learn a language, they have above all to learn to speak that language fluently and accurately, while (20%) of them said that they strongly agree with this idea. (26.7%) of the students disagreed, while the remaining (6.7%) strongly disagreed with this idea. The different answers given by the students can be explained by the fact that the majority of the students agreed on the importance of speaking and that mastering speaking leads to mastering other skills.

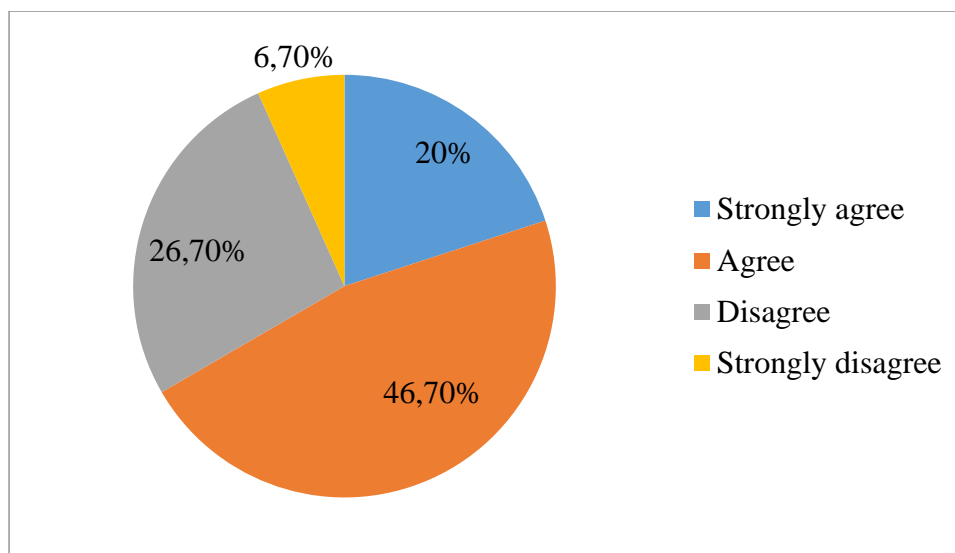


Figure 8 Students' Awareness of the Importance of Speaking

Q4. Which difficulties do you face when practicing your speaking skill?

Table 4 Speaking Difficulties Encountered by Students

Options	Number of Students	Percentage (%)
Shyness	7	23,3%
Anxiety	13	43,3%
Teacher's method of teaching	6	20%
Others	4	13.3%

The above question was for the students to find out what difficulties they encounter while practicing speaking. The results presented in Table 4 show that (43.3%) of the participants consider anxiety to be the most difficult aspect of speaking. While (23.3%) of the students indicated that they face many difficulties in the classroom due to their shyness. Meanwhile, (20%) of the students decided that the teacher's teaching method was one of the biggest obstacles to practicing their speaking skill. That is, the percentage (13.3%) of students chose other difficulties represented by a lack of vocabulary and motivation.

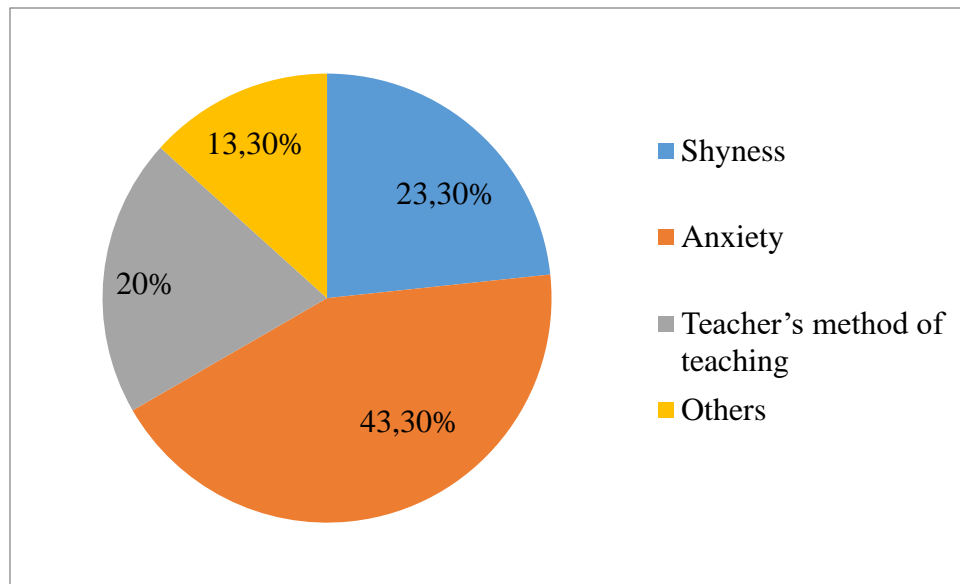


Figure 9 Speaking Difficulties Encountered by Students

Q5. One of the difficulties you may face when practicing speaking is the teachers' method:

Table 5 Students' Perceptions of the Teachers' Method

Options	Number of Students	Percentage (%)
Strongly agree	5	16,7%
Agree	9	30%
Neutral	10	33,3%
Disagree	5	16,7%
Strongly disagree	1	3,3%

The purpose of this question is to examine whether the teacher's method is seen as a difficulty that students encounter in developing their speaking skill or not. The results show that (33.3%) of the students are neutral, while (30%) agree with this opinion. On the other hand, (16.7%) of the participants strongly agreed that the teacher's method presents a difficulty in developing speaking skill. Other students with the same percentage (16.7%) disagreed with this idea. The other respondents (3.3%) strongly disagreed. It is worth noting that teachers' role in choosing the appropriate methods for their students to help them develop their speaking is very important.

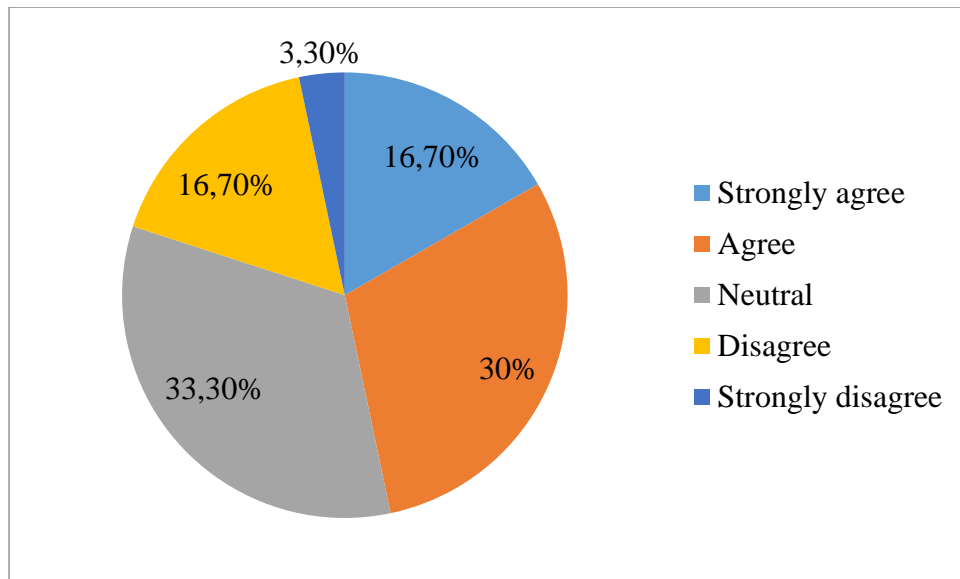


Figure 10 Students' Perceptions of the Teachers' Method

Q6. You can describe the methods used by teachers in teaching speaking skill in a foreign language classroom as:

Table 6 Students' Opinions about the Effectiveness of Speaking Teaching Methods

Options	Number of Students	Percentage (%)
Useful	13	43,3%
Not useful	7	23,3%
Interesting	10	33,3%

This question was asked to better understand students' opinions on teaching speaking methods. From the table above, it can be seen that (43.3%) of the students think that the methods used in teaching speaking are useful. (33.3%) of the participants find the methods interesting, while (23.3%) find them not useful at all. Students pay more attention to teaching methods as this play a crucial role in developing their spoken language skills.

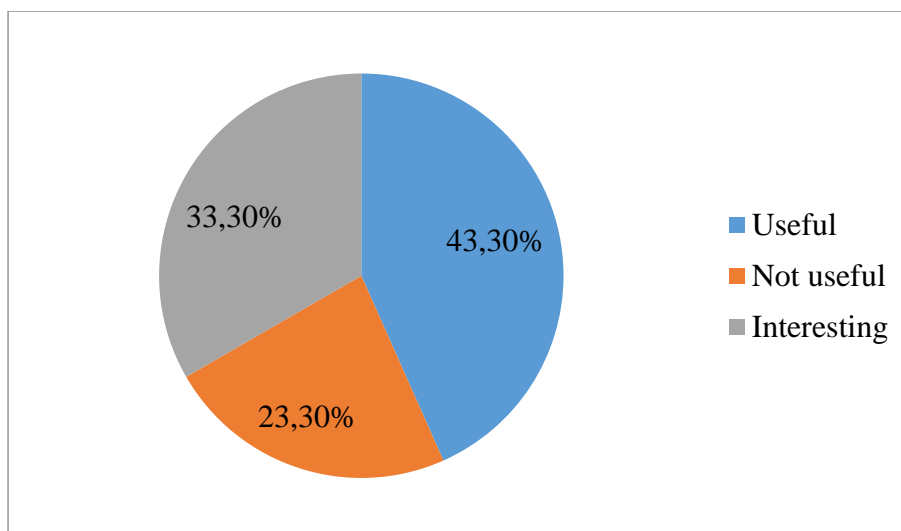


Figure 11 Students' Opinions about the Effectiveness of Teaching Speaking Methods

Q7. Which of these techniques does your teacher use in oral expression classes? (You can tick more than one option)

Table 7 Teachers' Techniques Used in Oral Expression Classrooms

Options	Number of Students	Percentage (%)
Pair Work	15	20,5%
Group Work	20	27,3%
Individual Work	17	23,3%
Classroom Interaction	21	28,8%

Question 7 is a multiple-choice question that permits students to pick more than one option. This question inquires students to determine the techniques used by their teachers in oral expression classes. (28.8%) of the students selected classroom interaction, whereas (27.3%) chose group work. Furthermore, (23.3%) of the participants stated that their teacher uses individual work techniques more, while others with the percentage of (20.5%) picked pair work.

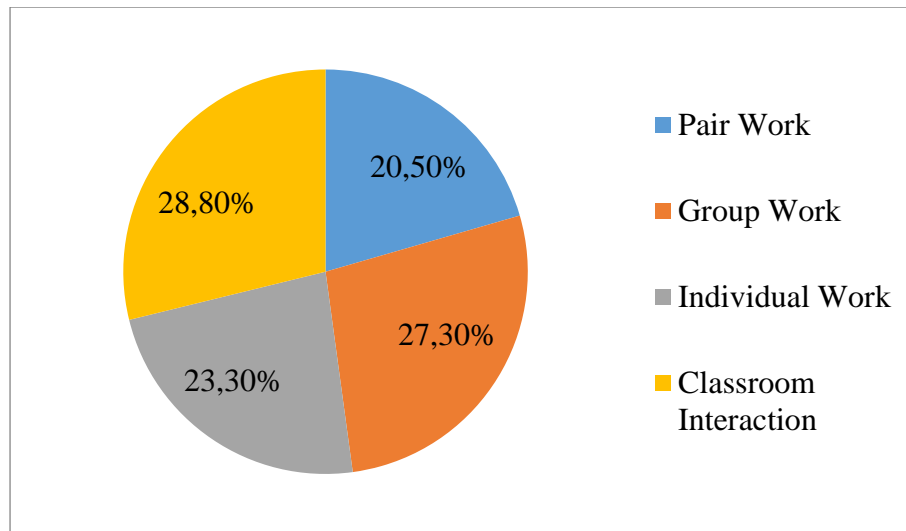


Figure 12 Teachers' Techniques Used in Oral Expression Classrooms

Q8. Do you like the use of technology (E-learning, Internet, videos, Web-based gadgets ...etc.) in EFL classrooms?

Table 8 Students' Preference about the Use of Technology in EFL Classrooms

Options	Number of Students	Percentage (%)
Yes	27	90%
No	3	10%

This question is designed to determine if students prefer the use of technology in EFL classrooms. Almost the majority of students (90%) prefer the use of technology, while only (10%) of them answered negatively. This clearly shows that students of this generation prefer to use innovations and new technologies when learning a language.

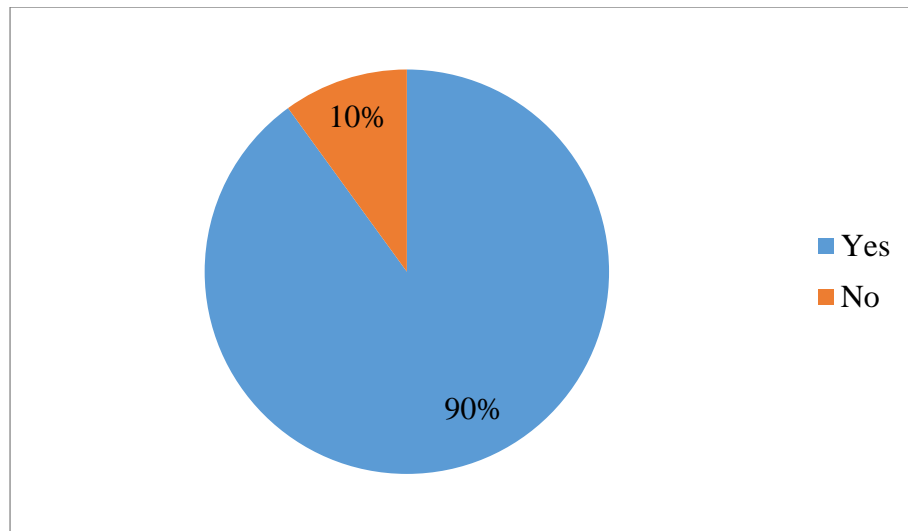


Figure 13 Students' Preference for the Use of Technology in EFL Classrooms

Q9. How often do you use technology to enhance your speaking skill?

Table 9 Students Usage of Technology in Enhancing their Speaking Skill

Options	Number of Students	Percentage (%)
Always	16	53,3%
Sometimes	13	43,3%
Rarely	0	0%
Never	1	3,3%

This question specifically aims to discover how much students use technology in learning speaking skill. The results in this table indicate that (53.3%) always use technology, while others (43.3%) said sometimes. The remaining percentage (3.3%) said having never used technology to enhance their speaking skill.

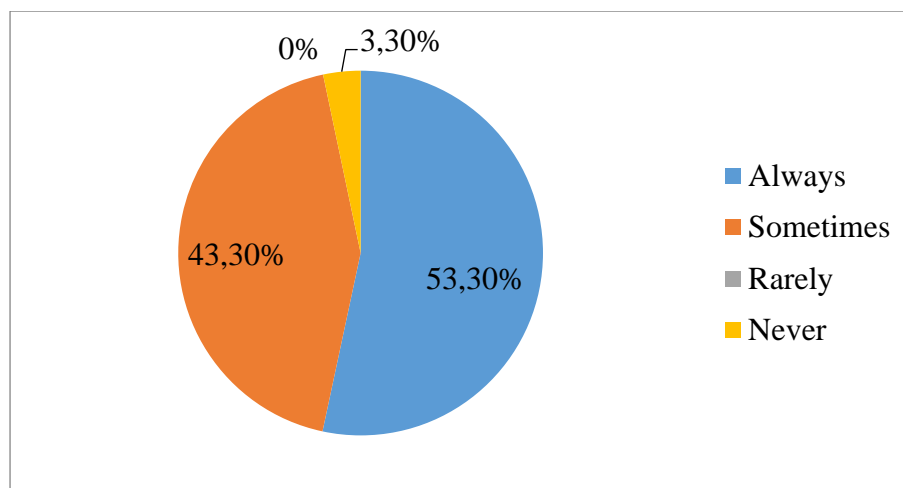


Figure 14 Students' Use of Technology in Enhancing their Speaking Skill

Q10. To what extent do you think technology helps students to improve their speaking skill?

-Students' opinions about the effectiveness of technology in improving their speaking skill

The common answer to this open-ended question was as follows:

They supposed that the use of technology would give them more opportunities to practice their speaking. Moreover, they stated that technologies like videos and podcasts would be good sources for them to develop their pronunciation and become fluent in the spoken language. It ameliorates their abilities, as well as provides them with a good background in vocabulary. According to a participant, “if students use technologies, they will become more independent learners”. In brief, the incorporation of technologies is greatly beneficial in developing students’ speaking skill.

Q11. How do you prefer the oral expression module to be taught?

Table 10 Students' Preference towards the Methods of Teaching Oral Expression

Module

Options	Number of Students	Percentage (%)
Face-to-face	11	36,7%
Online	1	3,3%
Both	18	60%

Regarding this question, the students were asked to name the methods they prefer from their teachers when teaching the oral expression module. As it is showcased in the table above, more than half of the participants (60%) give priority to both face-to-face and online teaching methods. While (36.7%) prefer the face-to-face method, only (3.3%) like online teaching. This may mean that students prefer to have more opportunities to practice speaking both inside and outside the classroom.

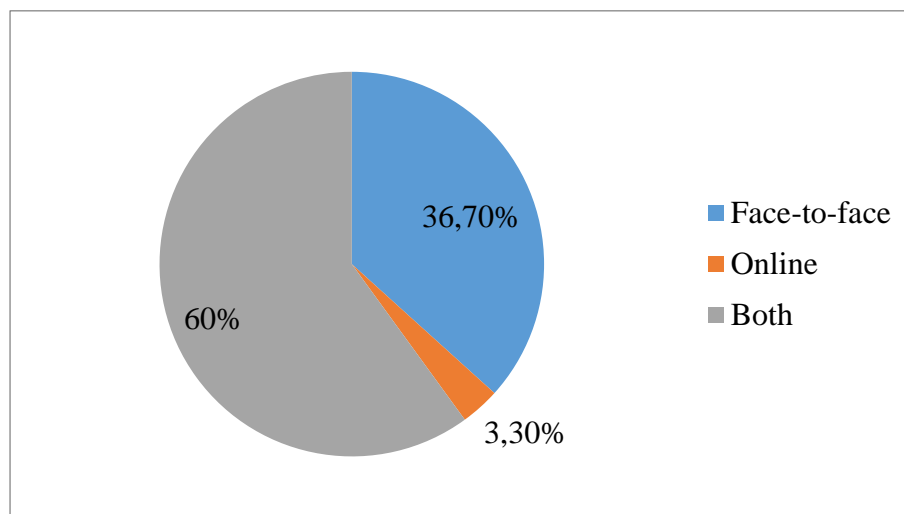


Figure 15 Students' Preferences towards the Methods of Teaching Oral Expression Module

Q12. How many times have you been involved in collaborative learning or group experience required for a course?

Table 11 Students' Experiences in Collaborative Learning

Options	Number of Students	Percentage (%)
Once	4	13,3%
2-3 times	15	50%
More than 4 times	11	36,7%

This question is mainly aimed at discovering students' experiences in collaborative learning. (50%) of students got involved 2-3times in collaborative learning. (36.7%) of them

said more than 4 times, while (13.3%) said that they got involved only once. It seems that most students prefer to engage in-group experiences.

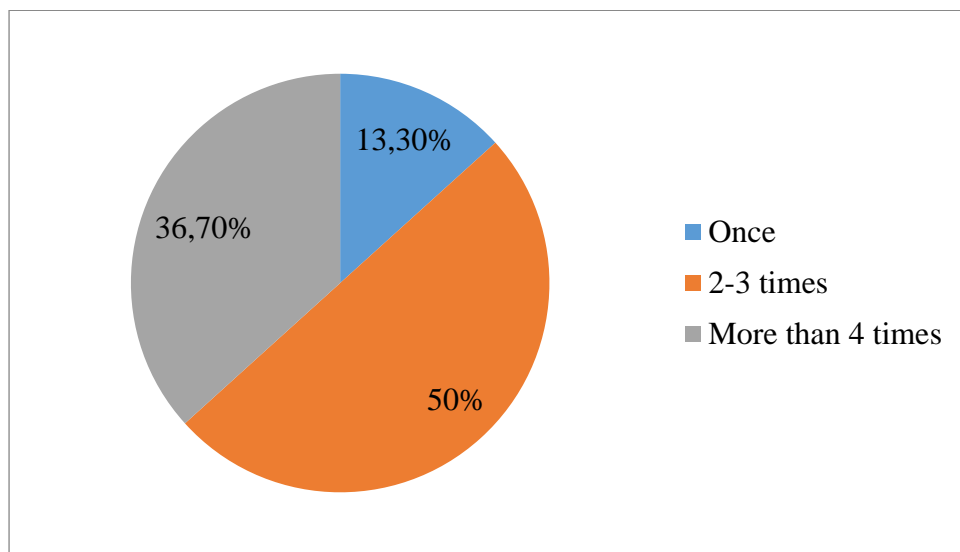


Figure 16 Students' Experiences in Collaborative Learning

Q13. How easy or difficult has it been for you to communicate your thoughts or opinions to the group?

Table 12 Students' Capabilities in Groups and Collaborative Learning

Options	Number of Students	Percentage (%)
Very easy	3	10%
Easy	12	40%
Unsure	10	33,3%
Difficult	4	13,3%
Very difficult	1	3,3%

This question was intended to reveal students' capabilities in sharing their thoughts in collaborative learning. Table 12 shows that a ratio of (40%) of students answered that sharing their opinions in groups is easy, whereas (33.3%) were unsure about their answers. Additionally, (13.3%) of the participants stated that it is difficult to communicate their thoughts

in the group experience, while (10%) claimed that it is very easy. The remaining percentage (3.3%) said it is very difficult. To put it in a nutshell, we can say that students need more opportunities to learn how to share their opinions and thoughts.

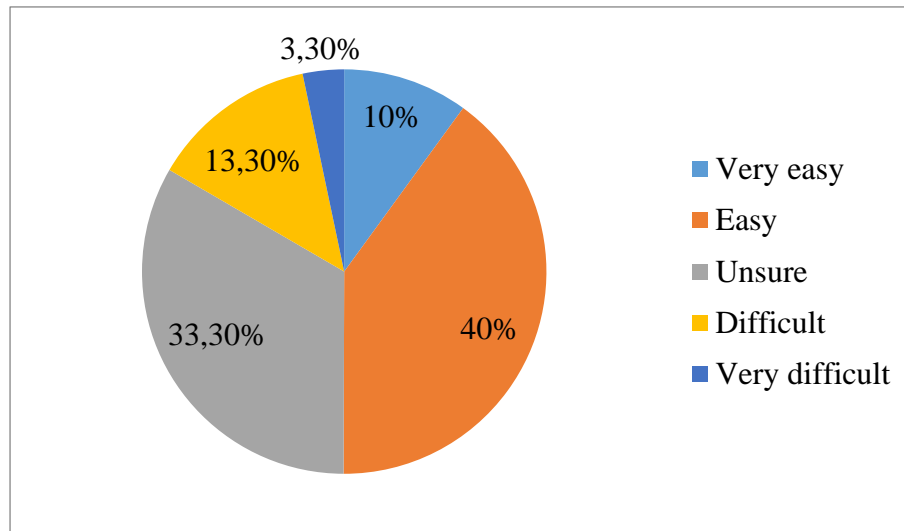


Figure 17 Students' Capabilities in Groups and Collaborative Learning

Q14. Online learning together with face-to-face learning is very useful because it will:

Table 13 The advantages of Blended Learning

Options	Number of Students	Percentage (%)
Increases your performance	13	22,8%
Motivates you to speak more	22	38,6%
Makes the learning process more Enjoyable	20	35,1%
Other	2	3,5%

Students can select more than one option in a multiple-choice question. As it is shown in the table, (38.6%) of the students claimed that BL would motivate them to speak more, while (35.1%) deemed that BL would make their learning process more enjoyable. Furthermore, (22.8%) of them contended that BL will increase their performance, whereas (3.5%) think that BL has other advantages.

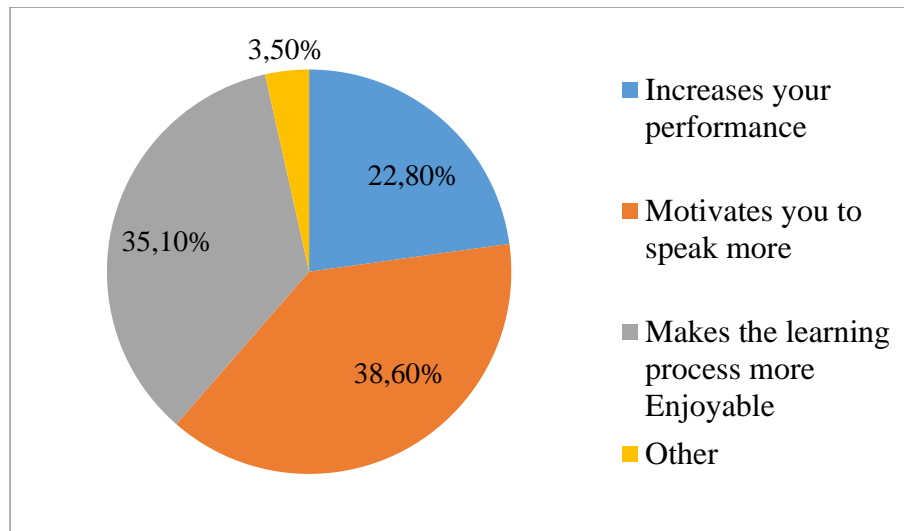


Figure 18 The Advantages of Blended Learning

Conclusion

The main purpose of this chapter was to confirm or reject the research hypotheses and report the results. The results of the entire analysis of the student questionnaire show that most Master-two students have positive perceptions toward station rotation blended learning as a new teaching method. In addition, the majority of respondents felt that BL with SRM would give them more opportunities to practice their speaking skill, in the same way as it would improve their performance and motivate them to speak more, enabling them to communicate fluently and interact with others.

Chapter Three

Findings and Results

Introduction

The study is intended to investigate the perceptions of Master two students of English at Abdelhamid Ibn Badis University of Mostaganem, and the effectiveness of the station rotation model of blended learning to enhance their speaking skill. The results obtained from the questionnaire serve as an attempt to answer the research questions and to confirm or reject the hypotheses presented at the beginning of the study.

3.1. Discussion of Results and Findings

In this discussion, the most important results of the questionnaire are presented. This research is conducted to test student responses and explore their perspectives on implementing the station rotation blended learning model. The following lines delineate the findings that are discussed all along.

- **Students agree with the importance of learning speaking skill first to speak a language fluently and accurately**

After analysing students' answers, it turns out that more than (50%) of students support the idea that to learn a language, they should first learn to speak that language fluently and accurately. Mainly because they enjoy expressing their ideas, thoughts, and beliefs through words and can fluently communicate and interact with others. The majority of students cannot develop their speaking due to many difficulties such as fear, shyness, and lack of motivation including teachers' teaching methods in the classroom. However, numerous students claimed that the methods and techniques used by their teachers are useful and interesting to help them practice speaking more; with the teachers employing many useful techniques that help their learners in the classroom. Most of the students admitted that among those techniques, they have more preference for discussions and dialogues, and to work in groups or pairs.

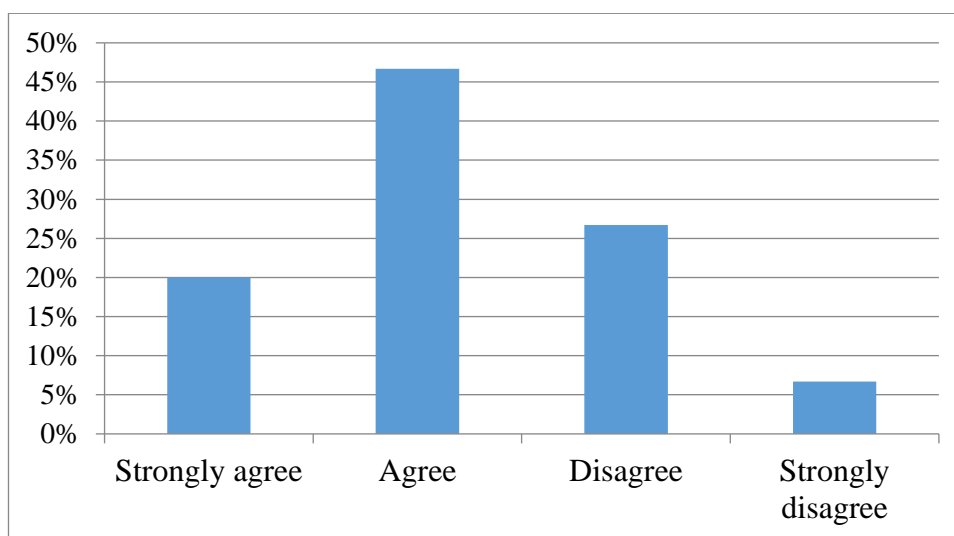


Figure 19 The Importance of the Speaking Skill

- **Students support the idea of using technology in EFL classrooms for learning purposes.**

Hence, (90%) of them would like the integration of technology in the classrooms, which aims to give more attention to speaking and satisfying students' needs and interests. According to the results obtained, almost all students indicated that the use of technology in EFL classes would be beneficial for them to improve their speaking, especially with online tools, the internet, videos, and others.

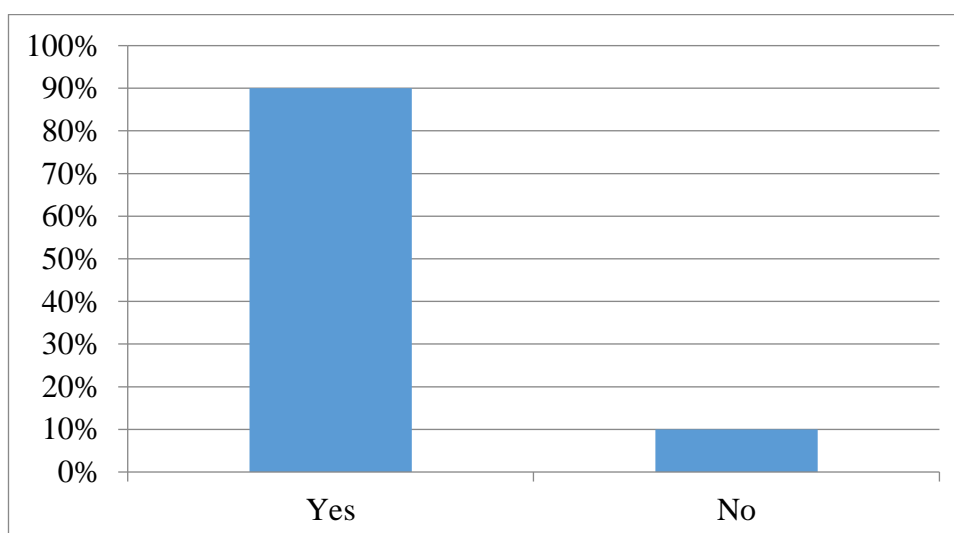


Figure 20 Using Technology in EFL Classrooms

- **Students find it easy to share their opinions and ideas in collaborative learning or in groups.**

We found that when the teacher splits students into groups, it would be easier for them to share their opinions and ideas with their colleagues. Since the station rotation model encourages collaborative learning among students, we think that this model would be useful to be implemented in EFL classrooms.

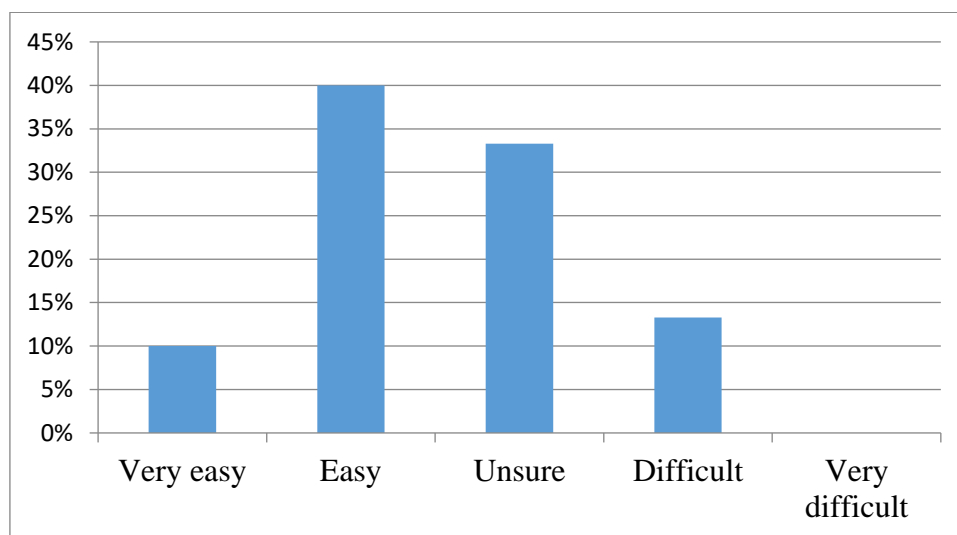


Figure 21 Collaborative Learning

- **Students agree that the combination of face-to-face and online learning (BL); will develop their speaking capabilities.**

So, using BL as a teaching method gives them more opportunities to master English and use it inside and outside the classroom. In addition, it turns students into independent learners, motivates them to speak more, increases their achievement, and makes the learning process more enjoyable for them. Also, students believe that the station rotation blended learning model is an effective method to incorporate into EFL classes to improve their speaking skill.

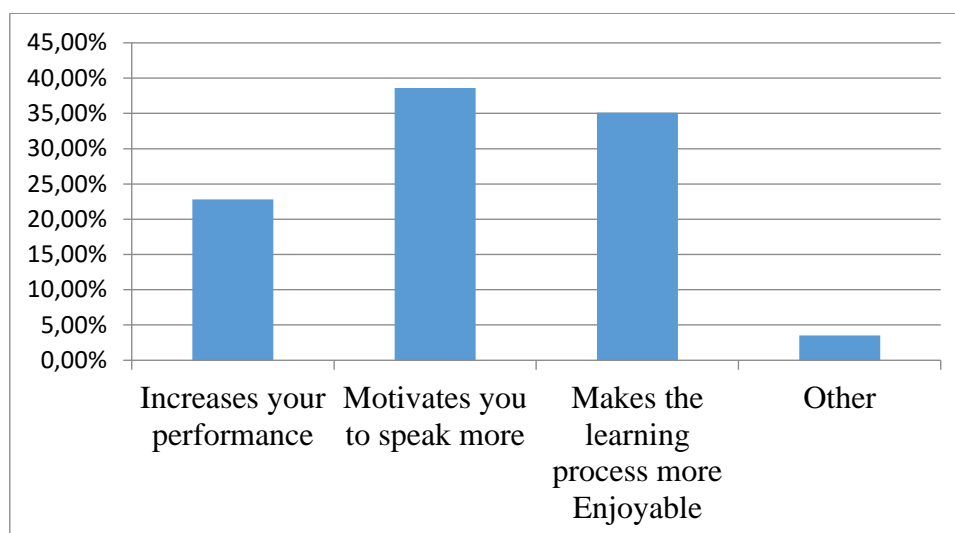


Figure 22 Blended Learning in EFL Classes

3.2. The Effectiveness of Implementing Blended Learning in EFL Classes

The acquired results from the questionnaire confirm that the majority of the students who participated in the study believe that BL is an efficient teaching method, and helps to increase their speaking skill. Specifically, almost all students suggested that BL should be integrated into EFL classes as a new method of teaching language skills, especially speaking skill.

3.3. Master-Two Students' Perceptions towards the Station Rotation Model

The results show that students have positive perceptions of the effectiveness of SRM, and almost all students agree that it provides them more opportunities to practice speaking in the classroom. In addition, they state that this model will motivate them to improve their interaction and performance and make the learning process more enjoyable. For this reason, Master two students strongly recommend using BL and the SRM in the EFL context to improve their speaking skill. Overall and based on these findings, the research hypotheses are confirmed.

3.4. Recommendations

Based on the previous findings, a number of pedagogical recommendations are suggested:

- It is highly recommended that teachers should use new instructional models and methods such as blended learning and station rotation within the classroom to reap their benefits, as using these methods and models engages students and allows them to be more relevant to the new era to be technology.
- The Ministry of Higher Education and Scientific Research of Algeria has declared that it promotes the use of technological tools and their use them in every university. Therefore, efforts should be made to get more tools such as computers, the internet, overhead projects, modern language laboratories, etc. Breaking down the obstacles that prevent teachers from using ICT and encouraging them to use it more in the classroom. It is also recommended that the availability and adequacy of these tools be continuously monitored in each university.
- Teachers should avoid traditional ways of teaching language that would discourage learners from participating, interacting, and developing their communication skills.
- Students should be given more opportunities to participate in the learning process, especially when practicing speaking activities
- EFL teachers need to remember that technology is a resource that will help them achieve course goals. In addition, their integration will motivate their students to engage more in the course. Therefore, they play an active role in the teaching process.
- It is recommended that teachers change the strategies used in teaching speaking to attract students' attention.
- To improve student engagement, teachers should incorporate new methods that focus on students' speaking skill.

3.5. Reflection

Like any approach, BL and SRM require a lot of preparation before getting engaged in and evaluation after facing the process. The teacher at this level should be wise and vigilant

enough to recognize whether this approach is beneficial in their context so that s/he would introduce other methods and techniques and perhaps switch to a different approach entirely.

3.6. Limitations of the Study

We are aware that this research needs both teachers' and students' perceptions about the effectiveness of the BL and SRM as a teaching method, but due to COVID-19 which led to various changes in the educational system of universities, especially the non-availability of teachers, it was impossible to get their feedback. One weakness is the lack of free primary resources for the BL and SRM and its effect on improving the speaking skill.

3.7. Suggestions for Further Research

Based on the findings and the limitations of the current research, it is perhaps necessary to propose some advice concerning the field of the study:

In our research, we conducted a descriptive study using questionnaire as a means of data collection. To gain a better insight into the effectiveness of BL and the SRM. It is suggested that the researchers elect for experimental research to test the effects of these methods on improving students' speaking ability. Teaching through innovative tools would be preferable to improve students' speaking skill.

Researchers strongly suggest learning through the use of recently emerging technologies. In addition, researching educational technology in multiple universities requires more time, as well as, the use of more data collection tools, like classroom observations. This will provide teachers with more evidence for using technology in the classroom and the barriers they face in implementing it.

In the end, other researchers are advised to steer studies based on BL and the SRM in all language skills, as all of them are important in developing language learning.

Conclusion

The main purpose of this chapter was to confirm or reject the research hypotheses and report the results. The results of the analysis of the students' questionnaire show that the majority of Master two students have a positive perception of the station rotation blended learning model as a new teaching method. In addition, the majority of respondents felt that SRM of BL would give them more opportunities to practice their speaking skill, improve their performance and motivate them to speak more, enabling them to communicate fluently with others.

From this study, it can be seen that all the students involved in the experiment are in favour of this type of teaching and would like it to be taken on permanently and preferably adopted by the English department.

General Conclusion

The implementation of technology in the teaching and learning of foreign languages has become necessary. Therefore, educational researchers such as (Koşar, 2016), (and Thorne, 2003) are looking for new methods that integrate these technologies to teach speaking skill. They conducted many studies to explore new techniques and strategies that could give students more opportunities to speak, especially inside the classroom. It is true that images and videos can speak and express more than words and give learners more joy in learning than traditional lectures. This presumption led to the incorporation of BL and many models thereof, including station rotation in teaching and learning, as this model was seen as more convenient for teaching and learning the speaking skill. The main objective of this research work is to examine the perceptions of Master two English students at Abdelhamid Ibn Badis University of Mostaganem regarding the use of BL and the SRM in improving their speaking skill. The overall research work comprised three significant chapters.

The first chapter was devoted to the theoretical framework of the study, as it was divided into three parts. The first part entitled “The Speaking Skill for EFL Students”, provided an overview of the most pertinent issues related to the notion of speaking skill. The second part “Blended Learning” shed light on the use of BL in the EFL context and its relation to speaking skill. Eventually, the last part revealed the SRM as the suggested model to enhance EFL students' speaking skill as corroborated by a good number of scholars such as (Coates, 2007), and (Staker & Horn, 2012).

Accordingly, the second chapter reported on the practical aspects of the current research. First is the research methodology, which outlined the nature of the study besides the data collection procedures. Second, it covered details of the sampling and population to display results by elements based on the tools used for data collection. We would have loved to have a larger corpus, but unfortunately, the current health condition of COVID-19 impeded us from

meeting more students and teachers. This is what accounts for the fact that we could only deliver one questionnaire for students.

The last chapter shortly summarized the results of each instrument data collection in the previous section. Findings and results were addressed and presented under different headings, and similar opinions were sought. They clearly showed that more than 50% of students were aware of the importance of the speaking skill, whereas more than 90% of students prefer the use of technology in EFL classrooms for developing their academic performance; especially their speaking skill. Moreover, most of the students prefer collaborative learning in classrooms; they also consider that BL would offer them more opportunities to develop their speaking skill. Afterward, the second section offered some recommendations that can facilitate the incorporation of the SRM of BL in EFL classrooms. The final part reviewed the research questions and offered some suggestions for future researchers.

Last but not least, we strongly recommend that BL especially the SRM, be implemented in our EFL classrooms, not only as an aid for learning but also as a source of motivation, enjoyment, and source of achievement.

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Appendix

Students' Questionnaire

Dear students,

You are kindly asked to answer the following questions to help your teachers better manage their classrooms in the future.

Q1. Specify your gender:

-Male

-Female

Q2. How do you describe your level of English?

-Excellent

-Good

-Fair

-Poor

Q3. To learn a language, you have to learn first how to speak that language fluently and accurately.

-Strongly agree

-Agree

-Disagree

-Strongly disagree

Q4. Which difficulties do you face when practising your speaking skill?

-Shyness

-Anxiety

-Teacher's method of teaching

-Other

Q5. One of the difficulties you may face when practising speaking is the teachers' method:

-Strongly agree

-Agree

-Neutral

-Disagree

-Strongly disagree

Q6. You can describe the methods used by teachers in teaching the speaking skill in a foreign language classroom as:

-Useful

-Interesting

-Not useful

Q7. Which of these techniques does your teacher use in oral expression classes? (You can tick more than one option)

-Pair Work

-Group work

-Individual Work

-Classroom interaction

-Other.....

Q8. Do you like the use of technology (E-learning, Internet, videos, Web-based gadgets ...etc.) in EFL classrooms?

-Yes

-No

Q9. How often do you use technology to enhance your speaking skill?

-Always

-Sometimes

-Rarely

-Never

Q10. To what extent do you think technology helps students to improve their speaking skill?

.....

Q11. How do you prefer the oral expression module to be taught?

-Face-to-face

-Online

-Both

Q12. How many times have you been involved in collaborative learning or group experience required for a course?

-Once

-2-3times

-More than 4times

Q13. How easy or difficult has it been for you to communicate your thoughts or opinions to the group?

-Very easy

-Easy

-Unsure

-Difficult

-Very difficult

Q14. Online learning together with face-to-face learning is very useful because it will: (you can tick more than one answer)

-Increases your performance

-Motivates you to speak more

-Makes the learning process more enjoyable

-Other.....

**Thank you,
For your collaboration.**

