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# **“The Effect of Using the Station Rotation Model on Preparatory Students’ Writing Performance”**

**A Thesis Submitted in partial Requirements for the  
Master Degree in Education**

**(Curriculum and Instruction: TEFL)**

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**2018**

**Abstract**  
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The present study investigated the effect of the station rotation model on developing preparatory students’ writing performance. The study included twenty-five-1<sup>st</sup> preparatory stage students enrolled in a preparatory school in New Cairo, Cairo, Egypt. The study adopted the quasi- experimental design. Twenty-five participants were randomly selected and assigned to one group who received instruction through the station rotation model. Data were collected and analyzed using quantitative and qualitative instruments. A pre post writing test, an analytical writing scoring rubric, a writing performance reflective checklist, and writing samples were used. Findings illustrated that participants showed stronger writing performance in the area of relevance of ideas, reflection, organization, accuracy, and fluency. Findings also showed significantly higher levels of vocabulary acquisition. The improvement of students’ writing as illustrated by multiple measures suggested that the station rotation model is an effective one for enhancing preparatory students’ writing performance.

**Key words:** Blended learning, Station Rotation Model, Writing Performance

## **Acknowledgements**

Thanks are first and foremost due to Allah.

I would like to express my deep appreciation and gratitude for all who assisted me to complete this study. I would like to express my gratitude to my supervisors: I am profoundly grateful to Prof. Asmaa Gheith for her valuable guidance and solid support. This study would not have been possible without her useful remarks and constructive comments.

I would also thank Dr. Badr Abdel-fattah for his academic time, support, and encouragement.

I would like to extend my gratitude to my family; my mother and sister for the continuous support and encouragement they offered throughout the process of working on this study.

I would also like to thank all the students who actively participated in this study and honestly responded to all the measures.

Finally, I sincerely dedicate this work to my late father Mr. Mohammed Abdel-hakam Hassan who passed away last August. I'm eternally indebted to him for his loving upbringing, nurturing and all the sacrifices he made for me and all my siblings.

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# Chapter I

## Introduction

# CHAPTER I

## Introduction

Writing is a major pillar of any language for it has a very crucial communicative and academic purpose. “Writing provides the foundation of education and the basic requirements for all academic disciplines” (Heffernan, Linclon & Atwill, 2001 ). A student can never be called literate unless s/he is able to communicate and express thoughts and ideas clearly whether in speaking or in writing.

Writing is extremely important to language learners as it allows them to express their thoughts and reflects their own experiences in writing. A Learner’s ability of self-expression is bound to his/ her writing performance (WP). Sometimes language learners fail to express the idea they intend to express in writing. In other cases, they tend to miscommunicate their thoughts, due to their poor writing performance. Learners’ academic success depends crucially on their writing performance. Several challenges are faced by language learners when attempting to take on a writing task. Therefore, learners’ writing performance (WP) is seriously hindered and in turn their academic achievement (Erkan, 2011). There is a compelling need to address these challenges through methods and strategies that can provide learning environments which respond to learners’ challenges and allow room for improvement.

Writing is a major challenge for English language learners and even for

native speakers. It involves several requirements which are expected to be fulfilled by learners. To produce an acceptable piece of writing, learners have to pay rapt attention to content, organization, purpose, audience, vocabulary and many other aspects (Alsamadani, 2010). Without proper instruction and strategies, it would be impossible for learners to produce a proper and coherent essay. Teachers need to engage learners in several classroom activities in which writing is approached as a process and tackled through different stages which assist learners recollect lexical items, ideas, supporting details, and facts, and organize the collected ideas into a coherent and cohesive piece of writing.

Blended learning has the power to engage students and help them take ownership of their learning in ways that are not always possible in a traditional classroom. Teachers are able to take key steps toward providing instruction that is student-centered as opposed to teacher-centered. The ever-increasing abundance of high-quality, and often free, online resources to which teachers access has opened instructional gateways that have previously been available only to the a few number of students. By introducing blended learning into their classrooms, all teachers are able to provide differentiated instruction that responds to students' learning needs and to student interests. This is the very essence of great teaching and learning (Horn, 2014).

Several models of blended learning have been suggested by integrating face to face instruction and online instruction. This study focuses on the station rotation model (SRM) of blended learning which integrates face-to-face

instruction, online instruction, and collaborative learning. The researcher believes that exposing learners to these three different learning situations would lessen their writing apprehension, improve their writing performance, develop ownership of their learning, and acquire 21<sup>st</sup> century learning skills through authentic exposure to multi-media items and resources. In the station rotation model, learners are divided into three groups; each group joins a learning station for some time, then rotates or moves to the following station and then rotate for the last time (Bailey, Ellis, Ark, & Schneider, 2013).

For the sake of improving English language learners' writing performance, several researchers argued that writing should be tackled as a process underlying which several stages take place. "The process approach is a process for writing that includes five steps: prewriting, drafting, revising, editing and publishing. Writers are encouraged to spend significant time performing tasks within each step and revisit previous steps as necessary. The process approach is not linear; it is cyclical and fluid." (Vanderpyl, 2012). SRM allows different learning stations in which learners would experience the different stages of writing; Within these stations, learners would accomplish both pre and post-writing activities and tasks.

Several stations are included in SRM each of which serves certain purposes. As shown by the collaborative learning station in which learners are asked to carry out a specific task collaboratively. Collaborative learning of writing helps students to recollect new ideas and exposes them to various points of view, encourages them to discuss, debate, disagree and teach one another.

Furthermore, it assists them to practise aspects of the process approach to writing such as generating and brainstorming ideas (Graham, 2005). Collaboration in EFL Classrooms proved to be efficient in language learning especially in writing instruction. Within the collaborative learning station of SRM, learners collaborate to generate new ideas, discuss them and debate. Collaborative learning station also allows various activities to be carried out by learners as pre-writing activities giving learners enough time to construct their own ideas and opinions on given prompts and also organize them into paragraphs using graphic organizers before starting writing.

Not only does the collaborative station allow time for pre-writing activities, but it allows room for post-writing activities as well. Several studies have highlighted the importance of post-writing activities, especially peer feedback, and its positive effect on writing performance. Peer feedback allows learners to evaluate their peers' essays, recognize to what extent their peers' essay communicate the ideas and meaning they wanted to convey, increases learners' participation and engagement, and makes learners less teacher-dependent (Hyland , 2000).

The face-to-face station is another station included in the station rotation model. Learners form a group around the teacher who explains the main points of the lesson, tackles the issues and inquiries of every student. SRM allows teachers to handle only one-third of the class at a time as the other two-thirds would be working in the other two station. Small group instruction. Exposing

the learners to more than one way of instruction and learning goes with the fact that differentiated instruction leads to better language performance (Tomlinson & Ann, 2014).

## **Context of the Problem**

In the Egyptian context, “Pedagogical methods and approaches to teaching are also problematic. Rather than being encouraged to engage critically with the subject matter at hand, students are generally steered towards memorization and rote-learning.” (Loveluck, 2012). Consequently, English language learning in all grade became a passive process, which does not engage students in the process of their learning and merely requires learners to memorize a set of vocabulary and grammatical rules without allowing time for practicing and using these sets of vocabulary and grammatical items in authentic learning situations.

Egyptian English Language Learners are in a dire need for teaching approaches that allows room for engagement and practice. Blended learning is one of the main approaches which has primary interest in learners’ engagement through the use of diverse technological items. “technologies such as e-portfolios, synchronous and asynchronous forums, and wikis that are blended into face to face courses have the potential to enhance writing and critical thinking. These technologies bring more opportunities for collaborative writing and peer review, and they open student thoughts and ideas to an audience beyond the instructor. As a result, they can increase interaction, student engagement, as well as



academic and professional success.” (Spiliotopoulos, 2014).

Writing instruction in several Egyptian schools neither follows the product approach nor the process approach of writing as learners at all stages mainly depend on ready-made topics that are provided and written beforehand by teachers. Because of the exam-oriented nature of education in Egypt, learners prefer memorizing pieces of writing that are provided by their teachers rather than attempting to produce their own in order to avoid losing marks. Writing apprehension is a very evident feature of Egyptian ELLs and it is one of the major reasons attributed to ELLs writing performance. As a result, there is an absolute necessity for approaches that allow room for practice, tolerate learners’ mistakes, engage them in their own learning, personalize learning according to learners’ learning preferences, and provides constructive feedback (McIlwraith, H. & Fortune A., 2016).

Due to lack of practice, language performance is radically affected especially learners’ writing performance. "Egypt’s teaching culture conflicts with the approach set out in the standards-based, communicative textbooks, such as Hello!. A study conducted in (2016) found that grammar and vocabulary were allocated over two-thirds of class time (70.08 percent) with listening, speaking and writing barely accounting for four minutes in a lesson". Almost no time is dedicated for writing instructions or activities as the main objective of the English session is to deliver a certain set of vocabulary and grammatical rules in a traditional way. Thus, Egyptian English language learners are not engaged in the

process of their own learning because of the exam-oriented methods used at Egyptian schools which turned them into passive receivers of information. Given no time to practice writing or applying the vocabulary and rules learned in constructing written essays, it was no surprise that English language learners in Egypt show low writing performance in terms of meaningful reflection of ideas.

## **Pilot Study**

Two unstructured questionnaires and two unstructured tests in writing were designed and unstructured interviews with learners were held to know the standard of learners in the English Language performance. The results were as follows:

- The students' questionnaire included (30) students. The questions were about the methods of learning and acquiring the language that students use to achieve better results in the process of English language learning and the activities that develop their performance in writing. The results showed that 22 % of them were excellent and very good language users while 78 % were average and weak.

- The questionnaire for (3) EFL teachers. The results assured that about 20% of the students they deal with have excellent writing performance, while 80 % were between average and weak.

- An unstructured writing test was conducted. students were asked to write an essay about a given topic. The writing test was to evaluate the learners'

performance in writing. Students mistakes were taken into consideration. Assessing students was on drafting, spelling and grammatical mistakes. Percentage of excellent and very good was 30 % while the percentage of average and weak was 70 %.

- The researcher revised the general aims for teaching English as a Foreign Language and found among them: To improve the students' ability to express themselves in various ways and accurately orally and in writing. To communicate with others in various ways. To share in a constructive conversation. To be able to understand what is going around them in English. To share in what happens around them and be able to communicate in different ways whether face to face or in writing.

## **Statement of the Problem**

Egyptian students' writing performance shows points of weakness in ideas production, correctness, and organization due to the exam-oriented nature of teaching and learning English at Egyptian schools which urged teachers to focus more on mere memorization of grammatical rules and vocabulary allowing almost no time to practice using them (Ahmed, 2006). The researcher aims at investigating the effect of the station rotation model on developing the English language learners' writing performance.

## **Study Questions**

The present study attempted to find answers to the following question through this main one:

"What is the effect of using the station rotation model on improving the prep. stage students' English writing performance?"

This main question elicits the answer to the following sub-questions:

This major question branches out into the following questions:

- What are the existing language performance levels of the EFL learners?
- What is the appropriate Language performance level required by the preparatory learners to cope with their needs?
- What are the features of a proposed treatment based on the station rotation model to develop prep-stage writing performance?
- How can the station rotation model be used to develop prep-stage writing performance?

## **Hypotheses**

The following hypotheses were tested:

1. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in students' writing performance as a whole in favor of the post-test.
2. There are statistically significant differences between the mean scores

obtained by participants in the pre-test and those of the post-test in the ideas and content of writing on the writing test in favor of the post-test.

3. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of writing organization in favor of the post-test.
4. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of reflection in favor of the post-test.
5. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of accuracy on the writing test in favor of the post-test.
6. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of fluency on the writing test in favor of the post-test.

## **Study Objectives**

The present study attempted to achieve the following objectives:

1. Identifying the effect of using the station rotation model on developing students' writing performance.
2. Identifying the effect of using the station rotation model on developing students' ideas and content.
3. Identifying the effect of using the station rotation model on developing

students' writing coherence.

4. Identifying the effect of using the station rotation model on developing students' writing reflection.
5. Identifying the effect of using the station rotation model on developing students' vocabulary and structure.
6. Identifying the effect of using the station rotation model on developing students' writing organization.

### **Significance of the Study**

The research aims at providing a digital learning environment along with collaborative activities and traditional instruction.

In the light of the previous considerations, it is hoped that the present study would:

- **For Learners:** The study emphasizes the importance of exploiting a critical view of learning. The learners will be exposed to various items that they will have to evaluate and select appropriate writing styles and forms.
- **For instructors:** They can use the suggested model and activities to enable them to improve the learners' language use.
- **For Curricula Developers:** They can put the results of the research into consideration when they design activities or curricula for pupils.

- **Researchers:** This study opens the doors for researchers to look for, develop and adopt up-to-date strategies that assist the learning process.

## **Delimitations**

The present study was delimited to:

1. A number of twenty-five students enrolled in Advanced Education Preparatory School in New Cairo.
2. Online and face to face learning Contexts.
3. Collaborative learning.
4. Small-group Instruction.

## **Definition of Terms**

### **Station Rotation Model (SRM):**

Station rotation is a model implementation in which, within a given course or subject, students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments (Horn, 2014). The researcher refers to the station rotation model as a blended learning context which integrates three different kinds of learning modalities offering differentiated and personalized instruction

that allows room for scaffolding and supporting the prep stage learners in order to enhance their performance.

### **Writing performance:**

Writing performance is the production of a writer's ideas on a certain topic in a written form with clear organization of ideas, adequate and relevant content taking the audience into consideration and demonstrating appropriate mechanics (Mohammed, 2010). In this study, writing performance is constructing and reflecting ideas in a written form resulted from activities and tasks that students go through during their stay in each learning station.

### **Organization of Remainder of the study**

The remainder of the study will consist of the following. Chapter II will review the literature on the station rotation model of blended learning and the literature on writing instruction. Chapter III will detail the research design and methodology of this study. Chapter IV will present the data collected. Chapter V will present the findings, conclusions, and recommendations of this study.



# Chapter II

## Review of Literature and Related Studies

# CHAPTER II

## **Review of Literature and Related Studies**

In this chapter, pertinent literature and related studies will be overviewed. Part one is concerned with writing performance. Part two presents technology and online learning, blended learning represented in the station rotation model. Furthermore, Part three presents overall reflections on the reviewed literature and reviewed studied.

## **Writing Performance as a critical area in EFL**

Writing is a challenging task for English language learners as it requires due practice and continuous and constructive feedback that can address the issues faced by learners when writing. Native English writers acquire language naturally depending on being and growing in an English language speaking culture (Nelson, 1991). However, EFL writers acquire language through learning and direct instruction. Consequently, EFL writers commit more errors in terms of grammar, spelling, punctuation and, vocabulary due to several factors as first-language transfer. Hence, EFL writers have different needs that are required to be handled by teachers through novel strategies and techniques that increase motivation for language learning.

EFL Learners, especially in Egypt, face major challenges when they are given a writing task as first language interferes and affects their writing

performance causing several mistakes to take place. Gomaa (2010) indicated that Arab ELLs commit and repeat mistakes because of their mother tongue as; a) run on sentence, which is totally accepted in Arabic, b) Arabish , as Arab ELLs always to translate idioms and expressions from Arabic to English causing misunderstanding to whoever reads it. c) Punctuation marks, that are fewer in Arabic. Arab ELLs rarely use marks as colons and semi-colons, d) Writing organization, which differs completely from writing organization in Arabic, yet ELLs stick to the way they organize their Arabic essays. Writing is an individual activity in which a learner expresses his own ideas and commit a set of mistakes due to challenges which differ from one learner to another. Thus, Egyptian language learners need an instructional method that allows time for teachers to address the issues and challenges that each and every student face. Consequently, improvement can take place as the absence of one-to-one feedback leads to the same mistakes in the future.

### **Approaches to Writing Performance**

The free writing approach focuses on learners' ability to develop and generate ideas without being anxious about the errors they might commit while writing. The free writing approach is considered the opposite of controlled composition approach as it highly regards writing fluency to writing accuracy. Following the free-writing model, teachers encourage learners to pick the writing topics they are interested in and produce a piece

of writing. Teachers' feedback does not include any comments on learners' grammatical and mechanical errors as this approach aims at teaching learners to write freely (Hacker, 2004).

As well as, the communicative approach views writing as a social activity. Thus, it highlights that any piece of writing should pay attention to both purpose and audience. Learners are required to know who they are writing to and why they are writing. The communicative approach focuses on the context of writing by using authentic texts/ essays that are meant to serve a given purpose. Thus, it contextualizes the writing task and gives it an authentic social environment so that learners acquire the real identity of writers/authors and is required to behave as one according to the writing task given. Learners tend to perform better when the writing task is meaningful and has a social context as they feel that they are writing to address a certain purpose not to complete an assignment. When learners get to write to a given audience as teachers, classmates or officials, they learn to consider their audience and communicate their ideas properly which leads to better writing performance (Hyland, 2002).

### **Using Technology to Develop Writing Instruction**

Research in EFL has always focused on the use of computers to develop language learning instruction. Compared to traditional instruction, technology has shown several benefits and offered numerous opportunities

to learn languages faster and more efficiently (Silver-Pacuilla, 2006). technology offers a variety of applications that are designed to respond to specific challenges and weaknesses as; drills software for basic linguistic skills and writing tools and simulations for developing motivation and assisting learners when writing. technology makes learners less-dependent on their teachers as it allows them to assess their own work and select and use the available application to develop and solve the problems they might face. Consequently, Individualized learning is offered in addition to meta-cognitive skills which are greatly developed through using technology.

Several software applications were developed to assist English language learners complete the writing tasks assigned to them. These applications offer solutions to those who have poor sentence production, fluency, and revision. Basic software applications like Microsoft Word were put into use as it offers several services as; Word prediction for those who have spelling mistakes, word retrieval, and grammar. These services are used by learners to maintain correctness in terms of spelling and grammar. However, other software applications as; brainstorming and mind mapping applications, were used to assist learners to generate, develop and organize their own ideas (Mirenda, P., Turoldo, K., & McAvoy, C. 2006).

## **Using the Station Rotation Model as a proposed model to develop EFL writing performance**

As one of the modern blended learning models, the station rotation model not only integrates traditional and online learning, but it also integrates collaborative learning as well. EFL writers have distinct needs which compel instructors to tailor their instruction to address students needs. Only then, writing performance can be developed (Reid, 2001). Due to the complexity of writing tasks, each EFL writer truly needs time reasonable face-to-face time with the instructor. The station rotation model allows one-third of the whole time of the session for face-to-face instruction which allows students to pose various questions and discuss various points of views. Thus, students not only become less anxious about writing the assigned essays but also are provided with linguistic and stylistic knowledge.

Research in EFL has shifted away from teacher-centered instruction and towards students' centered learning. It's reported that student-centered instruction improves students' academic achievement as well as self-esteem (Lynch, 2010). Collaborative learning is one of the methods that evolved under the umbrella of student-centered learning. The station Rotation Model allows a learning station where students work collaboratively on given projects. Thus, students are actively engaged in the process of applying the knowledge previously acquired in the face-to-face learning station and the

online learning station. The collaborative learning station offers several opportunities to develop students' writing performance by giving each student specific tasks to fulfill. Thus, students develop a set of skills as drafting, reviewing, researching, proofreading, and editing.

Differentiated instruction is a pedagogy premised on the instructional approaches that should vary and be adapted to individual and diverse students' needs (Tomlinson, 2000). To cater for differentiated learning, teachers need to address the three characteristics of students: readiness, interest, and learning profile for each student (Tomlinson, 2000). Readiness refers to a student's knowledge, understanding, and skill related to a particular sequence of learning; interest refers to the topics that evoke students' curiosity and passion in which they want to invest time and energy to learn about; and learning profile refers to how a student learns best by offering different choices for showing mastery of learning. The curriculum can be differentiated according to the student characteristics in three elements: the content, the process and the product (Tomlinson, 2000). In differentiated instruction, students gain increased ownership of their own learning (Tomlinson & McTighe, 2006). This does not mean that differentiated instruction is to offer individualized instruction without involving collaborative or whole class learning activities.

## **Studies investigating writing performance**

Due to its great importance to English language learners, researchers have had a keen interest in finding out how teachers should approach writing and how to handle the challenges faced by English language learners when taking on a writing task. Several research papers investigated the advantages and disadvantages of numerous approaches to writing aiming to provide teachers and learners with appropriate practices that can support and develop learners' writing performance.

Bayat (2014) conducted a research attempting to investigate the effect of the process writing approach on writing success and anxiety. The study lasted 10 weeks and was conducted on first-year pre-school students. Bayat used a quasi-experimental design including a pre-test and post-test for writing along with a writing apprehension test. After analyzing the data collected, the researcher found that the process approach had a significant effect on students' writing. Thus, the research recommended the process approach as an effective solution for writing instruction (Bayat, 2014).

EFL/ESL researchers began to show interest in implementing technologies in writing instruction. Yahia (2015) conducted an experimental research on the effect of digital stories on second-year preparatory students' writing performance and reflective thinking. The researcher conducted a pre-test for both the control group and the experimental group which showed



that students' writing performance is fairly equivalent. The designed program had lasted for three months before a post-test was carried out which showed that the control group showed no significant difference, while the experimental group showed significant results proving the efficacy of digital stories in improving students' writing performance. The researcher recommended that modern technologies should be used and students should be given opportunities to use it.

Technology has been a major attraction for numerous researchers who attempted to search for better writing instruction. Kashani, Mahmud & Kalajahi carried out a research pen-and-paper/traditional essay writing and blogging. The results showed that using the internet and online applications led to motivating English language learners to write more eagerly as learners showed huge interest in using computers and the internet (Kashani, H., Mahmud, R. & Rezvani, S., 2013). The researchers recommended the use of blogs as a tool to motivate language learners to complete their writing tasks more efficiently.

Modern technologies have led to the emergence of many forms of social media as Facebook, WhatsApp, and Twitter. EFL/ESL researchers have also become interested in studying the effect of these websites, which are daily used by language learners all day long, on developing language learning. Maniam (2015) has carried out an experimental research testing the effect of Facebook group discussions on improving writing performance. The

researcher conducted a pre-test on both the control group and the experimental group. The collected data and the post-test showed that learners had positive attitudes on Facebook group discussions. Moreover, the experimental group has outdone the control group concerning the writing performance test. The researcher has recommended the use of social networking websites as it does improve language performance along with the positive attitude it cast on learners leading to increase their motivation to learn the target language.

In (2016), Styati conducted a research investigated the effect of using YouTube videos in developing Indonesian ESL students' writing performance. Participants were students of English Department, IKIP PGRI Madiun. The researcher conducted the quasi-experimental research on two groups; one group received instruction through pictures, and the other group received instruction through YouTube videos. The researcher has found out that students who received instruction through pictures had better scores than students who received instruction through YouTube videos. Thus, results were contradicted with what the researcher had assumed as pictures proved to be more efficient than YouTube Videos (Styati, 2016).

Another study conducted by Johnson (2013) investigated students' attitudes toward blended and online courses through the comparison of two groups of university freshmen writing students who responded to open-ended questions about blended learning and online courses. Having the collected

data analyzed, the researcher reported that the students who experienced the blended learning environment showed support and positive attitudes toward blended and online learning. Johnson recommended universities to increase the use of blended learning and Massive Open Online Courses, especially in writing instruction.

Blended learning was offered as one of the modern instructional solutions for writing instruction. Camahalan & Ruley (2014) have conducted an action research on the blended learning and its effectiveness in developing middle school students' writing performance. Sixteen middle school students participated in a two-week program which started with a pre-test for their writing performance in which the students scored 40.18%. The students were graded on four different categories; topic, organization, support, and language. It's reported by Ruley that blended learning has allowed him to deliver support for his learners through both face-to-face and online instruction which were used to deliver multiple concepts as; subject-verb agreement, types of sentences, types of clauses, etc. which were meant to assist students maintain the use of various types of sentences rather than simple ones. The post-test writing test assured that blended learning has improved students' writing in terms of both correctness and ideas as it "allowed the instructor to work in small groups and with the face-to-face group. Student response to blended learning was overall positive (Marsha G., Camahalan, Ruley, 2014).

Challob, Abu Bakar & Latif have investigated the effect of Collaborative Blended Learning Writing Environment on developing writing performance. A number of Malaysian School EFL students participated in this study which lasted for thirteen weeks. Following the procedures of collaborative blended learning writing process, students were divided into three groups and experienced both face-to-face instruction and online learning through the class blog and Viber discussion. Having analyzed the results and data, the researchers have found out the learners had positive perceptions toward collaborative blended learning writing environment in addition to reducing their writing apprehension. Moreover, learners' writing performance was developed as they received instruction and both teacher-student and student-student feedback. The researchers highlighted the great and positive effect blended learning had on learners' writing performance.

### **Technology, Online Learning and EFL**

Due to the use of several technologies, the world became substantially different from what it used to be a century ago. People were introduced to a various and vast variety of forms of technology, especially in the field of social communication, which altered their personal, professional, social and cultural lives. Social networking technologies like e-mail, Facebook, WhatsApp, and Twitter became an indispensable part of everyone's life. To access these apps, several devices are used such as

mobile phones, tablets, computers, and laptops. School students are known to be excessive users of these items and the most affected by it (Harasim, 2012).

The use of technology in classrooms started in the 1950s when television was implemented as an instructional tool to assist teachers and facilitate learning through showing educational programs (Gray, 2016). Ten years later overhead projectors started to replace Television as it provided more features to be used and utilized by teachers. In the 1980s computers started to be implemented in classrooms, providing students with drills, tutorials, and simulations. The main aim of using televisions, overhead projectors and computers was to develop the learning environment within classrooms allowing students to construct knowledge through interaction with these devices.

The 21<sup>st</sup> century has witnessed a great technological shift because of the introduction of the Internet. Online learning made learning more flexible in terms of time and place of learning, allowed learners to take ownership of their own learning, and assisted learners to have a vast variety of sources of knowledge to choose from. Online learning became one of the major trends in education. “By the 2006–2007 academic year, 61% of US higher education institutions offered online courses” (Parsad, P. & Lewis, 2008). “In fall 2008, over 4.6 million students—over one-quarter

of all U.S. higher education students—were taking at least one online course” (Allen, & Seaman, 2010).

Researchers have developed many models of teaching and learning languages that mainly included the use of the internet. Social networking is one of the models in which language learners receive instruction through online groups and online classrooms. Within their online groups or classrooms, learners interact in order to accomplish certain tasks assigned to them by their teacher. Unlike face-to-face interaction, online interaction takes place in unstructured and beyond formal situations allowing a vast open learning environment (Lamy & Zourou, 2013). Thus, these models of online learning required only online participation and interaction lacking any kind of face-to-face participation and interaction.

Modern technologies have continued to be an essential part of contemporary EFL approaches and models. Research in EFL has mainly focused in the recent years to turn traditional instruction into a more learner-centered instruction. Accordingly, blended learning emerged and aimed at broadening the role of language learners and engaging students more in the process of their own learning. Sams and Bergman (2013) have utilized modern technologies through their model “Flipped learning” in which learners receive instruction at home through videos made by their teachers, then practice and discuss their learning points in class along with

teachers' assistance. Modern technologies were employed to replace the role of traditional instruction allowing learners more time to process newly learned concepts through extensive, posed questions and have productive discussions during class time (Sams & Bergmann, 2013).

### **Twenty-first Century Skills and EFL**

As a result of the extensive use of digital technology, a set of skills and competencies became a central focus of any research dealing with the use of technology in education. Griffin, McGaw & Care (2012) identified ten of the 21st-century skills into four categories; ways of thinking, ways of working, tools for working, and living in the world. When dealing with technologies, language learners are required to use distinct ways of thinking which include; creativity, innovation, critical thinking, problem solving, decision making, learning to learn, and metacognition. EFL learners are also required to acquire novel ways of working together which would help them to communicate and collaborate properly through the technologies used. 21st century Learners stand in need to know how to use the technologies provided as learners need to become aware of both information literacy and ICT literacy. The Internet had a major impact on globalization, thus, 21st century learners dealing with the internet on a daily basis have to acquire competencies as citizenship, life and career, personal and social responsibility, and cultural awareness (Griffin, McGaw & Care, 2012).

## **Philosophy of the Station Rotation Model (SRM)**

In the station rotation model, learning takes place as a result of mingling several components as Online and multi-media items in addition to incorporating a self-paced learning environment. A number of learning theories stand as a theoretical background for the station rotation model; The cognitive theory of multimedia learning, which explains the use of online items, and the mastery learning theory, which explains the self-paced nature of learning that takes place in the station rotation model (Hiatt, 2016).

### **The Cognitive Theory of Multi-Media Learning**

The cognitive theory of multi-media learning argues that "Meaningful learning occurs when students select and organize relevant visual and verbal information and systematically integrate the newly constructed visual and verbal representations". According to the cognitive theory of multimedia learning, students initially concentrate on the multi-media items that students consider as valuable to their learning. Once students have selected these verbal and visual items, the selected items go through another process in which learners mentally organize it into a coherent form. Finally, learners start to build connections between the new information acquired and students' knowledge networks.

The cognitive theory of multimedia learning is based on three assumptions; the first assumption is that learners depend on two separate



channels to process information (Mayer 2009). Mayer's dual coding theory states that both auditory and visual channels are used simultaneously to process information and items. Using technology-based tools, students learning can be drastically developed as students are exposed to visual and auditory items. The station rotation model relies heavily on the first assumption of the cognitive theory of multimedia learning. The station rotation model exposes students to various multi-media items through the online learning station where they utilize two channels to process information presented to them through multi-media items as videos and pictures.

The second assumption is that each channel has a limited capacity. Learners are only able to process a limited amount of information at a time in each channel. Consequently, continuing to present information to students who are in full capacity will jeopardize the learning process. In the station rotation model, lessons are divided into separate segments that are delivered through multiple stations. Hence, students' channels are not overloaded with information. In fact, groups of students receive face-to-face instruction in the teacher-led instruction station away from any other items and technology that may divert their attention (Mayer, 2014). Thus, students actually process the information presented smoothly. Moreover, students move to the online learning station where technology and multimedia items are processed away from any commentary or teacher's intervention. Thus, students are provided

with an ideal opportunity to select what they think beneficial for their own understanding of the lesson.

The third assumption is that “Learning is an active process of filtering, selecting, organizing, and integrating information based on prior knowledge. Students select the relevant information, organize into mental representation and relate it to their existing schema.” (Mayer, 2009). In the station rotation model, students select and organize information received in both the online learning station and the teacher-led instruction station and actively connect it with their background knowledge. Thus, not only do students create coherent knowledge networks but also they apply the newly inserted information through collaborative activities done in the collaborative learning station.

The theory of multimedia learning has been the subject of concern for several educational researchers including EFL researchers. (Tsou, Wang & Tzeng, 2004) conducted a research on Applying a multimedia storytelling website in foreign language learning aiming at overcoming the obstacles faced by English language students by using online and web-based technology. The study was implemented at an elementary school and proved that the use of multimedia tools facilitated the process of learning. The researchers suggested that creating similar websites to the one used in their study would improve the quality of both teaching and learning and would also lead to more motivation and enjoyment.

## **Constructivism Theory**

The field of education, especially language learning, has been affected by the massive technological advances of the twenty-first century. Thus, many technological tools were utilized and introduced as an essential part of learning environments (Chaipan, 1998). As an attempt to steer away from traditional methods of teaching, Constructivism was introduced by Jean Piaget in the 1960's. the theory of constructivism considers learning as “an active process of building knowledge and understanding where learners adjust their knowledge structure through assimilation and adaptation and acquire knowledge when interacting with the objective environment.” (Liu, 2009).

Compared to traditional methods of instruction, constructivism stands a learner-centered approach to learning as it considers the learners' interaction with the learning environment as the main reason and key to knowledge construction and acquisition. Incorporating technology in learning environments empowers students to access, explore, analyze, and construct knowledge (Jonassen, Howland, Moore & Marra 2003). It is argued that learning does not occur due to technology itself but rather due to going through a process of using technological tools and resources which includes interaction with both technology and peers as well.

Constructivism views technology as a primary tool to scaffold the process of building and constructing knowledge. Technology, especially internet and online apps and resources, is being utilized to expose learners to knowledge and various viewpoints of the topics at hand in addition to allowing fruitful reflection opportunities for students (Savas, Senemoglu & Kocabas, 2012). The interaction that takes place between students and computers allows for more motivation and engagement. Moreover, students' senses are stimulated through multi-media items such as; pictures, videos, PowerPoint presentations, and words. Thus, students develop an avid interest in learning and acquiring new information through these digital resources (Chen, 2010).

According to constructivism, learning is a personal process that results from students' interaction with the teachers, peers, technology, and all the components of the learning environment. Each student has his own personal beliefs and prior knowledge which are always questioned when new knowledge is constructed. Thus, the process of knowledge construction is not simply about piling up new knowledge over the old existing knowledge (Al-Huneidi, & Schreurs, 2012). However, it involves evaluation and reflection on the both the old and the new knowledge. These principles of constructivism can also be traced in the station rotation model which also allows and exposes students to different resources of knowledge and

encourages them to question their prior knowledge and analyze and evaluate knowledge that will be used to complete the collaborative assignments.

The major focus of constructivism is directed towards students, not teachers. Learning is identified as an outcome of each student's mental construction. It is believed that learning that takes place due to using the constructivist learning theory is more responsive and direct students to the acquisition and development of higher order thinking skills (Gonzales, Pickett, Hupert & Martin, 2002). All in all, EFL teachers and instructors can incorporate the principles of constructivism in a traditional classroom. However, by using blended learning models, especially the station rotation model, more resources and technological apps could assist them to make sure that these principles are applied more efficiently.

### **Connectivism Theory**

Connectivism is defined as a learning theory that consists of several series of nodes which facilitate the process of connecting a huge number of networks in order to facilitate learning. According to these connections, learners are provided with several sources of knowledge allowing them to produce, share, evaluate, and even delete what they consider irrelevant or inappropriate to the learning context (Dunaway, 2012). One of the major benefits of using Connectivism is developing high order thinking skills. By having access to the internet, Students are exposed to a huge bulk of

information and knowledge coming from diverse sources and presented through diverse perspective as well. Thus, they are encouraged to evaluate it due to the flexible learning environment which allows students to self-monitor what they learn (Siemens, 2008).

The majority of the studies conducted to explore the effectiveness of programs and models including digital learning environment are based on the principles of Connectivism according to which a complex network of learners and materials exist. Using digital items as the internet is beneficial to both teachers and students. It is so challenging for instructors and teachers who allow technology and the internet in their classrooms as it raises issues as the credibility of sources and openness which are considered normal results in the era of open digital literacy. Thus, It is argued that Connectivism is viewed an instructional theory not as a learning theory as it offers recommendations of the most effective instructional resources and materials which could assist students to accomplish their learning goals (Bell, 2010). Connectivism allows EFL instructors and teachers to use effective methods that encourage high thinking skills and motivates students to question every piece of information they get exposed to.

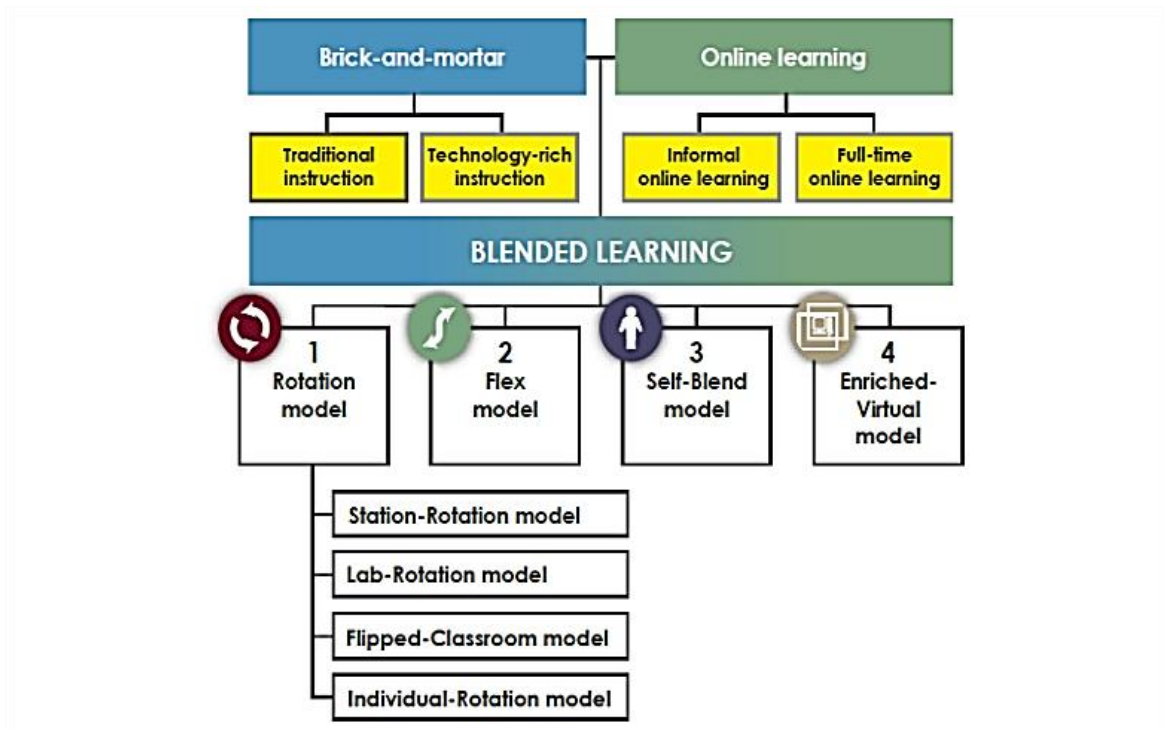
### **Blended Learning Models and 21<sup>st</sup> century skills**

Blended learning offers a variety of instructional models that emerged as a result of merging face-to-face instruction with online

learning in various ways and using different tools. “Online and real-time interaction is a powerful combination that makes the most of every moment for both student and instructor. In an increasingly competitive domestic and international environment, blended learning can help ensure that every elementary school student receives the education.” (Piontek, 2013). Thus, several models were developed to actively assist schools in offering personalized and differentiated learning.

Blended learning models were categorized by Innosight Institute into four major categories (see: figure 1): Rotation models, Flex model, Self-blend model, and Enriched virtual model. Rotation models of blended learning require learners to rotate through several learning modalities experiencing face-to-face instruction, online instruction, and other possible activities that could be added by teachers. Rotation Models include: 1) the station rotation; which involves three learning station; small-group/ teacher-led instruction, online learning, and collaborative learning. 2) the lab rotation model; a rotation model in which learners rotate among several learning locations at least one of these locations is a learning lab. 3) flipped classroom; a rotation model which requires students to rotate between online instruction, that is

usually received by learners at home away from school, and guided practice received in the classroom and mentored by teachers. 4) the individual-rotation model; a rotation model that allows learners to rotate on an individually customized fixed schedule among different learning modalities including at least one online learning modality (Horn, 2014).



**Figure 1 Models of Blended Learning (Horn, 2014)**

Flex model is another model of blended learning in which content is primarily delivered online. students move on an individually customized, fluid schedule among learning modalities while teachers keep a record of learners’ performance and provide face-to-face



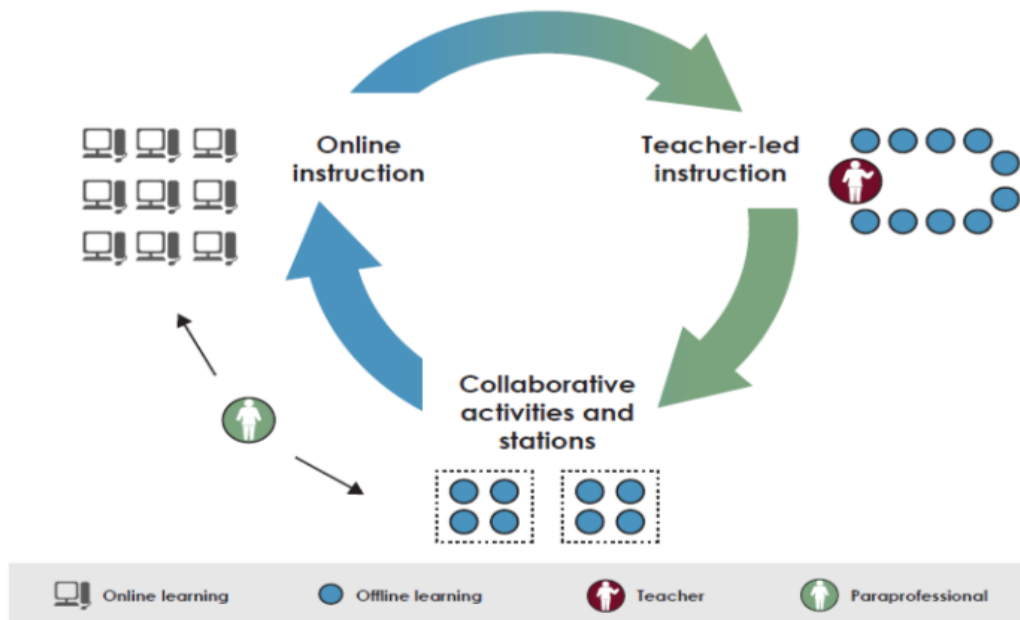
support through small-group instruction, group projects, and individual tutoring. However, the Self-blend model is a model in which learners decide to take one or more courses fully online to supplement their traditional courses. In this model, learners are allowed to take these courses at school or at home to supplement their learning and fill the gaps and needs that traditional instruction left behind. Finally, the enriched-virtual model is a model in which learners divide their time between attending a session at a brick-and-mortar facility and receiving online instruction. Virtual models began as full-time online courses and then developed blended programs allowing learners to attend one session a week in which learners' gaps and needs are addressed by a teacher who keeps a record of their performance and academic achievement (Horn, 2014).

### **The Station Rotation Model**

The station rotation model is referred to by Christensen Institute (2013) as "A rotation-model implementation in which within a given course or subject, students rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such

as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments” (see figure 2). Thus, learners are given a golden opportunity to experience and gain the benefits of both face-to-face instruction, online learning, and several collaborative learning situations chosen carefully by their teacher (Christensen, Horn & Staker, 2013).

Students in a classroom – or lab – rotate across differentiated learning stations on a fixed schedule, or at the teacher’s discretion. Stations often include: (a) small group instruction by the teacher, (b) collaborative or independent practice, and (c) self-directed, online activities. Within the station rotation environment, learning is monitored through wall-mounted progress charts, Milestone Celebrations, and individual growth reports which yield learners a detailed insight about their own performance. Students’ performance and academic achievement are closely monitored by teachers as they depend on the teacher-led station to address the points of weakness that each student show in the weekly assessments given for it dedicates 1/3 of class time for teachers to deal with only 1/3 of the class capacity. Thus, it allows enough time for teachers to provide valuable feedback for each student (Blended Learning 101: Handbook, 2013 ).



**Figure 2 The Station Rotation Model**

### **Rationale for using the Station Rotation Model**

According to the station rotation model, learners rotate between three different learning stations, receiving instruction in three different ways, and dealing with different tools and materials. When planning a lesson using the station rotation model, a teacher has to make use of the advantages that each learning station offer. Content has to be delivered through the integration of the three learning stations which assist learners to construct meaning through various modalities. The station rotation model is reported to have several benefits; a) Individualized learning (and pacing), b) Focused, small group instruction, c) Differentiated lessons to meet students' needs, 4) Student choice and control (agency), d) Engaging, novelty, and peer interaction e) Building life skills such as communication, and supporting others (McKnight, 2016).

Several schools have recently implemented the station rotation model of blended learning which led to magnificent results in terms of academic achievement, especially in English Language Arts. These schools reported that the station model has already assisted them to provide high-quality education at a lower financial cost. Some of these schools have confidently decided to increase class capacities trusting the station rotation model which have proved its efficacy in dealing with large numbers and providing personalized, monitored and tailored instruction (Matsudo, 2013). Schools implementing the station rotation model “optimize the way they use time/schedules, staff/student configurations (and therefore space), content/curriculum, student ownership, and data. The blending in of technology is really just the enabler that allows schools to truly optimize those other things.” (Klein, 2013) . Thus, the model enables schools to make use of the available resources to increase students’ ownership and help them master the content presented at their own pace along with suitable feedback for each student.

### **Personalized Learning and the Station Rotation Model**

The massive increase of class capacity makes it difficult and nearly impossible for teachers to provide personalized instruction for each learner. The learning stations are not intended only to provide learners with materials as it is originally implemented to allow learners to make progress at their own

pace (Michell, 2016). The online learning station offers allows learners to use laptops to access a vast variety of items and select the appropriate items that suit their learning needs and satisfy their curiosity. The online component allows learners to learn at their own pace and monitor their own learning as its programs keep a record of students' performance. These records are used by teachers who closely monitor the students' performance and provide feedback about it through the teacher-led station. Not only is students' performance closely monitored through the implementation of the station rotation model but it also allows one-on-one interaction and feedback through the teacher-led station through which teachers give constructive comments and aim at scaffolding and supporting students learning by filling the gaps that each student might have.

### **Cutting Down Costs Using the Station Rotation Model**

Implementing the station rotation model is known to be cost saving for both schools and students. In addition, it is much less expensive than many other models of blended learning, for instance; the lab rotation model, as well as the individual rotation model, require providing a computer for each learner, and the flipped model requires learners to have both personal computers and internet connection at home. However, the station rotation model only requires not more than ten laptops for a class of thirty students, as while one group is using them, the other two groups will be working in

two different stations; the collaborative station and the teacher-led station. Moreover, it does not require students to buy their own personal computers or have internet access at home. In addition, the station rotation model can be implemented in a normal classroom as it does not need different shapes of classrooms or building labs (KimJun, 2013).

### **Students' Engagement and Creativity**

Casey (2016) reports that implementing the station rotation model has lead students to be more creative due to the use of technology which exposed them to various items and applications. Students created adobe voice notes to express their opinions about various topics. These voice notes were used to complete the essays assigned to them. Several other applications can be used to promote students' creativity through the online learning station. Besides, the online station allows an engaging learning environment through "having learners learn outside the four classroom walls". Teachers may allow learners to use scavenger hunts, Twitter, and back-channel chats to engage students in a variety of learning activities (Miller, 2013).

### **Differentiating learning through Small-group instruction**

The teacher-led station represents the traditional learning part of the blend which is combined with online learning and collaborative activities in the station rotation. In the teacher-led instruction station, a teacher only provides instruction to one-third of the total number of

students. Thus, it makes much easier for teachers to differentiate instruction and provide a tailored learning environment which is rich of relevant feedback. According to a pilot study conducted by Oakland school, “Teachers’ perceptions of the extent to which blended learning has helped to increase student learning are mixed. Nearly two-thirds (61%) of pilot teachers agreed that students’ learning and understanding of material had improved due to the increased use of small-group instruction, whereas fewer than half of all pilot teachers (43%) agreed that students’ learning improved due to the use of digital content. Interestingly, fewer than one in four pilot teachers (22%) agreed that their students performed better on benchmark assessments since blended learning was introduced in their classrooms.” (Woodworth, Greenwald, Tyler, and Comstock, 2013). Nearly two-thirds of teachers at Oakland schools reported that students’ academic achievement has vastly increased because they were able to deal with only a few numbers of students at a time. Thus, they were successfully able to monitor each student’s learning and tackle the issues they face by providing face-to-face instruction and feedback that addresses these issues and fill the learning gaps that each learner may have.

### **Students’ Roles in the Station Rotation Model**

The station rotation model allows students to take on several roles as

they go through different learning stations throughout the session. Students' responsibility is a key factor to the success of the station rotation model as students are required to carry out both individual and collaborative tasks. Thus, students are given an opportunity to develop not only academic skills but soft skills as well. (DerntlT, Motschnig-Pitrik, 2005) It is argued that these tasks require students to “present results, negotiate schedules and solutions, employ new media and communicate with each other.”. Hence, students develop presentation, peer review skills, active listening and reflective capabilities.

Each learning station requires certain tasks to be carried out; As for the online learning station, students are required to access multimedia items to gain knowledge about the subject matter at hand (Babb, Stewart & Johnson, 2014). Moreover, students gather learning materials that will be utilized in the collaborative learning station to accomplish the tasks assigned. Thus, students have to use the allocated time wisely to find what is really needed for the following tasks and for their own understanding. In addition, students assist their peers to use the technology available and give tips on how and where to find the information needed. Thus, students manage the time given and work on their own pace in order to learn more about the items presented and simultaneously develop 21<sup>st</sup>-century skills that will be dearly needed for their academic and social future.



Collaboration is another role played by students in the station rotation model, specifically in the collaborative learning station, where students interact together aiming at producing a coherent written text. Collaborative writing in small groups leads to better writing outcomes as students take on specific roles as each group includes; a) an editor who organizes the end product, b) a checker who makes sure that the data used is correct, c) a spokesman who is responsible for presenting the product to the whole class, d) a time-keeper who makes sure that the allocated time will be used wisely. (Dobao, 2012) investigated the effect of collaborative writing in small groups by comparing the students' written texts to texts individually written. The researcher states that text written collaboratively in small groups were more accurate in terms of fluency, complexity, and accuracy than texts done individually or in pairs. Dobao argues that the reason behind these results is that the texts written in small groups were written by students who gathered diverse language resources and discussed the writing prompts and the ideas needed thoroughly.

### **Teacher's Role in the Station Rotation Model**

The station rotation model allows teachers to perform multiple roles before and after their sessions. To illustrate, teachers are required to divide the lesson into segments and distribute these segments to the learning stations. Moreover, it is strictly necessary for teachers to pay attention to

which students are in each group as it is very crucial to the successful completion of the assigned tasks. Thus, by performing these planning tasks, teachers are “supporting the development of students as e-investigators, e-writers, and e-collaborators.” (McGee & Reis 2012). Moreover, teachers provide students with counsel and well-organized content, creative, more interactive, and engaging learning environment. In the station rotation model, teachers are coaches of the learning process as they encourage students to participate and think about what is exposed to them through technology. Face-to-face time is also dedicated for further discussion and clearing any confusion.

In the station rotation model, teachers’ role shifts from “sages on stages” to “guides 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 application of learning and by creating ways for students to show what they know.” (KimJun, 2013). In the station rotation environment, teachers also set individual goals for each and every student and provide prime motivation through small-group instruction.

## **Studies investigating the use of the station rotation model**

### **Lack of Literature**

One of the reasons for conducting this research is the significant lack of literature about the station rotation model. Until now, the station rotation

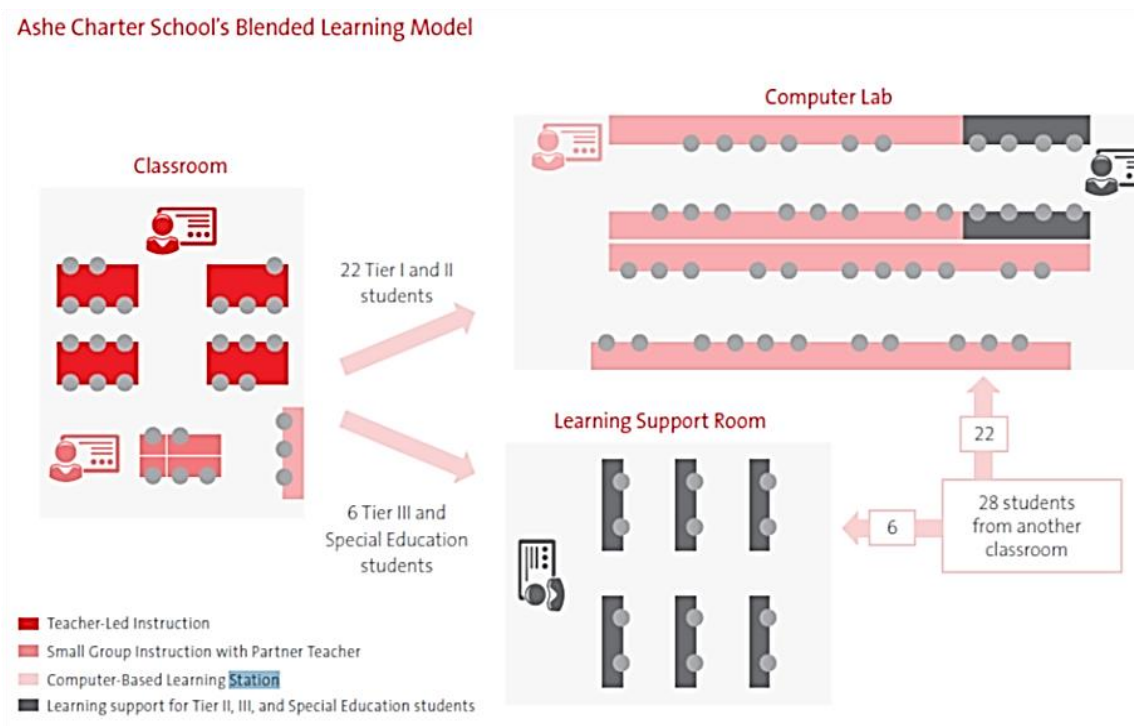
model has not been a subject of any experimental study that can test its effect on learners and analyze the results academically. Only one case study has dealt with the implementation of the station rotation model within elementary classrooms. The rest of literature is school reports which only describe how was the station rotation model implemented, define the roles of teachers and students, report students' results after the implementation of the station rotation model.

In (2016), Truitt conducted a heuristic case study on the implementation of the station rotation model in a third-grade classroom aiming to provide educators with an accurate description of classroom practices within the station rotation model. The case study lasted for one semester and one teacher and thirty-one third graders participated in student focus group interviews and completed student questionnaires resulting in five positive themes and two negative themes about the station rotation model. The five positive themes were Content, Technology, Learning, Fun, and Getting Help, and the two negative themes were Challenging Work and Technology. Truitt reports that although students shared two themes, the overall perception of the station rotation model was very positive (Truitt, 2016).

## **School Reports**

A considerable number of schools in the United States began to use the station rotation model as an instructional model to individualize learning

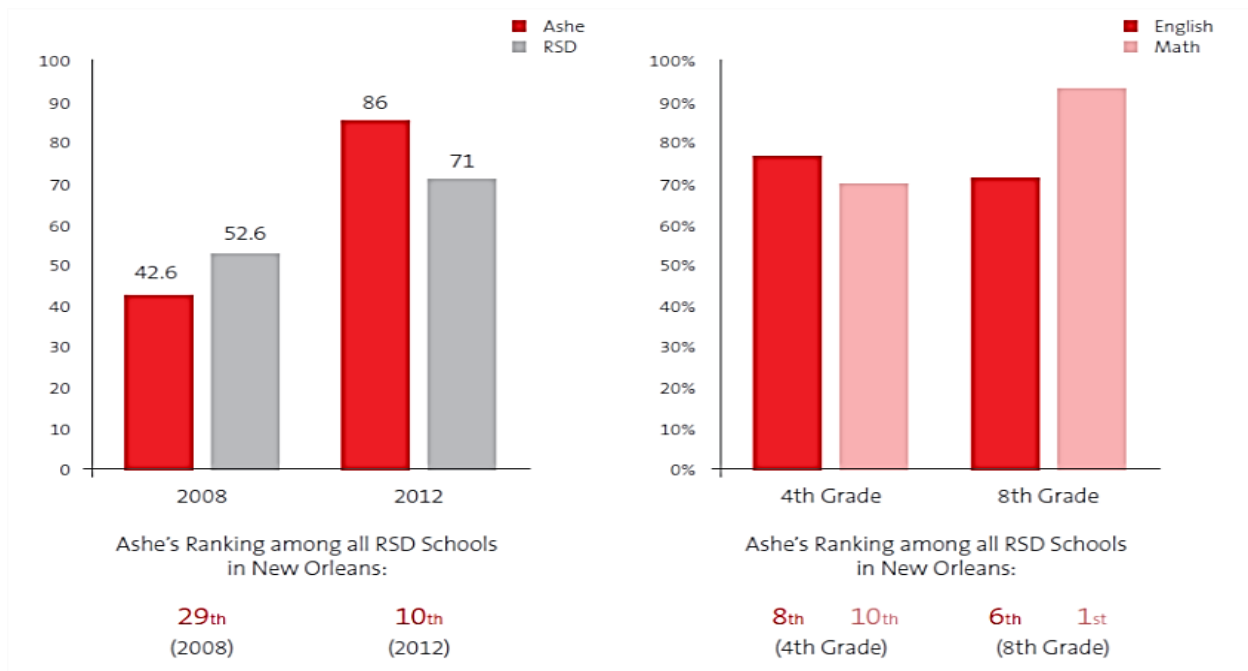
(see figure 3). Ashe Charter School is one of the schools that implement the station rotation model in both English Language Arts and Math sessions aiming at closing the achievement gap through an instructional model that can individualize learning to reach out to all learners. The school believes that it is incredibly difficult for a single teacher to differentiate instruction for more than thirty learners so that they use technologies and online learning through the online learning station to provide differentiated instruction (Bernatek, 2012).



**Figure 3 Ashe Carter School's Blended Learning Model**

Ashe Charter School (2012) was one of the first two schools to implement the station rotation model as the school has a large RTI (Response to intervention) population who need intensively differentiated and tailored instruction and assessment. Ashe Charter School offers

different tailored programs through the online station of the station rotation model as each student is set to receive the content and assessment tailored to his academic level. In addition to individualizing learning through technologies, teachers individualize learning through the teacher-led station in which enough time is allowed for teachers to deal one-on-one with each learner and address the issues they might be facing. Not only online learning is used to differentiate instruction at Ashe Charter School, but it is used to backfill gaps in learners' prior knowledge and supplement in-class instruction with additional and digital materials aligned to Common Core Standards (Hanion, 2012). According to the case study conducted on the use of the station rotation model of blended learning at Ashe Charter Schools, the average score of Charter school's students has markedly risen roughly 100% due differentiating instruction using the station rotation model. Charter achieved a superior rank among all schools in New Orleans moving from the twenty-ninth rank to the tenth in only four years thanks to the instructional model they adapted which significantly bettered English language learners' performance as proved by various assessments conducted on learners throughout the academic year (see figure 4).



**Figure 4 Ashe's Ranking among Schools in New Orleans (Hanion, 2012)**

Another case study investigated the use of the station rotation model was conducted at KIPP LA School which decided to utilize the station rotation model in order to provide small-group instruction for learners (see figure 5). One of the reasons why KIPP LA decided to reside to the station rotation model. “class reduction funding” was cut by the state of California due to the economic recession. Thus, the school found itself over 100.000\$ short a few months away right before the start of the new academic year. KIPP LA had to find an instructional method that is able to be used in large classes, allows higher student engagement, and guarantees a more personalized learning environment. After in-depth research through blended learning models, KIPP LA decided to adopt the station rotation model as an instructional design to deliver the core subjects to learners (Cohen, 2012).

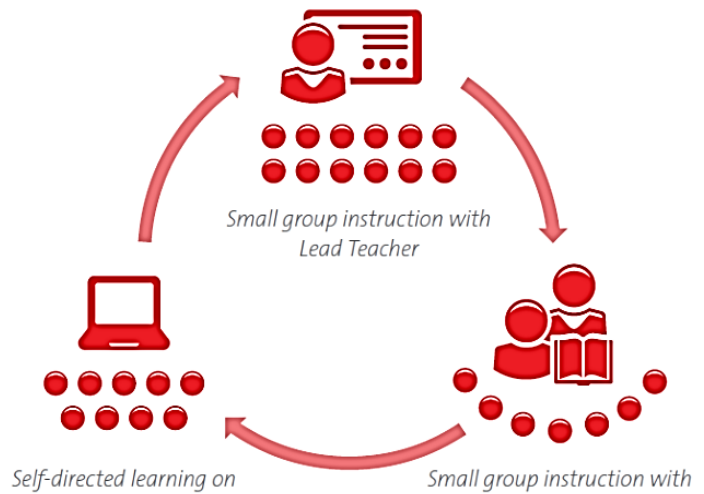
Fig. 3

Blended Learning Rotation

In KIPP Empower's 90 minute kindergarten reading block, small groups of students rotate through three learning modalities.



3x 30-Min. Rotations

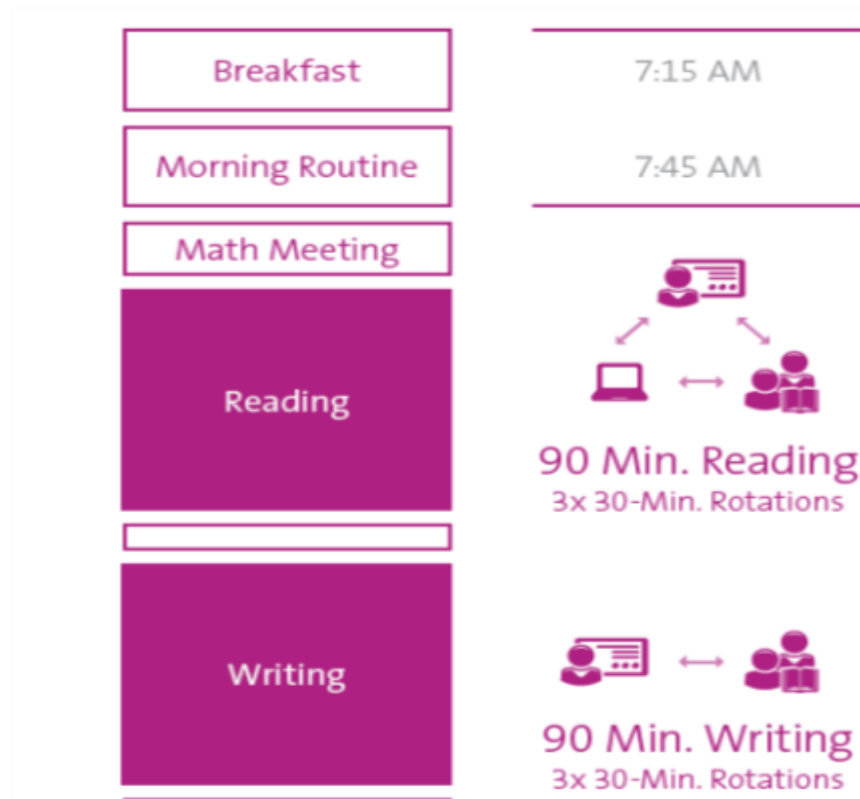


**Figure 5 The Station Rotation Model at KIPP LA School**

According to KIPP LA, the teacher-led station is thought to be of great use when it comes to differentiating instruction and individualizing learning. KIPP LA believes that the teacher-led station “makes it easier to differentiate instruction and plan curricula with multiple entry points and activities so that each student learns in their zone of proximal development.” (Wilka, 2012).

KIPP LA school adapted the station rotation model as an instructional model for all the stages. In a kindergarten classroom, “students cycle through different in-person and online instructional stations over the class period.” (Hanion, 2012) (see figure 6). Kindergarten students experience the station rotation model starting with a math meeting, then a 90- reading session, and a 90-minute writing session. In all these sessions, students rotate through the three station receiving focused and individualized

learning tailored for each and every student through learning in small group equipped with a teacher who addresses the needs of each student.

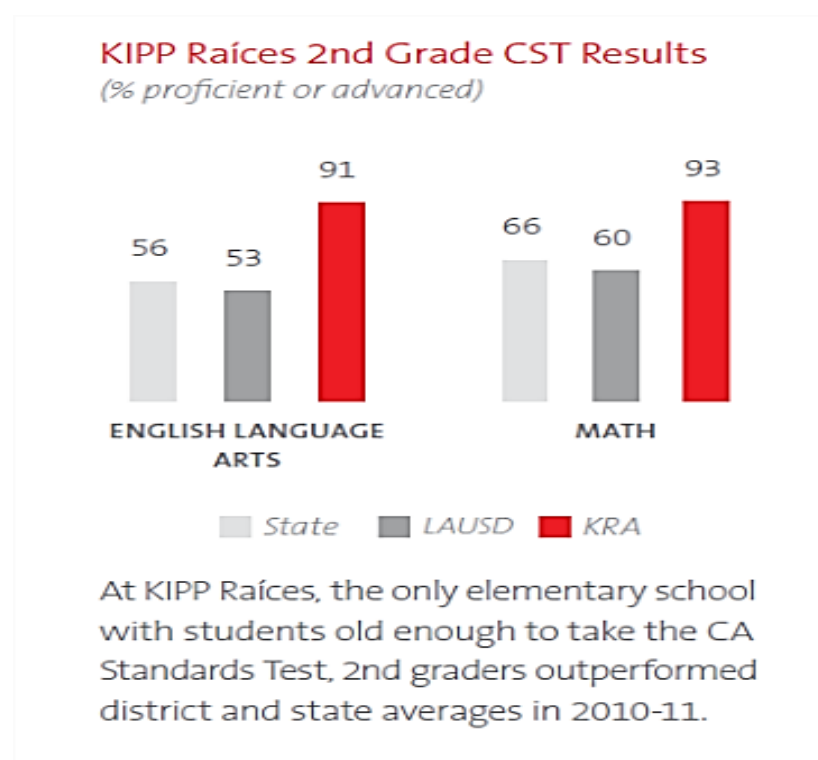


**Figure 6: KIPP LA's Daily Schedule**

KIPP LA school' executive director Marcia Aaron states three goals for using the station rotation model of blended learning: differentiated instruction; personalized instruction; data-driven instruction and increased operational efficacy. Aaron also adds that the station rotation model assisted the school to utilize larger class sizes. Thus, lowering the payroll and facilities cost. According to Aaron the use of the station rotation model has saved approximately 100,000\$ to 150,000\$ per grade level. Not only did the station rotation model save a huge amount of money for KIPP LA



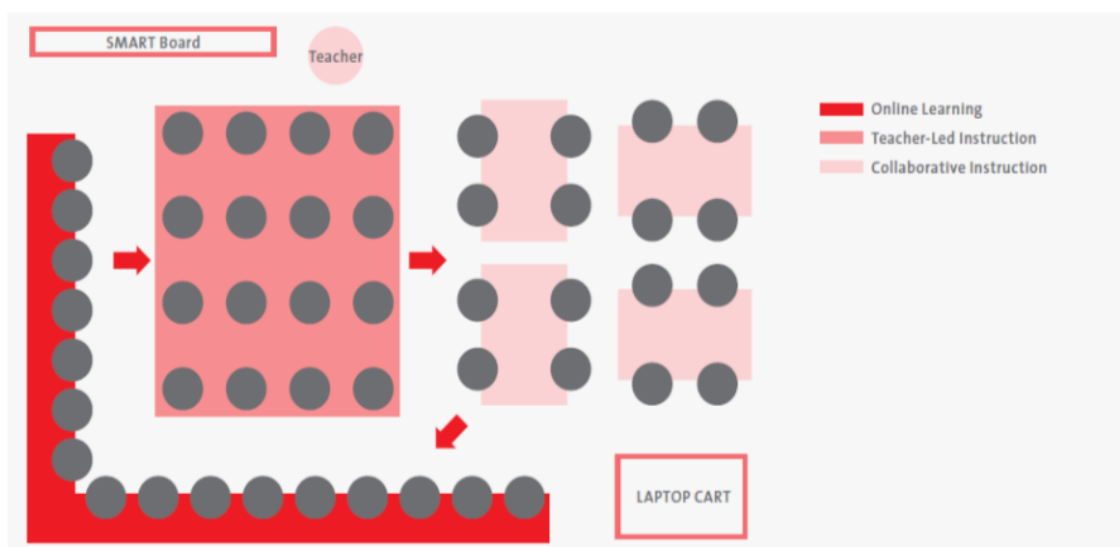
School but also developed learners' performance in all grades. Elementary students at KIPP Raíces scored one of the highest averages of the state of California in English Language Arts proving the power of the station rotation model and its ability to engage learners, personalizing education, providing a deep learning environment, and leading to better results (see figure 7) (Aaron, 2010).



**Figure 7: KIPP school results compared to other schools in the same state.**

Another example of the use of the station rotation model is Alliance College-Ready Public Schools in which “Teachers divided their classes into three student groups that cycled through a learning circle, including (1) individualized online instruction using adaptive content; (2) focused teacher-led instruction based on data from online-content systems to set the

level for each group; and (3) learning stations with structured, collaborative, standards-based activities.” (Staker, 2011) (see figure 8). One of the reasons why Alliance decided to implement the station rotation model is to increase students’ college readiness by having them deal with different items offered through technologies and allowing them to reflect and discuss the content they are exposed to. Alliance had two major goals behind the implementation of the station rotation model; increasing class sizes, and differentiating instruction. It was believed that the online component, offered within online learning stations, could offer enough resources to accommodate larger class sizes. According to the pilot study conducted at Alliance school, teachers’ role moved beyond lecturer role as the station rotation model allowed more engaging sessions. In addition, teachers could update each student with reports concerning his/ her own performance.



**Figure 8 Figure 8 ATAMS Three-Station Classroom Design**

Students' performance in English Language Arts after implementing the station rotation model has been promising. "based on the 2010 California Standards Test (CST) 8th-grade data of the incoming 9th-grade class compared to the 2011 CST scores of the same class' 9th-grade data. In English Language Arts, student proficiency grew from 14% to 24% at one school and 21% to 33% in the other. data from the first semester was positive. Thirty percent of the 11th-grade students whom the school inherited had never attempted the state exit test. All of them passed the first time they took the test at ATAMS." (Walne, 2012). Besides that, Alliance school reports that the use of the station rotation model has saved approximately 50.000\$. thus, quality education was provided at a lower financial cost.

## **Commentary**

This chapter presented the literature review and related studies relevant to the study of the station rotation model and writing performance. This chapter included a theoretical background of the station rotation model and writing performance. Topics that were covered in this part chapter included rationale for using the station rotation model, philosophy of the station rotation model, students' and teachers' roles, studies investigating the use of the station rotation model, and finally studies investigating writing performance.

Having investigated writing performance as the dependent variable of this study, much insight was gained about the writing performance components that should be seriously taken into consideration. In addition, Several writing performance studies that were investigated by the researcher, especially the ones implemented in the Egyptian context, had given an invaluable overview about the Egyptian students' writing difficulties that hinder students' writing performance as a whole.

Finally, the researchers had faced some difficulties finding studies for the station rotation model in general. Only a very few number of studies had tested the station rotation model's effect on one of the students' abilities . Thus, the researcher has made use of these studies to design a proposed strategy that is aimed at developing Egyptian students' writing performance.

Chapter 3 will describe the research methodology used in the study, including design of the study, duration of the experiment, research participants and data collection instruments.

# Chapter III

## Methods and Procedures

# **CHAPTER III**

## **Methods and Procedures**

This chapter describes the methodology used to collect data and conduct the experimental part of the study. Comprehensive descriptions of the research design, research participants, research variables, and the procedures followed by the researcher will be given.

### **The Study Design**

The one group pretest-posttest quasi-experimental design was used in the present study. The treatment group was exposed to pre-post means of collecting data (pre-post writing test, an internet use survey, and a writing performance reflective checklist).

### **Duration of the Treatment**

Before initiating the experiment, the researcher trained the participants for four hours as a trial on applying the procedure of the station rotation model. The experiment lasted for one academic semester, two sessions a week (90 minutes a session), starting from February 2017 to May 2017. Thus, the experiment included a sum of 28 sessions (36 hours).

### **Participants**

Twenty-five students were randomly nominated in Advanced Education Preparatory School in New Cairo. All students are enrolled at 1<sup>st</sup>

preparatory stage and their age ranges from 12 to 13 years old.

## **Study Variables**

### **4.1 The independent variable**

The station rotation is the independent variable of the study.

### **4.2 The dependent variable**

The improvement of preparatory students writing performance.

## **Instruments**

Aiming to investigate the effect of using the station rotation model on preparatory students' writing performance, the following instruments were designed and built as follows:

### **Writing Performance Reflective Checklist**

This checklist was constructed in the light of reviewing literature that focused on assessing writing skills such as Verbruggen, & Lenski (2010), Enz & Morrow (2009), McAndrews (2008), Johnson (2004), and Fiderer (1998).

### **Purpose of the Writing Performance Reflective Checklist**

The writing performance reflective checklist (Appendix (A) p.118) was utilized by the researcher in order to provide participants with a reference for revising and reviewing the essays written. The checklist was used by the students as a model for what needs to be done through the writing process.

Thus, the writing checklist assisted the participants to carry out the writing task properly and address the items required by the writing rubric.

### **Description of the Writing Performance Reflective Checklist**

Five items were included in the writing performance reflective checklist. All participants were required to answer the questions and provide reasons for their answers. The first item required participants to decide on how relevant the content of their writing is to the writing task. Having answered the question related to this item and provided sufficient reasons, participants could identify the extent to which their writing response is relevant to the assigned task.

The second item was mainly concerned with writing organization as it required participants to decide on the extent to which their essays are coherent and organized. Participants were asked to include the linking words and cohesive devices they had used so that they could recognize whether their essays are coherent or not. Finally, participants are required to answer three questions related to the fourth item in the writing checklist.

The third item of the writing checklist included questions that were meant to assist participants to recognize their level of reflection as reflected through their writing response. The writing checklists reminded participants of using proper and deep ideas in their essay and communicating straightforward ideas in an appropriate essay structure.



The fourth item contains some questions related to writing accuracy, participants could identify whether they had used suitable vocabulary and grammatical structure or not. Participants were reminded to check whether the vocabulary and structure used to convey the meaning they intended. Moreover, The fifth item included questions related to writing fluency. It urges the students to use well- constructed sentences and various types of sentences to convey the meaning intended through a coherent essay.

After having answered each set of questions for each item, participants were required to give marks according to their own evaluation. At the end of the checklist, participants calculate all four marks into the final mark. (see appendix (A), P.118).

### **Administration of the writing performance reflective checklist**

The writing checklist was administered after participants had finished their writing task giving them an opportunity to revise and evaluate their own pieces of writing.

### **Pre-post Writing Test**

#### **Rationale**

The Pre-post writing test was used to determine the improvement in students' writing performance. The pre-writing test was used to determine the participants' actual writing performance, whereas the post-writing test

was used to determine the extent to which participants' writing performance improved.

### **Purpose of the Test**

The researcher constructed and used the pre-post writing test in order to identify the participants' writing performance levels before carrying out the experiment in addition to identifying the participants' writing performance levels after going through the experiment. Thus, the pre-post writing test was administered to investigate the effectiveness of using the station rotation model on preparatory students' writing performance.

### **Description of the Test Items**

The test was constructed in the light of the following resources:

- ☑ Reviewing previous studies concerned with students' language performance, especially the studies which focused on writing performance and the suggested methods and strategies that improve students' writing performance.

The test was designed according to a table of specifications (See Appendix (B), p.120. These specifications were created to suit the participants' needs and their writing performance.

### **Item Type**

The items of the test are of the essay questions type.

## **Writing Performance Rubric**

The researcher used a rubric with scoring points ranging from 0 to 5 in order to evaluate students' writing performance before and after the treatment. Two other fellow researchers were asked to rate participants' pieces of writing to maintain objectivity.

## **Piloting the Test**

The essay writing test was piloted with an aim to determine the extent to which the allocated time is appropriate in addition to determining whether the prompts selected are appropriate to the participants' age level or not. Twenty students of the same grade were randomly selected. None of the participants who participated in the pilot study was selected to participate in the research experiment.

## **Test Time**

During piloting the test, the average time was calculated by computing the time taken by the fastest participant and the slowest participant. Since the time taken by the fastest student was 20 minutes and the time taken by the slowest one was 40 minutes, the average time was 30 minutes. This time was estimated in the following way:

The time taken by the fastest participant + the time of the slowest participant

$$\underline{20 + 40} = 30 \text{ minutes}$$

2

### **Reliability of the Test**

A random group of twenty students was selected from the same grade. The pre-test essay writing test was administered by the researcher. Two weeks later, the post-test was administered by the researcher to decide on the reliability of the pre-posttest. Thus, the researcher found out correlation between the test / retest method was 0.95. Consequently, the pre-post test is reliable.

### **Test Instructions**

- Write in pen or pencil.
- Make sure that all content is relevant to the task given.
- Make sure to attract the target reader's attention.
- Communicate your ideas clearly.
- Organize your text and use proper linking words.

### **Test administration**

Based on the pilot study administered before the administration of the pre-writing test, the test time was determined to be 30 minutes. The pre-writing test was held on the 12<sup>th</sup> of February, 2017 after the test instructions

had been read for all participants. A week later, the experiment was set out and lasted for two months. Two days before the end of the experiment, the post-writing test was administered in the same conditions of the pre-writing test.

## **Writing Performance Analytical Scoring Rubric**

The writing analytical scoring rubric was constructed in the light of reviewing the literature and the previous studies such as: Gregory (2000), Fiderer (1998), Arter & McTighe. (2001),and Hsiao (2002).

### **Purpose of the Rubric**

The researcher used the rubric to assess participants' writing performance in the pre-post writing test. The rubric was utilized to determine participants' writing performance reflected by the pre-writing test. Then, it was used to determine the extent to which the station rotation model improved participants' writing performance at the end of the experiment.

## **Internet Use Survey**

### **Purpose of the Survey**

The survey was designed to determine how beneficial technology is to the writing process of participants. The survey aimed at identifying

how participants used technology and the internet through the online learning station.

### **Description of the Survey**

The survey consisted of six questions and aimed at finding out how participants use technology and digital content through the online learning station (see Appendix D, PP. 131). Participants were asked to circle the responses that best reflect their point of view regarding each question. The following statements were included in the survey:

1. The applications and technological resources assisted me to include appropriate ideas.
2. Using the internet has assisted me to express my ideas.
3. Using the internet has assisted me to get exposed to diverse points of view about the assigned writing prompts.
4. Using the internet has assisted me to organize my thoughts into a more coherent essay.
5. Using the internet has assisted me to use a wide variety of vocabulary.
6. Using the internet has assisted me to use appropriate and correct grammatical structure.

## **Writing Samples**

The collected writing samples consisted of samples of students' essays. These essays were collected throughout the study and provided a representation of the writing development that some students had achieved. The writing samples of the students were analyzed for the developmental stages in writing. (See appendix (F), pp 176).

# **Chapter IV**

## Results, Findings and Discussion



# CHAPTER IV

## Results, Findings and Discussion

The results gained out of the instruments, application, and treatment will be presented in this chapter. In addition, findings are discussed, conclusions are drawn. Moreover, quantitative analysis of the students' writing production is provided in this chapter.

The "t-test" and Eta- Squared formula were used to analyze the data collected after administrating the instruments of the study. The experiment was conducted and the data were calculated using the SPSS software, version

1. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of writing performance as a whole in favor of the post-test.
2. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of relevance of content on the writing test in favor of the post-test.
3. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of writing organization in favor of the post-test.
4. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the

area of reflection in favor of the post-test.

5. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of accuracy on the writing test in favor of the post-test.
6. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of fluency on the writing test in favor of the post-test.

## **Results of the Pre-Post Writing Test**

### **Hypothesis 1:**

Hypothesis (1) predicted that there would be statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of writing performance as a whole in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (29.299) was significant at 0.01 level. Thus, the first hypothesis is accepted. Table (1) below presents a summary of the data analysis obtained from the comparison of the participants on the pre-test and post-test.

**Table 1: T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the area of writing performance as a whole.**

Group	No.	Means	St.	D. f.	t. value	( $\eta^2$ )
Pre test	25	31.46	4.15812	24	29.299	5.860
Post test	25	41.78	3.17897			

\* Significant at 0.01 level

The effect size of the station rotation model was tested by using the Eta-Squared formula ( $\eta^2$ ). As shown in Table (1), the effect size (Eta-squared) value (5.860) of the proposed model is highly effective. Therefore, it can be inferred that the proposed model had a large effect on developing the preparatory students' writing performance as a whole.

### **Hypothesis 2:**

Hypothesis (2) predicted that there would be statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of relevance of content on the writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (16.100) was significant at 0.01 level. Thus, the second hypothesis is accepted. Table (2) below presents a summary of the data analysis obtained from the comparison of the participants on the pre-test

and post-test.

**Table 2: T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the area of relevance in the Pre-Test and Post-Test Writing Test**

Group	No.	Means	St.	D. f.	t. value	( $\eta^2$ )
Pre test	25	6.600	1.26656	24	16.100	1.5037
Post test	25	8.400	1.04083			

\* Significant at 0.01 level

The effect size of the station rotation model on developing the area of relevance of content was also tested by using the Eta-Squared formula ( $\eta^2$ ). As shown in Table (2), the effect size (Eta- squared) value (1.5037) of the proposed model is highly effective. Therefore, it can be inferred that the proposed model had a large effect on developing the preparatory students' choice of ideas and content.

### **Hypothesis 3:**

Hypothesis (3) predicted that there would be statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of writing organization in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed

that the obtained t-value (14.343) was significant at 0.01 level. Thus, the third hypothesis is accepted. Table (3) below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test on the paper and pencil writing test.

**Table 3: T-Test Value and Significance of Difference between Mean Scores Obtained by the Participants in the Pre-Test and Post-Test in the Area of Writing Organization.**

Group	No.	Means	St.	D. f.	t.	( $\eta^2$ ) Eta-
Pre test	25	6.200	1.58114	24	14.343	2.0694
Post test	25	8.9800	0.94074			

\* Significant at 0.01

As a complementary procedure to ensure the effectiveness of the proposed model in enhancing students' writing performance, the effect size of the station rotation model was tested by using the Eta-Squared formula ( $\eta^2$ ). As shown in Table (2), the effect size (Eta- squared) value (2.0694) of the proposed model is highly effective. Therefore, it can be inferred that the proposed model had a large effect on developing the preparatory students' writing performance.

#### **Hypothesis 4:**

Hypothesis (4) predicted that there would be statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of reflection in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (16.725) was significant at 0.01 level. Thus, the fourth hypothesis is accepted. Table 3 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the area of reflection.

**Table 4: T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the area of writing reflection.**

Group	No.	Means	St.	D. f.	t. value	( $\eta^2$ ) Eta-
Pre	25	5.760	1.58850	24	16.725	1.8614
Post test	25	8.360	1.06575			

\* Significant at 0.01 level

Table(4) shows the effectiveness of the proposed model in promoting students' writing performance in the area of writing reflection, the effect size of the station model was tested by using the Eta-Squared formula ( $\eta^2$ ). As shown in Table (3), the effect size (Eta- squared) value (1.8614) of the proposed model is highly effective. Thus, the station rotation model had a large effect on developing preparatory students' writing performance in the area of reflection.

### **Hypothesis 5:**

Hypothesis (5) predicted that there would be statistically significant differences between the mean scores obtained by participants in the pre-test and

those of the post-test in the area of accuracy on the writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (17.971) was significant at 0.01 level. Thus, the fifth hypothesis is accepted. Table 4 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the in the area of accuracy.

**Table 5: T-Test value and Significance of Difference between Mean Scores obtained by the Participants in the Area of accuracy.**

Group	No.	Mean	St.	D. f.	t. value	( $\eta^2$ ) Eta-
Pre test	25	6.500	1.27475	24	17.971	1.113
Post test	25	7.960	1.26590			

\*Significant at 0.01 level

Table (5) indicates the effectiveness of the proposed model in enhancing students' writing in the area of accuracy, the effect size of the station rotation model was tested by using the Eta-Squared formula ( $\eta^2$ ). As shown in Table (5), the effect size (Eta- squared) value (1.113) of the proposed model is considered highly effective. Thus, the station rotation model had a large effect on developing preparatory students' writing performance in the area of accuracy.

## Hypothesis 6:

Hypothesis (6) predicted that there would be statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of fluency on the writing test in favor of the post-test.

Analysis of the collected data using the "t-test" for paired samples showed that the obtained t-value (16.885) was significant at 0.01 level. Thus, the sixth hypothesis is accepted. Table 5 below presents a summary of the analysis of the data obtained from the comparison of the participants on the pre-test and post-test in the area of fluency.

**Table 6: T-Test value and Significance of Difference between Mean Scores Obtained by the Participants in the area of fluency.**

Group	No.	Mean	St.	D. f.	t. value	( $\eta^2$ )
Pre test	25	6.400	1.20761	24	16.885	1.4757
Post test	25	8.080	0.98615			

\*Significant at 0.01

Table (6) shows the effectiveness of the proposed model in promoting students' writing in the area of writing fluency, the effect size of the model was tested by using the Eta-Squared formula ( $\eta^2$ ). As shown in Table (5), the effect size (Eta- squared) value (1.4757) of the proposed model is highly effective.



Thus, the station rotation model had a large effect on developing preparatory students' writing performance in the area of reflection.

### **Results of the Self –Assessment Writing Checklist**

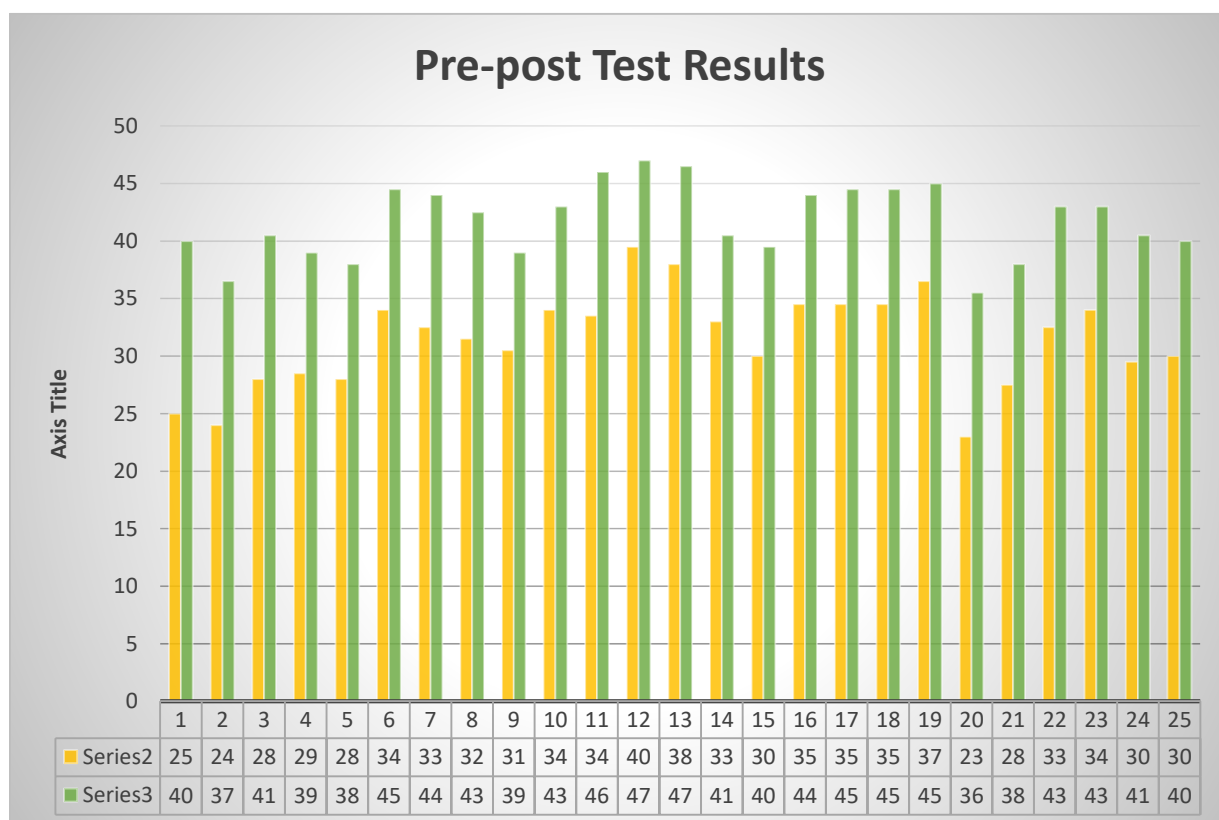
During the writing process, students always need to reflect on every aspect of the essays being produced. The self-assessment writing checklist aimed at providing the students with a chance to review their essays and reflect on the points of strengths as well as the points of weakness. Thus, essays were carefully assessed according to the checklist provided. Consequently, students became aware of their own errors and also the areas that included points of weakness.

when the writing performance reflective checklist was administered, students were confused whether they tick “yes” or “no” as students did not fully recognize some items as reflection and incorporating deep ideas. By going through these items and providing multiple examples, students' awareness has increased leading confident performance which was clearly present when the last checklist was administered as most students showed immediate recognition of the items they check and also supported their answers with sound reasons.

### **The Pre-Post Writing Test**

The results of the pre-test indicated low writing performance in several areas as; relevance, reflection, coherence, organization and vocabulary and structure as well. Students were empowered by a more personalized and

engaging strategy for developing writing performance and were also allowed to use tools and resources in order to address their own issues in a self-paced learning station that lets each student find what is missing. Moreover, more one-to-one interaction with the teacher took place in a separate station, which is designed specially to provide differentiated instruction, tailored to suit each student. In addition, collaborative activities were implemented to foster students' writing performance as well as their self-confidence. All of these three stations and the underlying activities included have led to a completely different result in the post writing test. By comparing means of the pretest and the posttest, it became evident that there is a significant difference between the pretest and the posttest in favor for the post-test in the areas of; relevance, organization, reflection accuracy and fluency (see: figure 9).



**Figure 9 Pre-post Writing Performance Test**

## **Internet Use survey**

The results of the survey strongly indicate the effectiveness of the online learning station. Students have reported that they have received personalized and more engaging assistance by using the internet to complete the writing assignment. According to the students, the writing process through their stay in the online learning station has urged them to learn new ideas, how to express points of view, how to organize ideas into essays, new vocabulary, and new structure. Thus, the effect of the online learning station does not stop at teaching students how to write but it extends to learning a language as a whole entity in which all aspects are affected and connected to each other.

Concerning the second statement, Also Eighteen students stated that they strongly agree that using the internet has exposed them to various points of view about the assigned writing prompts. Moreover, four students stated that they agree and only three students stated that they neither agree or disagree with the statement. These raw numbers indicate that allowing students to use the internet through the online learning station has given them an excellent chance to explore the topic itself and research it thoroughly before writing as nearly 88% of the students stated that they needed to explore the internet to be fully aware of the given writing prompts.

As for the third statement, fifteen students stated that they strongly agree that using the internet has assisted them to express their ideas about the assigned writing prompts. Moreover, six students stated that they agree and only three

students stated that they neither agree or disagree with the statement. However, one student stated that he disagrees with the statement. The results above indicate that the writing difficulties faced by the Egyptian students are not only related to content and ideas as students also were in a dire need to recognize how to shape and form these ideas in a form of writing. The survey has indicated that the 84% of students have stated that they needed assistance to transform the ideas they explored and generated on paper. However, only one student stated that he disagreed with the statement as he did not need the internet to write down his ideas.

Concerning the fourth statement, nineteen students stated that they strongly agree that the internet has assisted them to produce a well-organized essay. Moreover, five students declared that they agreed with the statement and only one student declared that he neither agrees or disagrees with the statement. These results show that writing organization is one of the writing difficulties faced by students when writing as almost 96% of the students have declared that they needed to explore the internet and get assistance to maintain a coherent and a well-organized essay.

Regarding the fifth statement, seventeen students stated that they strongly agree that using the internet has assisted them to use a wide variety of vocabulary. Moreover, six students stated that they agree while only two students stated that they neither agree or disagree. These results indicate that students were in need to be assisted when it came to word choice and vocabulary. Consequently, they

made use of various resources found on the internet in order to avoid using simple and repeated vocabulary through the writing process. Thus, allowing time to explore the internet through writing sessions did not only assisted the students to produce better essays but also added to the quality and diversity of the vocabulary that might use later not only in writing but in speaking, reading and listening as well.

As for the final statement, thirteen students declared that they strongly agree that using the internet has assisted them to use correct grammatical structure. In addition, seven students stated that they agree with the statement. However, four students declared that their neither agree or disagree and only one student disagreed with the statement. The results also show that 80% of the students have doubted their knowledge and usage of grammar structure so they tended to check for resources on the internet which indicates that the writing process needed continuous and personalized scaffolding for each student that was impossible to be provided by one teacher in class.

### **Writing Performance Reflective Checklist**

The self-assessment writing checklist was regarded as successful by the researcher. It was very clear that the self-assessment writing checklist has improved several areas on the students' writing performance. Students' reflective skills were greatly developed as students started to reflect on their writing products and answer the questions posed by the checklist and provide

notes as well to support their answers. Thus, students could identify the points of strength and weakness. Students' pieces of writing were modified at the end to meet the criteria of the writing rubric.

## **Observations on students' Interaction and Engagement**

All the students' comments towards the station rotation model were positive. During students' use of the station rotation model, the researcher's observation illustrated the following:

### **☑ Increased Engagement:**

The station rotation model has increased students' engagement which is due to the use of technology. Students have reported that the online learning station is the most enjoyable and beneficial time of the session. Students were given the complete responsibility for their learning as they were held accountable to use the internet to fill in the gaps and complete the given writing assignments.

### **☑ Increased student- teacher interaction**

The station rotation model allowed the teacher to meet up with a small group of students at a time. Students received thorough feedback directly from the teacher who had enough time to address the inquiries of each individual student.

### **☑ Developed self-assessment**

Students had the chance to review their own writing and grade it

according to the self-assessment writing checklist which aligns with the writing rubric designed by the researcher. Students reflected thoroughly on their writing and were totally independent in determining whether their writing meets the required criteria or not. Thus, proofreading skills were developed as well.

#### **☑ Better vocabulary choice**

The online learning station has assisted students to use a varied range of vocabulary. The post writing test includes stronger and more varied vocabulary than the ones used in the pre-writing test.

#### **☑ Coherent Essay Writing**

The post writing test showed that students' pieces of writing had become more coherent than the pieces of writing submitted in the pre-writing test as students had been trained to construct meaning and transform ideas into coherent and flowing paragraphs. The station rotation model did not add to writing coherence but it also added to writing fluency as well.

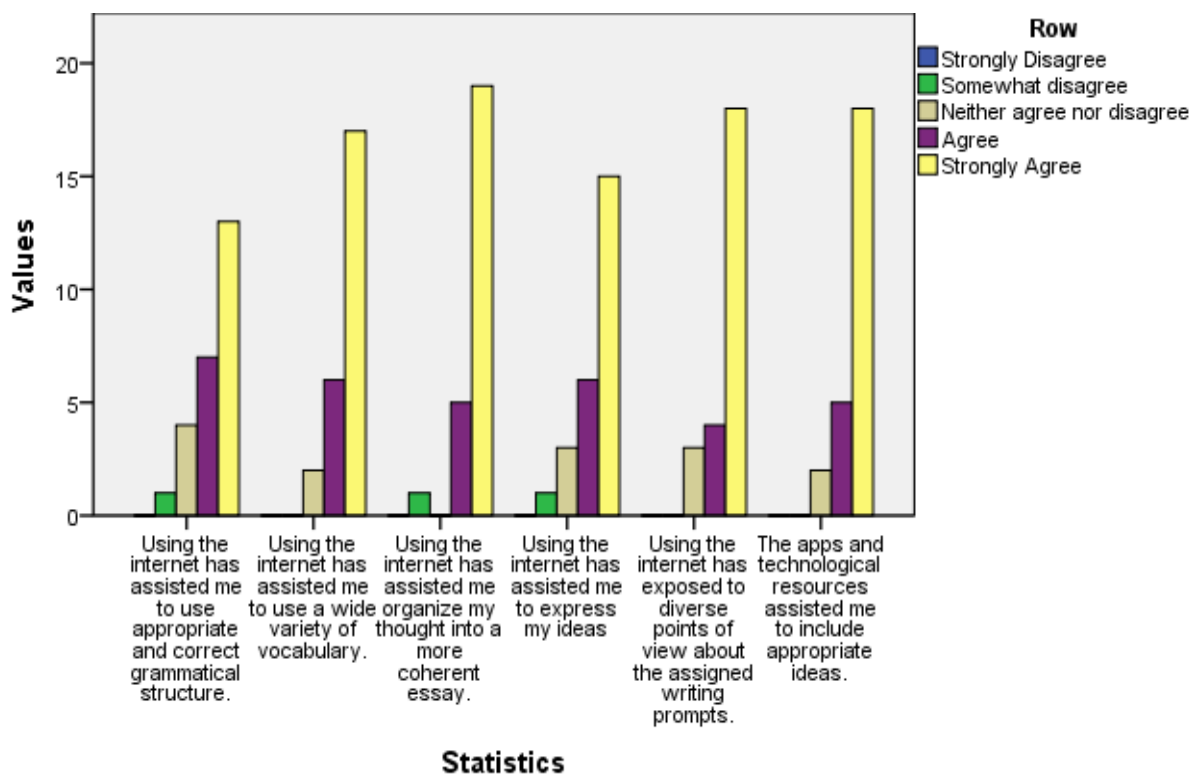
#### **☑ Increased interaction and participation**

Students interacted with each other through the collaborative learning context in which they had to carry out task collaboratively. Students were required to take on different roles to play which led to more participation and better social interaction.

# Qualitative Assessment

## Results of the Internet Use Survey

The researcher administered the internet use survey in order to determine to what extent has the usage of internet added to the students' writing performance. The survey was meant to evaluate the efficacy of the online learning station in improving the students' writing performance. Twenty-five students participated in the survey which contains six statements. The students had responded to on a scale from 1 to 5. The results of the survey showed that the internet has greatly assisted the students in many areas during the writing process.



**Figure 10: Result of the internet use survey**

Out of twenty-five, eighteen students have stated that they strongly agree with the statement, five students stated that they agree with the statement, while



only two students have declared that they neither agree nor disagree. These results clearly show that almost 93% of the students received great assistance concerning the concepts, ideas, and arguments they incorporate in the essays.

## **Discussion of Results**

The present study attempted to investigate the effect of using the station rotation developing preparatory students writing performance. The results of the study will be discussed in detail in the following points:

### **The Pre-Post Writing Performance Test**

Results obtained from the posttests of the writing skills revealed that there are significant differences favoring the study group in the posttest. Students' writing performance in the post writing performance test showed that all writing performance components and abilities have developed compared to students' writing performance in the pre-writing test (Hiatt, 2016).

The improvement in students' writing performance in the post-test can be attributed to a number of factors. Students' engagement in the process of learning in general and in writing, in particular, had a major role in developing students' writing performance. 21<sup>st</sup>-century students are believed to be digital natives as technology takes a major part in every aspect of their lives (Prensky, (2001)). The station rotation model allowed to using technology and the internet for at least one-third of each session's time. Thus, significant attention was given to the topics at hand. The online learning context provided by the station rotation model completely changed the students' learning environment by making it more

accessible. Several researchers have reported that with greater access to technology and online content, students become more engaged (De George-Walker, L., & Keeffe, M., 2010).

Secondly, Students' writing performance development is also attributed to utilizing differentiated instruction provided by the station rotation model. Students received instruction through multiple learning styles; face-to-face instruction, online learning, and collaborative learning. Having gone through all these mediums, the teacher could reach out to each student's own learning style. Thus, the theoretical part of essay writing was absorbed successfully in addition to having time to practice applying these basics in the same learning environment that tolerates multiple learning styles. Several studies have proved that differentiating instruction using blended learning models lead to a significantly positive effect on the students' side (O'Connor, C., Mortimer, D., & Bond, S., 2011).

Students' writing performance has witnessed a tremendous development in the post writing test in terms of: content, organization, reflection, accuracy, and fluency. Multiple measures prove the level of development in students' writing performance within the context of the station rotation model. Several studies reached similar results by comparing students' performance and achievement with the station rotation model and other blended learning models to students' performance within traditional learning environments (Caulfield, 2011)

Having analyzed students' writing performance and its development throughout the whole study, the areas and levels of development became clear to the researcher. Students writing performance in the pre-test lacked proper relevant ideas to the writing prompt of the first test. Writing samples of the pre-test show that students were not able to brainstorm or develop relevant ideas. Some students incorporated unrelated ideas to the writing prompt for the sake of completing the writing assignment without paying attention to the topic itself. Other students tended to include related ideas to the assigned prompt. However, these ideas were either weak or not supported by reasonable evidence and examples. Thus, ideas were not elaborated or explained to the reader leading to significant poor scores in the area of relevance.

Students' scores in the area of relevance in the post-writing test have showed significant development. This development is attributed to the online aspect of the station rotation model which allowed students to explore various points of view and stands that are related to the assigned prompt. Throughout the sessions, students have been trained to brainstorm ideas in two stations; the collaborative station, and the online learning station. The discussion and brainstorming of ideas held by all students in the collaborative learning station had a great influence on students' performance in selecting, defending, and supporting ideas. Students argued every session about whether their ideas are related to the writing prompt or not. Another reason for the development in the area of relevance is the self-assessment writing checklist which urged the students

to review the selected ideas and check whether they supported them with strong evidence and details or not. Finally, It is believed that all these reasons account for the development witnessed in the area of relevance.

Concerning the second writing performance component, the area of organization, students' writing samples of the pre writing test clearly showed several issues; a) students did not divide their essays into separate paragraphs, b) students divided their essays into separate paragraphs but they did not organize the content and ideas included in these paragraphs. Some students were confused the introductory paragraph with other body paragraphs by combing the introduction with the first body paragraph. Moreover, the majority of students missed writing a concluding paragraphs at the end of their essays. Only a few students included a concluding paragraph. However, it consisted of only one short sentence that did not wrap up the whole idea of their essays. Thus, several students had poor scores in the area of writing organization of the pre-test.

Students' writing samples indicate major developments in the area of organization in the post writing test. It is noted that this development is attributed to a number of reasons; a) exploring the form and layout of multiple essays through the online learning station, b) organizing the collected ideas on a graphic organizer in the collaborative learning station. Students were urged to use the internet in the online learning station to find sample essays for three reasons; a) activating prior knowledge, b) adding to the students' knowledge about the topic, and c) explore the organizational form of the essay. As the pre writing test

showed, the majority of students did not realize the nature of essay writing and the difference in form between various types of essays. Due to the online part of the station rotation model, students had a golden chance to explore multiple essays of the same type they would be working on. Thus, students figured out how to organize their ideas according to the essay type they are dealing with.

Regarding the area of reflection, students had poor scores in the pre-test due to using shallow ideas, repeating the thesis statement throughout the essay, and writing about their own experiences rather than discussing facts about the assigned prompt. However, students' scores in the area of reflection increased in the post writing test. These results are attributed to several reasons; a) exploring deep ideas about the writing prompt through exploring the internet, b) recognizing persuasive writing techniques via discussion in the collaborative learning station, c) figuring out the difference between personal opinions and facts. Consequently, scores in the area of reflection in the post writing test are significantly higher than those of the pre writing test.

Accuracy is a major component of writing performance. However, low scores were scored in the pre writing test. Students had different mistakes in terms of spelling, grammar, punctuation, and capitalization. Some students had too many errors that hinder the process of comprehending their essays. It is clear that students had major issues addressing the ideas that they had in mind due to not possessing the proper structure needed to reflect these ideas in a written form. At the end of the study, students' scores in the area of accuracy have witnessed

significant development due a number of reasons; a) students had the liberty of using multiple resources as online dictionaries, difference resources for grammar and structure in the online learning station, b) students were given a chance to peer review the accuracy of their essays in the collaborative learning station. Consequently, the area of accuracy was developed when tested in the post writing test.

Regarding the area of fluency, students were not able to reflect writing fluency in the pre writing test. Students' writing samples of the pre writing test were full of short sentence and repeated structure. It is noted that some fragments and run-ons were included in the pre writing test. Later, the station rotation model allowed students were urged to explore multiple types of sentences through the online learning station. Moreover, students suggested and shared ideas about the coherence of their essays and the use of transition words through the collaborative learning station. As a result, significant development in the area of fluency took place (see appendix (F), P.176).

### **Internet Use Survey**

Results obtained from the internet use survey indicated that the internet played a major role in assisting students during the process of essay writing. It is clear that students' attitude towards using the internet to develop ideas, organize thoughts, find strong linguistic items, and avoid structural mistakes is very positive.

## **Collaborative Work Stations**

Students had to take on multiple roles and communicate with their peers within the collaborative learning station. Students were given a chance to practice expressing their opinions and work out loud. Thus, students developed several abilities such as; argumentation while working on the tasks assigned to them. Collaborative learning has added to students' achievement and performance as it developed deep thinking and understanding. Students' self-esteem has reportedly increased as students had to speak out loud in small groups facing a small number of peers before presenting publicly to the whole class. Thus, practicing presentation and argumentation was so fruitful to students. Consequently, the effect of the collaborative station has gone far beyond developing writing performance as it had positively affected several other linguistic and social aspects.

## **Self-Assessment**

Students had assessed their own essays independently using the self-assessment writing performance checklist. The self-assessment writing checklist has assisted students to follow the rubric and it had successfully led the majority of the students to produce better and more coherent essays. However, this was not the only benefit of the self-assessment writing checklist as students had learned to review and reflect on any assigned task after carrying it on. Students did not only recognize how far

their task was relative to the assignment, but also they identified the errors or the missing parts that were not taken care of. Thus, Students tended to revisit their essay again to correct the errors and fill in the gaps leading to better performance.

## **Implications**

These high gains obtained by the participants of the participants on post-tests and measures could be attributed to the use of the station rotation model that is mainly based on the idea online learning, small-group instruction, and collaborative learning.

## **Theoretical Implications**

This study was cast within the framework of Mayer's theory of multi-media learning (2014), Constructivism, and Connectivism. Results found in the present study proved that using multi-media items has assisted students to show better writing performance as well as, developing individual writing activities. The outcomes of the present study support Mayer's theory of multi-media coding, Constructivism, and Connectivism learning theories.

## **Conclusion**

The study results indicated the effectiveness of the station rotation model in developing preparatory students' writing performance. This that the station rotation model is extremely effective for pupils.

Chapter 5 will present the research summary, including Statement of the problem, research questions, research hypotheses, research significance, research



limitations, participants of the study, research design, research variables, instruments, piloting the instruments, research procedures, findings and discussion, recommendations, and suggestions for further research.

# Chapter V

## Summary and Recommendations

# CHAPTER 5

## Summary and Recommendations

The present study investigated the effect of using the station rotation model on 1<sup>st</sup> preparatory students' writing performance.

### Statement of the problem

Egyptian students' writing performance shows diverse points of weakness in ideas production, correctness, and organization due to the exam-oriented nature of teaching and learning English at Egyptian schools which urged teachers and students to focus more on mere memorization of grammatical rules and vocabulary allowing almost no time to practice using these items. Egyptian English language learners are not engaged in the process of their own learning because of the exam-oriented methods used at Egyptian schools which turned them into passive receivers of information. Given no time to practice writing or applying the vocabulary and rules learned in constructing written essays, it was no surprise that English language learners in Egypt show low writing performance in terms of meaningful reflection of ideas.

### Pedagogical Implications

The findings obtained in this study have led to the conclusion that the station rotation model had statistically significant effect on improving preparatory students' writing performance. The findings of this study have important

implications for EFL teachers and curriculum designers, because it familiarizes them with one of the most modern models of blended learning which promotes multiple learning modalities and integrates them in a rotation-based classroom setting. Moreover, this study added to knowledge in the field of English writing performance as it explored the difficulties faced by preparatory students in Egypt. In addition, this study included suggested techniques and recommendations for using the station rotation model in EFL classrooms. With the knowledge gained from this study, it is possible for EFL instructors, researchers, and curriculum developers to gain insight into the station rotation model and its possible applications in the EFL classrooms. Besides, the findings of this study revealed the importance of the station rotation model on improving and enhancing preparatory students' writing performance.

## **Delimitations**

The present study was delimited to:

1. A number of twenty students enrolled in Advanced Education Preparatory School in New Cairo.
2. Online and face to face learning Context.
3. Collaborative activities and small-group instruction are mainly used.

## **Instruments**

The researcher designed a number of tools to be used in the present study:

- Pre and Post-writing test.
- Internet use survey.

- A self-assessment writing checklist.
- Writing analytical scoring rubric.

## **Piloting the Instruments**

A Pilot study began two weeks before the real experimentation to determine the validity and the reliability of the tools.

## **Procedures**

Before initiating the experiment, the researcher trained the participants for four hours as a trial on applying the procedure of the station rotation model. The experiment lasted for one academic semester, two sessions a week (2 hours per week), starting from February 2017 to May 2017. Thus, the experiment included a sum of 20 sessions (20 hours).

1. Reviewing the writing difficulties faced by Egyptian students and their current writing performance.
2. Reviewing the previous studies and the related literature to identify the principals of the station rotation model.
3. Designing the instruments and tools and validating them by the EFL experts.
4. Selecting the sample randomly from a preparatory school in Cairo, 1<sup>st</sup> preparatory students.
5. Equating the treatment group in the control variables.

6. Pre-testing the treatment group.
7. Piloting the station rotation model for two sessions (4 hours) in order to make students familiar with it.
8. Applying the station rotation model to the treatment group.
9. Post-testing the treatment group using the same procedures followed in the pre-testing stage to evaluate the effect of the model used.
10. Comparing the pre-test to the post-test results.
11. Using the appropriate statistical methods for analyzing the obtained data.
12. Reporting and discussing results.
13. Presenting recommendations and suggestions for further research.

## **Findings**

Having the study conducted and administering the tests, T-test and Eta-squared formula were used in analyzing the obtained data. Scores of the study group in the pre and posttests were analyzed and compared. Results revealed the following:

1. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of relevance of content on the writing test in favor of the post-test.
2. There are statistically significant differences between the mean scores

obtained by participants in the pre-test and those of the post-test in the area of writing organization in favor of the post-test.

3. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of reflection in favor of the post-test.

4. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of accuracy on the writing test in favor of the post-test.

5. There are statistically significant differences between the mean scores obtained by participants in the pre-test and those of the post-test in the area of fluency on the writing test in favor of the post-test.

## **Recommendations**

In light of the results obtained in the present study, a number of points can be recommended:

1. Incorporating technology and internet resources should be emphasized in teaching writing.
2. Students need to experience more engaging learning strategies.
3. The focus of the objectives of English language teaching should be changed to viewing writing as a process that goes beyond the mechanical view of writing.

4. Technology integration of language arts and thinking should be an indispensable part of any lesson presented in the English language classroom.

### **Suggestions for Further Research**

This section includes several suggestions for future research involving the use of the Station Rotation Model as follows:

1. It would be useful to replicate this research with other participants to make use of the effectiveness of the station rotation model on students with different backgrounds.
2. The use of the station rotation model should be viewed as a means of teaching and developing language learning.
3. Investigating the effect of station rotation model on the students' creative writing.
4. Investigating the effect of station rotation model on the students' critical reading.
5. Investigating the relationship between station rotation model and students' attitudes towards English language learning.
6. Investigating the effect of using station rotation model on special needs students.



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# Appendices

# **Appendix (A)**

## **Writing Performance Reflective Checklist**

## Writing Performance Reflective Checklist

Relevance	
Are the ideas included relevant to the writing prompt?	Yes/ No
Did you elaborate properly on the thesis statement?	Yes/ No
Comments	

Organization	
Did you develop and construct the ideas chosen into coherent paragraphs?	Yes/ No
Did you use enough and proper transition words?	Yes/ No
Comments	

Reflection	
Did you include deep ideas related to the writing prompt?	Yes/ No
Did you use persuasive techniques to persuade the reader?	Yes/ No
Comments	

Accuracy	
Did you use correct and appropriate vocabulary and structure?	Yes/ No
Is the meaning you wanted to convey affected by the errors?	Yes/ No
Comments	

Fluency	
Did you use various types of sentences?	Yes/ No
Did you use connectors properly?	Yes/ No
Comments	

# **Appendix (B)**

## **Pre-Post Writing Performance Test**

**Table of Specifications of the Writing Performance Test**

<b>No.</b>	<b>Performance Objectives</b>	<b>Point Tested</b>	<b>Testing Item</b>
1	Writing an essay that is relevant to the reader.	Content	Essay questions
2	Organization the ideas properly into coherent paragraphs.	Organization	Essay questions
3	reflecting ideas deeply about the writing prompts	Reflection	Essay questions
4	Using correct structure and vocabulary.	Accuracy	Essay questions
	Using various types of sentences properly.	Fluency	Essay questions

## **Test instructions**

### *Instructions for students*

- Write in pen or pencil.
- Make sure that all content is relevant to the task given.
- Make sure to attract the target reader's attention.
- Communicate your ideas clearly.
- Organize your text and use proper linking words.

# Writing Pre-test

Name: .....

Class:.....

**Topic: "How television affects teenagers' behavior"**

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# Writing Post-test

Name: .....

Class:.....

**Topic: " How television affects teenagers' behavior "**

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# **Appendix (C)**

## **Writing Performance Rubric**

## Writing Performance Rubric

<b>Item</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Average (2)</b>	<b>Poor (1)</b>
<b>Relevance</b>	Identifies the relevant ideas to the writing prompt assigned.  Uses relevant examples, counterexamples and details.  Elaborates fully on the thesis	Uses some relevant ideas and details.  Most ideas are supported with some examples and evidence.	Uses clear ideas but leaves the reader with unanswered questions.  Uses only a few details, examples.	Uses only limited and irrelevant ideas.  Almost no details or examples are provided.

<p><b>Organization</b></p>	<p>Ideas are well developed and constructed into paragraphs with clear relationships between them.</p> <p>Transition words are used effectively to move smoothly from one idea to the other.</p>	<p>Ideas are mostly developed but some are not well constructed.</p> <p>The writer used some transition words to connect the ideas.</p>	<p>Few ideas are developed and not well-constructed.</p> <p>The writer used a few transition words properly.</p>	<p>There is little or no clear relationships among the ideas.</p> <p>Almost no transition words are used.</p>
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<b>Reflection</b>	Demonstrates great depth of thought through using persuasive writing techniques in addition to examples and evidence.	Focuses only on one idea/subject including some persuasive writing techniques and few examples.	Demonstrates shallow reflection of thought through writing about himself/herself rather than the general experience.	Doesn't demonstrate clear reflection of ideas and repeats the thesis statement.
<b>Accuracy</b>	- The essay does not include any errors in grammar, spelling punctuation and capitalization	The essay includes a few errors. However, the reader is not distracted.	The essay includes some error spelling, grammar, punctuation, and capitalization. The reader is distracted	The essay includes crucial errors that hinder the readers' understanding of the essay.

<p><b>Fluency</b></p>	<p>Uses well-constructed sentences.</p> <p>Uses various types of sentences in terms of length and structure.</p> <p>The piece of writing is coherent and includes connectives appropriately</p>	<p>Incorporates only some varied sentences in terms of length and structure.</p>	<p>Uses only a limited variety of sentence structure.</p> <p>Includes some run-ons and fragments.</p>	<p>Uses almost no variety in sentence structure.</p> <p>Includes only simple sentences and usually repeats one sentence structure.</p>
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# **Appendix (D)**

## **Internet Use Survey**

## Internet Use Survey

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat disagree</b>	<b>Strongly disagree</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a. The apps and technological resources assisted me to include appropriate ideas.					
b. Using the internet has exposed to diverse points of view about the assigned writing prompts.					
c. Using the internet has assisted me to express my ideas					
d. Using the internet has assisted me to organize my thought into a more coherent essay.					
e. Using the internet has assisted me to use a wide					

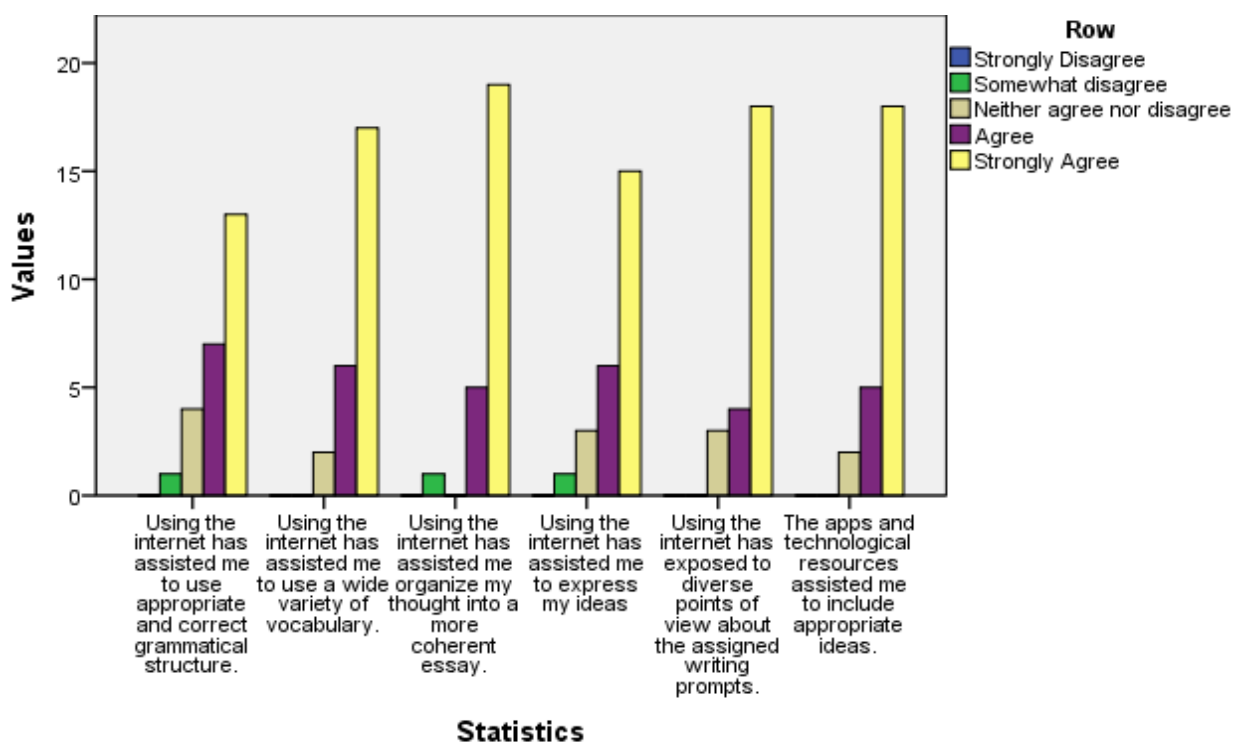


variety of vocabulary.					
f. Using the internet has assisted me to use appropriate and correct grammatical structure.					

## Students' responses to the internet usage survey

	Strongly agree  5	Agree  4	Neither agree nor disagree  3	Somewhat disagree  2	Strongly disagree  1
a. The apps and technological resources assisted me to include appropriate ideas.	18	5	2	0	0
b. Using the internet has exposed to diverse points of view about the assigned writing prompts.	18	4	3		
c. Using the internet has assisted me to express my ideas	15	6	3	1	
d. Using the internet has assisted me to organize my thought into a more coherent essay.	19	5	1		
e. Using the internet has	17	6	2		

assisted me to use a wide variety of vocabulary.					
f. Using the internet has assisted me to use appropriate and correct grammatical structure.	<b>13</b>	<b>7</b>	<b>4</b>	<b>1</b>	



# **Appendix (E)**

## **The Station Rotation Strategy for Developing Preparatory Stage Students' Writing Performance**

# **The Station Rotation Strategy for Developing Preparatory Stage Students'**

## **Writing Performance**

### **Aims of the station rotation strategy**

In this study, the station rotation strategy aims at developing the preparatory students' writing performance as a whole through enhancing a set of writing performance components.

1. The station rotation strategy aims at developing students' awareness about their essays' relevance to the assigned writing tasks or prompts.
2. The station rotation strategy aims at enhancing the area of writing organization in terms of; ideas, paragraph structure, and transition words.
3. The station rotation strategy aims at developing students' reflective writing in terms of; incorporating persuasive writing techniques, depth of thought, varied ideas, and evidence.
4. The station rotation strategy aims at developing students' writing accuracy in terms of; sentence structure, spelling, punctuation, and capitalization.
5. The station rotation strategy aims at developing students' writing fluency in terms of; sentence construction, sentence types variation, and coherence.

## **The content**

The station rotation strategy was used as means of instruction throughout all the sessions of this study.

**Session 1:** Essay writing

**Session 2:** Application on Essay writing

**Session 3:** Descriptive writing (people)

**Session 4:** Application on Descriptive writing (people)

**Session 5:** Descriptive writing (places)

**Session 6:** Application on Descriptive writing (places)

**Session 7:** Descriptive writing (events)

**Session 8:** Application on Descriptive writing (events)

**Session 9:** Writing an opinion essay.

**Session 10:** Application on writing an opinion essay.

**Session 11:** Narrative Essays.

**Session 12:** Application on narrative Essay.

## **Session 1: Essay writing**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

#### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Identify graphic organizers and practice using them.
- Peer edit.
- Have group discussions and observations.

### **Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (1).
4. Students will rotate according to the following schedule

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Small Group Differentiated Instruction</b></p> <p><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics of essay writing.</li> <li>2. The teacher will highlight the area of organization.</li> <li>3. The teacher will clarify the common grammatical mistakes in essay writing.</li> <li>4. The teacher will answer students’ questions and inquiries.</li> <li>5. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	<p><b>Resources Needed</b></p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will work be given a sample essay.</li> <li>2. Students will be asked to read the essay.</li> <li>3. Students will be asked to identify the</li> </ol>	<p><b>Resources Needed</b></p> <p><b>Sample essay</b></p>



	<p>paragraphs and name them.</p> <p>4. Students will be asked to identify the use and features of each paragraph.</p> <p>5. Students will be asked to identify the mistakes included in the essay.</p>	
<p>Time</p> <p>30 minutes</p>	<p style="text-align: center;"><b>Online Learning Station</b></p> <p>1. Students will be asked to search for videos or any learning resources focusing on essay writing.</p> <p>2. Students will take notes while watching the videos.</p> <p>3. Students will share the newly acquired information with their peers in the online learning station.</p>	<p>Resources Needed</p> <p>Laptops - Earphones</p>

## **Assessment**

Students will be given exit tickets as an assessment for their learning.

## **Session 2: Application on Essay writing**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

#### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Organize ideas in a proper essay form.
- Identify graphic organizers and practice using them.
- Peer edit.
- Have group discussions and observations.

#### **Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.

3. The teacher will let the students know about the rotation followed in session (2).

4. Students will rotate according to the following schedule

<b>Time</b>	<b>Small Group Differentiated Instruction</b>	<b>Resources Needed</b>
<b>20 minutes</b>	<p style="text-align: center;"><b>(Teacher led)</b></p> <ol style="list-style-type: none"><li>1. The teacher will explain the basics of essay writing in general.</li><li>2. The teacher will highlight the area of organization.</li><li>3. The teacher will clarify the common grammatical mistakes in essay writing.</li><li>4. The teacher will answer students' questions and inquiries.</li><li>5. Based on the teacher's awareness of students' needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li></ol>	

<p><b>Time</b> <b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <p>1. students will work be given a writing prompt. “ <u>If you could meet any famous person in the world, who would it be and what would you want to talk to them about?</u>”</p> <p>2. Students will be asked to fill the blank graphic organizer with the collected ideas.</p>	<p><b>Resources Needed</b></p> <p><b>Blank graphic organizer</b></p>
<p><b>Time</b> <b>20 minutes</b></p>	<p><b>Online Learning Station</b></p> <p>1. Students will be asked to find more information about the famous person they want to meet.</p> <p>2. Students will take notes while searching.</p> <p>3. Students will be able to use online dictionaries and resources to enrich their essays.</p>	<p><b>Resources Needed</b></p> <p><b>Laptops – Online Dictionaries</b></p>

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5- Having rotated through all learning stations, students will return back to their seats in order to start writing individually about the given writing prompt.

### **Assessment**

At the end of the session, the teacher will review students' essays after collection.

## **Session 3: Descriptive writing (people)**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

#### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of a descriptive essay.
- Identify graphic organizers and practice using them to write a descriptive essay.
- Peer edit.

- Have group discussions and observations.
- Practice colour, clothing, and hair vocabulary.
- Write descriptions of people.

**Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (3).
4. Students will rotate according to the following schedule

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Small Group Differentiated Instruction</b></p> <p><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics of descriptive writing</li> <li>2. The teacher will highlight the specific features of describing people.</li> <li>4. The teacher will answer students’ questions and inquiries.</li> <li>5. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	<p><b>Resources Needed</b></p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will watch a video about a lost child in a supermarket.</li> <li>2. Students will complete activities to check their understanding of the video.</li> </ol>	<p><b>Resources Needed</b></p> <p><b>Sample essay</b></p>

	<p>3. students practice using new words related to hair, clothes and colors.</p> <p>4. Each pair of students' will use the newly acquired vocabulary to describe his peer.</p>	
<p>Time</p> <p>30 minutes</p>	<p style="text-align: center;"><b>Online Learning Station</b></p> <p>1. Students will be asked to search for videos or any learning resources focusing on describing people.</p> <p>2. Students will take notes while watching the videos.</p> <p>3. Students will share the newly acquired vocabulary with their peers in the online learning station.</p>	<p>Resources Needed</p> <p>Laptops - Earphones</p>

**Assessment**

Students will be given exit tickets as an assessment for their learning.



## **Session 4: Application on Descriptive writing**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

**Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Organize ideas in a proper essay form.
- Identify graphic organizers and practice using them.
- Peer edit.
- Have group discussions and observations.

### **Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (4).

4. Students will rotate according to the following schedule

<b>Time</b>	<b>Small Group Differentiated Instruction</b>	<b>Resources Needed</b>
<b>20 minutes</b>	<p style="text-align: center;"><b>(Teacher led)</b></p> <ol style="list-style-type: none"><li>1. The teacher will explain the basics descriptive writing.</li><li>2. The teacher will highlight the area of organization.</li><li>3. The teacher will clarify the use of adjectives in descriptive essays.</li><li>4. The teacher will clarify the use of sensory details in descriptive essays.</li><li>5. The teacher will answer students' questions and inquiries.</li><li>6. Based on the teacher's awareness of students' needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li></ol>	

<p><b>Time</b> <b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <p>1. students will work be given a writing prompt. “Provide a vivid description of your role model. It could be your favorite actor, singer, movie director, political figure, best friend, parents, etc.”</p> <p>2. Students will be asked to fill the blank graphic organizer with the collected ideas.</p>	<p><b>Resources Needed</b></p> <p>Blank graphic organizer</p>
<p><b>Time</b> <b>20 minutes</b></p>	<p><b>Online Learning Station</b></p> <p>1. Students will be asked to find more information about their role model.</p> <p>2. Students will be asked to find phrases and expressions that could be included in their essays.</p> <p>3. Students will take notes while searching.</p>	<p><b>Resources Needed</b></p> <p>Laptops – Online Dictionaries</p>

	<p>4. Students will be asked to use the vocabulary that they practiced in the previous session.</p> <p>5. Students will be able to use online dictionaries and resources to enrich their essays.</p>	
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5- Having rotated through all learning stations, students will return back to their seats in order to start writing individually about the given writing prompt.

### **Assessment**

At the end of the session, the teacher will review students' essays after collection.

## **Session 5: Descriptive writing (places)**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

**Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of a descriptive essay.
- Identify graphic organizers and practice using them to write a descriptive essay.

- Have group discussions and observations.
- Practice colour, clothing, and hair vocabulary.
- Write descriptions of people.

**Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (5).
4. Students will rotate according to the following schedule

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Small Group Differentiated Instruction</b></p> <p><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics of descriptive writing</li> <li>2. The teacher will highlight the specific features of describing places.</li> <li>4. The teacher will answer students’ questions and inquiries.</li> <li>5. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	<p><b>Resources Needed</b></p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will brainstorm ideas about their own favorite places.</li> <li>2. students practice using new words related to hair, clothes and colors.</li> </ol>	<p><b>Resources Needed</b></p> <p><b>Sample essay</b></p>

	<p>4. Each pair of students will discuss their favorite places using descriptive language.</p> <p>5. Each pair of students will discuss also the reasons behind choosing their places using sensory details.</p>	
<p>Time</p> <p>30 minutes</p>	<p style="text-align: center;"><b>Online Learning Station</b></p> <p>1. Students will be asked to search for videos or any learning resources focusing on describing places</p> <p>2. Students will also search for phrase and expressions to be used in their essays.</p> <p>2. Students will take notes while watching the videos.</p> <p>3. Students will share the newly acquired vocabulary with their peers in the online learning station.</p>	<p>Resources Needed</p> <p>Laptops - Earphones</p>



## **Assessment**

Students will be given exit tickets as an assessment for their learning.

## **Session 6: Application on Descriptive writing (places)**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

#### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Organize ideas in a proper essay form.
- Identify graphic organizers and practice using them.
- Write a descriptive essay describing favourite places.
- Have group discussions and observations.

#### **Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.

3. The teacher will let the students know about the rotation followed in session (6).

4. Students will rotate according to the following schedule

<b>Time</b>	<b>Small Group Differentiated Instruction</b>	<b>Resources Needed</b>
<p><b>20 minutes</b></p>	<p style="text-align: center;"><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics descriptive writing.</li> <li>2. The teacher will highlight the area of organization.</li> <li>3. The teacher will clarify the use of adjectives in descriptive essays.</li> <li>4. The teacher will clarify the use of sensory details in descriptive essays.</li> <li>5. The teacher will answer students' questions and inquiries.</li> <li>6. Based on the teacher's awareness of students' needs, the teacher will intervene to provide one to one teaching to those who</li> </ol>	

	<p>might need focused attention.</p>	
<p><b>Time</b> <b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <p>1. students will work be given a writing prompt. “ Give a vivid description of your favorite place.</p>	<p><b>Resources Needed</b></p> <p>Blank graphic organizer</p>

	2. Students will be asked to fill the blank graphic organizer with the collected ideas.	
Time  20 minutes	<b>Online Learning Station</b>  1. Students will be asked to find more information about their favourite places.  2. Students will be asked to find phrases and expressions that could be included in their essays.  3. Students will take notes while searching.  4. Students will be asked to use the vocabulary that they practiced in the previous session.  5. Students will be able to use online dictionaries and resources to enrich their essays.	Resources Needed  Laptops – Online Dictionaries

5- Having rotated through all learning stations, students will return back to their seats in order to start writing individually about the given writing prompt.

## **Assessment**

At the end of the session, the teacher will review students' essays after collection.

## **Session 7: Descriptive writing (Events)**

**Duration of the session:** One hour and thirty minutes.

## **Objectives**

**Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of a descriptive essay.
- Identify graphic organizers and practice using them to write a descriptive essay.
- Have group discussions and observations.
- Practice using vocabulary and expressions related to describing events.
- Write descriptions of events.

## **Procedures:**

1. The teacher will let the students know about the session title and the main objectives.

2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (7).
4. Students will rotate according to the following schedule

<b>Time</b>	<b>Small Group Differentiated Instruction</b>	<b>Resources Needed</b>
<p data-bbox="228 625 375 657"><b>20 minutes</b></p>	<p data-bbox="672 564 885 604" style="text-align: center;"><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li data-bbox="427 709 1024 835">1. The teacher will explain the basics of descriptive writing.</li> <li data-bbox="427 884 1029 1010">2. The teacher will highlight the specific features of describing events.</li> <li data-bbox="427 1058 1114 1184">4. The teacher will answer students' questions and inquiries.</li> <li data-bbox="427 1232 1089 1520">5. Based on the teacher's awareness of students' needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will brainstorm ideas about their own favorite events...</li> <li>2. students practice using new words related to events.</li> <li>3. Students will use a blank graphic organizer to sort out their ideas.</li> <li>4. Each pair of students will discuss their favorite event using descriptive language.</li> <li>5. Each pair of students will discuss also the reasons behind choosing their events using sensory details.</li> </ol>	<p><b>Resources Needed</b></p> <p>Blank Graphic Organizer</p>
<p><b>Time</b></p> <p><b>30 minutes</b></p>	<p><b>Online Learning Station</b></p> <ol style="list-style-type: none"> <li>1. Students will be asked to search for videos or any learning resources focusing on describing events.</li> <li>2. Students will also search for phrase and expressions to be used in their essays.</li> </ol>	<p><b>Resources Needed</b></p> <p>Laptops - Earphones</p>

	<p>2. Students will take notes while watching the videos.</p> <p>3. Students will share the newly acquired vocabulary with their peers in the online learning station.</p>	
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### **Assessment**

Students will be given exit tickets as an assessment for their learning.

### **Session 8: Application on Descriptive writing (Events)**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

#### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Organize ideas in a proper essay form.
- Identify graphic organizers and practice using them.
- Write a descriptive essay describing favourite places.
- Have group discussions and observations.



**Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (8).
4. Students will rotate according to the following schedule

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Small Group Differentiated Instruction</b></p> <p><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics descriptive writing.</li> <li>2. The teacher will highlight the area of organization.</li> <li>3. The teacher will clarify the use of adjectives in descriptive essays.</li> <li>4. The teacher will clarify the use of sensory details in descriptive essays.</li> <li>5. The teacher will answer students’ questions and inquiries.</li> <li>6. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	<p><b>Resources Needed</b></p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will work be given a writing prompt. “Give a vivid description of your</li> </ol>	<p><b>Resources Needed</b></p> <p>Blank graphic organizer</p>

	<p>favorite place.</p> <p>2. Students will be asked to fill the blank graphic organizer with the collected ideas.</p>	
<p>Time</p> <p>20 minutes</p>	<p style="text-align: center;"><b>Online Learning Station</b></p> <p>1. Students will be asked to find more information about their favorite events.</p> <p>2. Students will be asked to find phrases and expressions that could be included in their essays.</p> <p>3. Students will take notes while searching.</p> <p>4. Students will be asked to use the vocabulary that they practiced in the previous session.</p> <p>5. Students will be able to use online dictionaries and resources to enrich their essays.</p>	<p>Resources Needed</p> <p>Laptops – Online Dictionaries</p>

5- Having rotated through all learning stations, students will return back to their seats in order to start writing individually about the given writing prompt.

## **Assessment**

At the end of the session, the teacher will review students' essays after collection.

## **Session 9: Writing an Opinion Essay**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

#### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
  
- Recognize the proper structure of an opinion essay.
  
- Identify graphic organizers and practice using them to write an opinion essay.
  
- Have group discussions and observations.
  
- Practice using vocabulary and expressions related to expressing opinions and points of views.

### **Procedures:**

1. The teacher will let the students know about the session title and the

main objectives.

2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (9).
4. Students will rotate according to the following schedule

<b>Time</b>	<b>Small Group Differentiated Instruction</b>	<b>Resources Needed</b>
<b>20 minutes</b>	<p style="text-align: center;"><b>(Teacher led)</b></p> <ol style="list-style-type: none"><li>1. The teacher will explain the basics of writing an opinion essay.</li><li>2. The teacher will highlight the specific features of an opinion essay.</li><li>4. The teacher will answer students' questions and inquiries.</li><li>5. Based on the teacher's awareness of students' needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li></ol>	

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will brainstorm ideas about their points of view regarding the given prompts.</li> <li>2. students practice using new words related to expressing opinions.</li> <li>3. Students will use a blank graphic organizer to sort out their ideas.</li> <li>4. Each pair of students will discuss their opinions about the given prompt.</li> <li>5. Each pair of students will discuss also the reasons behind choosing their opinions supported with sound and clear evidence.</li> </ol>	<p><b>Resources Needed</b></p> <p>Blank Graphic Organizer</p>
<p><b>Time</b></p> <p><b>30 minutes</b></p>	<p><b>Online Learning Station</b></p> <ol style="list-style-type: none"> <li>1. Students will be asked to search for videos or any learning resources focusing on writing an opinion essay.</li> <li>2. Students will also search for phrases and expressions to be used in their opinion essays.</li> </ol>	<p><b>Resources Needed</b></p> <p>Laptops - Earphones</p>

	<p>2. Students will take notes while watching the videos.</p> <p>3. Students will share the newly acquired vocabulary with their peers in the online learning station.</p>	
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## **Assessment**

Students will be given exit tickets as an assessment for their learning.

## **Session 10: Writing an Opinion Essay**

**Duration of the session:** One hour and thirty minutes.

## **Objectives**

**Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Organize ideas in a proper essay form.
- Identify graphic organizers and practice using them.
- Write an opinion essay.

- Have group discussions and observations.

**Procedures:**

1. The teacher will let the students know about the session title and the main objectives.

2. The teacher will divide the students into three groups.

3. The teacher will let the students know about the rotation followed in session (10).

4. Students will rotate according to the following schedule



<b>Time</b>	<b>Small Group Differentiated Instruction</b>	<b>Resources Needed</b>
<p data-bbox="228 342 375 373"><b>20 minutes</b></p>	<p data-bbox="672 281 886 317" style="text-align: center;"><b>(Teacher led)</b></p> <ol data-bbox="427 428 1114 1661" style="list-style-type: none"> <li data-bbox="427 428 1024 552">1. The teacher will explain the basics of writing an opinion essay</li> <li data-bbox="427 600 1019 724">2. The teacher will highlight the area of organization.</li> <li data-bbox="427 772 1057 980">3. The teacher will clarify the use of some phrases and expressions used in opinion essays.</li> <li data-bbox="427 1029 1109 1152">4. The teacher will clarify the use of evidence and reasons in opinion essays.</li> <li data-bbox="427 1201 1114 1325">5. The teacher will answer students’ questions and inquiries.</li> <li data-bbox="427 1373 1089 1661">6. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <p>1. students will work be given a writing prompt. “Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.”</p> <p>2. Students will be asked to fill the blank graphic organizer with the collected ideas.</p>	<p><b>Resources Needed</b></p> <p>Blank graphic organizer</p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Online Learning Station</b></p> <p>1. Students will be asked to find reasons and examples to support their points of view.</p> <p>2. Students will be asked to find phrases and expressions that could be included in their essays.</p> <p>3. Students will take notes while searching.</p> <p>4. Students will be asked to use the vocabulary that they practiced in the previous session.</p> <p>5. Students will be able to use online</p>	<p><b>Resources Needed</b></p> <p>Laptops – Online Dictionaries</p>

	dictionaries and resources to enrich their essays.	
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5- Having rotated through all learning stations, students will return back to their seats in order to start writing individually about the given writing prompt.

### **Assessment**

At the end of the session, the teacher will review students' essays after collection.

## **Session 11: Narrative Writing**

**Duration of the session:** One hour and thirty minutes.

### **Objectives**

**Learners should be able to:**

- Brainstorm relevant and clear ideas about a narrative writing prompt.
- Recognize the proper structure of a narrative essay.
- Identify graphic organizers and practice using them to write a narrative essay.
- Have group discussions and observations.
- Practice using vocabulary and expressions related to narrative writing.

**Procedures:**

1. The teacher will let the students know about the session title and the main objectives.
2. The teacher will divide the students into three groups.
3. The teacher will let the students know about the rotation followed in session (11).
4. Students will rotate according to the following schedule

<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Small Group Differentiated Instruction</b></p> <p><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics of narrative writing.</li> <li>2. The teacher will highlight the specific features of narrative writing referring to characterization, theme, plot, and point of view.</li> <li>4. The teacher will answer students’ questions and inquiries.</li> <li>5. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	<p><b>Resources Needed</b></p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will brainstorm ideas about their points of view regarding the given prompts.</li> <li>2. students practice using new words and</li> </ol>	<p><b>Resources Needed</b></p> <p>Blank Graphic Organizer</p>

	<p>expressions related to narrative writing.</p> <p>3. Students will use a blank graphic organizer to sort out their ideas.</p> <p>4. Each pair of students will discuss their opinions about the given prompt.</p> <p>5. Each pair of students will discuss also the reasons behind choosing their opinions supported with sound and clear evidence.</p>	
<p>Time</p> <p>30 minutes</p>	<p style="text-align: center;"><b>Online Learning Station</b></p> <p>1. Students will be asked to search for videos or any learning resources focusing on narrative writing.</p> <p>2. Students will also search for phrases and expressions to be used in their narrative essays.</p> <p>2. Students will take notes while watching the videos.</p> <p>3. Students will share the newly acquired vocabulary with their peers in the online</p>	<p>Resources Needed</p> <p>Laptops - Earphones</p>

	learning station.	
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## **Assessment**

Students will be given exit tickets as an assessment for their learning.

## **Session 12: Narrative Writing (Application)**

**Duration of the session:** One hour and thirty minutes.

## **Objectives**

### **Learners should be able to:**

- Brainstorm relevant and clear ideas about a given writing prompt.
- Recognize the proper structure of an essay.
- Organize ideas in a proper essay form.
- Identify graphic organizers and practice using them.
- Write a narrative essay.
- Have group discussions and observations.

## **Procedures:**

1. The teacher will let the students know about the session title and the

main objectives.

2. The teacher will divide the students into three groups.

3. The teacher will let the students know about the rotation followed in session (12).

4. Students will rotate according to the following schedule



<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Small Group Differentiated Instruction</b></p> <p><b>(Teacher led)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will explain the basics of narrative writing.</li> <li>2. The teacher will highlight the area of organization of narrative essays.</li> <li>3. The teacher will clarify the use characters, plot, theme, and point of view.</li> <li>4. The teacher will clarify the use of hooks.</li> <li>5. The teacher will answer students’ questions and inquiries.</li> <li>6. Based on the teacher’s awareness of students’ needs, the teacher will intervene to provide one to one teaching to those who might need focused attention.</li> </ol>	<p><b>Resources Needed</b></p>
<p><b>Time</b></p> <p><b>20 minutes</b></p>	<p><b>Collaborative / Individual Work (Project / Assignment)</b></p> <ol style="list-style-type: none"> <li>1. students will work be given a writing prompt. “What Superpower Do You Wish You</li> </ol>	<p><b>Resources Needed</b></p> <p>Blank graphic organizer</p>

	Had?  2. Students will be asked to fill the blank graphic organizer with the collected ideas.	
Time  20 minutes	<b>Online Learning Station</b>  1. Students will be asked to search for details to add to their essays.  2. Students will be asked to find phrases and expressions that could be included in their essays.  3. Students will take notes while searching.  4. Students will be asked to use the vocabulary that they practiced in the previous session.  5. Students will be able to use online dictionaries and resources to enrich their essays.	Resources Needed  Laptops – Online Dictionaries

5- Having rotated through all learning stations, students will return back to their seats in order to start writing individually about the given writing prompt.

**Assessment**

At the end of the session, the teacher will review students' essays after collection.