

EFFECTS OF USING STATION ROTATION MODEL IN BLENDED LEARNING
ON ENGLISH SPEAKING ABILITY OF THAI EFL PRIMARY SCHOOL STUDENTS

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

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BLENDED LEARNING ON ENGLISH SPEAKING
ABILITY OF THAI EFL PRIMARY SCHOOL STUDENTS

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สุจินต์ พิมพ์ภิบาล : ผลของการใช้โมเดลการเรียนรู้แบบหมุนเวียนฐานในรูปแบบการเรียนรู้แบบผสมผสานต่อความสามารถในด้านการพูดภาษาอังกฤษของนักเรียนไทยระดับประถมศึกษาที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFFECTS OF USING STATION ROTATION MODEL IN BLENDED LEARNING ON ENGLISH SPEAKING ABILITY OF THAI EFL PRIMARY SCHOOL STUDENTS) อ.ที่ปริกษาวิทยานิพนธ์หลัก: ราเชน มีศรี, 165 หน้า.

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาผลของการสอนภาษาอังกฤษโดยใช้โมเดลการเรียนรู้แบบหมุนเวียนฐานในแนวคิดการเรียนรู้แบบผสมผสานที่มีต่อความสามารถในด้านการพูดภาษาอังกฤษและทัศนคติที่มีต่อการสอนภาษาอังกฤษของนักเรียนไทยระดับประถมศึกษา กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ได้แก่ นักเรียนชั้นประถมศึกษาปีที่ 5 จำนวน 41 คน ที่ศึกษาในภาคเรียนที่ 2 ปีการศึกษา 2559 ของโรงเรียนอนุบาลศรีประจักษ์ จังหวัดศรีสะเกษ กลุ่มตัวอย่างที่ใช้ในการศึกษาในครั้งนี้มีระดับความสามารถที่แตกต่างกัน การสอนภาษาอังกฤษโดยใช้โดยใช้รูปแบบการเรียนรู้แบบหมุนเวียนฐานใช้เวลาทั้งสิ้น 12 สัปดาห์ โมเดลการเรียนรู้ประกอบไปด้วย 3 ฐานการเรียนรู้ คือ ฐานการสอนปกติโดยครูผู้สอน ฐานการเรียนรู้ออนไลน์ และฐานการเรียนรู้แบบร่วมมือ เครื่องมือที่ใช้ในการวิจัยคือ แบบทดสอบก่อนเรียนและหลังเรียน แบบสอบถามทัศนคติที่มีต่อการเรียนภาษาอังกฤษที่ใช้โมเดลเรียนรู้แบบหมุนเวียนฐาน และบันทึกของครูผู้สอนเพื่อสนับสนุนผลวิเคราะห์จากแบบสอบถามทัศนคติ

ผลการวิจัยที่สำคัญพบว่าความสามารถในการพูดภาษาอังกฤษของกลุ่มตัวอย่างดีขึ้นอย่างมีนัยสำคัญและแรงจูงใจในการเรียนภาษาอังกฤษของกลุ่มตัวอย่างสูงกว่าก่อนที่จะได้รับการเรียนการสอนภาษาอังกฤษโดยใช้โมเดลการเรียนรู้แบบหมุนเวียนฐานในแนวคิดการเรียนรู้แบบผสมผสาน นอกจากนี้กลุ่มตัวอย่างมีทัศนคติอยู่ในระดับที่ดีต่อการเรียนภาษาอังกฤษโดยใช้การเรียนรู้แบบหมุนเวียนฐาน ผลการวิจัยแสดงให้เห็นว่าโมเดลการเรียนรู้แบบหมุนเวียนฐานสามารถนำไปใช้ในการพัฒนาความสามารถในการพูดภาษาอังกฤษสำหรับนักเรียนระดับประถมศึกษาได้

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SUJINUN PIMPIBAN: EFFECTS OF USING STATION ROTATION MODEL IN BLENDED LEARNING ON ENGLISH SPEAKING ABILITY OF THAI EFL PRIMARY SCHOOL STUDENTS. ADVISOR: RA-SHANE MEESRI, Ph.D., 165 pp.

This study aimed to investigate the effects of an English instruction using station rotation model in Blended Learning on improving English speaking ability of primary school students and their attitudes towards the model. The participants were 41 fifth-grade students who were studying in the second semester of the academic year 2016 in a primary school in Sri Saket province, Thailand. They had different English ability levels. The instruments used in this study were pretest, posttest, and a questionnaire. The data were analyzed by using mean, standard deviation and t-test.

The research findings were summarized as follows: 1) Participants' English speaking ability improved significantly. 2) Participants had positive attitudes towards the station rotation model after learning. The findings also suggest that the station rotation model can be implemented to enhance English speaking skills of EFL primary school students in Thailand. In order to implement this model to primary school students, the learner training should be clearly explained as suggested in this research. Furthermore, the effects of station rotation model in Blended Learning on other language skills should be explored in future research.

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CHAPTER I

INTRODUCTION

Background of the study

Seeking for effective ways to increase students' English speaking ability in Thailand where students learn English as a foreign language has always been a popular topic for instructors and involved organization. It is undeniable that being able to speak English language becomes necessary since Thailand is now a family member of The Association of Southeast Asian Nations (ASEAN) which uses English as a medium of communication. The ability of speaking is a sign of understanding a language. Thus, finding an effective English learning model, that is suitable for students in the digital age especially in the primary level, can help improve students' English speaking ability.

Blended learning has recently become a popular methodology in English Language Teaching (Lungu, 2013). Blended learning is the combination of the traditional face-to-face instruction and the e-learning (Bonk & Graham, 2012). Students are required to learn at least through internet and face-to-face session (Horn & Staker,

2014). Blended learning can be called as mixed learning, hybrid learning, and blended e-learning (Wu & Liu, 2013). The definitions vary from different scholars. Blended learning could be transformative in education (Garrison & Kanuka, 2004). The usefulness of blended learning can be suitable for students in the twenty-first century where the variety of resources is available online for students. Even though traditional way of teaching and learning is preferable, the power of both traditional and innovative teaching and learning could support students' English learning. In addition, it is important to teach students how to become productive learners and be able to use up-to-date equipment in learning. Taking this into account, a model which includes face-to-face instruction in e-learning contexts empowers this blend to enhance language learning.

There are many factors which affect the students' English language skills. Students in Thailand have learned a lot of English grammar rules and vocabulary items by memorization. It has a profound impact on knowing the real meaning and use, which precludes students from enhancing their overall English ability (Jenpattarakul, 2012). Speaking has been less taught in school due to individual aspect of the students

and the teacher's point of view. The students have been taught grammatical structures by teacher-centered method so the problems in speaking occurs. English speaking skills are involved in sophisticated ways of learning, since students are required to have ability to focus on comprehension and production spontaneously (Romaña Correa, 2015). Teachers should provide as many opportunities as possible to improve English speaking ability in order to interact with others appropriately. Being able to speak the language is the prime goal of learning a nonnative language.

Statistically, a great number of students in Thailand learn in a large class size. A large class size is believed in affecting language learners' learning process. Researchers and educators have a point of view that a large class size can have negative effects on student achievement. On the other hand, in a smaller class size, students are given more concentration from instructors and more instructional time to perform their ability (Leahy, 2006). Students who were in a smaller class tend to have higher scores than those students who were in a larger group (Stecher, Bohrnstedt, Kirst, McRobbie, & Williams, 2001). This can indicate that smaller class sizes increased student achievement.

In order to maximize students' learning in a larger class size, blended learning can be a potential option for teaching and learning. However, selecting a suitable model of blended learning should be taken into account. Studying independently without assistance as guided in a blended learning seems to be difficult for young learners. In term of using technology in learning. With the teacher being a facilitator in a given course might be more useful for them. Thus, a station rotation model involves a split between the two or more stations; face-to-face instruction and online learning and students rotate through all stations (Horn & Staker, 2011). The other stations can be collaborative activities. Cooperative learning encourages students to work together in small groups in order to maximize their learning (Johnson & Johnson, 1994). Both face to face and online form can be used as the input focusing on appropriate communication in real life situation (Jack C Richards & Rodgers, 2014). The station rotation model can distribute class sizes into smaller groups which will provide students' opportunities to perform their speaking ability. Hence, the model can be selected as an option in facilitating students in primary level due to a fixed schedule.

It can be done within a classroom setting. Furthermore, the station rotation can be manageable and suitable for their learning.

In addition, Communicative Language Teaching (CLT) is selected to be an approach promoting students' English learning. The Ministry of Education in Thailand promotes the process of language learning and teaching emphasizing on CLT which focuses on the development in communicative language competence. Furthermore, the teaching approach called grammar translation is shifted to CLT to develop the language abilities among teachers and students based on the English language reforming policy in Thailand 2014.

Many studies investigate the students' attitudes towards blended learning. Some positive attitudes were discovered; students had good experiences and gained benefits from blended learning environment (Bloom & Hough, 2003). They stated that online use allowed them to interact with teachers and their friends and be able to submit homework. There were some studies focusing on effect of using blended learning in different cultures in particular English skill such as writing (Pongto, 2011). Learning English language functions through blended learning environment were also

implemented in research. However, low grade achievers who lacked experience in learning independently were less satisfied and preferred traditional face-to-face classroom learning (Owston, York, & Murtha, 2013).

Although considerable studies on blended learning on improving English language skills have been devoted to university level students rather less attention has been paid to young learners. The standardized test and the proficiency test are the primary evidence to indicate students' English proficiency. The tests consist of listening, reading, and writing parts. However, those standardized tests are limited. They seem to focus on more reading and writing skills instead of speaking skills. Most of the studies of blended learning in Thailand focused on particular English skills such as reading and writing, but there are few studies on improving speaking skills. To study about the effects of station rotation model in blended learning on improving students' speaking ability would reveal the usefulness. So it can be implemented in English learning classrooms in Thai contexts especially with primary level learners.

This research will investigate the effects of a station rotation model in blended learning of the fifth grade students' on improving their speaking skills. Furthermore,

this study will investigate the students' attitudes towards the station rotation model in blended learning environment on improving their speaking ability. In addition, students' attitudes towards this type of method will also be explored. The unit structures of this blended learning as well as time length of the course will be clarified. Fifth grade students in a primary school will be given a questionnaire acquiring their attitudes towards blended learning. The findings would reveal the usefulness of the station rotation model in blended learning course and investigate how the method assist their learning.

Research Questions

The present study attempted to find answers to the following questions:

1. How does blended learning using the station rotation model affect English speaking ability of fifth grade students?
2. What are the students' attitudes towards blended learning using the station rotation model on improving English speaking ability after learning?

Research Objectives

The present research aimed to

1. To explore the effects of blended learning using the station rotation model on improving English speaking ability after learning.

2. To investigate the students' attitudes towards blended learning using the station rotation model on improving English speaking ability after learning.

Scope of the Study

In the present study, the population and the variables were the following;

1. The population of this study was fifth grade students in Thai EFL primary school. The students can be comparable to other fifth grades students since the standardized test, such as ONET, was used to generalize students' ability.

2. The independent variable of this study was blended learning using the station rotation model. The dependent variables were students' English speaking ability and students' attitudes towards blended learning using the station rotation model after learning

Significance of the Study

This study was an attempt to examine the effect of the station rotation model used in blended learning on enhancing speaking ability of fifth grade students in a government school. This school is the Primary Education English Resource Center or PEER Center located in Khukhan district in Sisaket Province. The purpose was to seek for an effective way for teaching and learning English language. In addition, the result affected the students' attitudes toward blended English learning. The study and the method could be implemented in the English classrooms in order to support insufficient time, in regular English language class time which affect speaking ability of students. Furthermore, it could assist teachers in maximizing the quality of teaching a large class size effectively.

Definition of Terms

Blended Learning

Blended learning is generally applied to the practice of using both computer-based and face-to-face learning experience. The students will learn English language

particularly on contents in the face-to-face session with teacher and rotate to other stations where they will also need to learn content through computer-based session.

Generally, this learning can take place separately within school setting or part of online learning can be at students' home.

Station Rotation Model in Blended Learning

Students in this model will rotate to different stations from face-to-face or teacher-led instruction to online learning in classroom or a computer lab for a specific purpose. Students will rotate to at least one online learning station. For example, teacher divides students into two groups. While a group of students are doing some tasks in a small-group size with teacher at face-to-face station, another group of students are studying with computers or tablets by themselves. Then, students rotate to another station after a certain period of time that has been set by the teacher. This model is commonly used in elementary level.

Speaking Ability

Speaking is the most frequent used skill in communicating with others. Being able to speak means learners can perform their speaking through oral form, ask and response to the questions or statements, express opinions or ideas in various situation meaningfully and appropriately through activities provided by teacher. The students' English speaking ability was measured by using scored from pretest and posttest. The test was designed by the researcher. It consists of direct and indirect speaking tests. The speaking ability focused on vocabulary, fluency, accuracy, and pronunciation mentioned in Thai Basic Core Curriculum.

Students' Attitudes

Students' attitudes is the opinion of the station rotation model after learning in blended English learning environment. The student can hold both positive and negative attitudes after learning experience. The attitudes will be investigated at the end of the instructional process through the questionnaire which will be adapted from the previous studies on attitudes toward blended learning using the particular model.

Thai EFL Primary School Students

EFL primary school students refer to students who were studying English as a foreign language in grades 1-6 (Prathom Suksa 1-6) in the regular programs in government schools in Thailand.

Organization of the Thesis

This thesis consists of five chapters, a reference list, and appendices.

Chapter 1 presents the introduction including background of the study, the statement of the problem, research questions, research objectives, the scope of the study, definitions of terms, and significance of the study.

Chapter 2 presents a review of the literature that was used to develop the conceptual framework of the present study. This chapter is divided into two main sections. The first section deals with blended learning, highlighting blended learning including blended learning models and significant findings on learning outcomes and students' attitudes. The second section describes English teaching and learning in Thailand including English speaking skill, teaching framework, and speaking assessment.

Chapter 3 provides the methodology and the research instruments used in the study.

This chapter contains five sections. The first section reports research questions and conceptual framework which classify the related variables and concepts. The second section deal with research design and procedures including the justification of the selection. The third section describes the research context and participants. The fourth section presents the research instruments used in this study and the validation of the instruments. The fifth section provides a discussion of the data collection procedures and data analysis on how these aligned with the study's research questions.

Chapter 4 reports the findings according to the research questions “How does blended learning using the station rotation model affect English speaking ability of fifth grade students?” and “What are the students’ attitudes towards blended learning using the station rotation model on improving English speaking ability after learning?”. The chapter contains the analysis of both quantitative and qualitative data of the findings after the experiment.

Chapter 5 discusses the thesis findings in relation to previous studies. The chapter begins with a restatement of an overview of the thesis. This is then followed by a

discussion of the study limitations, pedagogical implication, and suggestions for future research.



CHAPTER II

LITERATURE REVIEW

Chapter Overview

The literature review covers the approach, method, and previous studies used in this research. The study explains the use of blended learning using the station rotation model on improving English speaking ability. It is divided into three parts: First, this section indicates how technology help facilitate in teaching and learning. Also, the theory, models, practice, and advantages of blended learning in supporting English speaking ability. Secondly, teaching and learning in Thailand is stated in this section. The last part covers the importance of English speaking skills and teaching framework emphasizing on the theory, principles, practice and the use of assessment that promote English speaking ability. Gaps in previous studies which motivated this thesis are presented in these three main sections.

Blended Learning

Definition of Blended Learning

Blended learning is a combination of the traditional face-to-face instruction and the e-learning (Graham, 2006). Students are required to learn at least through internet and face-to-face session (Horn & Staker, 2011). Blended learning can be called as mixed learning, hybrid learning, and blended e-learning (Wu & Liu, 2013). The definitions vary from different scholars. “Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace” (Horn & Staker, 2011). However, teachers do not only need to select the use of media or technology, but also review the lesson plans or contents to apply the best method in teaching.

Chatel (2002) conducted a study investigating the effectiveness of blended learning in teaching English. The findings found that students had more opportunities to interact with the English language in both written and oral forms through the use of

blended learning. The students' vocabulary and grammar skills were improved. Thus, the study concluded that blended learning instruction was more effective than traditional instruction alone since the instructional processes improved together with students' achievement.

Advantages of Blended Learning

Blended learning has widely been promoted in higher education since learners are able to manage their time. According to UW-Milwaukee Learning Technology Center report in 2009, here are some advantages to the use of digital media for content delivery in general course.

Students have greater time flexibility working part of the time online and accessibility with up-to-date resources available online. Students' interaction between the instructor and their peers are increased since the method provides more opportunities. Students' time management, critical thinking, and problem solving were enhanced. With the number of withdrawals and somewhat higher grades, it found that students were successful with blended learning experience. They can access to online

course materials anywhere and anytime. In addition, students usually receive more frequent feedback from their instructors.

Technology in Teaching

The rapid growth of technology of computers, internet-based tools, and mobile devices have assisted teachers and students in teaching and learning English. It has helped in many ways such as researching, collecting data, and finding sources. The wide use of the internet has rapidly increased and created other ways of learning such as e-learning, web-based learning, and online learning (Güzer & Caner, 2014). Particularly, e-learning is one of the methods that has been implemented in education to provide flexibility and convenient access to all learners. English teachers continually develop new resources that provide learning assistance for students (Lungu, 2013).

Technology has become useful resources for teaching and learning. It provides accessibility, accessibility, flexibility, and independent learning (González, 2009). Furthermore, it broadens English teachers opportunities to design more effective

instructional materials to teach. Technology can be beneficial both in formal and informal settings using interactive instructional design (Kukulska-Hulme, 2010).

Blended Learning Models

There are numerous types of blended learning models that can be selected to best suit the students (Horn & Staker, 2011). According to The Rise of K-12 Blended Learning report by Horn and Staker (2011), there were six models reported which can be summarized as follow;

- Face-to-face: Teacher mainly teaches in classroom and use online learning on occasionally to supplement the learning that can take place in the back of the classroom or a computer lab.
- Rotation: Students rotate between in classroom and online learning. It commonly happens within a given course between traditional face-to-face instruction and online instruction with a fixed schedule. However, it can also be divided into two parts between remote and onsite.

- Flex: Online curricula with teachers to provide tutoring or on-site support. It can be one-on-one or small group sessions.
- Online Lab: Students learn with teacher through online delivery but in a school location.
- Self-Blend: Students take one or more courses in order to supplement face-to-face session.
- Online Driver: Students learn from online mode anywhere for most part and face-to-face can sometimes be optional and required.

Later on, there were two models eliminated. The models have been modified and put into sub-models categories reported in *Classifying K-12 Blended Learning* by Innosight Institute (2012) as shown in Figure 1.

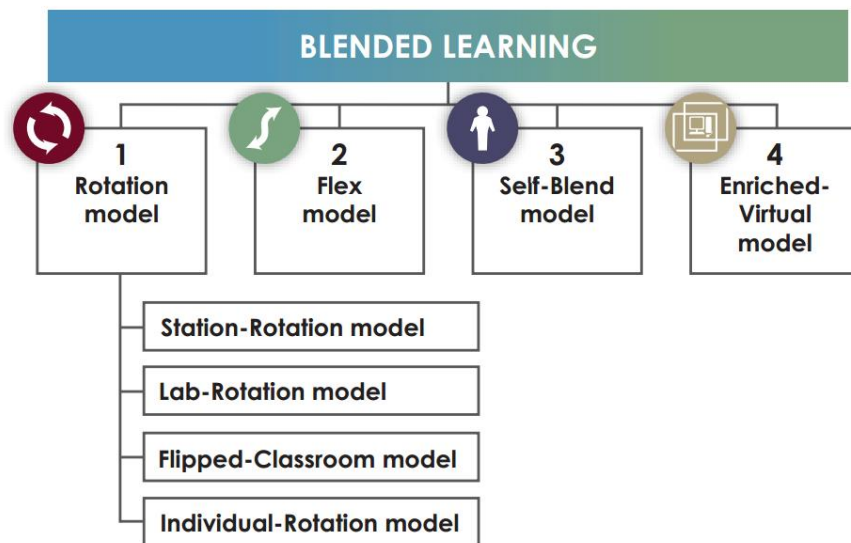


Figure 1 Blended learning model by Innosight Institute (2012)

1. Rotation model

Rotation model commonly comprises of four models: station rotation, lab rotation, flipped classroom, and individual rotation.

1.1 Station Rotation model is one of the primary models which are Flex model and Rotation model. Students in this model will rotate to different stations from face-to-face or teacher-led instruction to online learning in classroom or a computer lab. Students rotates at least one of stations is online learning within a classroom. This model is commonly used in elementary level. Timeframes can be vary according to the students' needs.

1.2 Lab Rotation is similar to the Station Rotation model, except students will rotate to a computer lab for online session instead of rotating within a classroom.

1.3 Flipped Classroom is a course that students participate in online learning outside classroom and then attend face-to-face instruction for teacher-led practice or projects.

1.4 Individual Rotation is a course that each student has their own rotating schedule which is set by the teacher individually.

2. Flex model

Flex model is when learn mostly in the classroom, except for any homework assignments. The teacher provides support in face-to-face session which is flexible and adjustable by using activities such as small-group learning, group projects, and tutoring.

This model encourages students to work independently and learn at their own speed in order to support their learning since students have different level proficiency. This

Flex model is often used in high school levels.

3. Self-blend model

Innosight Insitute presents this model as, “self-blend”. Students can select their own online courses beside face-to-face instruction. In addition, they can blend their own learning. According to iNACOL report, the purposes of learning from online courses of about two million U.S. students are to seek more university credits or recover missing credits. However, there are some factors that need to be considered whether the subjects can be counted as university credits.

4. Enriched Virtual model

Students can generally learn in face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Student learning can take advantage of online learning when they are located remotely. Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students face-to-face experiences. However, students seldom meet face-to-face on weekday basis. Face-to-face sessions are more likely to be optional.

Blended Learning in Practice and Challenges

There have been many studies on blended language learning since blended learning is considered to be the great potential to explore its effects (Bilgin, 2013). The study aimed at investigating effects of an online LMS called MEC on Turkish EFL preparatory students' achievement in learning English language and their opinions on the blend which consisted of face-to-face learning and self-paced learning through an online management system (LMS). The achievement of the students in the experimental group was measured by using a pre-test, progress-test, and post-test and they were given a student questionnaire followed by a focus group interview in order to investigate their opinions towards the blended learning. The analysis of the test results indicated that the experimental class outperformed the control class. The results of the student questionnaire revealed that nearly all of the students considered that MEC helped them improve their English.

According to the studies on the effects of blended learning, face-to-face learning with online learning are a great blend to promote students' English learning

(Bilgin, 2013). In addition, the use of blended learning supports teaching and assessment and can be beneficial over solely traditional teaching and learning (Sejdiu, 2014). Blended learning can be applied in other subject areas of learning, as well since English language is now widely used to teach in other subjects such as science, math, and so on. Allan (2007) maintains that there is no prescription for designing effective blended learning program. Even though the usefulness of blended learning has been established in many studies, the selection of tools or materials with an extensive range of authentic materials that support learner-center should be taken into account in order to be aligned to the context setting (Bonk & Graham, 2012).

However, there have also been some challenges recommended by many studies. The students might have difficulty in using the online software for the first time. Thus, providing the learner training as much as possible is strongly suggested (Stockwell & Hubbard, 2013). Especially in young learner, they need a teacher to be a facilitator for them closely in order to guide them how to use technology in learning. In a report on the Hybrid Course Project at the University of Wisconsin, it indicated that 'students don't grasp the blend readily'. Students seem to perceive that technology

can only be a tool to make life easier for communication such as social media but it is not for a tool for learning (Aycock, Garnham, & Kaleta, 2002).

Teaching Speaking in Blended Learning Environment

Blended learning can be used to teach various subjects and English subject is one of them. Instructors can use to teach grammar, vocabulary, and four English language skills (Marsh, 2012). Speaking is considered to be the most difficult one to instruct. Thus, in this study will investigate how blended learning teaching affect English speaking ability. Speaking is an interactive delivery that conveys and produces meaning in spoken form (Burns & Joyce, 1997; Luoma, 2004). It involves variety of the contexts, environment, and the objectives. Speaking is also defined as the learners' ability to be able to share opinions and ideas spontaneously in a given meaningful context.

The success in learning a language can be measured by being able to carry out a conversation in the target language (Burkart, Sheppard, & No, 1994; Nunan, 1999). Therefore, speaking is considered to be a crucial skill for most learners of English

(Florez, 1999). Students should be taught with a variety of authentic situations and provided with frequent speaking tasks (Tam, 1997).

Students' Attitudes towards Blended Learning

Attitude is regarded as an important element in language learning proposed by Gardner (1985). Attitude is defined as overall feelings of a person towards any particular thing (Gardner, 1980). Students' attitudes had effects on language learning (Bernat & Gvozdenko, 2005). Blended learning approach has been explored about perceptions of students by many researchers. In popularity period, four articles are reviewed that are studying participants' opinions on blended learning. Chen and Jones (2007) studied on MBA students' satisfaction toward blended accounting learning courses. The study indicated higher level of students' satisfaction in traditional classroom with the clarity of instruction (Chen & Jones, 2007). However, students' appreciation of blended learning class was confirmed by the students in the class. In addition, the study indicated that students' analytical skills improved (Chen & Jones, 2007). The level of students' satisfaction play important role in evaluating the success of blended learning

and students' learning (Allen, Bourhis, Burrell, & Mabry, 2002). Ginns and Ellis also stated that the degree of students' satisfaction affects the quality of the learning outcomes (Ginns & Ellis, 2007). Although they had improvements in their analytical skills, learning process seemed indefinite for them. Students' attitudes on blended learning are positive towards face-to-face environment (Akkoyunlu & Yilmaz-Soylu, 2008; Chen & Jones, 2007).

Chandra and Fisher (2009) studied about high school students' perceptions on a blended learning environment. Their findings revealed that online learning environment was evaluated as convenient, accessible, promoted independent learning, promoted positive interactions between peers during online lessons. However, students chose to ask questions with teachers in face-to-face instruction instead of asking through online resources (Chandra & Fisher, 2009). All these findings indicated that face-to-face instruction is preferred in education. Another study on perception of graduate students with respect to satisfaction, social presence and collaborative learning in a blended learning environment (So & Brush, 2008). In the study, students who collaborated at high level, tended to be more satisfied with the

blended course and perceived high levels of social presence (So & Brush, 2008). It indicated that online collaborative learning could support psychological distance and social interaction. Communication medium is regarded as an effective way. However, lack of immediate feedback and synchronicity was the limitation of the course (So & Brush, 2008). All these perceptions studies indicated that students favored online learning environment as effective but face to face component still played important role of the course.

Teaching and Learning in Thailand

Teaching English Language in Thailand Context

The learning characteristics of Southeast Asian students are more likely to be a passive learning according to cultural values for instance, family tradition, follow and respect higher authority (Park, 2000). The traditional Thai learning system was indicated that it is teacher-centered, students wait for their teachers to spoon-feed them only. Thus, students have trouble making decisions or choices by their own which was reported in ASTV Manager online (2010).

English Ability of Fifth Grade Students

According to the Basic Education Core Curriculum 2008, English is a mandatory subject. Grade 1 in primary education to Grade 12 in secondary education level students are required to learn English subject. The main English contents includes four strands of study namely – Communication, Culture, Connection and Community.

1. Language for communication mainly focuses on the use of English in communication. Four communicative skills are listening, speaking, reading and writing. The skills are used in exchanging information, expressing feelings and opinions. Moreover, it is to create interpersonal relationships appropriately

2. Language and culture aim at using of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

3. Language and relationship with other learning areas is to use foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

4. Language and relationship with community and the world aim at the use of foreign languages in various situations, both in the classroom and the outside.

Based on the indicators in the areas of learning foreign languages in Thailand's Basic Core Curriculum B.E.2551 (2008), students in the fifth grade should meet the standards in four major strands as follow.

Strand 1: Language for Communication

Students should be able to express opinions and feelings, needs, answer questions, specify, and act upon orders, requests and instructions that they heard or read. They should also be able to use orders and request for permission and give simple instructions. Students are expected to be able to read aloud sentences, texts and short poems accurately. Furthermore, they should be able to exchange and present data and information about themselves, their friends, families, things around

them in both spoken and written forms. That means they can tell the main points and answers questions from listening to and reading dialogues and simple short texts.

Strand 2: Language and Culture

For this second strand, students are expected to be able to use language, tone of voice, and polite gestures appropriately in various situations according to different cultures. They should be able to tell the details of festivals and important celebrations of native speakers and appreciate similarities and differences between their own language and the native language.

Strand 3: Language and Relationship with Other Learning Areas

Students should be able to further their learning and understanding of the language by searching knowledge with other learning areas in order to develop themselves. It will be beneficial for them in exploring the world. Thus, they can search and present the information through speaking and writing.

Strand 4: Language and Relationship with Community and the World

This strand expects students to be able to use foreign languages in various situations with their community. They should be able to understand the meaning of

the texts through speaking and perform it through speaking and writing. Furthermore, being able to communicate with the world will enhance their knowledge through collecting various data by using foreign languages.

English Speaking Ability and Teaching Framework

The Overview of Communicative Language Teaching (CLT) Approach

Communicative Language Teaching is an approach that indicates a learner's ability to use language to communicate successfully. The approach of Communicative Language Teaching is a concept of teaching and developing learners' *communicative competence*. Hymes (1972) introduced the earliest concept of communicative competence which has widely been recognized by English educators and scholars (Canale & Swain, 1980). Students' ability of a language refers to being able to use a language in their daily communication (Hymes, 1972). *Communicative competence* is comprised of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Canale & Swain, 1980). It is a term to demonstrate the ability of a language user's of using grammatical knowledge and also

social knowledge appropriately. Being able to use the language correctly and appropriately is regarded as accomplishment of communication goals.

According to Canale and Swain (1980), Communicative competence is defined as follows: Grammatical or linguistic competence is the knowledge of the language structures such as grammar, syntax, vocabulary and how the sentences are formed. Discourse competence is the knowledge of how logic across sentences and phrases are interrelated. In other word, learners know how to interpret the context, cohesion, and coherence of the language. Sociolinguistic competence focuses on how learners can use and respond to a language appropriately or knowing the rules of interaction; taking turns, appropriate greetings, proper use of formal/informal register among people communicating. Finally, strategic competence is characterized by the ability to apply verbal and nonverbal communication techniques in order to repair or negotiate meaning during conversation when the communication breakdowns.

Principles of Communicative Language Teaching (CLT)

The first principle of CLT focuses on teaching and learning function of language in order to help the learners to understand meaningful communication where

communicative competence is its desired goal (Richards & Rogers, 2002). The task design need to be meaningful and authentic or close to the real conversations as much as possible (Clarke & Silberstein, 1988). Thirdly, students are given tasks to accomplish using language instead of studying the language in this approach. Thus, teacher should not always correct learners' errors since the fluency strand is also concerned in CLT. Developing fluency in language use is one of the goals of CLT (Jack C Richards, 2005).

Teaching Speaking

English speaking skill is considered to be one of the masterpieces in order to evaluate the success in learning a language as well as the effectiveness of their English course. In other words, being able to speak is an evidence of successful language learning. It is necessary to consider different functions used in daily communication with different purposes in designing speaking tasks or activities.

According to Brown and Yule (1983), functions of speaking are divided into two main functions, the interactional function and the transactional function. The

interactional function focuses on the maintenance of social relationships. The transactional functions focuses on the exchange or the transmission of information. Most language is, of course, a mix of both transactional and interactional. Thus, Brown and Yule (1983) suggest that exchanges are generally better described as primarily transactional or interactional (Brown & Yule, 1983).

Richards (2008) makes an expansion of Brown and Yule's three-part version framework in designing speaking activities. The three-part version consists of *talk as interaction*, *talk as transaction*, and *talk as performance* (J C Richards, 2008).

Talk as Interaction

Talk as interaction refers to conversation that has social functions such as greetings, small talks etc. The main features described by Brown and Yule (1983) can be summarized that Talk as interaction has primarily social function, relationships between the speakers, the degrees of politeness, and it can be formal or informal.

Talk as Transaction

Talk as transaction focuses primarily on what is said or understanding the information given or received by someone. However, accuracy is not a priority as long

as the participants can communicate successfully. The main focus is on the message and not the participants.

According to Richard's explosion, talk for transaction activities can be expressing needs, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing.

Talk as Performance

Talk as performance refers to the talk or information that is transmitted to a receiver or an audience such as, a public announcements, presentations, and speeches. It focuses on both message and audience. Form and accuracy are also the features of talk as performance. This approach involves providing examples through video or audio recordings or written examples.

Teaching Framework

The researcher follows an established methodology for teaching English as a foreign language employed by professional schools around the world known as 3Ps or PPP.

According to Jeremy Harmer (2009), the PPP is widely used in teaching simple language at lower levels. In addition, He added that this method can help students acquire new target language or new knowledge and they have been able to produce or perform language meaningfully (Harmer, 2009). This does not only mean the learning of students occurred but it also indicated that the PPP method applied in teaching was successful and effective. Skehan, a strong critic of PPP, points out that teachers and trainers have closer relationship by using PPP, and how it provides teachers some techniques in order to organize a large class size effectively and professionally (Skehan, 1998).

Thus, PPP has proved itself to be the most easily learnt teaching approach which will be suitable for young learners. It can be considered the most effective at managing large classes since a large class size has affected students' language learning.

Speaking Assessment

According to Gimeno-Sanz (2010), assessment was improved in blended learning environment. For blended learning, assessment has two ways to evaluate; students had opportunity to evaluate themselves and their progress, and teachers can evaluate students easier than usual. Students continually checked their answers and corrected them while they were learning. In addition, students could ask teachers to help check their progress. Moreover, students got the chance to redo the exercise before evaluation. This helped support self-assessment by students. The use of technology as part of blended learning to support feedback had positive effects on students. It does not only complement the feedback during teacher-led instruction but also students received individualized comment on areas that they needed improvement (Gimeno-Sanz, 2010). The feedback given to students need to be ensured that students

felt supported throughout the learning process (Sejdiu, 2014). There was a study on the usefulness of blended learning in supporting language assessment was conducted by the University of Manchester (2010). The results of the case study revealed that the online tools made it easily accessible for instructors to establish the students' learning outcomes. Thus, the combination of human input and technology as part of the blended learning made language assessment and marking easier. This reduced the amount of time scoring tests. The tutors were able to develop more formative assessments for their students even when they were in large class size. Students can take immediate action for their own learning if they know how well they're doing.

There are three ways to assess speaking ability; objective scoring, holistic ratings, and analytic ratings (Bailey, 2007).

1. Objective scoring

Objective scoring involves in determining the correct answers to gather the scores but there is no judgement during the scoring process. The method can be used in designing tasks on the computer or website in order to see the students' scores.

2. Holistic ratings

This method is an overall evaluation of the learners. It can be a ten-point scale or it can also be two results which are pass or fail based on students' performance.

This can be used when teacher want to evaluate when students read a simple speech aloud or making a conversation.

3. Analytic ratings

Analytic ratings require a rating system. It can be a rubric in terms of evaluating students' particular skills of speaking such as vocabulary, pronunciation, grammar and fluency. It is suitable for giving speech, presentation etc.

Summary of the chapter

After reviewing the literature regarding teaching and learning in Thailand, speaking skills are commonly the most concerned for students since English has been taught for achieving standardized tests. The class size has also limited every student in performing speaking adequately. The model that is the most suitable to maximize students' opportunities in practicing speaking is the station rotation model which is considered to fit with primary level. Students can rotate within a classroom setting

while teacher works as a facilitator to guide students since they have the limitation in using technology. According to the CLT, it fits well with the instructional design in terms of enhancing students' competence in learning English language. The meaningful and authentic tasks together with the benefits of rotation model can be a possible teaching method on enhancing students' speaking ability.



CHAPTER III

METHODOLOGY

Chapter Overview

This chapter describes the methodology used in the study. It is divided into five sections. First section explains the research questions and conceptual framework of the study. Second section describes the design of study and procedures. Third section is an explanation of the research context and participants. Forth part presents the research instruments used in this study; pretest and posttest, questionnaire, and teacher log. It also concludes the validation of the research instruments. The fifth section provides a discussion of the data collection procedures and data analysis on how these aligned with the study's research questions.

3.1 Research Questions and Conceptual Framework

This research aimed at exploring the effects of blended English Learning using the station rotation model on improving students' speaking ability. In addition, the study investigated the students' attitudes towards the station rotation model in

blended English learning environment after learning. This study is a one-group pre-test and post-test design.

Research Question 1: How does blended learning using the station rotation model affect English speaking ability of fifth grade students?

Research Question 2: What are the students' attitudes towards blended learning using the station rotation model on improving English speaking ability after learning?

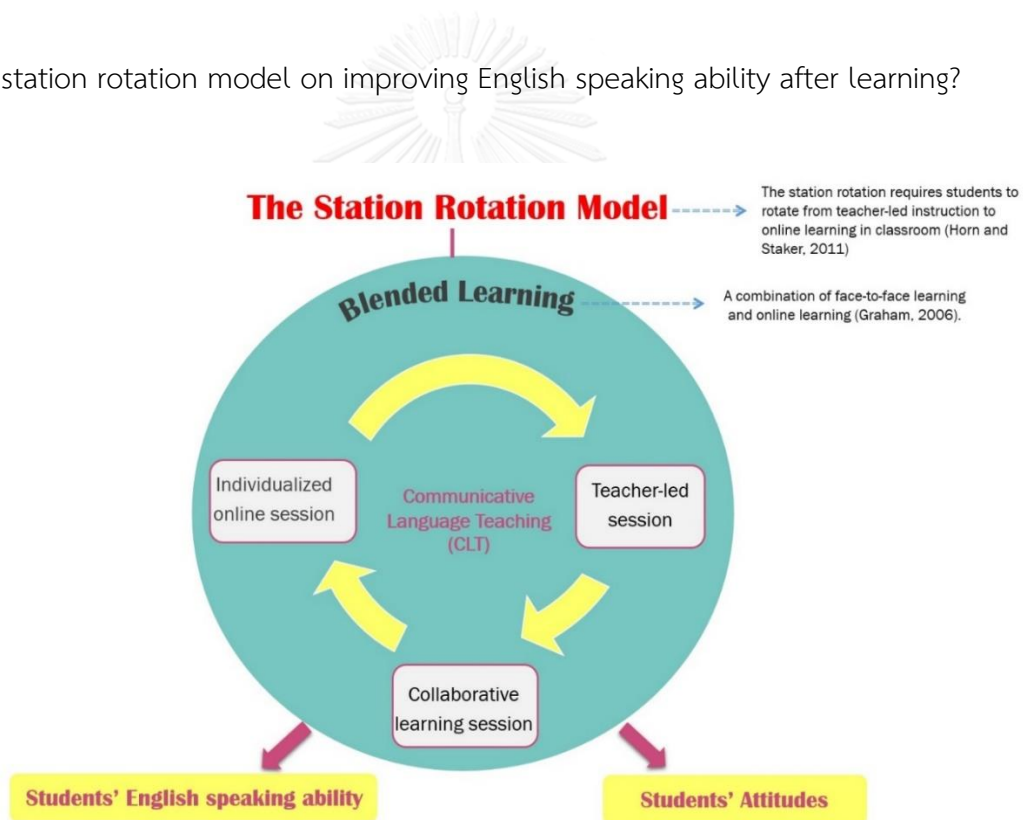


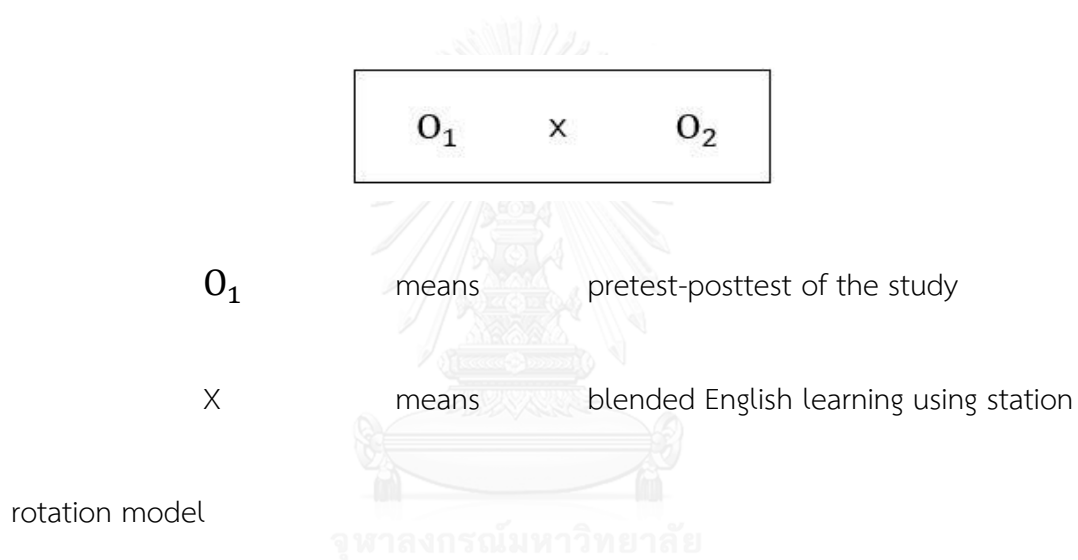
Figure 2 Research conceptual framework

From the conceptual framework in Figure 2, it shows the variables which affect each other. The learning approach used in designing the course is Communicative Language Teaching (CLT) based on the guidelines on English language teaching and Learning Reforming Policy from the Ministry of Education in Thailand in order to promote students' communicative skills which includes speaking skills. Blended learning using the station model will affect students' English speaking ability and also their attitudes towards the blended learning in teaching English language. English speaking ability of the students will also affect students' attitudes in term of results from performing after learning the course. Students' attitudes are determined by their beliefs about learning outcomes. Thus, a student who has positive outcomes tends to have a positive attitude towards the behavior. On the other hand, a student who has negative outcomes tends to have a negative attitude (Owston et al., 2013).

3.2 Research Design and Procedures

The study was an experimental research which employed one-group pretest-posttest design. The pretest and posttest scores were collected through quantitative

method before and after the treatment in order to explore the effects of blended learning using station rotation model on students' speaking ability. For the qualitative data, it was received from conducting the survey after the treatment. The data investigated the students' attitudes towards blended English learning and the model to help answer the second research question.



Quantitatively, the data obtained from the comparison of the students' pretest-posttest scores. For the qualitative data, it obtained from questionnaire after the treatment. Furthermore, teacher logs were aimed to report the learning and teaching activities as well as students' interactions in each station of the model.

The study was divided into two phases: preparation phase and implementation phase as shown in the Figure 3.

Phase 1: The Development of the Research

- 1.1 Conduct the literature review
- 1.2 Conduct needs analysis
- 1.3 Construct research instruments and lesson plans
- 1.4 Validate the effectiveness of the lesson plans and research instruments
- 1.5 Pilot the lesson plan

Week 1-12

Phase 2: The Implementation of blended learning using station rotation model

- 2.1 Pretest: to examine students' speaking ability before the treatment
- 2.2 Provide Learner training: to introduce station rotation model to students and train them how to use computers for learning
- 2.3 During the experiment
 - Conduct instruction
 - Observe students' speaking ability and their interaction by recording teacher logs
- 2.4 Posttest: to examine students' speaking ability after the treatment
- 2.5 Questionnaire: to investigate students' attitudes towards blended learning using station rotation
- 2.6 Data analysis
 - Compare pretest and posttest scores
 - Investigate students' attitudes towards blended learning using station rotation model from the survey and teacher log.

Figure 3 Summary of Research Procedures

Phase 1: The Development of the Research Instruments

The first phase of the study involved reviewing related literature theories; English teaching and learning using blended learning instruction, teaching speaking, English ability for primary school students. Lesson plans were created after the researcher conducted a needs analysis to explore students' English background and interest. After preparing the preliminary instructional tools, the validation process for the research instruments were done accordingly. Then, it was followed by a pilot study and instrument revision.

Phase 2: The Implementation of Blended Learning Using Station Rotation

Model

The second phase of the study involved five major steps. It took approximately 12 weeks: starting from pretest, learner training, instructional intervention, posttest, survey, and finally data analysis.

3.3 The Research Context and Participants

3.3.1 The Research Context

The context of this study was at Anuban Sriprachanukul School in Sisaket province. According to the Office Education Commission in Thailand, the school was regarded to be the Primary Education English Resource Center (PEER) located in Khukhan district. The school is responsible for developing the teaching of English and organizing a training for teachers and learners in the areas. Thus, this school was well-equipped with learning facilities such as computers and internet. Figure 4 and 5 shows the layout of the classroom setting. The classroom used for the station rotation model in this study had 20 computers and space in front area for students to sit. Since the station rotation model required students to rotate within the classroom setting, the classroom had enough space for teacher-led session, collaborative learning session (Figure 6), and individualized online session. The internet was also required as a part of online session because the students needed to learn and finish exercise through a

website. Hence, the environment was suitable for conducting a study of using the station rotation model.

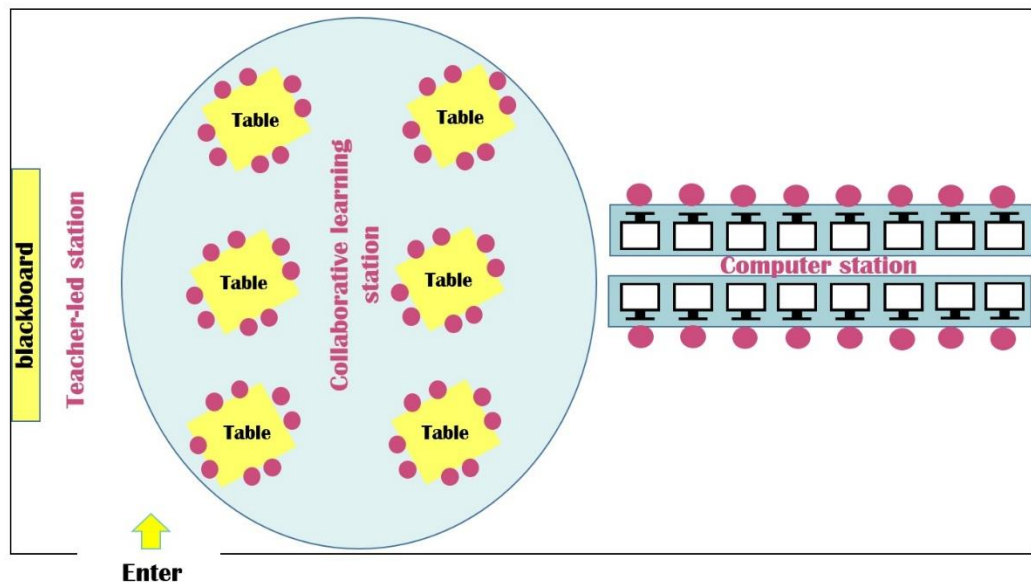


Figure 4 The classroom layout



Figure 5 The classroom environment



Figure 6 Collaborative Learning Station

3.3.2 Population and Participants

The population in the study was the fifth grade students in Thai EFL primary school in Thailand. The number of participants in the study is 41 fifth grade students at Anuban Sriprachanukul School in Sisaket province. The students are purposively selected for this study and the course is an additional course in the regular classroom.

3.5 Research Instruments

The research instruments used in the study are as follow:

3.5.1 Needs Analysis

Needs analysis was given to students in order to construct lesson plans which are suitable for them (See appendix I). It consisted of six parts. The first part focuses on students' personal information. Next part was students' attitudes towards English subject and how they practice English outside classroom. The third part was for students to evaluate their English listening and speaking skills. The fourth and fifth part needed students' learning style and their preference of media used in learning. The last part required students to select the topics that they are interested the most.

3.5.2 English Pretest and Posttest

English pretest and posttest consisted of 30 questions. Question number 1 to 20 were indirect speaking test which required students to choose the most suitable answer in multiple choices to the question. For example, the question was "How are you today?", the answer that students should select was "I'm fine, thank you" instead of unrelated statements from other choices. Question 21 to 30 were direct speaking test which required students to perform their speaking ability to answer the question.

Then, describing a picture orally was also included in the tests. The program recorded students' voices and the video recorder were used for collecting the data. English pretest was given on the first week of the experiment in order to investigate the students' English proficiency. The posttest was given to the students at the end of the course. The results indicated the effectiveness of blended learning using the station rotation whether the students' English speaking improved.

The assessment used for direct speaking test was holistic analytic by employing CLT approach as a guideline. The approach emphasized on meaningful communication so that the rubric focused on these skills; pronunciation, grammar, and vocabulary. CLT approach is assumed to be able to achieve these goals (Savignon, 2007). The Communicative Approach has been implemented to develop the learning process through various classroom activities in order to enhance learners' language skills, especially in listening and speaking (Hernández, 2010). Some authors have argued that the pedagogy of spoken language should develop communicative competence. Importantly, it needs to enhance students' motivation to learn the language.

3.5.2.1 The Validation of English Pretest

The validation of the English Pretest and Posttest were evaluated by three experts in the field of teaching English language before the experiment. One is in the field of teaching English as a foreign language focusing on speaking skill in university level. The other two experts are in the field of teaching English in primary level. The experts were asked to validate the pretest and posttest using Objective Congruence index (IOC). For each item. The experts were asked to provide additional comments for further improvement of the instrument (See Appendix B and C)

3.5.3 Attitudes towards Station Rotation Model Questionnaire

The purpose of the questionnaire was to investigate the students' attitudes towards the station rotation model in blended learning on improving English speaking ability. It was given to students at the end of the course. The questionnaires consisted of questions asking students' attitude towards each station in term of learning and overall experience in blended learning environment. For example, the online session helps me review my lesson so students can rate in a Likert scale.

The means score obtained from the questionnaire was interpreted according to the criteria of students' level of positive attitude towards station rotation model as follows:

3.67 - 5.00 indicates the level of high positive attitude

2.34 - 3.66 indicates the level of medium positive attitude

1.00 – 2.33 indicates the level of low positive attitude

3.5.3.1 The Validation of Questionnaire

Item Objective Congruence index was used for validating the questionnaire by the three experts. One is in the field of teaching English as a foreign language focusing on speaking skill in university level. The other two experts are in the field of teaching English in primary level (See Appendix G).

3.5.4 Teacher log

The teacher recorded a teacher log after each lesson in order to reflect the class achievement whether students' learning meet the expectation through assessment process and observation. In addition, it was beneficial for the researcher

to adjust the lesson plans to suit with students' needs. The teacher logs were used to analyze together with the questionnaires asking for students' attitudes to summarize the students' attitudes. Furthermore, the data from teacher logs reflected the design of the station rotation model.

The teacher recorded teacher log every class under these 3 aspects: what went well, difficulties, and suggestions. Thus, the teacher logs were conducted total 16 times for 16 classes.

The teacher described details of the activities used for each station during 1-hour class period related to the weekly lesson plan. The teacher log provided the reflection and students' performance from doing the tasks. The details summarized the effectiveness of the speaking tasks according to their quiz results and performances from the rotation. The higher score students achieved indicated that the given tasks were effective. The lower score students achieved indicated the difficulties students' faced during the learning regarding some factors such as the level of the tasks, time, distraction, unclear instruction etc. The difficulties found in this study inferred the suggestions for the future study on using station rotation model in blended learning.

3.5.5 Instructional Design

The instructional tools were lessons with computer-based station and all lesson plans. Each lesson plan took 60 minutes. The students were assigned to study with the teacher (face-to-face session) and with computer-based in the same amount of time in order to create the norm of the station rotation. In Figure 7, the students rotated according to the schedule shown in Figure 8.

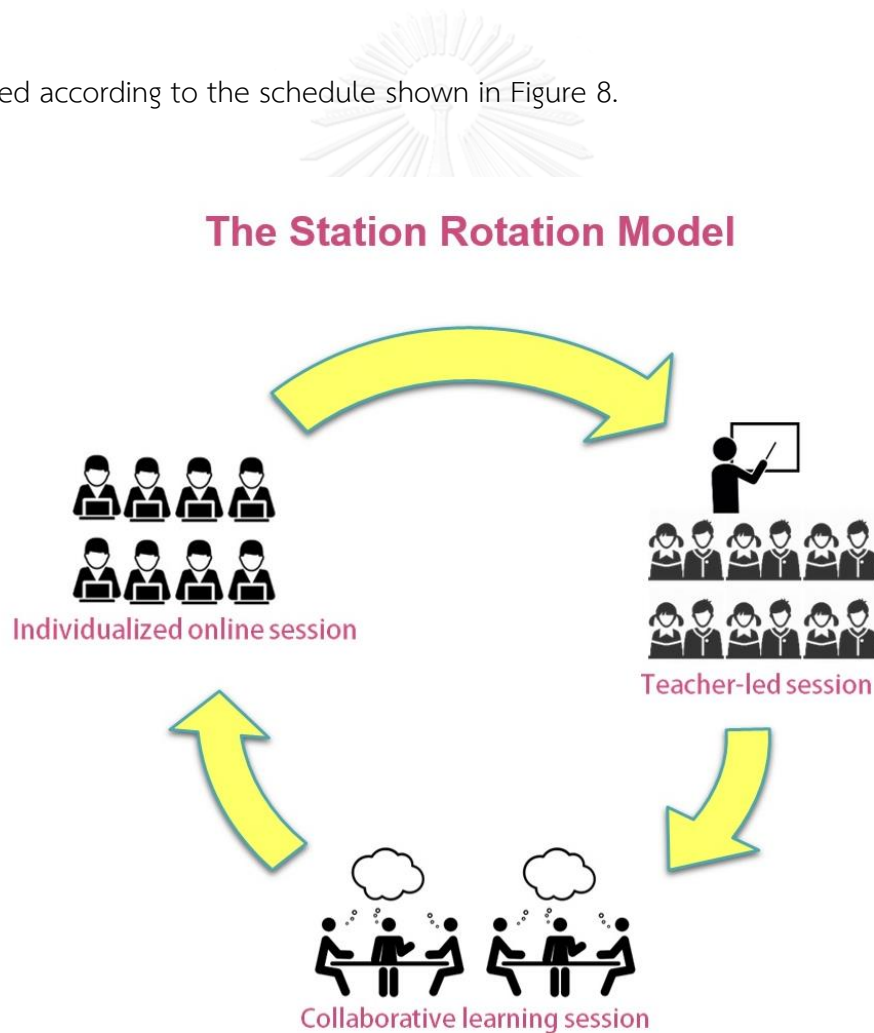


Figure 7 The station rotation model adapted from Horn and Staker (2012)

The 60-minute instructional table









	09:00 - 09:20 (20 mins)	09:20 - 09:35 (15 mins)	09:35 - 09:50 (15 mins)	09:50 - 10:00 (10 mins)
Group 1				Wrap-up 
Group 2				

Figure 8 The schedule of the 60-minute class time for the station rotation model.

Designing the instruction

Communicative Language Teaching Approach (CLT)

Communicative Language Teaching approach (CLT) was used for selecting contents for each lesson. According to the approach, the contents were meaningful for the students in their daily life and context. The selection of materials or tools in learning was authentic. Thus, the pictures used in designing online tasks were authentic pictures. The dialogues designed in tasks in each session were close to the real conversation. Furthermore, the communicative competence; grammatical competence, discourse competence, sociolinguistic competence, and strategic

competence, was also the rationale of setting the objectives of each lesson. In order for the fifth grade students to meet the national standards, the Thai Basic Education Core Curriculum B.E. 2551 (A.D.2008) was used as the rationale of selecting what the students were expected to learn.

PPP Teaching Method

PPP was divided in three sequential stages, the first P represents the *presentation* stage; the teacher presented the target language, the second P represented the practice stage; students practiced the new language items and the third P represented the 3 production stage; students used their own ideas to talk about themselves

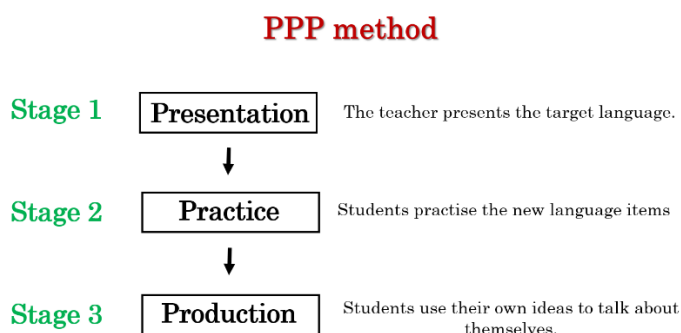


Figure 9 PPP Teacher Method

The three-part version framework from Richards (2008) was adopted as a rationale for selecting activities in each stage of teaching.

Step 1: The Presentation Stage

In this stage, learners were introduced the new words or structures by the teacher in various ways such as writing on board, giving examples etc. Thus, the purpose of the presentation stage was to; ‘help the learner acquire new linguistic knowledge or to restructure knowledge that has been wrongly represented’, says Ellis (1988:21).

Talk as Interaction

Talk as interaction referred to conversation that had social functions such as greetings, small talks etc. It was used in teacher-led session since teacher could hold social relation and teach students to speaking in this part.

Step 2: The practice stage

The purpose of the practice stage was that students practice using words or structures in a controlled practice way which could be oral or written forms, e.g. filling

in the blanks, promptly making sentences forms, asking and answering questions, giving sentences based on a picture.

Talk as Performance

Talk as performance referred to the talk or information that was transmitted to a receiver or an audience such as, a public announcements, presentations, and speeches. This approach involved providing examples through video or audio recordings or written examples. This talk as performance was designed to fit for collaborative learning session. The students could work in their team and give a presentation of their assigned tasks.

Talk as Transaction

Talk as transaction focused primarily on what was said or understanding the information given or received by someone. The sample activities for talk as transaction were describing something, asking questions, confirming information, making comparisons, agreeing and disagreeing. This talk as transaction was designed to fit for online sessions.

Teacher Roles

Teacher was responsible as a facilitator for both collaborative learning station and individualized online station. The teacher spent most of their time walking around this station. The students at online station sometimes needed help with technical problems. Thus, the teacher facilitated and reinforce students' roles in working collaboratively at collaborative learning session. The teacher swapped to monitor the individualized online session when the students in another station were doing their tasks.

Step 3: The Production Stage

Production stage was similar to practice stage in term of forms which were both oral and written. In this stage, students were encouraged to produce language they had learned to construct sentences more freely, e.g. to talk or write about their own interests, to share opinions etc. This stage was done at the end of each station in collaborative learning session and online session.

Step 4: Wrap-Up

The teacher summarized what the students had learned. Then, the teacher asked the students to evaluate themselves after learning. According to ACTFL

guideline, language learners in the beginner level did self-assessment by using CAN-DO statements instead of using a rubric (Breiner-Sanders, Lowe, Miles, & Swender, 2000).



Table 1 Weekly Content Topic

Week	Time (mins)	Weekly Plan			
		Topic	Teacher-led session	Collaborative learning session	Individualized online session
			<i>Talk as Interaction</i>	<i>Talk as Performance</i>	<i>Talk as Transaction</i>
1	60	Pretest			
	60	Introducing the blended learning model / Learner Training			
2	60	Greeting	Teach students how to greet people and ask for general information appropriately.	Students match the appropriate way of greeting to different people. They practice how to greet and ask for general information by doing role play.	Watch videos how people greet in different country and contexts. Match the greeting text or dialogue appropriately.
	60				
3	60	Daily Routine	Teach students how to explain to people about their daily routine.	Match the pictures with the facts about their friends. Put the daily routines in order chronologically.	Learn how to use Present Simple in different contexts. Match/fill/ answer the questions about daily routines.
	60				
4	60	What do you like?	Ask and answer what you like... or what you like to do.	Students interview each other on what color/food/... do they like? Or What do they like to do?	Watch a video about situations in a restaurant.
	60			Students report their friends' information.	Answer questions related to the video.

Week	Time (mins)	Weekly Plan			
		Topic	Teacher-led session	Collaborative learning session	Individualized online session
			<i>Talk as Interaction</i>	<i>Talk as Performance</i>	<i>Talk as Transaction</i>
5	60	Are you hungry?	Teach students how to order food in a restaurant?	Students create their own menu and the name of their restaurant with the group.	Watch videos about ordering food in a restaurant. Learn the forms how to order food.
	60			Do role play within the group. Practice how to order food.	Answer questions related to the video.
6	60	Please help! I'm lost!	Teach students how to ask for and give directions.	Students find a place near their school and draw a map.	Watch videos about asking/giving direction.
	60			Students tell the direction to the other groups.	Match the direction with the picture.
7	60	I'm better than you!	Teach students how to use comparative sentence.	Students find the pictures from a magazine and compare them.	Study about the adjective words that describe things.
	60			Students report what they pick from the magazine.	Match the dialogue with the picture.

Week	Time (mins)	Weekly Plan			
		Topic	Teacher-led session	Collaborative learning session	Individualized online session
			<i>Talk as Interaction</i>	<i>Talk as Performance</i>	<i>Talk as Transaction</i>
8	60	Let's go shopping!	Teach students how to buy and sell products.	Students role play buying and selling products. They take turn being sellers and customers.	Learn how to use there is/there are/preposition in different contexts.
	60	What are you doing?		Teacher provide flashcard and students will think of the action by practicing how to use present continuous.	Match Present Continuous and Future tense with correct meaning.
9	60	What did you do?	Teach students the structure on how to speak about the past.	Students match verb 1 and verb 2 and check answers with peers.	Learn adjective vocabulary words
	60			Students ask each other about the situation in the past.	Comparing things around them
10	60	Posttest			
11-12	60	Questionnaire			

3.6 Data Collection and Analysis

3.6.1 Data Collection

The study took approximately 12 weeks. The needs analysis and the pretest was conducted before the treatment. The posttest was used to investigate the students' learning results for summative assessment. The fifth grade students were given questionnaires examining their attitudes towards blended learning at the end of the course. The table below showed the data collection in details.

Table 2 The Summary of Data Collection Procedures

Week	Procedures/Plan	Production
1	Pretest	Pretest scores
2-9	Instructional process which will be based on The Basic Education Core Curriculum B.E. 2551	Oral and written forms of speaking skills
10	Posttest	Posttest scores
11-12	Questionnaires	Students' attitudes

3.6.2 Data Analysis

The data analysis involved both quantitative and qualitative data analysis.

The table 3 below showed the summary of data analysis divided by the two research questions.

Table 3 Summary of Data Analysis

Research Questions	Type of Instrument	Type of Data	Data Analysis
RQ .1 How does blended learning using the station rotation model affect English speaking ability of fifth grade students?	English Speaking Test	Quantitative data	Descriptive statistics: Mean scores, S.D., Dependent t-test.
RQ .2 What are the students' attitudes towards blended learning using the station rotation model on improving English speaking ability after learning?	Questionnaire	Qualitative data	Content analysis

The results from data collection were analyzed by using means and standard deviation from pretest and posttest in order to reveal the effects of blended learning using the station rotation model. The attitudes of the students toward blended English learning were analyzed by using content analysis to answer the second research questions.

1. The pretest-posttest scores were analyzed by mean scores, and dependent t-test to prove the hypothesis whether the score difference is statistically significant at a level of 0.5.

2. The pretest-posttest speaking ability was analyzed by writing scoring rubrics in aspects of overall pronunciation and grammar or vocabulary.

3. The students' attitudes towards the station rotation in blended learning were analyzed by content analysis. The researcher recorded teacher log for additional information over the three points; what went well, difficulties, and suggestions.

CHAPTER IV

FINDINGS

The purpose of the study was to analyze the use of a station rotation model in Blended learning on improving English speaking ability. The participants of the study were the fifth grade students at Anuban Sriprachanukul School, Srisaket province. Data from this study were obtained through English pretest and posttest focusing on speaking skills answered by the participants. Learning log was observed and recorded by the researcher. Furthermore, this study investigated the students' attitudes towards the station rotation model in blended learning environment on improving their speaking ability.

Objective 1: To explore the effects of blended learning using the station rotation model on improving English speaking ability after learning.

Research Question 1: Answered by Pretest and posttest.

To answer this research question, the mean scores of the learners' English speaking test on pretest and posttest were compared. The descriptive statistics

including mean, standard deviation, minimum scores, and maximum scores were used to analyze the students' speaking ability. Table 4 illustrates the pretest analysis. Table 5 illustrates the posttest analysis. Table 6 illustrates the comparison between the mean pretest and posttest scores.

Table 4 Pretest result

English Speaking Ability	N	Mean	SD	Min	Max
Pretest	41	6.61	3.71	0	14

As illustrated in Table 4, concerning the minimum pretest scores, there were two students who received 0 score as the lowest score. The highest score was only fourteen out of thirty points which was less than half of the total score.

Table 5 Posttest result

English Speaking Ability	N	Mean	SD	Min	Max
Posttest	41	10.07	5.74	1	24

As illustrated in Table 5, concerning the minimum pretest scores, the highest score was 24 which was significantly higher.

Table 6 A Comparison of the Mean Scores, Standard Deviation, t-test, and statistical significance on Pretest and Posttest.

English Speaking Ability	Paired Differences					
	Mean	SD	Std. Error Mean	t	df	Sig. (1-tailed)
Pretest	3.46	7.12	1.11	3.12	40	0.0017
Posttest						

As illustrated in table 6, it was found that the English speaking ability of the fifth grade students was significantly higher after posttest at the .05 level. The participants had significantly higher mean scores on the posttest (M= 10.07, SD = 5.74) than the pretest (M=6.61, SD=3.71).

Table 7 Posttest Scores in Each Lesson Question 1-10

Lesson	1- 2	1- 2	3- 4	3- 4	5 - 6	5 - 6	5 - 6	7 - 8	1- 2	1-2
Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Correct Answer	3	2	4	3	3	2	2	2	2	1
S1	3	2	4	3	2	4	1	3	4	2
S2	2	3	4	3	4	2	1	4	3	3
S3	3	2	4	3	1	2	3	2	2	4
S4	2	3	4	2	2	3	4	4	1	4
S5	3	2	1	3	1	2	2	2	2	1
S6	3	2	4	3	1	4	3	2	1	2
S7	1	2	4	3	2	2	3	4	2	1
S8	3	2	4	3	1	2	2	2	2	1
S9	1	2	4	2	3	2	1	3	2	1
S10	2	3	2	3	3	4	1	2	3	1
S11	3	2	4	3	3	3	4	2	2	4
S12	3	2	4	1	2	4	3	1	2	4
S13	2	3	4	2	2	3	4	4	1	4
S14	3	2	4	3	1	2	2	1	2	1
S15	3	2	4	3	1	2	2	2	2	1
S16	2	4	3	1	2	4	2	4	2	1
S17	1	3	2	3	2	4	3	4	3	1
S18	2	3	4	2	2	3	4	4	1	4
S19	4	1	1	4	1	2	4	2	1	4
S20	1	2	1	3	1	2	2	4	2	3

Table 7 Posttest Scores in Each Lesson Question 1-10 (Continue)

Lesson	1- 2	1- 2	3- 4	3- 4	5 - 6	5 - 6	5 - 6	7 - 8	1- 2	1 -2
Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S20	1	2	1	3	1	2	2	4	2	3
S21	3	2	4	3	1	1	4	1	2	1
S22	1	2	4	3	1	4	2	2	1	1
S23	1	2	3	4	3	4	2	4	2	1
S24	1	2	4	1	2	2	4	4	2	1
S25	1	2	2	4	4	3	4	3	2	4
S26	3	3	4	3	1	2	4	2	3	1
S27	3	2	1	3	1	2	2	2	2	1
S28	3	3	4	3	1	2	2	4	2	1
S29	1	2	4	3	2	4	4	2	2	1
S30	3	3	4	3	3	2	2	2	2	1
S31	2	2	2	4	4	3	4	3	2	1
S32	3	2	4	3	1	2	4	2	2	1
S33	3	2	4	3	2	4	3	4	2	1
S34	4	2	4	3	3	1	4	2	2	1
S35	3	3	3	1	3	2	1	2	3	2
S36	3	1	4	1	3	2	1	2	4	1
S37	3	3	4	3	1	2	2	4	2	1
S38	3	2	3	1	3	4	4	1	3	2
S39	3	2	2	1	3	2	2	4	3	1
S40	3	2	1	3	1	2	2	2	2	1
S41	3	2	4	3	1	2	2	2	2	1

Table 8 Posttest Scores in Each Lesson Question 11-20

Lesson	1- 2	1- 2	3- 4	3- 4	5 - 6	5 - 6	5 - 6	7 - 8	1- 2	1- 2
Question	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Correct Answer	4	3	4	3	2	1	2	2	1	2
S1	1	1	4	2	3	2	4	3	1	2
S2	2	1	1	4	2	4	3	3	4	3
S3	3	2	3	4	2	4	3	2	1	1
S4	3	1	3	1	1	2	4	1	2	3
S5	3	1	4	3	2	2	2	2	1	2
S6	1	3	1	4	3	4	2	1	3	4
S7	3	4	4	2	3	2	3	4	4	3
S8	3	1	4	3	1	2	2	2	1	4
S9	2	3	1	4	4	3	3	4	3	4
S10	4	4	4	1	4	1	4	2	2	2
S11	1	1	4	3	1	4	2	1	1	2
S12	4	1	4	2	3	4	3	2	4	1
S13	3	1	3	1	1	2	4	1	2	3
S14	1	1	4	3	2	1	3	4	1	2
S15	4	1	3	3	4	2	2	2	1	3
S16	2	3	4	3	3	3	3	4	3	1
S17	1	3	3	3	2	2	3	4	2	3
S18	3	1	3	1	1	2	4	1	2	3
S19	3	2	3	4	2	4	3	2	1	1
S20	2	2	4	3	2	2	3	3	1	3

Table 8 *Posttest Scores in Each Lesson Question 11-20 (Continue)*

Lesson	1- 2	1- 2	3- 4	3- 4	5 - 6	5 - 6	5 - 6	7 - 8	1- 2	1 -2
Question	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
S20	4	3	4	4	2	2	2	4	1	2
S21	4	4	4	3	2	2	2	1	1	2
S22	3	4	4	1	4	2	3	1	2	4
S23	2	1	4	2	1	1	2	4	2	1
S24	3	1	3	1	4	3	2	4	1	3
S25	4	2	4	1	2	2	2	1	3	3
S26	3	1	4	3	2	2	2	2	1	3
S27	4	4	4	3	2	2	2	4	3	2
S28	2	1	4	2	4	1	2	4	2	4
S29	4	4	4	3	2	2	2	2	2	2
S30	3	1	3	2	2	3	2	2	1	3
S31	4	1	4	3	1	4	2	1	1	2
S32	3	1	4	3	2	2	2	2	1	2
S33	3	1	4	3	2	2	3	4	1	3
S34	2	4	4	2	4	2	2	4	4	2
S35	1	3	1	2	3	3	3	1	4	2
S36	3	3	4	3	4	2	2	3	2	2
S37	2	1	1	3	3	2	3	1	1	2
S38	1	1	4	2	2	2	2	4	3	2
S39	1	1	4	3	2	2	2	2	1	2
S40	4	4	4	3	2	1	2	2	1	2
S41	4	3	4	4	2	2	2	4	1	2

Table 9 Summary of the Numbers of Students Who Answered Correct Answers

Question item	Total number of students who answered correctly (N=41)	Mean
Q1	23	56.10
Q2	27	65.85
Q3	27	65.85
Q4	26	63.41
Q5	10	24.39
Q6	22	53.66
Q7	15	36.59
Q8	19	46.34
Q9	26	63.41
Q10	27	65.85
Q11	10	24.39
Q12	7	17.07
Q13	27	65.85
Q14	19	46.34
Q15	19	46.34
Q16	5	12.20
Q17	22	53.66
Q18	13	31.71
Q19	20	48.78
Q20	18	43.90

Figure 10 Summary of the Numbers of Students Who Answered Correct Answers

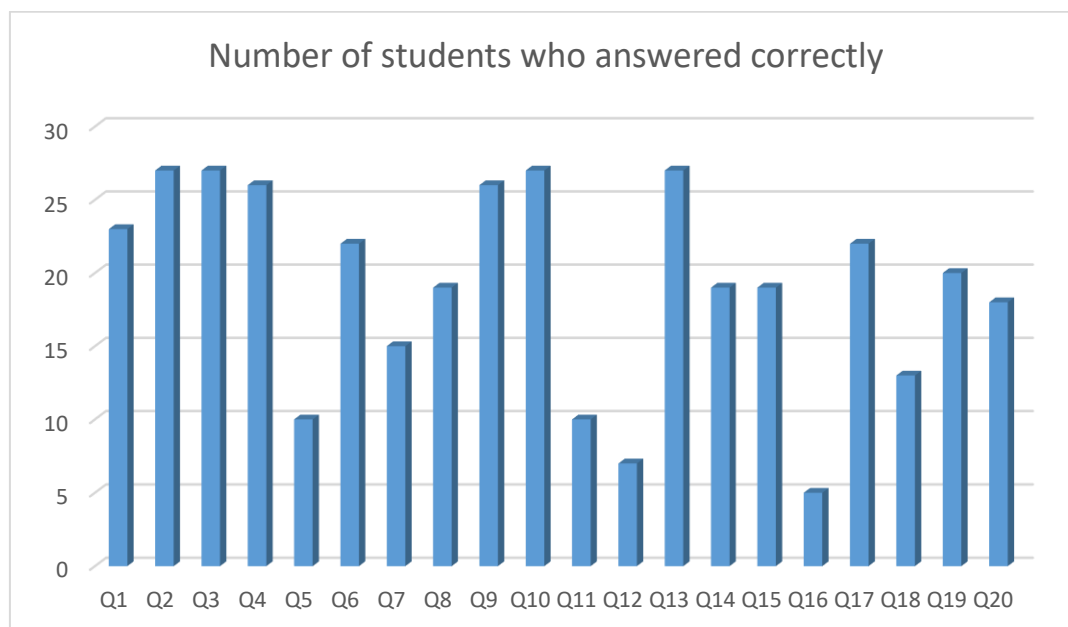


Table 9 reveals the students' speaking ability after the experiment. Furthermore, Figure 10 showed that the students scored highest on questions 2, 3, 4, 9, and 10. Those questions were related to lessons 1, 2, 3, and 4, which taught them about greetings and daily routine topics. The lesson that was the most difficult for students to comprehend was lesson 14. There were only five students who could answer question 16 correctly, which was related directly to that lesson. The content of lesson 14 was about using present continuous by describing other people's action. Contrary to what the scores indicate, students had difficulty answering question 12 correctly, which were linked to lesson 3 and 4. The question item focused on daily routines

question. The question could have been more difficult to the students due in part to WH- question structure and vocabulary words.

Objective 2: To investigate the students' attitudes towards blended learning using the station rotation model on improving English speaking ability after learning.

Research question 2: Answered by questionnaire and teacher log.

Questionnaire

To answer this research question, the questionnaire was used primarily as a tool to get students' attitudes towards blended learning using the station rotation model. The students were asked to complete the questionnaire after the treatment and posttest were done. The data from the questionnaire were analyzed using content analysis examining the students' attitudes towards the use of station rotation model in learning English.

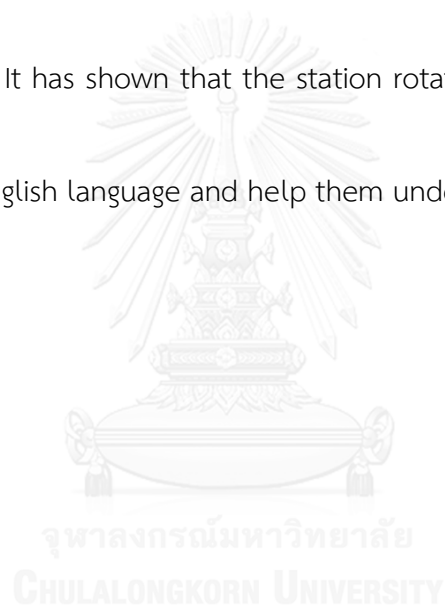
The means score obtained from the questionnaire was interpreted according to the criteria of students' level of positive attitude towards station rotation model as follows:

3.67 - 5.00 indicates the level of high positive attitude

2.34 - 3.66 indicates the level of medium positive attitude

1.00 – 2.33 indicates the level of low positive attitude

According to the questionnaire investigating the students' attitudes toward teacher-led session shown in Table 10, the students were satisfied with how they can apply what they have learned from the computer-based learning session in teacher-led session ($M=4.15$). It has shown that the station rotation model can increase their interest in learning English language and help them understand the lessons.



Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Level
<i>Teacher-led session</i>								
1	A teacher-led session provides opportunities for discussion amongst students in class.	0	4	6	15	21	4.07	High
2	I am satisfied with the way I interact with other students in a teacher-led session.	0	2	6	19	14	4.10	High
3	I am satisfied with how I am able to apply what I have learned from a computer-based learning session in a teacher-led session.	0	2	5	19	15	4.15	High
4	A teacher-led session helps me understand the lesson more before I learn in a computer-based session.	0	4	6	14	17	4.07	High
5	A teacher-led session provides enough guideline for a collaborative learning session.	0	1	12	14	14	4.00	High

Table 10 Teacher-led session

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Level
<i>Computer-based session</i>								
6	A computer-based English learning session keeps me always alert and focused.	0	0	7	15	19	4.29	High
7	A computer-based English learning session provides flexibility to me in terms of my study needs (offering access resources when I need them – enabling me to study when I choose to)	1	3	6	13	18	4.07	High
8	A computer-based English learning session helps instructors to be accessible to students outside class.	1	2	4	17	17	4.15	High
9	A computer-based English learning session increases interaction levels between individual students and the course instructor during class.	0	1	8	16	16	4.15	High

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Level
10	A computer-based English learning session enables instructors to provide a wide variety of learning resources for students.	0	4	4	19	14	4.05	High

Table 11 Computer-based session

According to the questionnaire investigating the students' attitudes toward computer-based session shown in Table 11, the students strongly agreed that a computer-based English learning session keeps them alert and focused (M=4.29). They could communicate with the teacher and ask questions online outside classroom. The students were encouraged to learn outside classroom. This can be implied that a computer-based English learning session increases interaction levels between individual students and the course instructor during class and outside class.

Table 12 Station Rotation Model (Blended learning)

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Level
<i>Station Rotation Model (Blended learning)</i>								
	Station Rotation Model							
11	encourages me to learn English language.	0	2	8	15	16	4.10	High
12	The use of blended English learning technology in this course encourages me to learn independently.	0	2	8	18	13	4.02	High
13	Station Rotation Model improved my interaction with the teacher.	0	2	6	17	16	4.15	High
14	Station Rotation Model improved my interaction with my classmates.	0	2	8	19	12	4.00	High
15	Station Rotation Model is less stressful than traditional teacher-led delivery.	0	2	8	19	12	4.00	High

	I preferred the Station Rotation							
16	Model to traditional learning method.	0	2	11	15	13	3.95	High
	Station Rotation							
17	Mode was a waste of time.	11	12	12	5	2	2.46	medium
	The model							
18	increased my interest in English.	0	0	9	24	8	3.98	high
	I am satisfied							
19	enough with this English course to recommend it to others.	0	1	6	17	17	4.22	High
	I am willing to							
20	take another English course using the blended learning delivery mode.	0	0	7	16	18	4.27	High

In analyzing the students' attitudes towards the use of station rotation model in Blended learning as shown in Table 12, the findings found that they were satisfied with the English course and would recommend it to others (M=4.22). Moreover, most of them are willing to take another course using the blended learning delivery mode (M=4.27). They disagreed that the model is a waste of time (M=2.46).

Teacher log

The teaching log was used for additional information for findings by the researcher, who observed and recorded qualitative data over the three points as follows:

What went well:

At the beginning of the course, the students were motivated to learn English with computers and the teacher. Most of them paid attention to both teacher-led session and online session. In addition, they were happy to work as a team during collaborative session. They helped practice each other with the new vocabulary and sentences that they had learned from the teacher-led instruction. They always followed the teacher's instruction and repeated new vocabulary words after the teacher. Even though the students have never experienced the station rotation model, they seemed to enjoy every station and were excited about what they will learn from each station.

By the middle of the course, the student were used to the station rotation model. Some students enjoyed the computer-based session but some of them preferred the collaborative session. The students who preferred computer-based session tended to have computer skills and they usually can solve some small technical problems, for

example; logging in the website. They were still motivated to learn English using the station rotation model. Some of them used the learning website to communicate among classmates and the teacher. Students with high proficiency tended to finish each task or session quickly, and requested the teacher to do the next session right after they finished the tasks.

At the end of the course, the students were comfortable with the station rotation model. Some of them asked the teacher to assign more tasks for them to practice at home. The students were still motivated to learn towards the end of the course. They increased the relationship level between the teacher and classmates so they were more comfortable to ask the questions when they did not understand.

Difficulties:

At the beginning of the course, the students were unfamiliar with the method provided by the teacher since they have never experienced it before. Furthermore, the students had limited reading ability so they had difficulties doing some tasks that had vocabulary words involved. They were unable to match the pictures with some correct words because they had problems reading and pronouncing those words. Thus,

the teacher had to help read the words for them in order for them to match it to the correct answers. Although the lessons are designed to focus on speaking ability, the method will also be beneficial to their reading abilities as well. Another crucial problem found in this experiment was the technical problem with computers. This affected the lesson design in some ways. The researcher had to change the way of obtaining the students' speaking progress or evidence through collaborative session instead of online session.

During the middle of the course, the students were focused too much on finishing the tasks as soon as they can so that they could have time to play on the computers before they moved on to the next session. Some students got distracted during the class since they wanted to use computer to play games and watch videos from other websites apart from the lesson. However, those students tended to have higher scores.

The students had some difficulties of applying the language they had studied from the lessons. It could be because the course needed extra time for each lesson and for students' practice.

Suggestions:

The researcher discovered that the station rotation can be one of the methods that is suitable for young learners. Teachers should double check the technical problems that may occur during each lessons such as sound, video, program etc. The students with higher proficiency may finish tasks faster than the students with lower proficiency. Thus, the design should be suitable for both groups of students if the class has mixed ability of students. However, the teacher can spend more time on students with low ability. So they may have better opportunity at learning English.

Table 13 shows that teacher logs helped summarize the effective activities used in the lessons according to posttest scores. The posttest indicated that the students had higher scores after the experiment. Station rotation revealed that the students understood the teacher better when using visual and audio tools such as pictures, songs and videos. These tools increased students' interaction and motivation in communicating with the teacher. The students repeated after the video and sang along the songs that the teacher selected for each content. The difficulties were hardly found in this station because the student had been familiar with the traditional way of

learning. This session went smoothly but the design of the lessons was difficult to conduct to every students equally due to their English proficiency. However, it required clear instruction of new content with a limited time as suggested in the suggestion part.

Table 13 Summary of teacher logs

Station	What went well	Difficulties	Suggestions
Teacher-led session	<ul style="list-style-type: none"> - The effectiveness of visual tools such as pictures, videos, songs etc. on assisting students' learning 	<ul style="list-style-type: none"> - The design was difficult to construct according to every students' English ability. 	<ul style="list-style-type: none"> - Provide materials that are easier for students to comprehend.
Collaborative learning session	<ul style="list-style-type: none"> - Communication between the participants - Matching and identifying activity - Role playing 	<ul style="list-style-type: none"> - The different level of English proficiency - Limited time 	<ul style="list-style-type: none"> - Provide clearer instruction for students to perform.
Individualized online session	<ul style="list-style-type: none"> - Interaction between the students and the learning program 	<ul style="list-style-type: none"> - The different level of English proficiency - The different level of technical ability 	<ul style="list-style-type: none"> - Technical problems should be taken into account before designing some tasks online.

During collaborative learning session, the students preferred to work in group. They liked matching activities between words or sentences and pictures. They were willing to perform their speaking in front of the camera in order to complete the tasks. However, the collaborative learning station needed more explanation if it did not provide enough knowledge from the teacher-led station as a presentation stage. The different level of English proficiency affected the students' learning time and the design of each station. The students with high English proficiency tended to finish the tasks faster while the lower proficiency took longer time to finish the tasks. As suggested, the teacher could assign the students with higher proficiency to help other students.

Most students enjoyed learning in individualized online session since it was introduced as a tool for learning English language. The most popular part of this station was that the students could communicate with the teacher and their peers through the website provided by the teacher. The teacher posted some sentences they learned on the following day after class. Some of them used the website outside classroom to reply the post from the teacher. Some student had some difficulties using the

computers and the website provided by the teacher. The learner training session was also suggested in the suggestions for future research section in Chapter 5.

Summary of the chapter

Chapter 4 discusses the findings of the study, and examines the research questions, and the study results. Overall findings revealed the effect of station rotation model on improving student's English speaking ability after the treatment.

According to the analysis, using mean and paired-sample t-test, the scores for pretest and posttest were significantly different. The students' attitudes towards the rotation model in learning English reported in the survey were in a satisfactory level. The students reported that the station rotation model kept them alert and focused in learning English language emphasizing on speaking skills.

Concerning the students' attitudes towards the use of the station rotation model, there were advantages, challenges, and limitation reported in teacher log. According to the students' English proficiency, the level of English ability affected the design of the lessons.

The overall findings of this study can be concluded that the station rotation model in blended learning is an effective teaching approach to enhance students' English speaking ability and increases students' motivation in English learning.



CHAPTER V

DISCUSSION

Chapter Overview

This final chapter discusses the thesis findings and draws a number of conclusions. The chapter summarizes key findings reported in Chapter 4, with interpretations linked to previous studies in literature review chapter. The purpose of the study was to analyze the use of a station rotation model in Blended learning on improving English speaking ability. The participants of the study were the fifth grade students at Anuban Sriprachanukul School, Srisaket province. Data from this study was obtained through English pretest and posttest that focused on speaking skills answered by the participants. Learning log was observed and recorded by the researcher. Furthermore, this study investigated the students' attitudes towards the station rotation model in blended learning environment. The data was analyzed according to the following objectives:

1. To explore the effects of blended learning using the station rotation model on improving English speaking ability after learning.

2. To investigate the students' attitudes towards blended learning using the station rotation model on improving English speaking ability after learning.

In this chapter, the results of the study are discussed accordance with each objective. Discussion of the findings are included, as are recommendations for further studies.

Research findings

1. Students' English speaking ability was significantly improved at the .01 level after learning through the station rotation model in blended learning.

2. The students had positive attitudes towards the station rotation and the model helped increase their interest in English learning.

Discussions

In this study, the findings revealed that the English instruction using the station rotation model in blended learning could enhance students' speaking ability. This section presents the discussions of the findings in light of previous studies.

The Effects of Using Station Rotation Model in Blended Learning on

English Speaking Ability

The findings from this study revealed that the students' speaking ability was improved after the treatment. Even though the students' reading and writing skills were low, their listening and speaking could be used to interact with the teacher and fellow students in the study effectively. Moreover, speaking is considered to be a priority for most learners of English (Florez, 1999). It is the measure of success in learning a language (Bernat & Gvozdenko, 2005; Nunan, 1999).

According to Chatel (2002), the findings found that through technology, students had more opportunities to interact with the English language. In this study, the students agreed that the station rotation in Blended learning environment

increased the interaction between the instructor and classmates. Furthermore, the interest in English learning has also been increased. Chatel (2002) concluded that blended learning instruction was more effective than traditional instruction alone. However, the findings from the questionnaire investigating the students' attitudes towards station rotation model stated that traditional instruction or face-to-face session was still important in learning English language.

This study can also confirm that technology such as computers, internet, and mobile devices are effective tools that can assist teachers and students. Furthermore, technology have increased alternative ways of teaching and learning (Güzer & Caner, 2014). Since the tools provide flexibility, accessibility, and independent learning, the students from this study tried to use some of their mobile devices outside classroom to learn English online and interact with teachers instead of using computers in classroom (González, 2009). Students can take advantage of learning through blended learning both formal and informal settings (Kukulska-Hulme, 2010). Thus, teachers can also develop new lessons that fits students' progress (Lungu, 2013).

There have been many studies on this approach since there is a great potential for blended learning (Bilgin, 2013). The studies investigated effects of blended English learning by using pretest and posttest. Most of the studies have focused on students in higher education since they have basic computer skills. The test results have shown that their learning was improved after the experiment and they were given the questionnaires afterward. Their opinions towards blended learning were positive and they believed blended learning helped them improve their English (Bilgin, 2013).

However, this study has been only used in a limited number of studies with young learners. The test results from posttest indicated that station rotation model in blended learning can be implemented with Thai young learners.

Apparently, each station has its own characteristic of enhancing speaking skills.

Regarding teacher-led instruction in the presentation stage, the teacher provided new concept of knowledge and using inductive teaching in order to assist students' understanding of the lesson. Concept checking technique was used to reassure the students' ability in learning by the teacher. Collaborative learning session consisted of speaking abilities which require students to perform their speaking. The activities used

to develop students' speaking ability were Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task. Information-gathering activities: student-conducted surveys, interviews, and searches in which students were required to use their linguistic resources to collect information. The last session was online individualized session. This station consisted of many activities based on CLT. An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication occurred in the classroom when students went beyond practice of language forms for their own sake and used their linguistic and communicative resources in order to obtain information. They drew available vocabulary, grammar, and communication strategies to complete a task as it had been explored by Richards (2006).

Students' Attitudes towards Station Rotation Model in Blended Learning

The questionnaire results in this study indicated that the students have positive attitudes towards station rotation model. They found the learning fun and enjoyable. Furthermore, it created more motivation for learning outside classroom. The students whose scores improved after the treatment were satisfied about the blended learning approach (Allen et al., 2002). Thus, students' attitudes affected language learning (Bernat & Gvozdenko, 2005). This study can be confirmed that the level of satisfaction impacts on the quality of the learning outcomes (Ginns & Ellis, 2007). Some students' attitudes were still positive towards this method even though their scores were not significantly improved or even less than their pretest scores.

The students found the advantages in each session fairly. Some of them found teacher-led instruction useful for them to learn better in computer-based session and collaborative session. They were also motivated to learn independently by finishing and reviewing some online assignments at home since the learning environment

provided convenience, accessibility, autonomy learning, and positive interaction between the teacher and peers (Chandra & Fisher, 2009).

The interesting point of this study was found that students had more motivation in learning English language. They used their own devices to connect the website online outside classroom. The motivation of using mobile devices to increase the relationship and interaction with the teacher and their peers was in the satisfactory level. This maximized the classroom size and teacher's time on monitoring students' effectively. Furthermore, the students' motivation in learning in classroom using station rotation model was also in high level since the teacher log was recorded through the teacher observation.



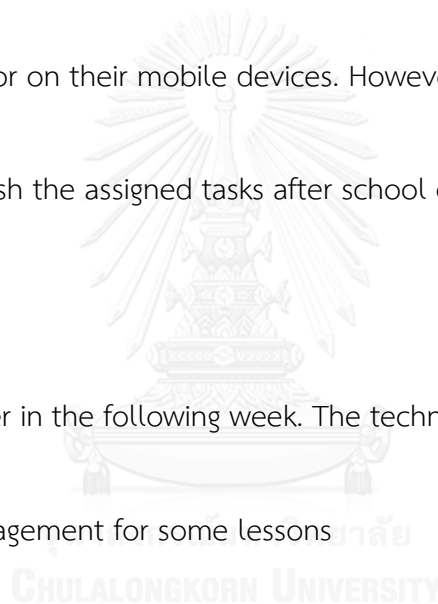
Limitations of the study

This study was successfully conducted and the findings were covered the research questions. There were some limitations in conducting this research as follows:

Firstly, it was the limitation of classroom session. Since participants of this study were one-group sampling that was in the experiment. There were weeks that students

had to take national test and long holiday. The teacher could not run the instructional procedures as expected. Therefore, the students took longer time than 12 weeks.

Secondly, the technical problems occurred differently in every lesson and with the 1-hour session provided by the school which was limited to learn a language. The classes sometimes ran out of time. Fortunately, some students could finish the online assignment at home or on their mobile devices. However, some of them who had no device needed to finish the assigned tasks after school or during lunch break before they meet the teacher in the following week. The technical issues affected the lesson design and time management for some lessons



Suggestions for future research

Since there have been some challenges recommended by many studies in term of using some online tools for the first time, providing the learners the learner training would help students in learning. The learner training offered to young learners should have been provided at least two sessions because some of young learners

have limited experience in using some devices compared to students in higher levels.

They need a teacher to be a facilitator to guide them closely how to use technology

in learning (Stockwell & Hubbard, 2013).



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Appendix A

Needs Analysis Questionnaire

Needs Analysis Questionnaire

Part 1: Personal Information

Name: _____ Last name: _____

Sex: Male Female

When did you start learning English?

Kindergarten Primary level: Grade _____

Have you ever studied online or with a computer before?

Yes Never Not sure

Part 2: Students' attitudes

You think English is...

very difficult difficult medium

easy very easy

How do you like to practice your English?

**Scale Rate: 1 = not at all 2 = not really 3 = Neutral 4 = somewhat
5 = very much**

I like to practice English by talking to my friends.

1 2 3 4 5

I like to watch movies or cartoons in English.

1 2 3 4 5

I like to listen to English songs.

1 2 3 4 5

I like to read English books.

1 2 3 4 5

Part 3: Listening and speaking skills

I can understand my teacher when she speaks English.

1 2 3 4 5

I can ask questions in English to others.

1 2 3 4 5

I can answer questions in English.

1 2 3 4 5

Part 4: Media

I like to study or learn something on the internet.

1 2 3 4 5

I search for something online when I have free time.

1 2 3 4 5

I want to study when I see a cartoon character.

1 2 3 4 5

I can understand better when teacher shows me a picture.

1 2 3 4 5

Part 5: Learning style

I like to learn from online sources

1 2 3 4 5

I like to listen to teacher and take notes.

1 2 3 4 5

I like to work on my project alone.

1 2 3 4 5

I like to work on my project with partner.

1 2 3 4 5

I like to work as a team.

1 2 3 4 5

Part 6: Contents and students' interests

What do you want to study? Choose 5 topics

Sports Shopping Movie

Technology Cartoon Celebrity

Transportation Health Cooking

Community Super Heroes Animal

Tourist attractions Sales Games

Application on phones Culture Music

Appendix B

IOC Index of Item Objective Congruence

Pretest

IOC Direction: Please mark (✓) on the items -1, 0 and 1.

-1 means unacceptable

0 means not sure

1 means acceptable

Part 1 Direction: Choose the best answer to complete the conversation by clicking

Item	Test	Expert opinion			Comments
		1	0	-1	
1	A: How are you doing? B: _____ <input type="radio"/> 1. I'm 11 years old. <input checked="" type="radio"/> 2. I'm great. Thank you. <input type="radio"/> 3. I'm from Thailand. <input type="radio"/> 4. I'm a good student.				
2	A: What is your job? B: _____ <input type="radio"/> 1. I am a doctor. <input type="radio"/> 2. I am a teacher. <input checked="" type="radio"/> 3. I am a student. <input type="radio"/> 4. I am a farmer.				
3	A: Where are you from? B: _____ <input type="radio"/> 1. I am in Bangkok. <input type="radio"/> 2. I am with my parents. <input type="radio"/> 3. I am at school. <input checked="" type="radio"/> 4. I'm from Thailand.				



Item	Test	Expert opinion			Comments
		1	0	-1	
4	A: How do you go to school? B: _____ <input checked="" type="radio"/> 1. By motorcycle <input type="radio"/> 2. At 7 o'clock <input type="radio"/> 3. On Monday <input type="radio"/> 4. Every day				
5	A: What time do you go to school? B: _____ <input type="radio"/> 1. Every day <input checked="" type="radio"/> 2. At 7 o'clock <input type="radio"/> 3. On Monday <input type="radio"/> 4. I like going to school.				
6	A: What food does she like? B: _____ <input type="radio"/> 1. She buys food every day. <input type="radio"/> 2. She doesn't know anything. <input checked="" type="radio"/> 3. She enjoys spaghetti. <input type="radio"/> 4. I like Tom Yum Kung.				
7	A: Does your father like cooking? B: _____ <input checked="" type="radio"/> 1. No, he doesn't. <input type="radio"/> 2. Yes, she does. <input type="radio"/> 3. Yes, he is. <input type="radio"/> 4. No, I don't.				
8	A: Can I borrow your ruler, please? B: _____ <input type="radio"/> 1. Thank you. <input type="radio"/> 2. I don't know. <input checked="" type="radio"/> 3. OK. Here you are. <input type="radio"/> 4. Goodbye.				

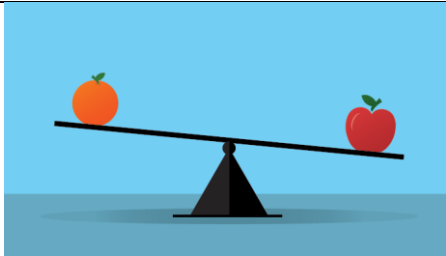


Item	Test	Expert opinion			Comments
		1	0	-1	
9	A: _____ B: My name is Sam. <input type="radio"/> 1. Where are you? <input type="radio"/> 2. What do you do? <input type="radio"/> 3. Who are you? <input checked="" type="radio"/> 4. What's your name?				
10	A: _____ B: I usually have it at 12 o'clock. <input checked="" type="radio"/> 1. What time do you have lunch? <input type="radio"/> 2. How is your lunch? <input type="radio"/> 3. What do you have for lunch? <input type="radio"/> 4. Where do you have lunch?				
11	A: _____? B: Every day <input checked="" type="radio"/> 1. How often do you brush your teeth? <input type="radio"/> 2. What do you do on weekends? <input type="radio"/> 3. How do you go to school? <input type="radio"/> 4. Why do you like going to school?				
12	A: Can I have a pencil, _____? <input type="radio"/> 1. yes <input checked="" type="radio"/> 2. please <input type="radio"/> 3. too <input type="radio"/> 4. you				

Item	Test	Expert opinion			Comments
		1	0	-1	
13	<p>A: _____ do you like?</p> <p>B: I like green.</p> <p><input type="radio"/> 1. What kind of music</p> <p><input checked="" type="radio"/> 2. What color</p> <p><input type="radio"/> 3. What food</p> <p><input type="radio"/> 4. What sport</p>				
14	<p>A: _____ would you like to eat?</p> <p>B: I would like some French fries.</p> <p><input type="radio"/> 1. Where</p> <p><input checked="" type="radio"/> 2. What</p> <p><input type="radio"/> 3. Why</p> <p><input type="radio"/> 4. When</p>				
15	<p>A: _____</p> <p>B: It's forty baht.</p> <p><input checked="" type="radio"/> 1. How much is it?</p> <p><input type="radio"/> 2. How many do you want?</p> <p><input type="radio"/> 3. How many are there?</p> <p><input type="radio"/> 4. How long is it?</p>				

Part 2

Direction: Look at the picture and choose the best answer for each conversation.




Item	Test	Expert opinion			Comments
		1	0	-1	
16	 <p>A: Is she painting?</p> <p>B: _____.</p> <p> <input type="radio"/> 1. No, she isn't. <input checked="" type="radio"/> 2. Yes, she is. <input type="radio"/> 3. Yes, I am. <input type="radio"/> 4. No, I'm not. </p>				
17	 <p>A: What is he doing?</p> <p>B: _____.</p> <p> <input type="radio"/> 1. I clean my room. <input type="radio"/> 2. He cleans his room. <input checked="" type="radio"/> 3. He is cleaning his room. <input type="radio"/> 4. They are cleaning their room. </p>				


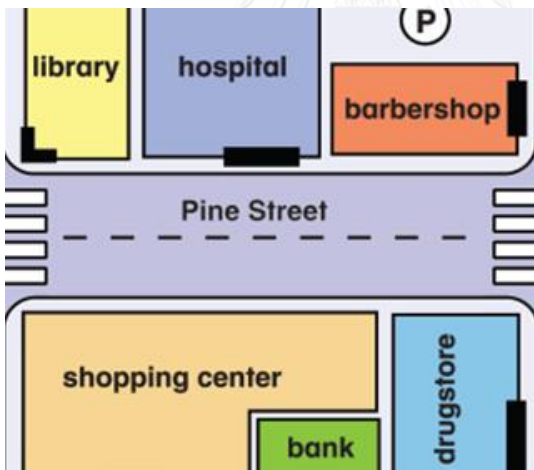
Item	Test	Expert opinion			Comments
		1	0	-1	
18	 <p>A: What is true about this picture? B: _____</p> <p> <input checked="" type="radio"/> 1. The orange is lighter than the apple. <input type="radio"/> 2. The orange is bigger than the apple. <input type="radio"/> 3. The orange is longer than the apple. <input type="radio"/> 4. The orange is faster than the apple. </p>				
19	 <p>A: Is Sally taller than her sister? B: _____</p> <p> <input type="radio"/> 1. Yes, she is. <input checked="" type="radio"/> 2. No, she isn't. <input type="radio"/> 3. I'm not sure. <input type="radio"/> 4. Yes, he is. </p>				
20	<p>A: What did Ann do last night?</p>  <p>B: _____</p> <p> <input checked="" type="radio"/> 1. She read a book. <input type="radio"/> 2. She wanted a book. <input type="radio"/> 3. She closed a book. <input type="radio"/> 4. She wrote a book. </p>				

Part 3

Directions: 1. Look at the picture and listen to the question.

2. Answer the question by recording your voice with the microphone.

Item	Test	Expert opinion			Comments
		1	0	-1	
21					
22					
23					

Item	Test	Expert opinion			Comments
		1	0	-1	
24					
25					

Remarks: The listening scripts of items 21, 22, 23, 24, 25 for the experts are as follows.

21. What are they doing? (Model answer: They are playing football)

22. What is he doing? (Model answer: He is sleeping)

23. How many people are there in the picture? (Model answer: There are seven people)

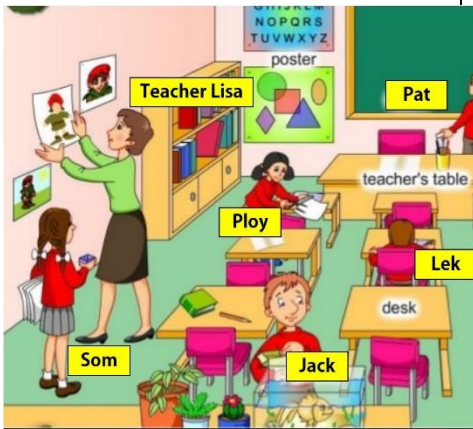
24. Are there any monkeys in the picture? (Model answer: Yes, there are)

25. Where is the hospital? (Model answer: It's between library and barbershop)

Part 4

Directions: 1. Look at the picture and make 5 sentences about the picture by using the word given.

2. Record your voice with the microphone.

Item	Test	Expert opinion			Comments
		1	0	-1	
26-30	 <p>26. How.....?</p> <p>27. There.....</p> <p>28. There.....</p> <p>29. Where?</p> <p>30. May</p>				

Appendix C

IOC Index of Item Objective Congruence

Posttest

IOC Direction: Please mark (✓) on the items -1, 0 and 1.

-1 means unacceptable

0 means not sure

1 means acceptable

Part 1 Direction: Choose the best answer to complete the conversation by



Item	Test	Expert opinion			Comments
		1	0	-1	
1	A: How are you doing? B: _____ <input type="radio"/> 1. How do you do? <input type="radio"/> 2. I'm 11 years old. <input checked="" type="radio"/> 3. I'm doing great. Thank you. <input type="radio"/> 4. I'm from Thailand.				
2	A: Where are you from? B: _____ <input type="radio"/> 1. I am at school. <input checked="" type="radio"/> 2. I'm from Thailand. <input type="radio"/> 3. I am in Bangkok. <input type="radio"/> 4. I'm Thai.				
3	A: How do you go to school? B: _____ <input type="radio"/> 1. Every day <input type="radio"/> 2. At 7 o'clock <input type="radio"/> 3. On Monday <input checked="" type="radio"/> 4. By motorcycle.				

clicking the choice on the monitor.

Item	Test	Expert opinion			Comments
		1	0	-1	
4	A: What time do you go to school? B: _____ <input type="radio"/> 1. I like going to school. <input type="radio"/> 2. On weekend. <input checked="" type="radio"/> 3. At 7 o'clock <input type="radio"/> 4. Every day				
5	A: What food does she like? B: _____ <input type="radio"/> 1. She doesn't like Papaya salad. <input type="radio"/> 2. She doesn't know anything. <input checked="" type="radio"/> 3. She enjoys hamburgers. <input type="radio"/> 4. She buys food every day				
6	A: Does your mother like cooking? B: _____ <input type="radio"/> 1. No, he doesn't. <input checked="" type="radio"/> 2. Yes, she does. <input type="radio"/> 3. She likes noodles. <input type="radio"/> 4. No, I don't.				
7	A: Can I borrow your pencil, please? B: _____ <input type="radio"/> 1. Goodbye <input checked="" type="radio"/> 2. OK. Here you are. <input type="radio"/> 3. I don't know <input type="radio"/> 4. Thank you.				


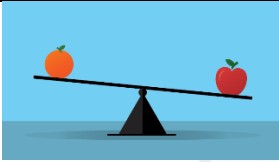

Item	Test	Expert opinion			Comments
		1	0	-1	
8	<p>A: How much is it?</p> <p>B: _____</p> <p><input type="radio"/> 1. It's small.</p> <p><input checked="" type="radio"/> 2. It's fifty-five baht.</p> <p><input type="radio"/> 3. It's cheap.</p> <p><input type="radio"/> 4. Thank you.</p>				
9	<p>A: _____</p> <p>B: My name is Nan.</p> <p><input type="radio"/> 1. How are you?</p> <p><input checked="" type="radio"/> 2. What's your name?</p> <p><input type="radio"/> 3. Where are you?</p> <p><input type="radio"/> 4. What do you do?</p>				
10	<p>A: _____</p> <p>B: Yes, I am a policeman.</p> <p><input checked="" type="radio"/> 1. Are you a policeman?</p> <p><input type="radio"/> 2. Are you a doctor?</p> <p><input type="radio"/> 3. Are you working at a hospital?</p> <p><input type="radio"/> 4. Are you a student?</p>				
11	<p>A: _____</p> <p>B: I usually have it at 12 o'clock.</p> <p><input type="radio"/> 1. Where do you have lunch?</p> <p><input type="radio"/> 2. What time is it?</p> <p><input type="radio"/> 3. What do you usually have for lunch?</p> <p><input checked="" type="radio"/> 4. What time do you usually have lunch?</p>				

Item	Test	Expert opinion			Comments
		1	0	-1	
12	A: _____ B: Every day <input type="radio"/> 1. How do you go to school? <input type="radio"/> 2. Why do you like going to school? <input checked="" type="radio"/> 3. How often do you have breakfast? <input type="radio"/> 4. What do you do on weekends?				
13	A: _____ B: Yes, I like basketball. <input type="radio"/> 1. Do you like orange juice? <input type="radio"/> 2. What kind of music do you like? <input type="radio"/> 3. Does she like sports? <input checked="" type="radio"/> 4. Do you like sports?				
14	A: _____ would you like to eat? B: I would like some fried chicken. <input type="radio"/> 1. Why <input type="radio"/> 2. When <input checked="" type="radio"/> 3. What <input type="radio"/> 4. Where				
15	A: Hey! _____. B: OK. Let's go to a cinema. <input type="radio"/> 1. I want to buy a stamp. <input checked="" type="radio"/> 2. I want to watch a movie. <input type="radio"/> 3. I want to play football. <input type="radio"/> 4. I want to sing a song.				

Item	Test	Expert opinion			Comments
		1	0	-1	
16	 <p>A: Are they singing? B: _____</p> <p><input checked="" type="radio"/> 1. No, they aren't. <input type="radio"/> 2. Yes, they are. <input type="radio"/> 3. Yes, he is. <input type="radio"/> 4. No, she isn't.</p>				
17	 <p>A: What is she doing? B: _____</p> <p><input type="radio"/> 1. She's sleeping. <input checked="" type="radio"/> 2. She's brushing her teeth. <input type="radio"/> 3. She's cleaning her room. <input type="radio"/> 4. She's working.</p>				

Part 2




Direction: Look at the picture and choose the best answer for each conversation.


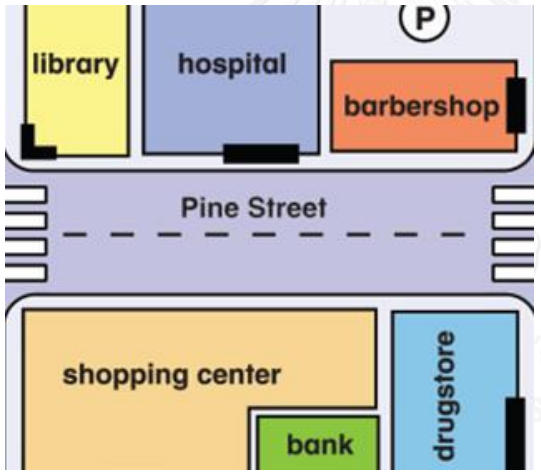
Item	Test	Expert opinion			Comments
		1	0	-1	
18	 <p>A: Is your sister taller than you? B: _____</p> <p><input type="radio"/> 1. Yes, she is. <input checked="" type="radio"/> 2. No, she isn't. <input type="radio"/> 3. I'm not sure. <input type="radio"/> 4. Yes, he is.</p>				
19	 <p>A: What is true about the picture? B: _____</p> <p><input checked="" type="radio"/> 1. The apple is heavier than the orange. <input type="radio"/> 2. The apple is lighter than the orange. <input type="radio"/> 3. The apple is smaller than the orange. <input type="radio"/> 4. The apple is slower than the orange.</p>				
20	 <p>A: What did Dan do last night? B: _____</p> <p><input type="radio"/> 1. He read a book. <input checked="" type="radio"/> 2. He played games with his family. <input type="radio"/> 3. He watched TV. <input type="radio"/> 4. He played football last night.</p>				

Part 3

Directions: 1. Look at the picture and listen to the question.

2. Answer the question by recording your voice with the microphone.

Item	Test	Expert opinion			Comments
		1	0	-1	
21					
22					
23					

Item	Test	Expert opinion			Comments
		1	0	-1	
24					
25					

Remarks: The listening scripts of items 21, 22, 23, 24, 25 for the experts are as follows.

21. What is Som doing? (Model answer: She is listening to music)

22. What is the teacher doing? (Model answer: She is reading a book)

23. How many people are there in the picture? (Model answer: There are seven people)

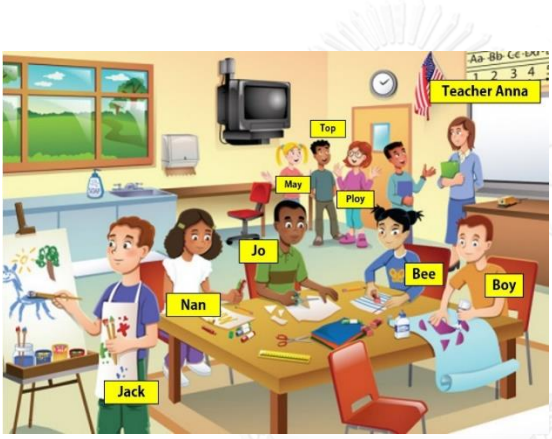
24. How many teddy bears are there in the room? (Model answer: There are five teddy bears)

25. Where is drugstore? (Model answer: It's opposite to barbershop)

Part 4

Directions: 1. Look at the picture and make 5 sentences about the picture by using the word given.

2. Record your voice with the microphone.

Item	Test	Expert opinion			Comments
		1	0	-1	
26-30	 <p>26. How.....?</p> <p>27. There.....</p> <p>28. There.....</p> <p>29. Where</p> <p>30. Jack</p>				

Appendix D

Scoring rubric for speaking assessment

Student name: _____ Student number _____

Speaking Skills Rubric		Tick (P)
5 Points	Excellent to very good use of English. Quite clear oral production. Experiences little or no difficulty in understanding. Almost no errors of pronunciation, grammar or vocabulary.	
4 Points	Satisfactory verbal communication. Limited number of errors of pronunciation, grammar or vocabulary. Occasional self-corrections. Little difficulty in understanding.	
3 Points	Verbal communication usually fairly satisfactory. Repetition and rephrasing sometimes necessary. Experiences some difficulties in communicating. Some errors of pronunciation, grammar or vocabulary.	
2 Points	Understanding very limited, although communication on everyday topics is possible. Many errors of pronunciation, grammar or vocabulary.	
1 Point	Extreme difficulty in communication. Failure to understand adequately and to make him/herself understood.	

Appendix E

Lesson Plan 1

Course: Additional English

Topic: Lesson 1: Greeting

Date:

Time: 60 minutes

(Period 1)

Terminal Objective:

Students will be able to greet people appropriately.

Enabling Objectives:

1. Students will be able to ask questions about greeting.
2. Students will be able to respond to the questions about greeting.

Background knowledge:

The students have vocabulary knowledge about basic greetings.

Materials

Instructional media:

1. Computers
2. Headphones
3. Internet
4. Power point program

Learning materials:

1. Pictures of people with different genders, ages and professions.
2. Handouts and worksheets

Assessment

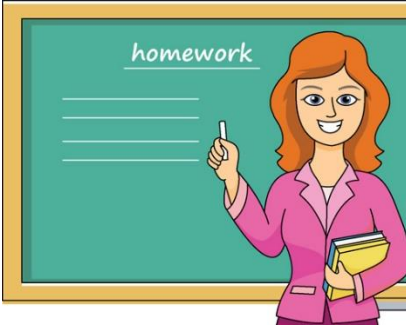
1. Self-assessment


Teacher-led Station			
Teaching stage	Activities		Time
	Teacher Role	Student Role	
Warm-up	<p>Greet students (Ss).</p> <p>“Good Morning, students”</p> <p>T asks “I want to know who should say “How are you?” first Teacher or student?”</p> <p>“I will show you a video and everyone will know who asks How are you first”</p> <p>“Are you ready?”</p> <p>“Excellent!”</p> <p>T shows the short video clip from Youtube on the screen. (The clip is from https://www.youtube.com/watch?v=AA5hOCxlRal)</p> <p>After the video, T asks Ss “From the video, who say Good morning to the teacher first?”</p> <p>“and who asks “<i>How are you</i>” first?”</p>	<p>Greet teacher (T) and response.</p> <p>“Good morning Teacher”</p> <p>Some students may answer “Teacher” some may answer “Student”</p> <p>Ss listen to T</p> <p>Ss respond “Yes”</p> <p>Ss watch the video.</p> <p>Ss answer “Students”</p> <p>Ss answer “Students”</p>	3



Teaching stage	Activities		Time
	Teacher Role	Student Role	
Warm-up	<p>“Now, every time I come to class you say good morning to me first and ask how are you. Is it ok?”</p> <p>“Let’s practice”</p> <p>T sets up the situation for Ss by walking out of the classroom and enters the classroom again.</p> <p>T responds “Good Morning, students”</p> <p>“I’m great, thank you. How about you?”</p> <p>T says “Good job! So next time, we will greet this way”</p> <p>“We are going to learn about greeting today”</p> <p>“I will show you a video about how people greet and ask “<i>How are you?</i>”</p> <p>T shows the video clip (1 min) (The clip is adapted from https://www.youtube.com/watch?v=orWL34vG3tY)</p> <p>“Now, I want to know what else you can ask instead of asking “How are you?”</p>	<p>“OK”</p> <p>Ss greet T “ Good Morning, teacher”</p> <p>Ss ask T “How are you?”</p> <p>Ss respond “I’m fine, thank you”</p> <p>Ss watch the video clip.</p> <p>Ss answer (<i>Expected responses</i>)</p> <p>“How are you doing?”</p> <p>“How’s it going?”</p> <p>“What’s up?”</p>	4

Teaching stage	Activities		Time
	Teacher Role	Student Role	
Presentation	<p>“We are going to learn about greeting today”</p> <p>“I will show you a video about how people greet and ask “<i>How are you?</i>””</p> <p>T shows the video clip (1 min) (The clip is adapted from https://www.youtube.com/watch?v=orWL34vG3tY)</p> <p>“Now, I want to know what else you can ask instead of asking “How are you?”</p>	<p>Ss watch the video clip.</p> <p>Ss answer (<i>Expected responses</i>) “How are you doing?” “How’s it going?” “What’s up?”</p>	2

Teaching stage	Activities		Time
	Teacher Role	Student Role	
Presentation	<p>T shows the model questions on the slide.</p> <ol style="list-style-type: none"> 1. How are you? 2. How are you doing? 3. How's it going? 4. What's up? <p>T asks Ss to repeat after T. "Good job!"</p> <p>If someone ask <i>How are you?</i> What can you answer? "What else should you say after I'm fine?"</p> <p>"Yes, we should say <i>"Thank you or thanks for asking"</i></p> <p>"And we should also ask him/her back" What can you say? "Right, we can say these words."</p> <p>T shows the words on the slide</p> <ol style="list-style-type: none"> 1. And you? 2. How are you? (full sentence) 3. How about you? 	<p>Students listen to teacher and read out loud after T</p> <ol style="list-style-type: none"> 1. How are you? 2. How are you doing? 3. How's it going? 4. What's up? <p>(Expected responses)</p> <p>"I'm fine"</p> <p>"I'm great"</p> <p>"I'm happy"</p> <p>(Expected response)</p> <p>"Thank you"</p> <p>(Expected response)</p> <p>"And you?"</p>	3
	Activities		Time

Teaching stage	Teacher Role	Student Role	
Presentation	<p>T shows the picture of a teacher on the slide.</p> 	<p>Ss look at the picture and answer T's question.</p> <p>(Expected response) "A teacher"</p>	3
	<p>T asks "What does she do" / "What is her job?"</p> <p>"How should you greet the teacher?"</p> <p>T shows 3 choices of greeting on the slide.</p> <ol style="list-style-type: none"> 1. Hi 2. Good morning 3. What's up?! <p>"Is it ok to say Hi, teacher?"</p> <p>"Should you say What's up? to the teacher?"</p> <p>"Right, you should not greet teacher with Hi or what's up because it's not polite"</p>	<p>Ss answer</p> <p>(Expected response) "Good morning"</p> <p>"No"</p> <p>"No"</p>	
	Activities		Time


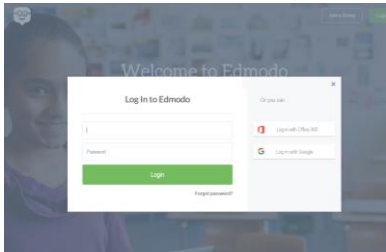
Teaching stage	Teacher Role	Student Role	
Presentation	<p>T shows another picture of a girl with a school uniform.</p>  <p>T asks “What does she do” / “What is her job?”</p> <p>“How should you greet this girl if she’s your friend?”</p> <p>T shows 4 choices of greeting on the slide.</p> <ol style="list-style-type: none"> 1. Hello 2. Hi 3. Good morning 4. What’s up?! <p>“So Is it ok to say Hello or Hi to your friend?”</p> <p>“What about “<i>What’s up?</i>” to your friend?”</p> <p>“Can you say “<i>Good Morning</i>” to your friend?”</p> <p>“Good job! You can say these words to your friends”</p>	<p>Ss look at the picture and answer T’s question.</p> <p>(Expected response) “A student”</p> <p>(Expected response) “Hello, Hi, What’s up”</p> <p>(Expected response) “Yes”</p> <p>“Yes”</p> <p>“Yes”</p>	3
	Activities		Time


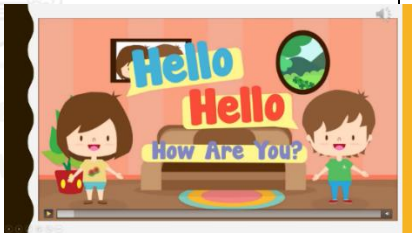

Teaching stage	Teacher Role	Student Role	
Presentation	<p>“Now, Let’s see how we greet and have a conversation with the teacher and your friend”</p> <p>T shows the picture of the teacher again.</p>  <p>T asks “If you see the teacher what should you say first?”</p> <p>T shows the dialogue on the slide and asks Ss to say what is missing in the blank.</p> <p>Ss: _____.</p> <p>T: Good morning, students.</p> <p>Ss: _____.</p> <p>T: I’m very well, thank you.</p> <p>How about you?</p> <p>Ss: _____.</p> <p>“Let’s move on the another dialogue with your friend”</p> <p>T shows the picture of the student again and asks Ss to say what is missing in the blank.</p>  <p>“I suppose that your friend’s name is Jane”</p> <p>(model dialogue)</p> <p>Ss: _____.</p> <p>Jane: Hello, everyone</p> <p>Ss: _____.</p> <p>Jane: I’m fine, thanks. And you?</p>	<p>Ss answer</p> <p>“Good Morning, teacher”</p> <p>Ss listen to T and come up with the dialogue.</p> <p>(Expected responses)</p> <p>Ss: Good morning, teacher.</p> <p>T: _____</p> <p>Ss: How are you?</p> <p>T: _____</p> <p>—</p> <p>Ss: I’m fine, thank you.</p> <p>Ss listen to T and come up with the missing dialogue.</p> <p>(Expected answers)</p> <p>Ss: Hi, Jane.</p> <p>Jane: _____.</p> <p>Ss: How are you doing?</p> <p>Jane: _____.</p> <p>Ss: I’m great, thank you.</p>	4

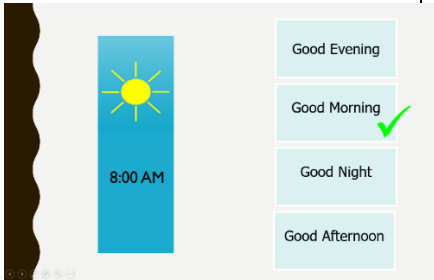
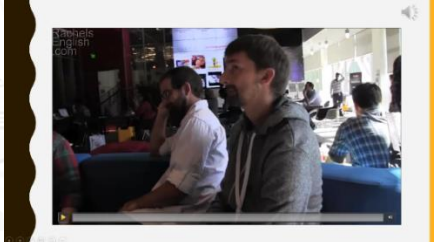

Teaching stage	Activities		Time
	Teacher Role	Student Role	
Presentation	<p>“Good job everyone”</p> <p>“It’s time for you to practice. Are you ready?”</p> <p>T divides students into 2 groups.</p> <p>Inform students in Group 1 (students number 1-21) go to Collaborative Learning Station</p> <p>Inform students in Group 2 (number 22-41) go to Individualized Online Station</p> <p>“Now Group 1 and group 2, please go to your station.”</p>	<p>Ss Group 1 go to Collaborative Learning Station.</p> <p>Ss Group 2 go to the Individualized Online Station.</p> <p>Remark: Ss will rotate to another station after 15 minutes.</p>	1
	End of the session		



Group 1: Collaborative Learning Station			
Teaching stage	Activities		Time
	Teacher Role	Student Role	
Practice Production	<p>T is responsible as a facilitator for both Collaborative Learning Station and Individualized Online Station.</p> <p>T focuses on this station more than individualized online station.</p>	<p>There are 20 students in Group 1. Ss will be divided into group of 4.</p>	15
	<p>T facilitates and reinforces students' role in working collaboratively.</p> <ol style="list-style-type: none"> 1. T gives the directions (see page 16) 2. T helps Ss form a group of four. 3. T reinforces Ss to speak English as much as they can. 4. T monitors if Ss can complete the given tasks. <p>Remark: T give the signal for Ss to rotate after 15 minutes.</p>	<p>Ss read directions and the objectives of the tasks. (see page 15)</p> <p><u>Task 1</u></p> <ol style="list-style-type: none"> 1. Ss from each group match the appropriate greeting words with the pictures. (See page 15) <p><i>Example:</i></p> <p style="text-align: center;">Good Morning</p> <p><u>Task 2</u></p> <ol style="list-style-type: none"> 1. Ss from each group find a partner and work in pair. 2. Each pair choose one picture and a greeting word. 3. Each pair create a dialogue by writing a script in the paper. 4. Each pair take turn to do a role play. 	
End of the session. Ss rotate to another station.			



Teaching stage	Activities		Time
	Teacher Role	Student Role	
Practice Production	<p>The teacher is responsible as a facilitator for both Collaborative Learning Station and Individualized Online Station.</p> <p>The students at Individualized Online Station may sometimes need help with technical problems.</p> <p><i>For examples:</i></p> <ol style="list-style-type: none"> 1. Sound problems 2. Ss can't log onto the website. <p>Teacher can monitor students in this station when the students in Collaborative Learning Station are doing their tasks.</p> <p>Remark: T give the signal for Ss to rotate after 15 minutes.</p>	<p>Ss study on their own. (They learned how to study and use the program from the learner training)</p> <p>Each Ss will receive the paper about the instruction and their username and password (See page 20)</p> <p>Ss go to Edmodo website http://www.edmodo.com</p>  <p>Ss login with their username and password provided by the teacher in learner training class from the previous week.</p>  <p>Ss read the directions. Then Ss will see the link to download the file of lesson number 1. (See the attached file)</p>	1

Teaching stage	Activities		Time
	Teacher Role	Student Role	
Practice Production		<p>Then Ss open the Power Point file and listen to the directions by using the headphones. (See the attached file)</p>  <p>Ss will hear the directions saying “Click play and watch the video.”</p> <p>Ss start learning by watching a video about how people greet each other.</p>  <p>Ss listen and watch another video</p> 	3

Teaching stage	Activities		Time
	Teacher Role	Student Role	
Practice Production		<p>Ss do the exercise after watching the video</p> 	8
		<p>Ss watch the video about how people greet each other in real life.</p> 	
		<p>Ss do the exercise after watching the video by clicking the correct answer.</p> 	

Teaching stage	Activities		Time
	Teacher Role	Student Role	
Practice Production		<p>Ss watch another video.</p> 	3
		<p>Students do role play by recording their voice with microphone to practice their speaking.</p> 	
End of the session. Ss rotate to another station.			

Teacher-led Station			
Teaching stage	Activities		Time
	Teacher Role	Student Role	
Wrap-up	<p>T asks Ss from group 1 and group 2 to come together at the teacher-led station.</p> <p>“Everybody, please come and sit here. We are going to finish this lesson together.”</p> <p>T asks students what they have learned from this lesson.</p> <p>“So, what did you learn today?”</p> <p>Inform them to review online again if they want to.</p> <p>“If anyone would like to review the lesson or learn again, you can go online at home”</p> <p>T give out self-assessment form to Ss. (See page 21)</p> <p>“Please tick in the box if you can do those following things”</p>	<p>Ss from group 1 and group to go to the teacher-led station.</p> <p>Ss respond to T (Expected responses) “Greetings” “How are you?” “How are you doing?” “How to greet teachers”</p> <p>Ss do self-assessment and return it to T. (See page 21)</p>	10
	End of lesson		

Materials**Collaborative Learning Station****Directions:****Task 1**

1. Match the greeting words with the pictures.

Example:



+

Good Morning**Task 2**

1. Each group find a partner and work in pair.
2. Each pair choose one picture and the greeting word.
3. Each pair create a dialogue by writing a script in the paper.

Dialogue

A: _____

B: _____

A: _____

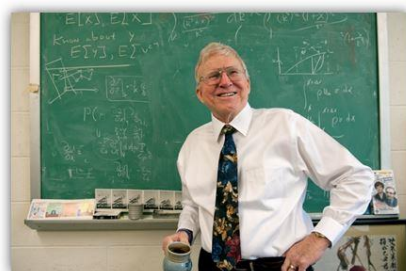
B: _____

A: _____

4. Each pair take turn to do a role play.

Collaborative Activities

Front



Back

My name is Henry Smith.
I'm 57 years old.
I'm a professor.
I'm from America.

Good Morning

Matching greeting

Front



Back

My name is
Mike Miller.
I'm 50 years old.
I'm a doctor.
I'm from England.

Good Afternoon

Matching greeting

Front



Back

My name is Nadia Wood.
I'm 8 years old.
I'm a student.
I'm from Australia.

Hello

Matching greeting



My name is Justin Bieber.
I'm 12 years old.
I'm a singer.
I'm from Canada.

Good Evening

Matching greeting

Front



Back

My name is Martin Johnson.
I'm 10 months old.
I'm a kid.
I'm from Germany.

Hello

Matching greeting



Front



Back

My name is
Alan Ahmed.
I'm 10 years old.
I'm a student.
I'm from India.

Hi

Matching greeting



My name is Somchai Jaidee.
I am a student.
I am 10 years old.
I am from Thailand.
I am in P.5/1 at
Anubal Sriprachanukul School.

What's up?

Matching greeting



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Individualized Online Station

1. Go to Edmodo website <http://www.edmodo.com>
2. Log in with your username and password

USERNAME: Name501 PASSWORD: pass501
--

3. Click
4. Open the file.
5. Press F5 and follow the instruction.

Individualized Online Station

1. Go to Edmodo website <http://www.edmodo.com>
2. Log in with your username and password

USERNAME: Name501 PASSWORD: pass501
--

3. Click
4. Open the file.
5. Press F5 and follow the instruction.

Self-assessment form

Name: _____ No. _____

Now I can:		Yes	No
1	Greet teachers		
2	Greet my friends		
3	Greet someone who is older than me.		
4	When someone asks me "How are you?", I can response in many ways.		
5	Ask "how are you?" with different questions.		

Appendix E

Research Instrument Evaluation

Please rate the following items according to your opinions.

+1 means appropriate

0 means not sure

-1 means inappropriate

Part 1 Overall

Question	+1	0	-1	Comments
1. The sequence of the lesson plans appropriates to the level of students (grade 5).				

Part 2 Unit plan

Question	+1	0	-1	Comments
Learning Outcomes				
1. The learning outcomes are stated clearly what students will be able to do.				
2. The learning outcomes can be assessed using the assessment tasks.				
Instructional Procedure/Activities				
3. The explanations about the activities are clear.				
4. The activities arranged in class are appropriate in logical order.				

5. The activities are related to the learning outcomes.				
6. The activities are appropriate to the level of students.				
7. The time allocation appropriate to each instructional procedure.				
Material				
8. Materials are related to the topic.				
9. Materials are appropriate to the level of the students.				
10. Materials assist the students in achieving the learnings outcomes.				
Assessment				
11. Appropriate assessment aligns with the learning outcomes.				

CHULALONGKORN UNIVERSITY

Additional comments:

.....

.....

.....

.....
 (.....)

Signature – Evaluator

Appendix F

Attitudes towards station rotation model questionnaire

Item	Statement	Strongly Disagree	Disagree	Disagree ไม่เต็มใจ ได้	Neutral ไม่แน่ใจ	Agree	Strongly Agree
Teacher-led session							
1	A teacher-led session provides opportunities for discussion amongst students in class. การเรียนฐานที่มีครูผู้สอน เปิดโอกาสให้นักเรียนได้ มีการแสดงความคิดเห็นในห้องเรียน						
2	I am satisfied with the way I interact with other students in a teacher-led session. ฉันรู้สึกพอใจกับวิธีที่ฉันมีปฏิสัมพันธ์หรือการสื่อสาร ระหว่างกันกับเพื่อนในห้องเรียนในการเรียนฐานที่มี ครูผู้สอน						
3	I am satisfied with how I am able to apply what I have learned from a computer-based learning session in a teacher-led session. ฉันรู้สึกพอใจกับการที่ฉันสามารถนำสิ่งที่ได้เรียน จากฐานที่ใช้คอมพิวเตอร์ มาใช้กับฐานที่เรียนกับ ผู้สอน						
4	A computer-based English learning session keeps me always alert and focused. การเรียนจากฐานคอมพิวเตอร์ทำให้ฉันตื่นตัวกับ การเรียนและมีสมาธิเสมอ						

5	<p>A computer-based English learning session provides flexibility to me in terms of my study needs (offering access resources when I need them – enabling me to study when I choose to)</p> <p>การเรียนรู้ภาษาอังกฤษจากฐานคอมพิวเตอร์ทำให้ฉันสามารถเรียนได้ตอนไหนก็ได้ที่ต้องการ</p>					
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Item	Statement	Strongly Disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยอย่างยิ่ง
<i>Computer-based session</i>						
6	<p>A computer-based English learning session helps instructors to be accessible to students outside class.</p> <p>การเรียนภาษาอังกฤษจากฐานคอมพิวเตอร์ช่วยให้ครูผู้สอนเข้าถึงนักเรียนนอกเวลาเรียนได้</p>					
7	<p>A computer-based English learning session increases interaction levels between individual students and the course instructor during class.</p> <p>การเรียนภาษาอังกฤษจากฐานคอมพิวเตอร์ช่วยเพิ่มระดับการมีปฏิสัมพันธ์ระหว่างนักเรียนและครูผู้สอนในช่วงที่มีการเรียนในห้อง</p>					
8	<p>A computer-based English learning session enables instructors to provide a wide variety of learning resources for students.</p> <p>การเรียนภาษาอังกฤษจากฐานคอมพิวเตอร์ทำให้ครูผู้สอนสามารถเสนอแหล่งการเรียนรู้ให้กับนักเรียนได้กว้าง หลากรูปแบบ</p>					
9	<p>Station Rotation Model encourages me to learn English language.</p> <p>การเรียนแบบหมุนเวียนฐานทำให้ฉันอยากเรียนภาษาอังกฤษ</p>					
10	<p>The use of blended English learning technology in this course encourages me to learn independently.</p> <p> การใช้การเรียนแบบผสมผสานทำให้ฉันสนใจเรียนภาษาอังกฤษด้วยตัวเอง</p>					

Item	Statement	Strongly Disagree ไม่เห็นด้วยเลยแต่อย่างใด	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly Agree เห็นด้วยเลยแต่อย่างใด
<i>Station Rotation Model (Blended learning)</i>						
11	Station Rotation Model improved my interaction with the teacher. รูปแบบการเรียนแบบหมุนเวียนฐานได้พัฒนาการสื่อสาร และปฏิสัมพันธ์ของฉันและครูผู้สอน					
12	Station Rotation Model improved my interaction with my classmates. รูปแบบการเรียนแบบหมุนเวียนฐานได้พัฒนาการสื่อสาร และปฏิสัมพันธ์ของฉันและเพื่อนร่วมห้อง					
13	Station Rotation Model is less stressful than traditional teacher-led delivery. รูปแบบการเรียนแบบผสมผสานมีความสุขกว่าการเรียนที่มีครูผู้สอนเพียงอย่างเดียวทั้งชั่วโมง					
14	Station Rotation Model is more effective than traditional teacher-led delivery. รูปแบบการเรียนแบบหมุนเวียนฐานมีประสิทธิภาพมากกว่าการเรียนแบบมีครูผู้สอนแบบเดิมเพียงอย่างเดียว					
15	I preferred the Station Rotation Model to traditional learning method. ฉันชอบการเรียนแบบหมุนเวียนฐานมากกว่าการเรียนกับครูผู้สอนเพียงอย่างเดียว					

Item	Statement	Strongly Disagree ไม่รับได้เลยอย่างยิ่ง	Disagree ไม่รับได้	Neutral ไม่แน่ใจ	Agree รับได้	Strongly Agree รับได้เลยอย่างยิ่ง
<i>Station Rotation Model (Blended learning)</i>						
16	Station Rotation Mode was a waste of time. การเรียนแบบหมุนเวียนฐานเสียเวลา					
17	Learning with Station Rotation Model was fun. การเรียนแบบหมุนเวียนฐานสนุก					
18	The model increased my interest in English. รูปแบบการเรียนแบบหมุนเวียนฐานทำให้ฉันสนใจภาษาอังกฤษมากขึ้น					
19	I am satisfied enough with this English course to recommend it to others. ฉันรู้สึกพอใจกับการเรียนคอร์สภาษาอังกฤษนี้และอยากแนะนำให้ผู้อื่น					
20	I am willing to take another English course using the blended learning delivery mode ฉันเต็มใจที่จะเรียนคอร์สภาษาอังกฤษที่ใช้รูปแบบการเรียนแบบผสมผสานนี้อีกในอนาคต					

Appendix G

Questionnaire Evaluation Form

IOC Index of Item Objective Congruence

IOC Direction: Please mark (✓) on the items -1, 0 and 1.

-1 means unacceptable

0 means not sure

1 means acceptable

Direction: On a scale where 5 scale represents strongly agree and 1 represents strongly disagree how would you rate each of the following statements?

Item	Statement	Expert opinion			Comments
		1	0	-1	
1	A teacher-led session provides opportunities for discussion amongst students in class. การเรียนฐานที่มีครูผู้สอน เปิดโอกาสให้นักเรียนได้มีการแสดงความคิดเห็นในห้องเรียน				
2	I am satisfied with the way I interact with other students in a teacher-led session. ฉันรู้สึกพอใจกับวิธีที่ฉันมีปฏิสัมพันธ์ หรือการสื่อสารระหว่างกันกับเพื่อนในห้องเรียน ในการเรียนฐานที่มีครูผู้สอน				
3	I am satisfied with how I am able to apply what I have learned from a computer-based learning session in a teacher-led session. ฉันรู้สึกพอใจกับการที่ฉันสามารถนำสิ่งที่ได้เรียนจากฐานที่ใช้คอมพิวเตอร์ มาใช้กับฐานที่เรียนกับครูผู้สอน				
4	A computer-based English learning session keeps me always alert and focused. การเรียนจากฐานคอมพิวเตอร์ทำให้ฉันตื่นตัวกับการเรียนและมีสมาธิเสมอ				

Item	Statement	Expert opinion			Comments
		1	0	-1	
5	A computer-based English learning session provides flexibility to me in terms of my study needs (offering access resources when I need them – enabling me to study when I choose to) การเรียนรู้ภาษาอังกฤษจากฐานคอมพิวเตอร์ทำให้ฉันสามารถเรียนได้ตอนไหนก็ได้ที่ต้องการ				
6	A computer-based English learning session helps instructors to be accessible to students outside class. การเรียนรู้ภาษาอังกฤษจากฐานคอมพิวเตอร์ช่วยให้ครูผู้สอนเข้าถึงนักเรียนนอกเวลาเรียนได้				
7	A computer-based English learning session increases interaction levels between individual students and the course instructor during class. การเรียนรู้ภาษาอังกฤษจากฐานคอมพิวเตอร์ช่วยเพิ่มระดับการมีปฏิสัมพันธ์ระหว่างนักเรียนและครูผู้สอนในช่วงมีการเรียนในห้อง				
8	A computer-based English learning session enables instructors to provide a wide variety of learning resources for students. การเรียนรู้ภาษาอังกฤษจากฐานคอมพิวเตอร์ทำให้ครูผู้สอนสามารถเสนอแหล่งการเรียนรู้ให้กับนักเรียนได้กว้าง หลากรูปแบบ				
9	Station Rotation Model encourages me to learn English language. การเรียนรู้แบบหมุนเวียนฐานทำให้ฉันอยากเรียนภาษาอังกฤษ				

Item	Statement	Expert opinion			Comments
		1	0	-1	
10	The use of blended English learning technology in this course encourages me to learn independently. การใช้การเรียนแบบผสมผสานทำให้ฉันสนใจเรียนภาษาอังกฤษด้วยตัวเอง				
11	Station Rotation Model improved my interaction with the teacher. รูปแบบการเรียนแบบหมุนเวียนฐานได้พัฒนาการสื่อสารและปฏิสัมพันธ์ของฉันและครูผู้สอน				
12	Station Rotation Model improved my interaction with my classmates. รูปแบบการเรียนแบบหมุนเวียนฐานได้พัฒนาการสื่อสารและปฏิสัมพันธ์ของฉันและเพื่อนร่วมห้อง				
13	Station Rotation Model is less stressful than traditional teacher-led delivery. รูปแบบการเรียนแบบผสมผสานมีความสนุกกว่าการเรียนที่มีครูผู้สอนเพียงอย่างเดียวทั้งชั่วโมง				
14	Station Rotation Model is more effective than traditional teacher-led delivery. รูปแบบการเรียนแบบหมุนเวียนฐานมีประสิทธิภาพมากกว่าการเรียนแบบมีครูผู้สอนแบบเดิมเพียงอย่างเดียว				

Item	Statement	Expert opinion			Comments
		1	0	-1	
15	I preferred the Station Rotation Model to traditional learning method. ฉันชอบการเรียนรู้แบบหมุนเวียนฐานมากกว่าการเรียนรู้กับครูผู้สอนเพียงอย่างเดียว				
16	Station Rotation Mode was a waste of time. การเรียนรู้แบบหมุนเวียนฐานเสียเวลา				
17	Learning with Station Rotation Model was fun. การเรียนรู้แบบหมุนเวียนฐานสนุก				
18	The model increased my interest in English. รูปแบบการเรียนรู้แบบหมุนเวียนฐานทำให้ฉันสนใจภาษาอังกฤษมากขึ้น				
19	I am satisfied enough with this English course to recommend it to others. ฉันรู้สึกพอใจกับการเรียนคอร์สภาษาอังกฤษนี้และอยากแนะนำให้ผู้อื่น				
20	I am willing to take another English course using the blended learning delivery mode ฉันเต็มใจที่จะเรียนคอร์สภาษาอังกฤษที่ใช้รูปแบบการเรียนรู้แบบผสมผสานนี้อีกในอนาคต				

VITA

Sujinun Pimpiban was born on March 3rd, 1990. She obtained a Bachelor's degree in Liberal Arts, majoring English from Chandrakasem Rajabhat University in 2013. After completing her Bachelor's degree, she started her career as a Corporate Center Director at Wall Street English Wall Street Company for 2 years. In 2014, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. Currently, She is aiming to teach English in the higher education level.

