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TEMA

The Station Rotation Model: A Different Perspective in EFL Instruction

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DEDICATION

To Isa and Ale,

This project proves we can accomplish anything when we put our minds to it.

May my curiosity and determination inspire you to pursue your own goals.

Keep believing in your dreams – there's nothing you can't achieve.

Love you both,

Katya Sánchez

To Olga Navarrete,

This project is dedicated to the woman who gave me life and who day by day has been supporting me unconditionally to achieve my goals and dreams.

This is one of them.

With love to my mother,

Rubén Darío

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RESUMEN

Implementar el Modelo de Rotación de Estaciones en el marco educativo del Colegio San Andrés implica una estrategia integral encaminada a transformar el aula en un ambiente dinámico de aprendizaje. Este modelo facilita la participación activa de los estudiantes en varias estaciones de aprendizaje, fomentando debates colaborativos, tareas personalizadas y orientación personalizada para mejorar la enseñanza del inglés como lengua extranjera (EFL). Los estudiantes rotan entre diferentes estaciones, colaboran con sus compañeros en debates, participan en tareas y reciben orientación personalizada a través de este método flexible que se puede aplicar en cualquier lugar y en cualquier momento (Castillo, Mariscal and Balladares (2021). El objetivo principal es abordar los desafíos persistentes que enfrentan los estudiantes de segundo año de Bachillerato, quienes exhiben dificultades en pronunciación, vocabulario y la confianza durante conversaciones en inglés. El estudio tuvo un enfoque metodológico mixto. Los instrumentos validados han arrojado resultados preliminares prometedores con respecto a la implementación del modelo. Las primeras observaciones sugieren un impacto positivo en la competencia lingüística de los estudiantes, particularmente en lo que respecta a la pronunciación, el vocabulario y la confianza en la conversación. Las estaciones de aprendizaje dinámico, las discusiones colaborativas y las tareas personalizadas del modelo parecen contribuir significativamente a mejorar la instrucción de inglés como lengua extranjera. Estos resultados subrayan el potencial del modelo, enfatizando la necesidad de implementar las actividades propuestas y realizar la prueba posterior para evaluar exhaustivamente su efectividad. Es esencial realizar más análisis para refinar estas observaciones prometedoras, proporcionando una comprensión más matizada de la eficacia del modelo de rotación de estaciones para transformar la enseñanza de inglés en el Colegio San Andrés y considerar la implementación de este modelo educativo en otras instituciones.

Palabras clave: estaciones, inglés, modelo, rotación

ABSTRACT

Implementing the Station Rotation Model within the educational framework of Colegio San Andrés entails a comprehensive strategy aimed at transforming the classroom into a dynamic learning environment. This model facilitates active student engagement in various learning stations, fostering collaborative discussions, personalized tasks, and tailored guidance to enhance English as a foreign language (EFL) instruction. Students rotate among different stations, collaborate with peers in discussions, engage in personalized tasks, and receive tailored guidance through this flexible method which can be applied anywhere at any moment (Castillo, Mariscal and Balladares, 2021). The primary objective is to address persistent challenges faced by second-year Baccalaureate students, who exhibit difficulties in pronunciation, vocabulary, and confidence during English conversations. The study had a mixed methodological approach. The validated instruments have yielded promising preliminary results regarding the implementation of the model. Early observations suggest a positive impact on students' linguistic proficiency, particularly in addressing pronunciation, vocabulary, and conversational confidence. The model's dynamic learning stations, collaborative discussions, and personalized tasks appear to contribute significantly to enhanced EFL instruction. These results underscore the potential of the model, emphasizing the need to implement the proposed activities and conduct the post-test to thoroughly evaluate its effectiveness. Further analysis is essential to refine these promising observations, providing a more nuanced understanding of the station rotation model's efficacy in transforming EFL instruction at Colegio San Andrés and consider the implementation of this educational model in other institutions.

Keywords: English, model, rotation, stations

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Introduction

In the globalized era in which we live, the mastery of communication skills has become a fundamental requirement for professional and personal success. In particular, the ability to communicate effectively in a second language, such as English, has become increasingly relevant in various fields of life. However, in many educational contexts, insufficient development of oral communication skills in English has been observed.

At Colegio San Andrés, a permanent deficiency in the oral skills of 2nd year high school students has been identified. These learners face significant challenges in expressing their ideas clearly, exhibiting weak pronunciation, limited vocabulary, and a lack of confidence during conversations. Conventional teaching methods employed in school have proven to be insufficient to address these limitations, highlighting the need for a new approach to cultivating oral communication competence.

In response to this problem, the implementation of the Station Rotation Model is proposed as an effective didactic strategy in the educational context of Colegio San Andrés. The goal of this approach is to create an engaging and productive learning environment that allows students to improve their oral communication skills, specifically speaking skills. The collaborative and individualized nature of the model makes it an effective strategy to address the specific need to develop oral skills among students.

In this master's proposal, the importance of collaborative work and the implementation of the station rotation model will be analyzed as pedagogical tools to overcome the insufficient development of oral communication skills. Various theoretical approaches will be explored, and empirical studies will be presented to support the effectiveness of these strategies in the educational context.

This problem becomes a challenge for teachers and education professionals, who seek effective strategies to enhance learning and the development of communication skills in students. One of the strategies that has shown promising results is collaborative work and the implementation of the station rotation model.

Collaborative work encourages interaction and active participation by students, giving them the opportunity to practice and enhance their oral communication skills. In addition, this pedagogical approach promotes cooperative learning, the exchange of ideas and the joint

construction of knowledge, which are fundamental elements for the development of the ability to speak in English.

On the other hand, the station rotation model is a strategy that allows the organization and distribution of activities in different workstations, where students perform specific tasks on a rotating basis (White, 2019). This methodology facilitates individualized practice, teamwork and constant feedback, thus favoring the development of oral communication in English.

First, the current context of EFL instruction at San Andrés School, will be explored, detailing the challenges and deficiencies observed in 2nd year high school students. The results of diagnostic assessments, interviews, and classroom observations will be analyzed to better understand the nature of the problems and the specific needs of students.

In addition, the existing literature on collaborative work and its relationship with the development of communication skills in the educational context will be examined. Relevant theories and models that support the effectiveness of collaborative work to improve oral communication in English will be presented, emphasizing the importance of peer interaction, constant feedback, and cooperative learning.

Subsequently, the Station Rotation Model will be analyzed in depth as a didactic strategy to address deficiencies in oral skills of 2nd year high school students. The model will be described in detail, highlighting its focus on individualized practice and the active participation of students at different workstations. Previous research supporting the effectiveness of the model in improving oral communication skills in English will be presented.

To contextualize the research, qualitative and quantitative data will be collected through interviews with teachers and students, classroom observations, and analysis of academic records. These data will allow evaluating the feasibility and effectiveness of the Station Rotation Model in the specific context of Colegio San Andrés, identifying both the benefits and the challenges associated with its implementation.

In addition, the implementation of the Station Rotation Model, is intended to provide teachers and education professionals with a solid theoretical and empirical base that supports the implementation of collaborative work and the model of rotation of learning stations, as effective pedagogical resources to improve the ability to speak in English. It is expected that the results obtained through this study contribute to the design of innovative and efficient educational

practices that promote the integral development of students and allow them to successfully face the communication challenges in today's world.

The decision to present this research proposal is justified by the fact that San Andrés School has identified an ongoing deficit in the speaking abilities of its 2nd baccalaureate students. These learners face challenges in expressing their ideas clearly, exhibiting weak pronunciation, limited vocabulary, and a lack of confidence during conversations. The school's conventional teaching methods have proven insufficient in addressing these limitations, highlighting the necessity for a new approach to cultivate oral communication proficiency. The Station Rotation Model is a didactic strategy that can be effectively used with students from 2nd Baccalaureate in San Andres School. By implementing this model in EFL instruction at San Andres School, the researchers aim to create an engaging and productive learning environment, allowing students to improve their oral communication abilities, specifically the speaking skills.

The model's collaborative and individualized nature makes it an effective strategy for addressing the specific need of developing speaking skills among the students. Subsequently, the problem to be investigated is the insufficient development of speaking skills among high school students in grade 12, who are currently at the A level according to the CEFR. The aim is the implementation of the Station Rotation Model to enhance EFL instruction. Therefore, the research question is how effective the model is in improving these skills of Second Baccalaureate students with insufficient speaking proficiency in San Andrés School.

It is relevant to conduct this research on the insufficient development of EFL skills among grade 2nd Baccalaureate students in San Andrés School, located in the old town of Quito, for several reasons. Firstly, effective communication skills are essential for academic success and future career prospects. Identifying and addressing the specific challenges faced by these students will help improve their overall language proficiency and enhance their educational outcomes. Secondly, the local community also stands to gain. By enhancing language development in this unique setting, students will be better equipped to actively participate in and contribute to the preservation and promotion of the area's cultural heritage. By investigating language development in this specific context, we can contribute valuable insights for designing tailored interventions that meet the specific needs of students in this area.

As a result of the application of this model, we expect to produce a document that serves as evidence of our level of development in these areas and to demonstrate our capacity throughout all

phases of the proposal. The resulting academic document produced will serve as proof of the progress which can be achieved by the implementation of the model. It will also demonstrate our ability to apply the proposed instructional strategy effectively and showcase the student's development in speaking skills throughout all phases of the proposal.

This approach aligns with the research lines of the university, which focus on evaluating innovative teaching methods, pedagogical approaches, and the impact of different strategies on student learning outcomes. The university can gather valuable data on the effectiveness of this approach in enhancing speaking skills. Additionally, this research project may be a reference for language educators in similar professional contexts, resulting in enhanced teaching methodologies and meaningful learning outcomes.

The object of the research study is the teaching and learning process of EFL instruction. The general objective to implement the Station Rotation Model in 2nd Baccalaureate students at San Andrés School, as a method to enhance the students' the EFL instruction, by creating structured learning environments and engaging the students in regular real-life activities, to provide the students with opportunities to practice the four skills in different contexts, such as individual, small group, and whole class discussions in order to foster improved communication abilities among the students. Whereas the specific objectives are:

- 1- To create a structured learning environment where students engage in regular practice activities through the Station Rotation Model.
- 2- To provide students with opportunities to practice the four skills in various contexts, such as individual, small group, and whole class discussions, within the Station Rotation Model framework.
- 3- To assess and monitor students' progress through formative and summative assessments, allowing for targeted feedback and intervention within the Station Rotation Model implementation.

In the proposed study, the independent variable is the station rotation model as an instructional strategy which is implemented by the teacher who decides on the specific stations and activities that will be included in the rotation and plans how the students will transition between them. The study focuses on EFL instruction as the dependent variable. It aims to assess the progress in students' skills following the implementation of the Station Rotation Model, in comparison to their skills prior to engaging in the activities. The study will account for other potential factors that

may impact the instruction, such as speaking fluency, vocabulary acquisition, listening skills, pronunciation and articulation and communication strategies as well as teaching methodologies.

The research approaches, methods, data collection for the study on the Station Rotation Model in EFL instruction encompasses various strategies such as the theoretical approach. In this approach, researchers primarily rely on existing theories, models, and frameworks to guide their research on the Station Rotation Model in EFL instruction. Additionally, the empirical approach to gather firsthand data through systematic observations and experiments to test hypotheses and validate theoretical assumptions.

Through the experimental method, the impact of the Station Rotation Model in EFL instruction was studied. Thereafter, researchers conducted an in-depth case study to explore the Station Rotation Model's implementation in the specific EFL classrooms of 2nd Baccalaureate in San Andres School. Furthermore, surveys were applied as a method to gather data on administrators, stakeholders and participants' perceptions, attitudes, and experiences regarding the Station Rotation Model.

The process of gathering data involves several methods. Firstly, a pre-test was conducted to gauge the A2 level skills of the students before implementing the model. This helped in understanding the starting point. Following the intervention period, a post-test should be administered to assess the students' skills once more, allowing for an evaluation of progress and changes. In addition to these tests, observations were made by directly participating in EFL classes that utilize the Station Rotation Model. These observations focused on classroom dynamics, student engagement, teaching strategies, and other relevant factors, documented by using a checklist.

Moreover, structured surveys were developed to gather qualitative data regarding participants' perceptions, preferences, and satisfaction levels concerning the Station Rotation Model. These surveys aimed to provide insights into the subjective experiences of those involved. The beneficiaries were 2nd, High School students from San Andrés private school in Quito. In this class, we encountered a diverse mix of students with varying learning preferences, language proficiency levels, and backgrounds. The approximate number of students is 40, aged between 16 and 17. According to the CEFR, their English proficiency level was classified as A2. While they possess a basic grasp of grammar and vocabulary, their communication abilities are limited to a narrow range of topics. Moreover, their listening and speaking skills require further development.

San Andrés School which holds a significant position as one of the oldest educational institutions in Latin America, boasting a rich history and a strong sense of tradition. The students and their parents, live in neighborhoods such as San Roque, La Victoria, El Tejar, and other historical center surroundings in Quito. The parents' engagement in entrepreneurial activities reflects their drive for economic improvement and the desire to provide a better future for their children. This spirit of entrepreneurship can foster resilience, creativity, and problem-solving skills in students, equipping them with valuable traits for their future endeavors. While owning a business can offer independence, it may also limit parents' time and resources available for supporting their children's education. Additionally, the limited job opportunities in certain sectors, particularly those associated with danger, can create additional challenges for students' families and impact their academic motivation.

The proposal offers several practical contributions that can positively impact the teaching and learning process, including enhanced student engagement by providing opportunities for active participation and varied learning experiences. It allows for individualized instruction by offering stations with different learning activities or levels of difficulty. The model facilitates collaboration among students. During group rotations, students can engage in collaborative tasks, such as discussions, role-plays, or cooperative projects. By incorporating different stations focused on various language skills (reading, writing, listening, speaking), the Station Rotation Model promotes a balanced development of language competencies. In addition, it provides opportunities for teachers to work closely with students in smaller groups or individually during rotations and it offers flexibility in terms of instructional design and implementation.

From a professional perspective it requires teachers to explore innovative instructional strategies, design engaging activities, and effectively integrate technology. Incorporating the Station Rotation Model adds a valuable teaching approach to teachers' pedagogical repertoire. It equips them with a versatile and effective instructional strategy that can cater to diverse learning needs and create engaging learning experiences for EFL students. From a Methodological Perspective it provides students with diverse learning experiences through different stations and activities allowing for individualized and differentiated instruction while promoting active student engagement through hands-on activities, collaborative tasks, and technology integration. Additionally, the Station Rotation Model provides a platform for effective technology integration in EFL instruction. By dedicating a station to technology-based activities, teachers can leverage

digital resources, educational apps, multimedia materials, and online platforms to enhance language learning. The social need perspective is relevant as well, considering that it promotes inclusive education by catering to diverse learning needs, abilities, and backgrounds.

Chapter 1: Theoretical Framework

1.1 The Station Rotation Model

The purpose of this chapter is to provide a summary of the Station Rotation Model and its application in the context of English as a Foreign Language (EFL) instruction. As educators strive to enhance language learning outcomes and engage students effectively, the Station Rotation Model has emerged as a promising pedagogical approach. This chapter delves into the theoretical foundations of the model and its practical implementation within the EFL classroom. By exploring the benefits, challenges, and best practices of this blended learning approach, teachers can gain valuable insights into how to optimize language learning experiences for their EFL learners. Furthermore, this chapter examines real-life examples and case studies to illustrate the model's effectiveness in fostering language proficiency, promoting learner autonomy, and catering to diverse language learning needs.

This exploration of the Station Rotation Model's theoretical foundations and practical implementation aligns with the broader concept of blended learning, where the integration of traditional and online activities strives to create a comprehensive and effective language learning experience for students. Hence, based on the available literature, it can be asserted that the station rotation model falls under the category of blended learning. The Station Rotation Model is a popular blended learning approach that involves students moving through a series of learning stations or activities (Tucker, 2021). In this model, students commonly transition among instructional stations, including those led by the teacher, online stations, and in the classroom stations. This approach involves a combination of in-classroom and online activities, with the blending taking place during the classroom session, where various stations are utilized, some of which may involve online components.

The concept has been widely adopted and accepted by educators, educational institutions, and policymakers. Blended learning constitutes an educational strategy that integrates conventional in-person instruction with online or digital learning activities. Occasionally termed as hybrid learning, the objective of blended learning is to harness the advantages of both face-to-face teaching and technology-enhanced learning, aiming to construct a more efficient and adaptable learning environment for students. This approach frequently includes the integration of 'computer technology' into the overall learning process, typically in a location separate from traditional face-to-face teaching and often during the learners' own time. In primary and secondary school settings,

particularly prevalent in North America, blended learning may consist of learners using educational software individually on computers within the school building. This can occur either in the classroom itself or in a dedicated computer lab (Hockly, 2018).

The implementation makes possible the use of online learning resources, particularly those which are web-based, without leaving face to face learning. It is considered a well-rounded course design model that combines the strengths of both in-person and online learning. Recent research indicates that blended learning has significant potential in meeting the diverse needs and learning styles of students. By promoting engagement, motivation, and reflective capacity, it enhances students' overall learning experience. Additionally, blended learning equips learners with essential 21st-century skills, as they gain direct experience with technology-supported tools, setting them up for success in the modern world (Yandini, et al., 2023).

Blended learning presents a well-thought-out strategy that prioritizes the restructuring of instructional methods before integrating technology. Technology is not the leading force but rather a facilitator, enabling educators to deliver exceptional learning experiences. This approach empowers teachers to personalize the learning process and efficiently manage an optimized learning environment within the classroom (Varghese and Ranjith, 2019).

Figure 1

Pocket Charts for Elementary School Classrooms

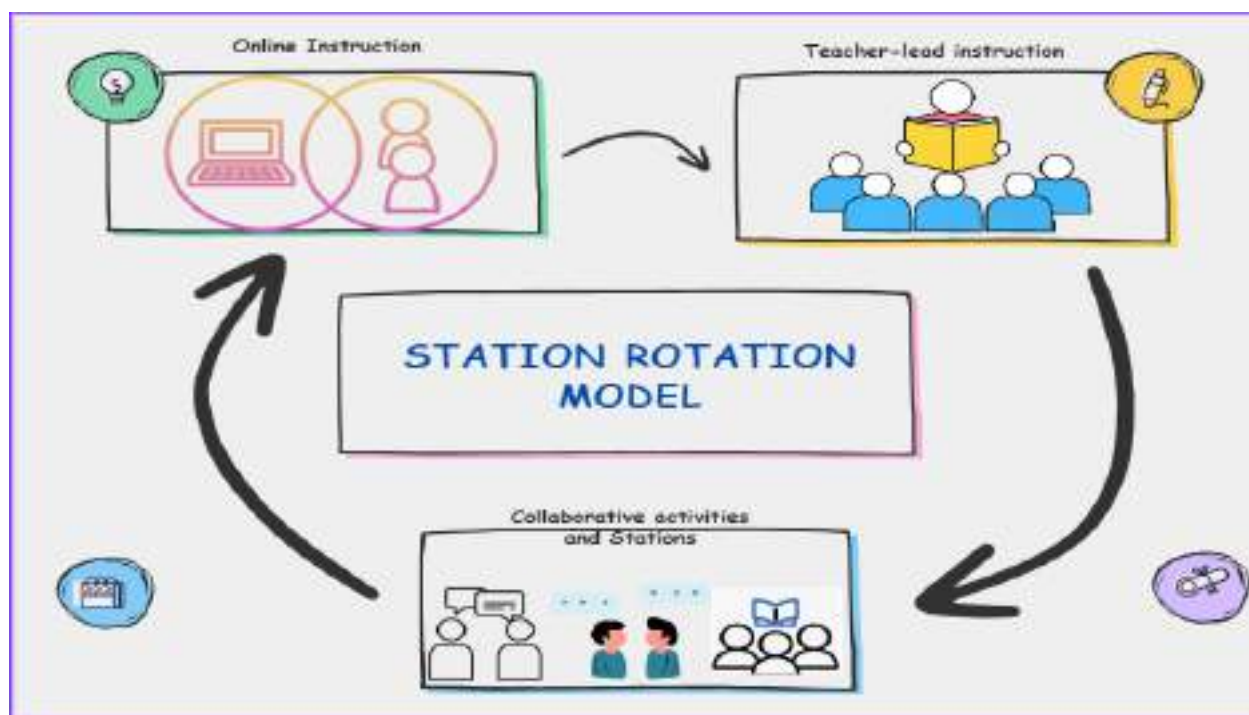


Note: Taken from Tomlinson, C. A., & Imbeau, M. B. (2023). *Leading and managing a differentiated classroom*. ASCD.

The idea of the station rotation model was first introduced by Dr. Carol Ann Tomlinson (2003), an educator and expert in differentiated instruction. The model was developed as part of her work on addressing the diverse learning needs of students in the classroom and described in the book *Leading and Managing a Differentiated Classroom*. As stated by Imbeau and Tomlinson (2010), in a differentiated classroom, it is common for students to engage in diverse versions of the same task or even work on different tasks concurrently within the same time segment.

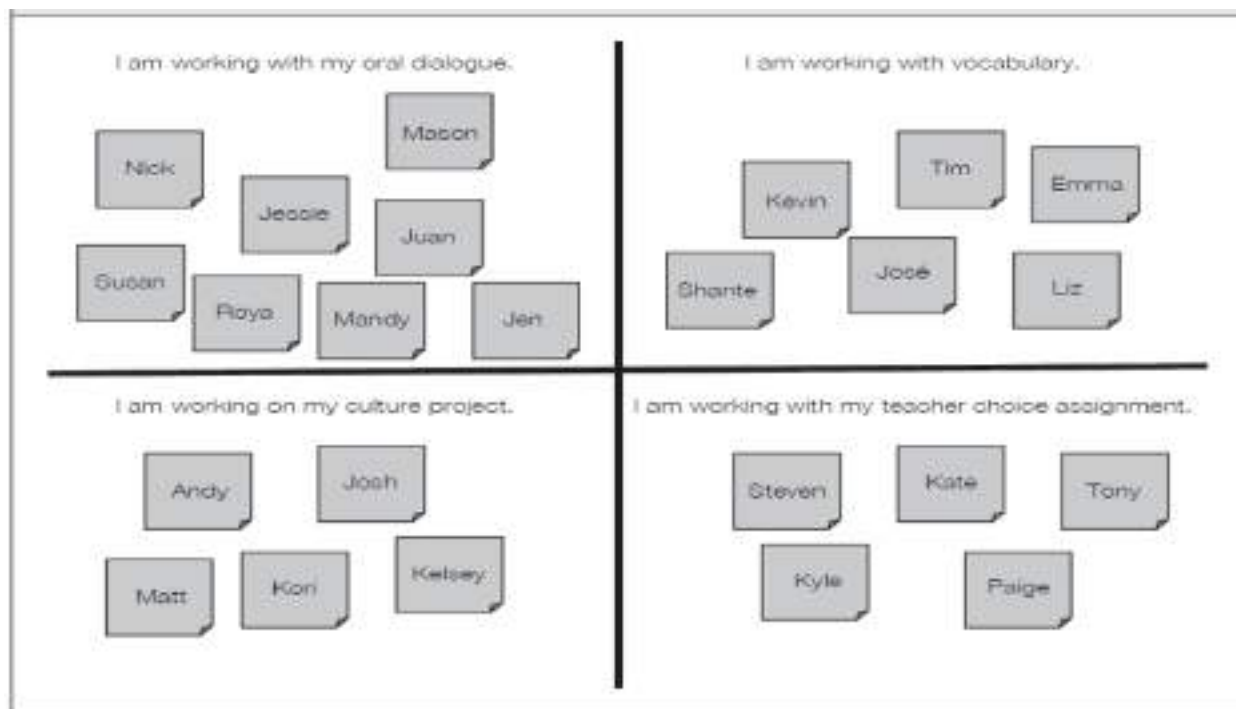
Figure 2

The Station Rotation Model.



Note: Elaborated by Katya Sánchez on <https://www.canva.com> (2023).

The station rotation model is a teaching strategy that combines different classroom activities. This methodology requires the creation of a number of activities in order to give students access to all the activities developed for learning a foreign language (Castillo, 2021).

Figure 3*Assignment Board for Secondary School Classrooms*

Note: Taken from Tomlinson, C. A., & Imbeau, M. B. (2023). *Leading and managing a differentiated classroom*. ASCD.

The rotation model encompasses four distinct modalities, namely, the station rotation model, the lab rotation model, the flipped learning model, and the individual rotation model. In the Station-Rotation model, students rotate through a number of classroom stations, at least one of which is a technology-based station, as part of the station-rotation model of blended learning. The "Lab Rotation model" is recognized as an instructional approach that integrates teacher-directed instruction with computer-based training and practice within a dedicated computer lab. Similarly, the Flipped classroom model is an instructional strategy wherein students assimilate academic content at home and subsequently deepen their understanding in the classroom through various activities and collaborative engagement. Finally, the Individual Rotation: Students will alternate based on a predetermined individual timetable. The instructor will set the students' schedules. The students are not required to rotate through all stations or teaching techniques (Larsari et al., 2023).

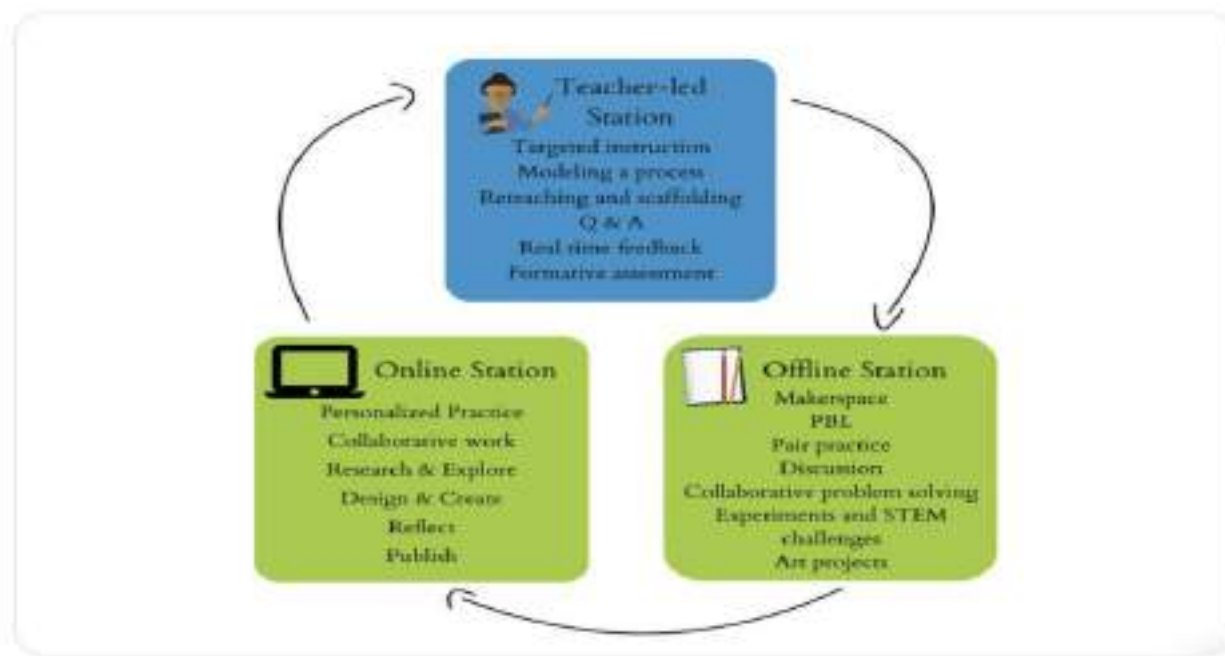
Dr. Catlin R. Tucker has authored a collection of publications on blended learning, encompassing works such as "The Shift to Student-led," and "The Complete Guide to Blended Learning". Tucker (2023), highlights that this model offers numerous advantages to educators. It

enables the creation of intimate learning communities within larger classes, granting teachers the freedom to facilitate tailored small group instruction. This approach fosters interactive modeling sessions, encourages vibrant small group discussions, and allows for immediate feedback on ongoing work.

Moreover, the flexibility in grouping students based on various criteria such as skill level, strengths, or interests aligns with lesson objectives. Utilizing both offline and online stations further encourages communication and collaboration among students, nurturing a sense of community and offering peer support. By diverging from a uniform class progression, teachers can emphasize student autonomy by providing meaningful choices. This dynamic also empowers students within small groups, offering them more control over the pace of their learning journey as they navigate tasks.

Figure 4

The Station Rotation Model: Prioritize Differentiation, Student Agency & 4Cs of 21st-Century Learning.



Note: The station rotation model: Prioritize differentiation, student agency & 4Cs of 21st-Century learning (Tucker, 2023).

A doctoral project focusing on a case study involving the learning stations model in a 3rd-grade classroom by Truitt (2016) in the United States offered a chance to examine educators and other educational stakeholders who were interested in this model as it was being put into practice

within a third-grade classroom. The study explored the events that took place in a third-grade classroom while the learning stations model was being implemented, as well as the viewpoints expressed by the students at this grade level who participated in the study.

The aim of this research was to offer educators and other interested individuals, insights on the application of the Station Rotation Model in a third-grade class. Specifically, the study investigated the dynamics within a third-grade classroom as the Station Rotation model was put into practice, and it also delved into the perspectives of the participating third-grade students regarding the model. Over the course of a semester, a single teacher and 31 third-grade students took part in this case study.

Through methods such as a teacher questionnaire, journals maintained by the teacher/researcher, and observations conducted by various educational personnel, nine predominant threads arose. These themes shed light on the experiences during the implementation of the Station Rotation Model. Many of these themes demonstrated a close connection to the teacher's activities within the blended instruction, encompassing aspects such as the organization of learning materials and workspaces, the establishment of routines, classroom management strategies, integration of technology, defining the teacher's role, logistical considerations tied to blended learning, and the adjustments made in instructional methods.

The remaining two themes, though not directly controlled by the teacher, still had a significant impact on instructional decisions throughout the implementation: students' behaviors and disruptions to the learning process. A recommendation was pointed out for educators venturing into blended learning to consider these nine identified themes as valuable guidance while embarking on the implementation of a Station Rotation blended learning model in their own classrooms.

The Overdeck Family Foundation enlisted the American Institutes for Research (AIR), from the United States, to perform a descriptive investigation in 2020. This aimed to delve deeper into how station rotation is being put into practice, gather insights from educators and students about their views on station rotation, and analyze the impact of station rotation on student achievements. The authors Fulbeck et al. (2020), reviewed existing research, developed a theory of action, and crafted a definition of station rotation to understand its features and expected outcomes. The study involved five sites, three charter management organizations and two

traditional school districts, where they surveyed teachers, interviewed educators, and collected student data to explore station rotation's implementation and impact.

Their findings revealed that station rotation is more prevalent in elementary schools, especially among math teachers and those teaching multiple subjects. Teachers often grouped students by similar needs, used two or three stations, and allocated 16 to 30 minutes per station. Station rotation teachers reported employing more differentiated instruction, leveraging data for decision-making, and using higher quality digital curricula compared to non-station rotation teachers.

However, implementing station rotation incurred higher resource costs due to increased support from assistants and special education teachers, more time spent on activities outside class, and additional instructional technology. While educators and principals expressed positive views, station rotation did not show a significant correlation with enhanced student achievement or attendance based on standardized assessments. Ultimately, the study highlighted the potential of station rotation, emphasizing its ease of implementation, flexibility, and positive feedback from educators and students.

Despite this, challenges like integrating instructional technology and managing classrooms were noted. The research recommends educators to consider station rotation for personalized learning, acknowledging its relative ease of adoption and positive perceptions. Yet, it also acknowledges limitations in detecting significant differences in student outcomes due to study design constraints. While this study contributes to understanding station rotation's implementation and initial outcomes in personalized learning, but it also points to the need for further comprehensive research using varied methodologies to explore its impact and features better.

In a case study involving 18 inner-city seventh-grade ELA students during the 2018-2019 school year, Smalls (2019), explored the effectiveness of station rotation and flipped classroom models. These models aimed to enhance student performance on both classroom and district assessments by providing direct ELA instruction and evaluating weekly assessments.

The study focused on technology integration in education and the rising popularity of blended learning models like the station rotation and flipped classroom. The goal was to determine how implementing these models in middle school would impact student achievement on assessments. The station rotation encouraged movement and engagement within the classroom,

while the flipped classroom involved pre-learning lessons at home, enabling varied activities and personalized feedback in class.

Using the station rotation and flipped classroom models during classroom instruction successfully boosted student performance on both classroom and district assessments. Progress was evident through the weekly assessments, with more than half of the researcher's class achieving passing rates of over 50%. Only one out of the five weekly assessments had fewer than 40% of participants meeting standard mastery. Analysis of the post-assessment administered at the study's end revealed that most participants experienced double-digit score increases, indicating improved student learning resulting from these implemented methods.

The study's findings hold significance in the context of technology's increasing role in education and students' prevalent use of tech in both personal and academic realms. However, the study faced several limitations. Attendance issues, attributed to high mobility and suspension rates, posed challenges in maintaining consistent participation throughout a school year. The transient and homeless student population, alongside those with chronic behavior problems, impacted data accuracy and the study's effectiveness.

Improvements for this study could involve extending the research duration to gather more comprehensive evidence. The limited time and focus on specific standards raised questions about the models' applicability to a broader range of standards. Conducting the study at the start of the school year might enhance validity, as students tend to be more academically motivated at the beginning, potentially providing clearer insights into student success with these models. Additionally, to ensure broader applicability, research across different grade levels and academic abilities is necessary, as this study was confined to a specific 7th-grade class requiring academic interventions, potentially limiting its generalizability to higher academic levels or other grades.

In his Doctoral dissertation, McCollum (2019), aimed to address the gap in research concerning the impact of blended learning on student achievement, comparing a rotation model to traditional instruction in second-grade classrooms. It utilized Measures of Academic Progress (MAP) scores from two similar rural schools in Southern Illinois in the United States and employed a quasi-experimental design with 115 students aged 7-9. The findings revealed statistical differences in math and reading scores between fall and spring assessments for students in the blended learning environment compared to the traditional setting. However, there were no statistical differences between genders in either setting across assessments. Stakeholders could

consider these findings when adopting educational models, particularly noting the significant relationship found between mathematical achievement scores in the blended model and the traditional setting. The study emphasized the importance of technology integration in blended learning for student improvement and teacher perception of its effectiveness.

Recommendations included utilizing multiple assessment instruments, adopting a longitudinal perspective with data collection spanning several school years, expanding the study to include more grade levels and districts, and considering other models of blended learning beyond the station rotation approach. Limitations were identified, such as the quasi-experimental nature of the study, the small sample size focused on second-grade students in two districts, and the restriction to one grade level and school year for data collection and analysis.

The implementation of the learning station model in primary and secondary English classrooms in Brazil has been considered in various aspects. Coutelo de Moraes, Gallindo, and Diniz (2019), argue that foreign language teaching has integrated a variety of technological resources as additional supports in content delivery to students. In this context, it is crucial to acknowledge that it is the teacher who must organize the available web content, thus assuming the role of information transmitter. The authors affirm that the learning station model aims to transform the teacher into an active collaborator in knowledge transfer to students, distinguishing itself from the traditional teaching model where students are passive observers. Students rated the learning stations with the use of technological resources as excellent and highlighted the dynamic nature of the classes, mutual collaboration among peers, and a diverse range of possibilities for practicing the content.

De Souza and de Oliveira (2019), explain that digital natives are not motivated in a teacher-centered classroom. However, their performance and commitment can improve with the use of technological resources in the classroom. Similarly, Ferreira and Rodriguez (2016) argue that the teacher should organize the classroom with specific points where one station is for online work, while the others are for collaborative, individual, and written work. Additionally, the planning of each activity, the time allocated for each activity, the type of assessment to consider, and the technological resources to consider should be reviewed.

Leão (2016) emphasizes that the organization of this type of activity is not sequential, and the activities carried out are independent of each other, although at the end of the class, everyone has the opportunity to access the same content. The study by Figueiredo and Valdeni de Lima

(2018) analyzed the effects of the model and an active methodology in a second-year high school class in a public school, which allowed for greater unity within the group, with positive results in learning, demonstrated by the progress in students' performance.

Finally, Dos Santos' study (2017), analyzed the implementation of this model in a university English class. The objective was to assess how this practice could assist in the learning and teaching of foreign languages, with teacher training, as well as to describe its limitations and challenges. The results of the study showed the benefit of pedagogical practice for trainee teachers, the integration of students through WhatsApp and Facebook groups as educational and motivating spaces through the proposed activities. Additionally, considering that university students are young adults with previously acquired digital skills and must demonstrate proficiency in the language validated by the Common European Framework of Reference, the following contributions have been included in this study.

The Station Rotation Model has not been widely used in Ecuador. The reviewed bibliography indicates that it has never been used in Ecuador's secondary education. According to the doctoral thesis entitled "Learning stations based on free digital resources for teaching English at the University of Guayaquil, Ecuador, 2020" by Castillo (2021), it has already been successfully implemented in higher education. The model was presented as an innovative approach to enhance English teaching using freely available resources. Therefore, it was put into action through a pilot program that encompassed both in-person and virtual settings, utilizing Zoom's meeting rooms (Breakout Rooms) for the spatial arrangement of the four learning stations.

This setup facilitated student rotation, providing them with the chance to interact with their teacher at one of the stations specifically designed for practicing oral skills. According to Castillo's findings, this rotational approach allowed students to engage in various activities while maintaining the opportunity to interact with their teacher at the oral skills station. The participant pool comprised 500 individuals, including both teachers and students of the Modular English Program during the specified academic period at the University of Guayaquil, Ecuador. The outcomes revealed a high level of achievement for the model. The findings and the evidence demonstrated that the incorporation of learning stations has a positive impact on students' acquisition of the four essential English language skills: reading, writing, speaking, and listening comprehension.

From this research, we emphasize the significance of the recommendations due to their relevance in the context of teaching English as a foreign language. These recommendations include

the importance of encouraging the use of English in everyday situations to practice and enhance fluency, designing varied and engaging activities for the stations that foster effective learning, the definition of specific goals for each learning session to measure progress, the relevance of the educational technology as well as the students' responsibility of their own learning process, especially during independent workstations.

On one hand and as part of this research project, Stephen Krashen's theory of Second Language Acquisition (SLA) has been reviewed. The theory consists of five main hypotheses, which have had a significant impact on second language research and teaching (Krashen, 1982). Principles and practice in second language acquisition. Each hypothesis contributes to understanding the language learning process and has implications for EFL instruction.

These hypotheses are:

1. Acquisition-Learning Hypothesis: Two independent systems govern second language performance: acquirement and knowledge. Acquirement, a subconscious process, transpires through contact to meaningful language involvement, while knowledge learning is a conscious progress, connecting the study of guidelines and explicit understanding of the language.

2. Monitor Hypothesis: The acquired system is accountable for fluent and spontaneous language production, while the learned system functions as a monitor, scrutinizing and editing the output. However, the monitor has limited use in real-time communication and is more effective in self-editing and proofreading.

3. Natural Order Hypothesis: Language is acquired in a predictable sequence, with learners following a natural order of grammatical structures. This order is not influenced by conscious learning and attempts to teach language out of this natural order are ineffective.

4. Input Hypothesis: Language acquisition takes place when learners are exposed to comprehensible input that is slightly beyond their current level of understanding. This input should be both interesting and meaningful, and learners will naturally develop language skills as they are exposed to this input.

5. Affective Filter Hypothesis: Affective aspects, encompassing engagement, self-confidence, and anxiety, assume a favorable but non-causal role in the acquisition of a second language. The "affective filter" can be metaphorically compared to a fictional barrier that grows in the mind, hindering input and thereby blocking cognition. Language acquisition is hindered when this filter is elevated, while a low affective filter facilitates language acquisition.

The Affective Filter Hypothesis is particularly relevant to the four language skills: listening, speaking, reading, and writing. When learners have a low affective filter, they are more likely to engage in meaningful interaction and practice these skills, leading to better language acquisition (Krashen, 1988).

In the station rotation model, stations that offer engaging and relevant input can be designed, such as listening to authentic audio materials, reading authentic texts, or watching videos in the target language. Krashen (1982), emphasizes the importance of meaningful interaction with the target language for language acquisition. By incorporating this principle, stations that promote interaction, such as conversation practice, group discussions, or collaborative projects can be created. Teachers can design stations that offer engaging and relevant input, such as listening to authentic audio materials, reading authentic texts, or watching videos in the target language. Teachers can also include individualized learning stations where students can work on activities that are tailored to their specific needs and language proficiency levels.

Furthermore, stations can foster a low affective filter environment considering factors such as motivation, self-confidence, and anxiety to facilitate language acquisition. The stations should foster a positive and supportive learning environment, wherein students feel confident enough to take risks and embrace the opportunity to make mistakes. This can be achieved through activities that are engaging, relevant, and provide opportunities for success. Krashen's theory emphasizes the importance of developing all four language skills: listening, speaking, reading, and writing. Through the implementation of this, stations can target each of these skills, allowing students to practice and develop their language proficiency in a balanced and comprehensive way.

On the other hand, Paul Nation's Four Strands of Language Learning theory has been reviewed. This theory suggests that "a well-balanced language course should consist of four roughly equal strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development" (Nation, 2007). An aspect of a commonsense approach is recognizing the distinctiveness of listening, speaking, reading, and writing skills. To ensure the acquisition of these unique features, it becomes essential to pay attention to each skill individually (Nation, 2007).

In the context of the station rotation model, we can focus on the second principle, which emphasizes the importance of balance among input and output activities. To apply this principle in the station rotation model, we can design stations that provide a balance of input and output in

order to offer a mix of activities focused on both input and output. For example, a listening station can be paired with a speaking station, a reading station with a writing station, and so on. This would ensure that students have opportunities to both receive and produce language, promoting a balanced language learning experience. In input-focused stations, students can engage in activities such as listening to authentic audio materials, reading authentic texts, or watching videos in the target language. In output-focused stations, students can practice speaking, writing, or participating in group discussions.

In addition to the input and output activities, stations that focus on language-focused learning can be included, where students can engage in activities that help them develop their metalinguistic awareness and reflect on their language learning process. This can be done through activities such as vocabulary exercises, grammar practice, or error correction tasks. Ultimately, by incorporating Paul Nation's principle of balance among input and output activities in the station rotation model, there would be a more effective and engaging language learning environment, where students have the opportunity to develop their language skills in a comprehensive and well-rounded manner (Nation, 2007).

Teaching English as a Foreign Language (EFL) involves a multi-faceted approach to language instruction, encompassing various skills such as reading, listening, writing, and speaking. To effectively develop learners' language proficiency, educators implement strategies rooted in research findings from scholars like Stephen Krashen (1982) and Paul Nation (2001). This study explores individual language skills, as its focus lies in their development within the learning stations incorporated into the rotation model. The ultimate goal is to bolster language acquisition in EFL contexts.

1.2 Reading Instruction: Pre, While, and Post Stages

Pre-Reading: Prior to engaging with a text, pre-reading activities aim to activate learners' background knowledge and stimulate their interest. Teachers may employ techniques like predicting content based on headings, discussing related vocabulary, and sharing personal experiences that relate to the reading material. Krashen's Input Hypothesis suggests that building on prior knowledge facilitates comprehensible input, enhancing learners' engagement with the text.

While Reading: During this stage, learners focus on comprehension. Reading for gist involves skimming the text to grasp its overall meaning. This strategy helps learners identify the general topic and the main ideas of the text. Reading for the main idea, on the other hand, requires

more detailed engagement with the text, as learners aim to identify the central message or argument. Both strategies contribute to enhancing learners' ability to extract meaning from context, a vital skill in language acquisition.

Post-Reading: After reading, learners engage in activities that promote deeper understanding and critical thinking. These may include summarizing the text, discussing opinions and interpretations, and making connections to real-world situations. This aligns with Krashen's Affective Filter Hypothesis, which suggests that creating a positive emotional environment fosters language acquisition by lowering learners' anxiety and increasing their motivation to engage with the language.

1.3 Listening Instruction

Connective Listening: In this phase, learners focus on understanding the overall structure and organization of spoken language. Teachers provide opportunities for learners to recognize cohesive devices, transitions, and key points in a conversation or speech. This aids in building the skill to follow extended discourse.

Reflective Listening: This level involves comprehension of detailed information. Learners work on identifying specific facts, details, and examples in spoken language. Engaging in reflective listening helps learners develop their ability to grasp nuanced information in real-time conversations.

Analytical Listening: Learners at this stage practice deciphering speaker attitudes, intentions, and implied meanings. This level encourages learners to understand context-dependent language use, humor, and cultural references, thereby enhancing their intercultural communicative competence.

Conceptual Listening: At this advanced level, learners engage with complex, abstract content. They extract key concepts, analyze arguments, and evaluate different perspectives presented in spoken discourse. This level of listening closely aligns with Krashen's theory of Comprehensible Input, where learners receive language input slightly above their current proficiency level to foster language growth.

1.4 Writing Instruction: Pre, While, and Post Stages

Pre-Writing: Before composing a piece of writing, learners engage in pre-writing activities such as brainstorming, mind mapping, and organizing ideas. These activities stimulate creative thinking and help learners generate content. Paul Nation's Vocabulary Learning Hypothesis

emphasizes the importance of encountering new vocabulary in meaningful contexts, a principle that applies to generating ideas during pre-writing.

While Writing: During the writing process, learners focus on translating their ideas into coherent and grammatically accurate sentences. Teachers guide learners in structuring their writing, using appropriate vocabulary, and ensuring logical flow. At this stage, Krashen's theory of the Monitor Model suggests that learners consciously apply grammar rules and vocabulary knowledge to self-edit their writing.

Post-Writing: After completing the initial draft, learners engage in the revision and proofreading process. Peer review sessions and teacher feedback help learners identify areas for improvement, enhancing the quality of their writing. This aligns with Nation's Four Strands Model, which emphasizes the integration of meaning-focused input and output activities to develop a well-rounded language proficiency.

1.5 Speaking Instruction

Fluency: Speaking instruction focuses on promoting learners' ability to communicate smoothly and coherently. Frequent opportunities for speaking in authentic contexts, such as role-play activities and debates, enable learners to practice using the language spontaneously and confidently.

Vocabulary, Grammar, Pronunciation: During speaking activities, learners work on integrating vocabulary and grammar learned in context. Teachers also pay attention to pronunciation, as accurate pronunciation enhances effective communication. Krashen's Natural Order Hypothesis (1983), suggests that learners tend to acquire grammatical structures in a predictable sequence, which influences the teaching of grammar in speaking activities.

This proposal aims at integrating reading, listening, writing, and speaking strategies within the station rotation model, creating a comprehensive language learning experience for learners. The theories and principles advocated by scholars such as Stephen Krashen and Paul Nation provide essential insights that guide educators in formulating instructional approaches leading to impactful language acquisition. Additionally, effective classroom management is essential for creating a productive learning environment. Two key aspects of classroom management are timing and giving clear instructions.

Classroom management is crucial in the implementation of the station rotation model. The students work in small groups or independently at different stations, while the teacher provides

targeted instruction or support at a specific station. Effective classroom management helps ensure that students transition smoothly between stations and use their time efficiently, maximizing learning opportunities. This model allows teachers to provide personalized support to students as they work at different stations. With good classroom management, teachers can effectively monitor student progress, address individual needs, and provide timely feedback. In addition, classroom management strategies, such as grouping students strategically and designing stations that cater to different learning styles and preferences, can enhance the effectiveness of the station rotation model (AVID Open Access, 2023).

This flexibility and differentiation are key to meeting the diverse needs of students and promoting deeper understanding of the concepts. Effective classroom management in the station rotation model allows teachers to have more one-on-one or small group interactions with students, providing targeted instruction and support. This personalized attention can lead to deeper learning and increased student engagement (Tucker, 2021). Well-managed station rotations can foster collaboration among students, as they work together on tasks or projects at various stations. This promotes the development of 21st-century skills, such as communication and critical thinking.

The 21st century skills, which are a set of abilities that are crucial for success in the modern world, particularly in the Information Age, are being considered. These skills are essential for students as they prepare for their future (Stauffer, 2022). In the contemporary world, educational institutions are gearing students towards professions that may not have emerged yet. Career readiness involves providing students with a versatile skill set to prepare them for uncertainties and unforeseen challenges in their future careers (Buckle, 2023). As stated by Stauffer (2021), the four C's of 21st century skills are:

Critical thinking: The capacity to examine and assess information for the purpose of making informed judgements and solving problems.

Creativity: Thinking outside the box and generating innovative ideas and solutions.

Collaboration: Working effectively with others, sharing ideas, and contributing to a common goal.

Communication: Expressing ideas and information clearly and effectively, both verbally and in writing.

In addition to these four C's, other crucial skills for the 21st century encompass areas like information literacy, media literacy, technology literacy, adaptability, leadership, initiative,

productivity, and social skills (Stauffer, 2022). The station rotation model offers a multifaceted approach to enhancing students' 21st-century skills. Firstly, it empowers students to take control of their learning journey, fostering qualities like self-motivation, self-regulation, and independent problem-solving. These competencies are vital in today's workforce, where adaptability and initiative are highly prized. Likewise, the model promotes collaboration and effective communication through group or partner practice stations. Students engage in cooperative tasks, stimulating teamwork and the ability to collaborate effectively, skills that are indispensable in our interconnected and globalized society.

Critical thinking and problem-solving are also nurtured through the station rotation model. It can be tailored to include activities that require students to analyze information and tackle complex problems. This cultivates higher-order thinking skills, indispensable for thriving in the contemporary workplace. Moreover, the model incorporates technology in the learning process, particularly through the tech station, enabling students to harness digital tools and resources. This not only enhances their learning but also fosters digital literacy, a pivotal skill in our technology-driven world.

Lastly, the station rotation model offers a holistic learning experience by engaging students through various modalities, encompassing listening, speaking, reading, and writing. This approach contributes to the balanced development of language and communication skills, enriching their overall 21st-century skill set. In summary, the station rotation model is a versatile and effective method for equipping students with the skills needed to succeed in today's ever-evolving landscape.

1.6 Pedagogical Benefits of the Station Rotation Model

It is a fact that when implementing the Station Rotation Model, differentiation is being considered. Stations can be designed to cater to different language proficiency levels and learning styles. Therefore, it enables teachers to tailor tasks and activities to meet each student's needs, allowing for a more individualized learning experience. It is a model that encourages active Learning. Students actively participate in a range of activities, promoting hands-on learning and encouraging them to take ownership of their learning process. Each station can incorporate different learning modalities or skills to be developed, such as visual, auditory, and kinesthetic activities, ensuring that diverse learners can access and engage with the material.

Furthermore, Teachers can design stations to address specific language skills, such as listening, speaking, reading, and writing, and modify them based on students' progress and

changing needs. Additionally, stations involve collaborative activities, fostering communication and teamwork among students, which is particularly important in EFL classrooms to practice language use. The variety and movement inherent in the station rotation model tends to enhance student motivation and interest in the learning process. It provides formative assessment opportunities so that teachers can observe and assess students' performance at different stations, providing valuable insights into their progress and areas for improvement.

Stations can incorporate digital tools and resources, offering opportunities for multimedia language learning and exposure to authentic language materials. As students rotate through stations, teachers have the chance to provide individualized feedback, support, and clarification, strengthening the teacher-student relationship. A key element to consider as a benefit is classroom management. The structured nature of the station rotation model can support effective classroom management by providing clear guidelines for student behavior and movement from one station to another.

Chapter 2: Methodology for the Investigation and Diagnosis

In this chapter, the intricacies of the station rotation model were explored. This chapter serves as a comprehensive guide to understanding the principles, implementation strategies, and evaluation techniques associated with the station rotation model in educational settings. Additionally, the methodologies that support the effective utilization of this model were examined, shedding light on its transformative potential in enhancing learning outcomes and fostering student engagement. Through a rigorous exploration of the methodology surrounding the station rotation model, the aim is to equip educators and researchers with the tools and insights needed to take advantage of its benefits in diverse learning environments. By the chapter's end, readers will gain valuable insights into the strengths, challenges, and potential improvements of the station rotation model, paving the way for informed decision-making in educational contexts.

2.1 Research Approach

The research approach taken for this study employed a comprehensive mixed methods design. The utilization of a mixed methods approach, combining both qualitative and quantitative methodologies, is justified by its ability to provide a comprehensive and nuanced understanding of the implementation of the station rotation model in EFL instruction. Qualitative methods, such as surveys and class observations, offered rich insights into the experiences, perceptions, and attitudes of both stakeholders and students. Additionally, shedding light on the intricacies of the implementation process, uncovering challenges, successes, and areas for improvement. Qualitative data humanizes the research, offering context and depth that quantitative measures alone might lack.

On the other hand, the integration of quantitative pre-test and post-test assessments provided statistical evidence of the model's impact on specific learning outcomes and performance metrics. By measuring variables such as language proficiency, vocabulary acquisition, and comprehension through standardized assessments, the quantitative approach offered numerical and objective data. The combination of these quantitative measures with qualitative insights created a synergy that not only validated findings but also enriched the overall understanding by triangulating different perspectives and providing a more holistic view of the model's efficacy in enhancing EFL instruction. This complementary nature of mixed methods strengthened the reliability and validity of the research findings, offering a robust foundation for conclusions and recommendations.

2.2 Research Method

The researchers combined qualitative surveys, class observations and quantitative/qualitative pre-test and post-test assessments to gain a holistic understanding of the model's impact. Qualitative surveys delved into the perceptions, experiences, and attitudes of both stakeholders and students towards the station rotation method. These surveys gathered rich, descriptive data, elucidating the nuances and challenges faced during the implementation, offering invaluable insights into its effectiveness. Likewise, the qualitative surveys employed open-ended questions to gather detailed feedback from teachers and students about their experiences with the station rotation model.

Class observations served as a critical tool in evaluating implementation as it offered firsthand insights into how the station rotation model was being applied in real-time, providing a nuanced understanding of its effectiveness and any challenges faced. It allows for direct observation of teacher-student interactions, engagement levels, and the integration of the model within the curriculum, offering invaluable qualitative data to complement other assessment methods. Meanwhile, the quantitative/qualitative pre-test measurements provided statistical evidence of any improvement needed in language acquisition, comprehension, and retention. The quantitative aspect involves administering standardized EFL assessments both before and after the implementation of the station rotation model.

This mixed-method approach not only captured the multifaceted aspects of the implementation process but also allowed for a robust analysis by triangulating both qualitative and quantitative data. These assessments measured language proficiency, vocabulary acquisition, reading comprehension, and other key indicators. By comparing pre-test scores and class observations, the researchers assessed the model's impact on students' EFL learning outcomes. This integrated approach provided a comprehensive understanding of the model's effectiveness and the dynamics of its implementation in EFL classrooms.

Data Collection:

Pre-test: Before implementing the model, a pre-test, the Cambridge A2 Key for Schools (KET), was administered to assess the students' A2 level skills.

Post-test: After the intervention period, a post-test, the Cambridge A2 Key for Schools (KET), is proposed to be administered to evaluate the students' skills once again.

Observations: Directly observing EFL classes using the Station Rotation Model with a checklist to collect data on classroom dynamics, student engagement, teaching strategies, and other relevant

Surveys: Developing and administering structured surveys or questionnaires to collect quantitative data on teachers, administrator and participants' perceptions, preferences, and satisfaction levels related to the Station Rotation Model.

2.3 Variables and Operationalization

In this research study the station rotation model was the independent variable and EFL instruction was considered the dependent variable. According to Bhandari (2023), the independent variable is the one which may be manipulated or altered in an experimental study to examine its impact. Termed "independent" due to its resistance to influence from other variables within the study, it is also referred to as an explanatory variable, predictor variables, or factors. On the other hand, the dependent variable is the one that is being measured in the study or experiment. It is called "dependent" because it depends on other variables, including the independent variable. Dependent variables are also called response variables, outcome variables, or criterion variables (Bhandari, 2023).

Table 1*Independent variable: The Station Rotation Model*

INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Station Rotation model	Station rotation model represents one method of implementing personalized learning. Within classrooms employing the station rotation, student groups move through various learning modalities, including computer-based instruction, group projects or individual tutoring. Importantly, this approach doesn't necessitate significant alterations to the school day, schedule, or infrastructure, making it a potentially more feasible option for schools or districts compared to other personalized learning methods. Station rotation is adaptable for implementation in a single classroom or across multiple classrooms,	Flipped classroom	Previous knowledge face to face class	Never Rarely Sometimes Often Always
			Activation Previous knowledge face to face class	
		Teacher's assisted learning	Oral expression motivation	
			Trustworthy environment suitable for oral expression	
			Error as part of the learning process	
		Individual learning	Autonomous learning	
			Autonomous learning Individual feedback	

	catering to various grade levels (Fulbeck et al., 2020).	Learning technological tools	Efficiency to learn languages	
			Use of free resources in the classroom	
			Use of resources outside the classroom	
		Collaborative learning	Team production	
			Teamwork	

Note: Elaborated by Katya Sánchez and Rubén Peña (2023)

Table 2

Dependent variable: EFL Instruction

DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
EFL instruction	EFL (English as a Foreign Language) instruction involves the education and acquisition of the English language in settings where it is not the primary language of the learners. In these instructional contexts, English is imparted in countries or regions where it isn't the predominant language, and students undertake the learning for	Use of language	Vocabulary acquisition	Never Rarely Sometimes Often Always
			Fluency	
			Grammar acquisition	
			Skimming	
			Scanning	

<p>diverse purposes, including communication, academic pursuits, professional development, or cultural enrichment. The curriculum is crafted to assist non-native speakers in developing proficiency in listening, speaking, reading, and writing in English.</p> <p>In these particular surroundings, English isn't commonly used in everyday interactions, governmental affairs, or local media. Consequently, for students engaged in educational pursuits within EFL settings, the term EFL indicates that English is studied as a subject within the classroom. Typically, these students don't embark on international journeys to learn the language, resulting in a limited exposure beyond the educational environment (Chugani, 2021).</p>		Intensive reading	
		Extensive reading	
		Writing production	
	Writing	Free writing	
		Oral production	
	Speaking	Oral fluency	
		Teacher's feedback	
		Listening skill acquisition	
	Listening	Fluency	

Note: Elaborated by Katya Sánchez and Rubén Peña (2023)

2.4 Instruments

Surveys and class observations played pivotal roles in the research study aimed at gathering diverse data. Surveys, conducted through google form questionnaires applied to stakeholders, including teachers and administrators, yielded insights into attitudes, preferences, opinion and awareness, offering qualitative data. Meanwhile, class observations were employed to assess the implementation of the station rotation model, focusing on activities from the initial textbook unit. These observations provided qualitative data on the model effectiveness, student engagement, and classroom dynamics. Together, these instruments facilitated a comprehensive understanding of the educational environment, allowing for the evaluation of teaching methods, identification of areas for improvement, and informed decision-making.

The instrument used for the purposes of pre- and post-tests tests was the Cambridge A2 Key for Schools. It served as a crucial component in the research process, enabling researchers to gather specific data, measure variables, and obtain insights into the implementation of the station rotation model. This is an instrument that comprises three instruments including reading and writing, listening and speaking.

The reading and writing section evaluated a student's ability to understand written English texts, including comprehension questions, and assessed their writing skills through tasks like completing sentences or short compositions. This instrument helped measure reading comprehension and writing proficiency. Meanwhile, listening tested the student's listening skills by playing audio recordings of conversations, interviews, or monologues, followed by questions to evaluate their ability to comprehend spoken English. Finally, the speaking section assessed the student's oral proficiency by engaging them in conversations, describing pictures, or responding to prompts to demonstrate their ability to communicate verbally in English.

Each instrument within the A2 for schools played a vital role in comprehensively assessing the student's English language proficiency prior to the implementation. Furthermore, these instruments were crucial for the research as they provided standardized means to measure and compare the students' language abilities. They offered a structured way to assess proficiency levels, enabling the researchers to track progress, identify areas for improvement, and make informed decisions regarding EFL instruction strategies.

2.5 Validation of Instruments

In the context of this research study, encompassing surveys, class observations, and the Cambridge A2 for Schools instrument, validation played a central role in ensuring the credibility and accuracy of the data collected. Surveys and class observations underwent a comprehensive validation process involving stakeholders and the research project tutor. Their feedback and input helped refine the questions. Additionally, the research project tutor, possessing expertise in research methodologies, scrutinized the surveys and observation protocols, validating their alignment with the research objectives and confirming their reliability in eliciting valuable data.

On the other hand, the Cambridge A2 for Schools instrument holds validation rooted in years of practice, outcomes, and the reputation of Cambridge University. Developed and refined over time, this assessment tool has undergone extensive validation processes, drawing from a wealth of data gathered from numerous test-takers globally. The consistency of the results and the instrument's alignment with language proficiency standards validate its reliability and accuracy in assessing English language proficiency among students at an elementary level. Moreover, being a product of Cambridge University, an institution renowned for its academic rigor and expertise in language assessment, further bolsters the credibility and validation of the A2 for Schools instrument.

The validation of these instruments—surveys, class observations, and the Cambridge A2 for Schools assessment—underscored the reliability and trustworthiness of the data collected. It ensured that the research outcomes were based on robust and credible tools, reinforcing the integrity of the findings.

2.6 Population, Sample and Sampling Selected

Considering that the researchers were implementing the model within a class of forty students, it was opted to include all students as not doing so would have left some without a designated classroom. In the case of teachers and administrators, the selection criteria prioritized involving five teachers in the proposal, as those not included in the sample had demanding schedules.

For this study, a convenience sampling was utilized. A nonprobability or nonrandom sampling encompasses choosing individuals from the target population centered on concrete considerations, such as convenient ease of access, proximity, readiness, or a disposition to contribute, to be involved in the study (Etikan, 2016).

Table 3*Sample and population*

	Population	Sample
Students	40	40
Teachers	5	3
Administrators	2	2
Total	47	45

Note: Elaborated by Katya Sánchez Fonseca & Rubén Peña Navarrete (2023).

2.7 Data Analysis and the Ethical Considerations

The researchers used a combination of mean, median, mode and the standard deviation for the quantitative data analysis to provide a more complete picture of findings. The mean, or average holds significance as it integrates scores from all subjects included in the research study. (Rodrigues et al., 2017). In the context of the research on the station rotation model for EFL instruction, the mean was used to calculate the average improvement in language proficiency scores of students before and after the implementation of the model, through the application of the pre and post-test (A2 Key for Schools).

The median is the middle value in a dataset when the values are arranged in order. It denotes the point where half (50%) of the collected data lies above and below, thus serving as the center point of the dataset (Ganti, 2014). When measuring English proficiency for this research on the station rotation model's impact, the median was a useful statistic to consider because it helped the researchers understand the typical or middle English proficiency level of the participants.

The mode in data analysis refers to the value or values that appear most frequently in a dataset. It represents the most common observation or category within a set of data, providing insight into the central tendency or prevailing characteristic (Bhandari, 2023). As a measure of central tendency, it complemented other statistical measures like mean and median, offering a clear representation of the most typical or dominant values within the dataset giving a basic understanding of which contents were most understood by the group.

The standard deviation helped understand the amount of variation or dispersion in the EFL proficiency levels of the participants before and after the implementation of the station rotation model. The process involved gathering data on the EFL proficiency levels of participants prior to and following the implementation of this model. Then, the difference between each student's EFL

proficiency was assessed before and after using the station rotation method and subsequently found the square root of this average to ascertain the standard deviation.

Figure 5

Overview of how to calculate standard deviation.

The formula for standard deviation (SD) is

$$SD = \sqrt{\frac{\sum |x - \mu|^2}{N}}$$

Note: ("Standard deviation: Calculating step by step (article)," n.d.)

In this research study, procedures aimed at safeguarding the precision and excellence of the data gathered or employed were prioritized. The importance of a well-defined and transparent methodology for data analysis and interpretation was upheld. A proactive stance was taken in contemplating potential biases and misinterpretations in the data analysis, adhering to a pre-established plan for data preparation and selecting appropriate analysis methods. The fact that various analysis approaches can favor different data types is considered, as highlighted by Jansen (2023). Therefore, the commitment to accuracy extends to the unwavering reporting of findings, even when they may challenge preconceived notions, reinforcing a dedication to the integrity of the research process.

In this research project, three data sources were employed. The first method involved an initial Google forms survey administered to the students participating in the study. This survey aimed to assess the extent of their foundational learning and competencies aligned with the principles of the station rotation model. The survey encompassed inquiries into the development of the four language skills in English as a foreign language, as well as the cultivation of the 21st-century skills (4 Cs). It sought to understand the students' proficiency in autonomous work as well as problem-solving as essential aspects for the effective implementation of the station rotation model. Another survey was conducted using Google Forms, targeting teachers and administrators. This survey sought insights into the extent of their knowledge regarding the station rotation model, encompassing details on planning, required resources, effectiveness, and potential benefits.

The second method of data collection comprised pre and post-tests using the Key for School sample test (KET) from Cambridge Assessment English, which is available for free use on <https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/>. KET gauges English

knowledge at the A2 level according to the Common European Framework of Reference for Languages. (CEFR). This proposal aims to administer this test both before and after the implementation of the station rotation model.

The third approach encompassed the observation of the implementation, overseen by the project guide and one of the researchers. This involved the meticulous observation of a classroom session, with a specific focus on the teacher and the execution of a lesson plan derived from the students' unit one textbook. Throughout the implementation process of the educational model, detailed notes were written pertaining to student reactions to the learning station model, the pedagogical actions undertaken by the teacher, the identification of challenges encountered, students' responses to these challenges, and any notable incidents that transpired. This analytical process aimed to discern the alignment between the observed implementation and the planned learning objectives.

The consideration of ethical review and approval from pertinent institutional review boards, expert panels, or ethics committees constituted an imperative procedural step in the research process. This practice ensures adherence to ethical guidelines and principles established by these authoritative bodies, underscoring the commitment to ethical rigor and safeguarding the rights and well-being of participants. A thorough and comprehensive documentation of the research proposal served as evidence of the research team's unwavering dedication to upholding ethical standards, thereby reinforcing the ethical framework that governed the research endeavor.

The researchers exhibit a steadfast commitment to complete transparency in both the disclosure of the research methods and the dissemination of results, aligning with the fundamental principles of scholarly inquiry. The declaration of informed consent from research participants was diligently ensured, emphasizing the ethical imperative of respecting individuals' autonomy and rights. Furthermore, the researchers stood prepared to adeptly address any inquiries or apprehensions pertaining to the ethical dimensions of the research, underscoring the dedication to fostering ethical awareness and accountability throughout the research process.

2.8 Findings: Initial Diagnose

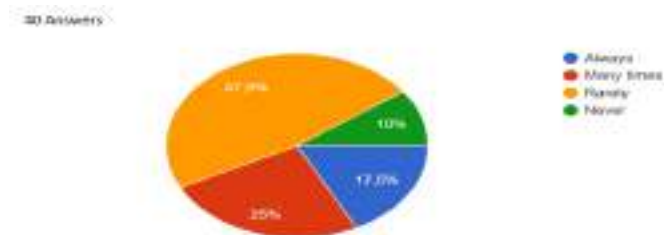
Upon gathering the data for this study, it was processed in alignment with the set learning objectives for the effective implementation of the Station Rotation Model. The following presents the results gathered from the preliminary surveys which were applied to both students and stakeholders as well as the input from the observation during implementation. The student survey

was shared using the link <https://forms.gle/jAeSjPjgq3z38aKS8> in the first week of November 2023. The survey for administrators and teachers was also distributed in November 2023 through the link <https://forms.gle/tzRQ5fYYZ4T1ZekY7>.

In the context of this research proposal, the decision to analyze only the most relevant answers was driven by the need for efficiency. This approach proved valuable to concentrate on key insights without being overwhelmed by non-essential information. Moreover, considering resource constraints, especially when time was limited, prioritizing the most relevant responses emerged as a practical strategy. Following a presentation of a qualitative interpretation of the surveys applied to students and stakeholders.

Figure 6

Survey Statement 1: I watch videos or resources sent by my teacher before I get to class

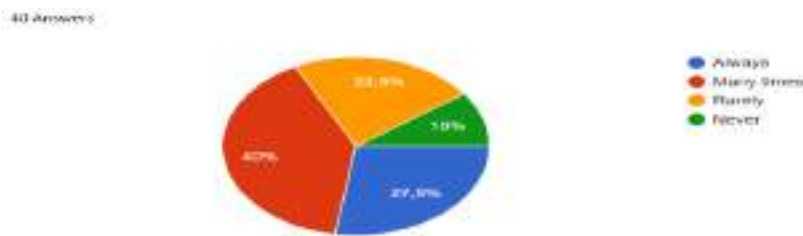


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

The statement results provided valuable insights into their familiarity with the flipped classroom model. A noteworthy 17.5% consistently watch the materials, while a larger segment (25%) does so many times. However, a significant majority (47.5%) rarely engage, and a smaller portion (10%) never does. This question aimed to assess the extent to which students were accustomed to the flipped class approach. To enhance engagement, it was crucial to continuously optimize the use of pre-class materials for effective implementation of the station rotation model.

Figure 7

Survey Statement 2: I feel motivated to express myself orally

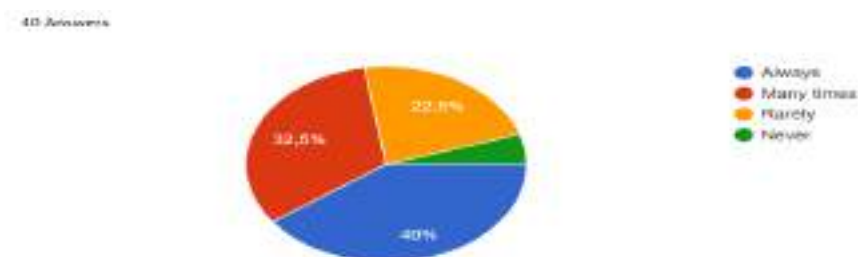


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

While a significant portion consistently or frequently feels motivated (27.5% and 40% respectively), a notable percentage rarely (22.5%) or never (10%) experiences this motivation. These findings suggested a potential need for improvement in fostering confidence and enthusiasm among students for oral expression.

Figure 8

Survey Statement 3: I consider that my mistakes, when communicating, are part of learning

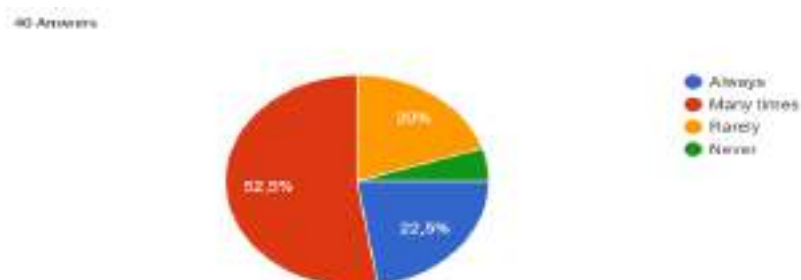


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

Regarding the perspective on mistakes in communication as part of learning, the result revealed positive attitudes among participants. A significant 40% consistently acknowledged the role of errors in the learning process, while 32.5% did so many times. However, 22.5% rarely realized that mistakes are integral to learning, and 5% never consider them as part of the learning experience. Understanding these varied perspectives provided insights into the overall mindset of participants, with a majority embracing mistakes as valuable learning opportunities.

Figure 9

Survey Statement 4: There are spaces and moments in the class in which I am responsible for my learning



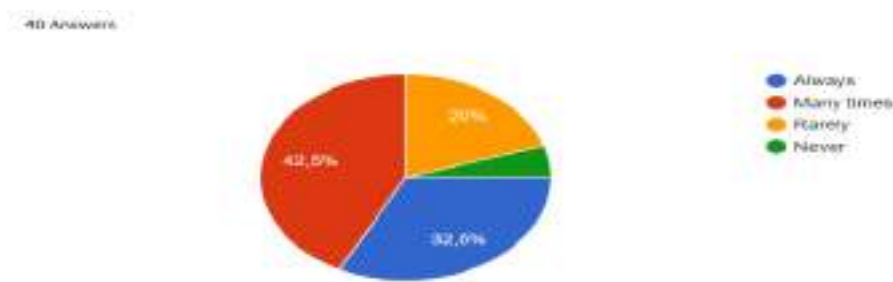
Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023)

While a substantial 52.5% often felt accountable for their learning, 22.5% consistently did so. However, 20% rarely perceived themselves as responsible, and 5% never did. This statement, aimed at assessing students' readiness for the implementation of the station rotation model, signified

the development of Student Agency and the 4Cs of 21st-Century Learning: critical thinking, communication, collaboration, and creativity. The majority demonstrating a sense of responsibility aligned positively with the goals of fostering active student participation and self-directed autonomous learning in the proposed model.

Figure 10

Survey Statement 5: I receive feedback from the teacher about my development

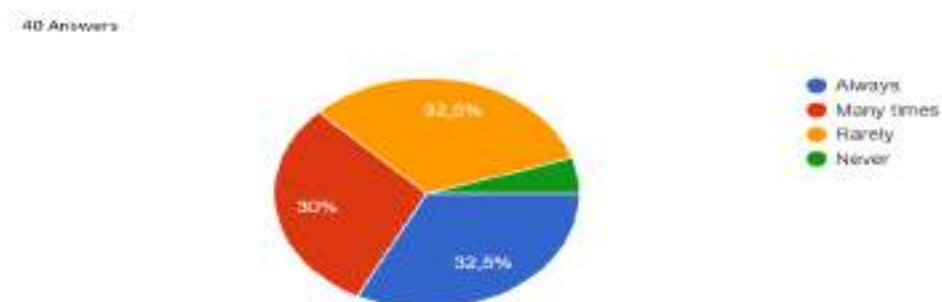


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

A significant 42.5% often received feedback, and 32.5% always did, indicating a prevalent engagement with teacher input. However, 20% rarely received feedback, and 5% never did. This statement aimed to assess the frequency of feedback reception, crucial for understanding the dynamics of the teacher-student relationship and its impact on the implementation. Even though the majority answered they frequently or always received feedback, addressing the perspectives of those who answered they received feedback less frequently or never may involve exploring ways to enhance feedback mechanisms including fostering peer feedback within the station rotation model for a more comprehensive and supportive learning experience.

Figure 11

Survey Statement 6: I actively participate in teamwork



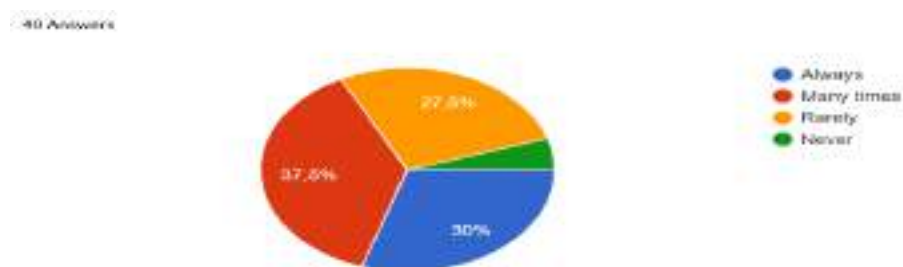
Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

Notably, 32.5% always and 30% many times referred they actively participated in teamwork, showcasing a considerable commitment to collaborative efforts. However, 32.5% rarely

engaged in teamwork, and 5% never did. This inquiry aimed to assess students' preparedness for collaborative work within the station rotation model, emphasizing problem-solving and critical thinking. The majority frequently or always participating in teamwork suggested a positive foundation for implementing the station rotation model, with students likely well-prepared for the collaborative aspects involving problem-solving and critical thinking.

Figure 12

Survey Statement 7: I practice reading passages in English in class

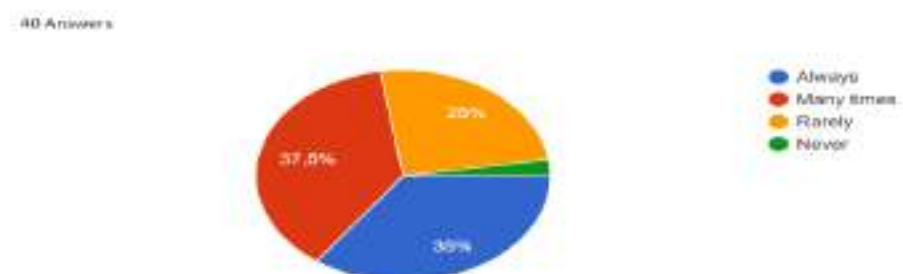


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

A notable 37.5% answered they practiced reading passages many times, and 30% always did so, showcasing a substantial commitment to honing their reading skills. However, 27.5% rarely engaged in this practice, and 5% never did. This assessment aimed to understand the extent to which students were actively practicing reading within the class setting. The majority frequently or always practicing reading suggests a positive attitude towards language improvement, potentially fostering an environment conducive to effective development of this receptive skill.

Figure 13

Survey Statement 8: I do writing activities in class



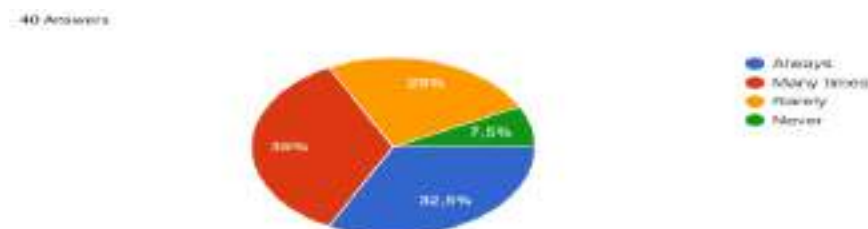
Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

A significant 37.5% answered they engaged in writing activities many times, and 35% always did so, indicating a strong commitment to developing writing skills. However, 25% rarely participated in writing activities, and only 2.5% never did. This assessment aimed to gauge the

frequency of students' involvement in writing tasks within the class, reflecting their preparedness on this productive skill. The majority frequently or always participating in writing activities suggests a positive inclination toward honing written communication skills.

Figure 14

Survey Statement 9: *I have the opportunity to practice listening comprehension in class*

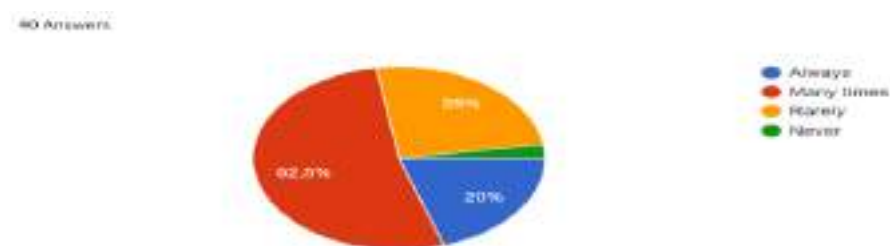


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

A notable 35% answered they had the opportunity many times, and 32.5% always practiced listening comprehension, indicating a substantial commitment to developing this receptive skill. However, 25% said they rarely had such opportunities, and 7.5% never did. This assessment aimed to understand the frequency of students' exposure to listening comprehension activities within the class. The majority frequently or always having opportunities to practice listening comprehension suggested a positive environment for EFL instruction within the station rotation model, potentially contributing to effective development of listening.

Figure 15

Survey Statement 10: *I have the opportunity to practice speaking in class*



Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

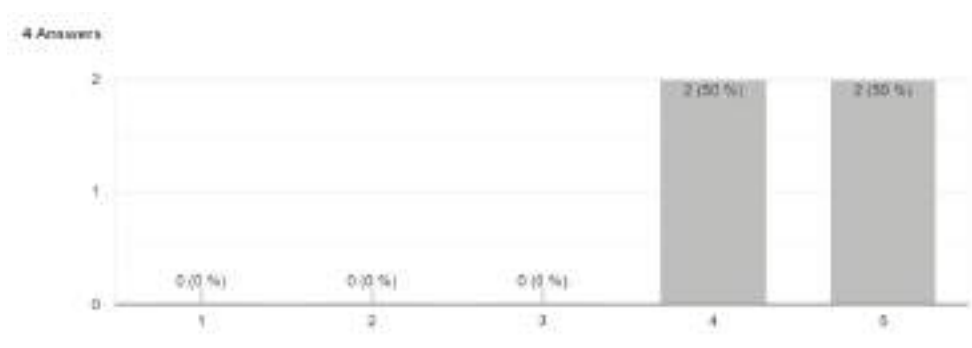
A significant 52.5% answered they had opportunities many times, and 20% that they always practiced speaking fluency, indicating a substantial commitment to improving oral communication skills. However, 25% rarely had such opportunities, and only 2.5% never did. This assessment aimed to gauge the frequency of students' exposure to speaking fluency activities within the class, reflecting their readiness for developing effective oral communication. The majority frequently or always having opportunities to practice speaking fluency suggests a positive environment for

language learning and enhancing speaking activities to further support EFL instruction within the station rotation model.

The second instrument applied in this initial stage was a survey given to two administrators and two teachers.

Figure 16

Survey question 1: How effective do you think the station rotation model is for improving EFL instruction?

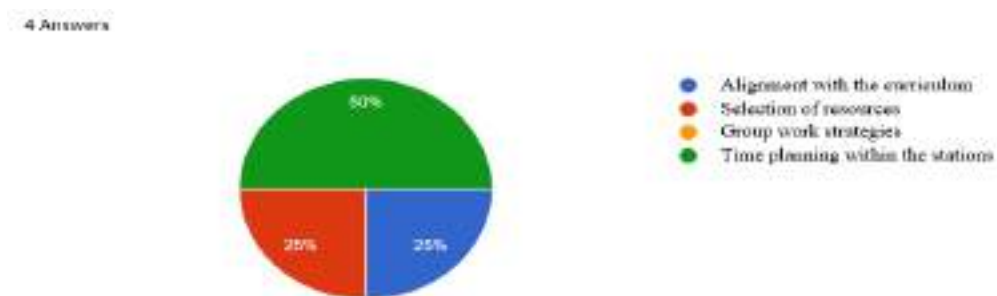


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

When asked to rate the effectiveness of the station rotation model for enhancing English as a foreign language instruction on a scale ranging from 1 to 5, where 1 indicates ineffectiveness and 5 signifies a high level of effectiveness, two participants responded with a rating of 4, while the remaining two participants opted for the highest rating of 5. This mixed but generally positive response indicates a favorable perception of the station rotation model's effectiveness in improving English language instruction, with the majority leaning towards higher effectiveness ratings.

Figure 17

Survey question 2: How are station rotation model classes planned?



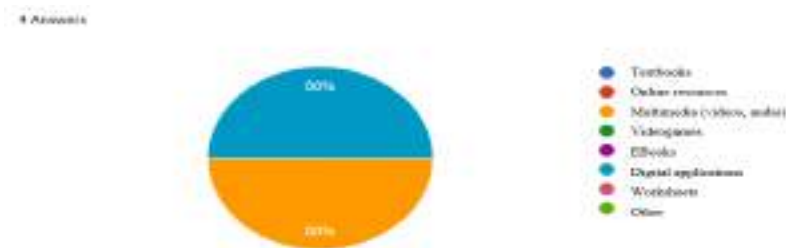
Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

Regarding the planning of classes for the station rotation model, four responses were received, distributed as follows: 25% indicated alignment with the curriculum, 25% involved the

selection of resources, and 50% focused on time planning within the stations. Notably, no participants selected strategies for group work in their planning. This assessment aimed to understand the perception of both teachers and administrators on which prevalent methods may be employed in structuring classes within the station rotation model. The majority emphasizing time planning suggests a significant focus on optimizing the use of time across different learning stations. The absence of group work strategies may indicate an area where further exploration or emphasis on collaborative approaches could enhance the overall effectiveness of class planning within this model.

Figure 18

Survey Question 3: What resources or materials are used in station rotation classes? (Select all that apply)

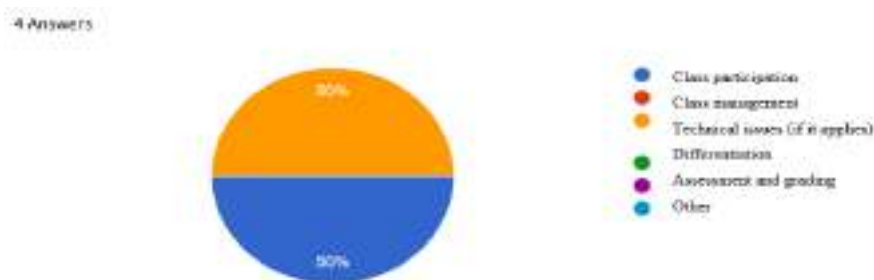


Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

Four responses were collected, distributed as follows: 50% mentioned the use of textbooks, 50% cited the incorporation of multimedia resources (videos, audio), and no participants indicated the use of video games, e-books, digital applications, worksheets, or other materials. This assessment sought insights into the prevalent resources employed in station rotation classes. The reliance on textbooks and multimedia suggests a balanced blend of traditional and digital learning tools. The absence of certain options may indicate potential areas for diversification or exploration of additional resources to enrich the learning experience within the station rotation model.

Figure 19

Survey Question 4: Do you consider any of the following factors to be challenging when implementing the station rotation model in EFL instruction? (Check all that apply)



Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

When asked about the challenges encountered in implementing the station rotation model for teaching English as a foreign language, responses were distributed as follows: 50% identified student participation as a challenge, 50% pointed to technical issues when using online resources, and no participants marked classroom management, differentiation of instruction, assessment and grading, or other factors as challenges. This examination sought to understand the perceived hurdles in deploying the station rotation model. The emphasis on student participation and technical issues indicates potential areas for targeted support and improvement in the implementation process.

Figure 20

Survey Question 5: How do you assess the effectiveness of the station rotation model in English as a foreign language instruction?

4 Answers:

Innovative
Better command of the English language
Excellent
Excellent

Note: Elaborated by Rubén Peña Navarrete and Katya Sánchez Fonseca (2023).

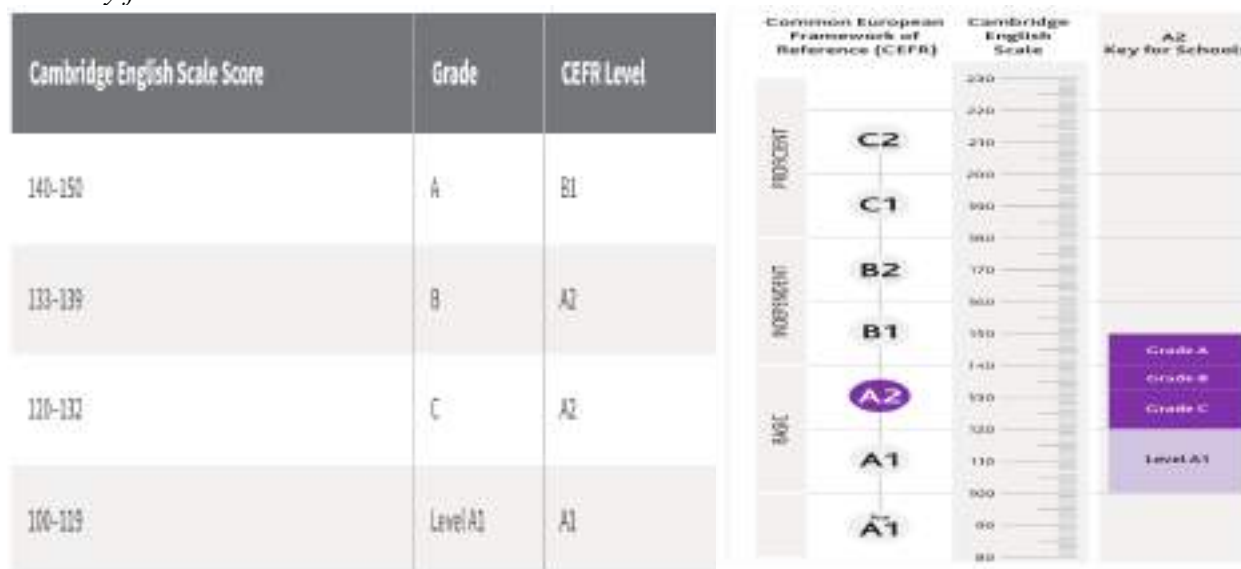
These responses indicated a positive perception from the teachers and administrators who answered. This evaluation of the station rotation model, emphasized its innovativeness, contribution to improving English language proficiency, and overall excellence as perceived by the participants. The repetition of "Excellent" suggested a strong consensus regarding the model's efficacy in the context of language instruction.

For this proposal 40 copies, containing all parts for the four skills of the Cambridge A2 for Schools exam, were printed, aiming to use them as a pretest prior to the implementation to assess the four language skills in English. After obtaining the results from the pre-implementation exam, the station rotation model was implemented using a language use lesson from Unit 1 of the textbook.

The grading scale for qualitative and quantitative assessments aligns with the standards of the CEFR, as reflected in the Cambridge A2 Key for Schools exam. This scale was applied to evaluate both qualitative and quantitative outcomes of the pre-implementation test. Student academic performance is measured on an A2 B, from 133-139 points, and A2 C, from 120-132 points grading scale, corresponding to the three sections of the Cambridge A2 Key for Schools, assessing the achievement of learning objectives outlined in the curriculum.

Figure 21

A2 Key for Schools Scale Scores






Note: Taken from "Information for preparation centre. Cambridge English (2023).

<https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/results/>

Figure 22

A2 Key for Schools' overview of the qualitative scale

Paper	Content	Marks (% of total)	Purpose
Reading and Writing (1 hour)  See sample paper	7 parts/ 32 questions	50%	Shows you can understand simple written information such as signs, brochures, newspapers and magazines.
Listening (30 minutes, including 6 minutes' transfer time)  See sample paper	5 parts/ 25 questions	25%	Requires you to be able to understand announcements and other spoken material when people speak reasonably slowly.
Speaking (9-10 minutes per pair of candidates; 13-15 minutes per group of three)  See sample paper	2 parts	25%	Shows you can take part in a conversation by answering and asking simple questions. Your Speaking test will be conducted usually face to face with one or two other candidates and two examiners. One of the examiners (who could be online, examining remotely) talks to you and the other examiner listens. This makes your test more realistic and more reliable. Examiners may use their mobile phones for entering marks using an app.

Note: Taken from "Information for preparation centre. Cambridge English (2023).

<https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/results/>

Qualitative Analysis

Reading and Writing:

Among the students, 15% (6 individuals) surpassed the mandated learnings, showcasing a robust proficiency that extends beyond the required level, which may be consistent with an A2 B high level according to the CEFR. A majority, constituting 35% (14 students), have mastered the essential skills, demonstrating that they can understand simple written information such as signs, brochures, newspapers and magazines and a solid understanding of the prescribed curriculum. Another 32%, equivalent to 13 students, have successfully achieved the required learnings for reading and writing, reaching an A2 C level. A promising 17% (7 students) were on an A1 level. Therefore, they were in close proximity to meeting the required standards, indicating potential for further improvement. These results confirmed that the majority of students exhibit some degree of progress or attainment in their reading and writing skills.

Listening:

A subset of 12.5% (5 students) showcased exceptional listening skills, exceeding the mandated learnings in this domain which may indicate that they are above an A2 B level in this

receptive skill. A smaller proportion, constituting 7.5% (3 students), have successfully mastered the required listening skills, demonstrating they are able to understand announcements and other spoken material when people speak reasonably slowly and a robust command in this area as required for an A2 B level. Additionally, 10% (4 students) have achieved the necessary proficiency on an A2 C level for effective listening. A significant majority, comprising 70% (28 students), were in close proximity to meeting the prescribed standards for an A1 listening skills, indicating substantial potential for improvement, underscoring that while many were still advancing, none exhibited a complete absence of listening skills.

Speaking:

According to the results, all the students are on an A1 level. None of the students surpassed the stipulated standards in speaking proficiency. Likewise, none have reached a full mastery of speaking skills, and no students have met the essential requirements for speaking proficiency which means that they can take part in a conversation by answering and asking simple questions giving factual or personal information, discuss likes and dislikes, and give reasons. However, a noteworthy 27.5% (11 students) were in close proximity to achieving the required level, indicating significant potential for improvement in their speaking skills. On the other hand, the majority, comprising 72.5% (29 students), have not yet attained the necessary speaking skills, highlighting the need for further development in this aspect.

While the majority of students showed promise in reading and writing, with a notable number performing above or at the required level, as shown in table 6, speaking skills seemed to be an area requiring significant attention, as the majority of students had not yet achieved the required proficiency. Therefore, these results suggested a need for targeted interventions or EFL instructional adjustments, especially in speaking skills, to support students in reaching the desired proficiency level across all language domains.

In tables 4 and 5 the qualitative and quantitative results analysis was portrayed. The A2 Key for Schools instrument served a dual role in this study, functioning both as a quantitative and qualitative tool. Structured questions and numerical ratings were incorporated to facilitate quantitative analysis, enabling the examination of measurable changes and trends in participants' responses. Concurrently, open-ended questions and the writing part allowed for qualitative exploration, capturing the depth of participants' experiences and perceptions. This dual approach was adopted to ensure a comprehensive investigation of the research objectives. The inclusion of

the A2 Key for Schools instrument added specificity and relevance to the study, as it provided a standardized framework for assessing both quantitative and qualitative dimensions. This design aimed to enhance the validity and completeness of the study's findings.

Table 4*Pre-Test Qualitative Results.*

Reading and writing			Listening			Speaking		
Qualitative scale	Frequency	Percentage	Qualitative scale	Frequency	Percentage	Qualitative scale	Frequency	Percentage
A2 B High The student can understand simple written information such as signs, brochures, newspapers and magazines. Writes a short email and a short story with excellent syntax and spelling and no errors.	6 students	15%	A2 B High The student is able to understand announcements and other spoken material. Identifies key information in short dialogues and chooses the correct visual. Identifies the main and supporting ideas, message,	5 students	12,5%	A2 B High Student can take part in a conversation by answering and asking questions. Responds to questions with elaborated answers, giving factual or personal information. Discusses likes and dislikes, and gives reasons.	0 students	0%

			gist or topic in short monologues or dialogues.					
A2 B The student can understand simple written information such as signs, brochures, newspapers and magazines. Writes a short email and a short story with one or two errors.	14 students	35%	A2 B The student is able to understand announcements and other spoken material when people speak reasonably slowly. Identifies the main idea, message, gist or topic in short monologues or dialogues.	3 students	7,5%	A2 B The student can take part in a conversation by answering and asking simple questions. Responds to questions, giving factual or personal information. Discusses likes and dislikes, and gives reasons.	0 students	0%

<p>A2 C</p> <p>The student can understand simple written information such as signs, brochures, newspapers and magazines.</p> <p>Writes a short email and a short story with three to 5 errors.</p>	13 students	32%	<p>A2 C</p> <p>The student is able to understand announcements and other spoken material with some difficulty when people speak reasonably slowly.</p> <p>Identifies the main idea, message, gist or topic in short monologues or dialogues.</p>	4 students	10%	<p>A2 C</p> <p>The student can take part in a conversation by answering and asking simple questions.</p> <p>Responds to questions with some difficulty, giving factual or personal information.</p> <p>Talks about likes and dislikes, and tries to give reasons.</p>	0 students	0%
A1	7 students	17%	A1	28 students	70%	A1	11 students	27,5%

<p>The student can understand simple written information such as signs, brochures, newspapers and magazines. Shows difficulty when writing a short email and story with several errors in syntax and spelling.</p>			<p>The student struggles to understand announcements and other spoken material when people speak slowly. Identifies the main idea in short monologues or dialogues.</p>			<p>The student answers simple questions with a limited vocabulary. Responds to yes/no questions.</p>		
<p>The student is not able to understand simple written information. Several errors in</p>	0 students	0%	Below A1 level of the CEFR	0 students	0%	Below A1 level of the CEFR	29 students	72,5%

syntax and spelling.								
Total	40 students	100%		40 students	100%		40 students	100%

Note: Elaborated by Katya Sánchez Fonseca and Rubén Darío Peña Navarrete (2023).

As can be seen in table 5, the quantitative analysis included measures of central tendency such as the mode, mean and median as well as the standard deviation for reading and writing, listening, and speaking.

Table 5

Pre-test quantitative data analysis

Measures of central tendency/ distance from measures of central tendency (Standard deviation)	Reading and writing	Listening	Speaking	A2 Key for schools (KET) Final Scores
Mode	30	16	40	90
Means	30	23	45,4	98,40
Median	29,5	17	41,00	88,50
Standard deviation	2,83	2,83	6,22	11,88

Note: Elaborated by Katya Sánchez Fonseca and Rubén Darío Peña Navarrete (2023).

The analysis of the A2 Key exam results revealed several key insights into the proficiency levels and areas of improvement for the students. In the reading and writing section, the scores clustered closely around 30 out of 32 points, indicating a moderate level of proficiency among the students with relatively low variability. This suggested a consistent performance across this section of the exam. Conversely, in the listening assessment, the scores were around 23, potentially with limited variability or identical scores, as indicated by the standard deviation of 2.83. However, the speaking scores were notably low, with most scores around 45.4, indicating a significant need for improvement in EFL instruction for speaking skills. This data suggested that speaking proficiency was the area where students struggled the most, highlighting a clear target for instructional focus and intervention. Overall, while there appeared to be a moderate level of proficiency in reading and writing, the results underscored the urgent need for enhancements in listening and particularly speaking skills among the student cohort.

With the A2 level total scores being mode 90, mean 98.40, median 88.5, and a standard deviation of 11.88, we could further contextualize the performance of the students. The mode score of 90 suggested that it's a common score attained by students, indicating a concentration of performance around this value. The mean score being higher than the median suggested a slight

positive twist in the distribution, implying that there might be a few students with significantly higher scores pulling the mean up. However, the median being 88.5 indicated that the majority of students were clustered around this score. The standard deviation of 11.88 implied a moderate amount of variability in the scores, suggesting some diversity in performance levels among the students. All in all, the results indicated a moderate proficiency level with a fair amount of variability in scores.

Chapter 3: Presentation and Validation of the Proposal

3.1 Validation of the Proposal

In this chapter, the focus shifts towards the validation, viability, feasibility, and benefits of the proposed Station Rotation Model aimed at enhancing English as a Foreign Language (EFL) instruction at San Andrés School Centro. A comprehensive validation approach is adopted, incorporating both theoretical and empirical dimensions, utilizing criteria endorsed by professionals in the field and the systematic documentation of experiences. Additionally, the chapter offers a detailed description of the methodological and technological requirements integral to the successful implementation of the proposed model.

Subsequently, the narrative transitions into the analysis and discussion of results derived from the implementation phase, organized in alignment with the research question. The findings are rigorously presented, and each result is supported. Furthermore, qualitative data is enriched with student quotes, providing an illustration for interpretation. The comparative analysis of results with data from previous investigations adds a layer of depth, enabling researchers to identify novel insights and contribute meaningfully to the existing body of knowledge while presenting a comprehensive assessment of the Station Rotation Model's efficacy within the context of EFL instruction at San Andrés Centro School.

This model is proposed subsequent to a comprehensive review of literature, the diagnostic assessment, and analysis of the outcomes derived from the pilot implementation conducted at San Andrés Centro school. The learning stations model exhibits a high degree of flexibility and adaptability, rendering it suitable for application across all levels of education and subjects. This model is being introduced within the context of Colegio San Andrés Centro as a proposition aimed at enhancing the instruction of English as a foreign language.

Given its adaptable nature, the implementation of this model does not necessitate the acquisition of licenses or platforms, a consideration of economic significance for both educators and students. This instructional framework incorporates a digital component in one of its stations, necessitating access to the internet as a requirement. Nonetheless, the model encourages collaborative activities and problem-solving skills, facilitating students in collectively undertaking tasks that necessitate internet usage at the designated station.

Regardless of the teaching modality, academic level, or subject matter, the model can be effectively implemented, alongside various active methodological teaching approaches, including

but not limited to the flipped class, gamification, virtual/augmented reality, and learning based projects. The design of this model includes four model stations: teacher station, personal station, cooperation station and personal cooperation station to achieve the balance of four English language skills (Castillo, Mariscal and Balladares, 2021). Therefore, due to its inherent flexibility, the stations within the model can be strategically organized to facilitate the practice of the four language skills (reading, writing, listening, speaking).

This structure enables students to participate in collaborative or individual activities, engage in an online station that encourages the use of information and communication technologies (ICTs) either individually or collaboratively, and partake in a teacher-led station. Furthermore, the model not only permits but actively encourages both teacher and peer feedback, fostering a dynamic and interactive learning environment.

The implementation of the model began with 2nd-year high school students at Colegio San Andrés Centro, prompted by the observed linguistic difficulties and underdeveloped skills identified by the English teacher and confirmed in the pre-diagnostic test. The co-working area, spacious enough to accommodate the four stations, was utilized, allowing for the organization of the stations corresponding to the four language skills. This arrangement facilitated student rotation, engaging them in activities focused on reading comprehension, writing, listening, and a fourth station, guided by the teacher, dedicated to the practice of oral proficiency.

As researchers advocating for the station rotation model, we unequivocally validate its efficacy, particularly in the realm of English as a Foreign Language (EFL) instruction. Our endorsement is grounded in a thorough examination, where we observed the model's adaptability across diverse teaching modalities, academic levels, and subject matters. The deliberate organization of stations seamlessly aligns with active methodological teaching approaches, fostering collaborative and individual activities, integrating information and communication technologies, and facilitating teacher-led guidance. Our study, conducted with second-year high school students at "Colegio San Andrés Centro", affirms the model's positive impact on addressing identified linguistic challenges in EFL instruction. The dynamic and interactive learning environment, coupled with the model's encouragement of both teacher and peer feedback, underscores its suitability for enhancing student engagement and proficiency in English language acquisition across a variety of educational contexts.

3.2 Theoretical Foundations

The learning stations model aims to reshape the role of the English teacher in the classroom, shifting them into an instructional designer and an engaged collaborator in facilitating students' knowledge acquisition rather than fundamentally changing their primary function. The model is characterized by a methodology distinct from traditional models where students play a passive role while the teacher takes center stage (Castillo, 2021).

Conversely, in the station rotation model, students are empowered and become the protagonists of their own learning through activities fostering both autonomous and collaborative work. This setup enables active interaction and feedback both between peers and from the teacher. Furthermore, collaborative work enhances problem-solving skills. It's an instructional model enabling the integration of various methodologies and advocating for differentiation in the classroom, ultimately benefiting the students' learning process.

3.3 Characteristics of the Proposal

In the pursuit of enhancing EFL instruction effectiveness and catering to diverse learning styles, this proposal advocates for the implementation of the station rotation model recognizing the key role of learning objectives as the basis of instructional design. This model emphasizes a strategic approach to planning activities thoroughly prior to implementation. As a crucial first step, teachers are encouraged to meticulously consider the specific learning objectives, tailoring station activities to align with these educational goals. Moreover, the proposal underscores the importance of differentiation to address the unique learning styles of students, ensuring inclusivity and personalized engagement. Within each station, the integration of activities is proposed to deliberately foster collaboration or autonomy as well as problem - solving, providing a dynamic learning environment that accommodates varying preferences. The suggested activities are designed not only to captivate students' interest but also to effectively improve the desired skills, fostering a holistic approach to education that aligns with the learning objectives. Through the thoughtful implementation of the station rotation model, the aim is to create an enrich and adaptive learning experience that caters to the diverse needs of students, promoting both engagement and achievement.

3.4 Objectives of the Proposal

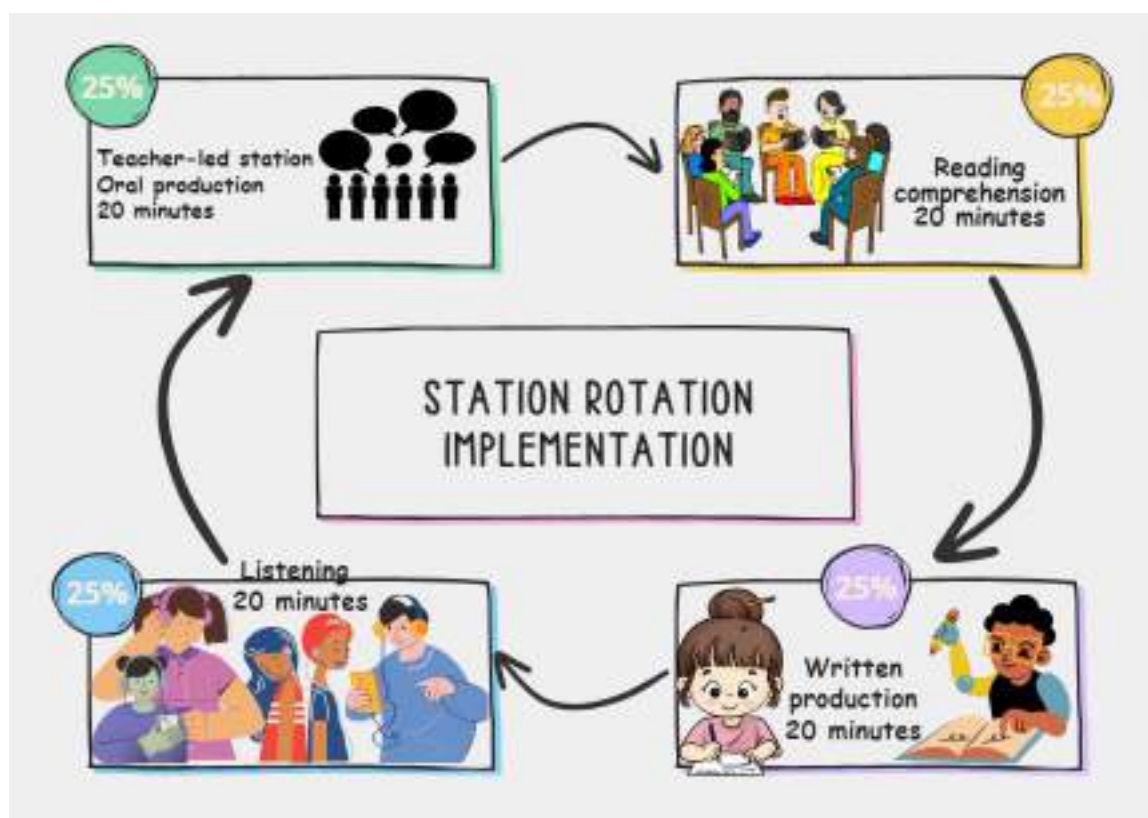
The primary objective of implementing the station rotation model at San Andrés Centro High School is to establish a flexible, student-centric learning environment that prioritizes

personalized learning, harnesses the advantages of technology, and fosters collaboration. The model seeks to enhance student engagement and cultivate a dynamic educational setting by strategically combining traditional and technological instructional methods. A key focus is on customizing lessons to allow learners to progress at their own pace, providing tailored scaffolding based on individual needs. The incorporation of digital resources aims not only to develop digital literacy skills but also to prepare students for the demands of the 21st-century workforce. Additionally, the model encourages collaborative learning experiences, fostering communication and teamwork skills essential for future success. By creating an environment that values cooperation and collective problem-solving, the station rotation model aims to equip students with the skills and knowledge necessary for academic success and preparedness in the rapidly evolving global landscape.

3.5 Structure, and Dynamics of the Components of the Proposal

Figure 23

Stations arrangement for the implementation



Note: Elaborated by Katya Sánchez on <https://www.canva.com> (2023)

There are four primary stations which are explained below:

Station 1 (Teacher-led): Oral production. In a teacher-led station focusing on speaking in a group, an array of activities can be structured to enhance verbal communication skills (Castillo, 2021). Students could engage in lively discussions on predefined topics or engage in debates, fostering critical thinking and articulation. The teacher might facilitate role-playing scenarios, encouraging students to assume different perspectives and communicate effectively within their groups. Additionally, interactive activities like collaborative problem-solving or presentations can be incorporated, allowing students to express ideas collectively while honing their public speaking abilities.

Through constructive feedback and guidance from the teacher, this station serves as a platform for students to develop confidence, fluency, and effective communication strategies within a group setting. While actively participating in group discussions, students inherently enhance their listening skills. Engaging in conversations prompts attentive listening to understand others' viewpoints, follow the flow of discussion, and respond thoughtfully.

Station 2: Reading comprehension. In this station, students work collaboratively or individually on various activities designed to improve their reading skills and understanding of the text. The activities can be tailored to the specific needs and abilities of the students, and they can focus on various aspects of reading comprehension, such as vocabulary, fluency, and text structure. Furthermore, students can engage in a variety of interactive activities designed to deepen their understanding of texts while fostering teamwork. One approach involves assigning different roles within the group, such as a summarizer, questioner, clarifier, and predictor, encouraging each student to contribute actively to comprehending the text. Utilizing reciprocal teaching strategies, students take turns leading discussions, summarizing passages, posing questions, and clarifying uncertainties.

Additionally, employing jigsaw reading activities where each group member becomes an expert on a specific section and subsequently teaches it to their peers promotes both collaboration and individual accountability. When working collaboratively, students not only enhance their comprehension skills by discussing and dissecting the text together but also develop crucial teamwork, communication, and critical thinking abilities essential for comprehensive understanding (Nurwanti et al., 2019).

Station 3: Written production. A station dedicated to written production offers an opportunity for students to hone their composition skills through a variety of engaging activities.

Students might engage in creative writing prompts, allowing them to explore their imagination and express their thoughts, stories, or ideas in written form. Alternatively, the station could focus on structured writing tasks such as crafting essays, reports, or persuasive pieces, guiding students through the process of organizing their thoughts cohesively and effectively. Peer editing and feedback sessions within the station encourage collaborative learning, enabling students to refine their writing by incorporating suggestions and insights from their peers. Additionally, micro learning is visible through grammar, syntax, or stylistic elements tailored to students' needs could be incorporated to reinforce foundational writing skills. This station aims not only to cultivate students' ability to produce well-structured written content but also to foster creativity, critical thinking, and effective communication through the written word.

Station 4 (Technology): Listening. A station centered on listening skills provides a platform for students to enhance their auditory comprehension through diverse activities. Students can engage in listening to audio recordings, podcasts, or speeches tailored to their proficiency level and learning objectives. Comprehension exercises like listening to a passage and answering questions, summarizing key points, or identifying specific details help develop their listening accuracy and retention. Incorporating interactive elements such as listening to dialogues and participating in role-plays or discussions encourages active engagement and application of auditory input. Utilizing technology, interactive listening exercises, or language learning apps can further diversify the station, offering interactive and engaging content. This station not only aims to improve students' listening skills but also promotes focus, concentration, and the ability to comprehend and interpret information accurately from oral sources.

Table 6

Textbook's scope and sequence and activities to develop within the stations

Unit	Vocabulary	Grammar	Skills	Activities to Develop Within the Stations Stations are arranged according to the four skills: Listening, reading, writing and speaking. Duration: 2 hours (40 minutes) each session/20 minutes per station
<p>1 How does music affect you?</p>	<p>Music: classical, country, jazz, Latin, pop, rap, reggae, rock, world music Adjectives: catchy, dramatic, inspiring, loud, moving, relaxing</p>	<p>Comparatives; gerunds</p>	<p>Listening: Predicting meaning from pictures Speaking: Describing songs and feelings Project: Making a playlist</p>	<p>Session 1 Topic: Vocabulary on music (Reinforcement)</p>
<p>2 What have you done so far</p>	<p>Life Experiences: camp overnight, change your look, design your own web page, learn to</p>	<p>Present perfect; for; how long, since</p>	<p>Writing: Identifying signpost words in writing</p>	<p>Session 2 topic: Present Perfect; For, how long, since (Reinforcement)</p>

	play a musical instrument, ride a horse, sail a boat, perform in a play, travel by plane		Speaking: Using signpost words in speaking Project: Making a board game with life experience	
3 How do you help at home	The Household: cupboard, drawer, garbage, laundry, living room, tablecloth, trash, yard Phrasal verbs: clean out, hang up, pick up, put away, take out, throw away, wash up, wipe off	Past perfect	Listening: Identifying specific information Speaking: Describing a household chores wheel Project: Performing a play about household chores	Session 3 topic: Phrasal verbs (Introduction-Flipped classroom)
4 Are you lucky?	Lucky Charms: evil eye, fortune cat, fortune cookies, four-	Second conditional	Reading: Identifying the author's audience and tone	Session 4 Topic: Adverbs of manner (Review)

	<p>leave clover, horseshoe, ladybug, rabbit's foot</p> <p>Adverbs of manner: accidentally, badly, cleverly, deliberately, noisily, quickly, silently, slowly, stupidly, well</p>		<p>Writing: Writing to a specific audience and giving advice</p> <p>Project: Making a poster with superstitions around the world.</p>	
<p>5</p> <p>Where would you rather go?</p>	<p>Air Travel: boarding pass, booking a flight, customs, luggage, passport, visa stamp</p> <p>Human-made Wonders: Angkor Wat, Colosseum, Blue Mosque,</p>	<p>Preferences; Intensifiers; Too, enough</p>	<p>Listening: Inferring relationships between events</p> <p>Writing: Using past forms to write a narrative</p> <p>Project: Making a traveler's guide</p>	<p>Session 5 Topic: Vocabulary on air travel (Introduction – flipped classroom)</p>

	Machu Picchu, Great Wall of China, Moai statues, Ponte Vecchio, Pyramid of Giza			
6 Why do we behave the way we do	Phrasal verbs: break up, figure out, get along, get over, give up, go on, keep it to yourself, turn in, own up, tell on someone	Could, may, might	Reading: Reading moral dilemmas Writing: Using transition words for contradiction to write a solution to a moral dilemma Project: Debating about social media	Session 6 Topic: Modal verbs: could, may, might (Reinforcement)
7 What's it like in your country?	Food Around the World: Acarajé, Baklava, British lunch, Ceviche, Dim Sum, Goulash, Tandoori Chicken	The passive, Present and past	Listening: Identifying supporting information Writing: Using correct capitalization and punctuation	Session 7 Topic: The passive; present and past (Review and reinforcement)

	<p>Cooking Verbs: baking, boiling, frying, grilling, roasting, steaming</p> <p>Adjectives: bland, chewy, crispy, raw, sour, spicy, sticky</p>		<p>Project: Writing a recipe for a popular dish</p>	
<p>8 What's your dream job?</p>	<p>Unusual Jobs: animation director, chef, sports coach, computer game programmer, crime scene investigator, graffiti artist, marine biologist, travel writer</p>	<p>Relative clauses; Defining, non- defining; That, which, who</p>	<p>Reading: Reading a magazine article</p> <p>Writing: Writing a summary</p> <p>Project: Organizing a tribe</p>	<p>Session 8 Topic: Vocabulary on unusual jobs (Introduction – flipped classroom)</p>

Note: Taken from Stopwatch: Student's book & workbook (2023)

3.6 Description of the Methodological Requirements

Implementing the station rotation model in San Andrés Centro High School requires careful consideration of both methodological and technological factors to ensure its success. Methodologically, the curriculum must be seamlessly integrated into the rotation model, aligning with learning objectives and standards. Differentiated instruction is essential, enabling teachers to tailor activities to accommodate diverse learning styles and abilities. A well-defined rotation schedule is necessary to optimize students' movement between stations, maximizing instructional time.

Assessment strategies should be woven into the fabric of the model, encompassing both formative and summative approaches to gauge student progress and inform instructional decisions. Teacher training and collaboration are crucial; educators need professional development opportunities to familiarize themselves with the model, and ongoing collaboration facilitates the sharing of best practices and resources.

On the technological front, access to digital devices like laptops or tablets is fundamental for students to engage with online content and educational apps. Robust internet connectivity is equally vital to ensure seamless access to digital resources. The implementation of a Learning Management System (LMS) acts as a centralized platform for content delivery, progress tracking, and communication.

Interactive educational software enhances the learning experience by providing simulations, virtual labs, or collaborative tools that align with the curriculum. Data security measures, including secure login procedures and encryption, are imperative to protect students' personal information and comply with privacy regulations. A responsive technical support system should be in place to swiftly address any issues related to devices, software, or connectivity, ensuring a smooth and uninterrupted learning experience.

By addressing these methodological and technological requirements, high schools can create an environment conducive to effective station rotation implementation. This approach not only promotes personalized and engaging learning experiences but also equips students with the skills necessary for the evolving demands of the 21st-century educational landscape.

3.7 Description of the Budget

Table 7

Description of the budget

Salaries	Cost per hour	Number of people	Worked hours	Total
Authors	5.52	2	30	331.20
Scientific advice	13.13	1	10	131.30
Academic coordinators	5.52	2	10	110.40
Teacher training	5.52	2	5	55.20
Tabulation/Statistics	5.52	2	5	55.20
Inputting	5.52	2	20	220.80
Telecommunications services	Monthly cost	Time in months	Number of people	Total
Internet	33,59	12	2	806.16
Cellphone service	20.00	12	2	480.00
Zoom Pro (Offer -16%)	14.99	12	1	151.10
Miscellanies	Expenses	Time in months		Total
Printing (Pre-test, lesson plan, Observation guide, written consent, list of participants, candidate's letter to the authority, Appendix 1)	27 copies of the pre-test (1060 sheets of paper) x 0.10 =106.00 Other = 0.9	12		106.90
Design and elaboration of didactic resources	10.00	3		30.00
Logistics (transportation, meals)	20	2		40.00
Total cost				2518.16 USD

Note: Elaborated by Katya Sánchez Fonseca and Rubén Darío Peña Navarrete (2023).

3.8 Analysis and Discussion of the Results Obtained from the Implementation of the Proposal

Class Observation Results Analysis

Upon examining the implementation of the Station Rotation Model in EFL instruction and the subsequent collection of key findings, an analysis of the results revealed several noteworthy aspects. The model effectively cultivates increased student engagement and participation, fostering problem-solving, collaboration, and creative thinking. This indicates its potential to create a dynamic and interactive learning environment, aligning with contemporary educational goals.

Furthermore, the implementation of the model showcased its positive impact on autonomous learning and skill development. Students reported a higher level of autonomy and greater ease in developing language skills, emphasizing the model's support for self-directed learning and skill enhancement.

Observations in the classroom highlighted the model's success in differentiation, particularly in addressing individual learning needs. Notably, the teacher-station played a pivotal role in personalized instruction, underlining the importance of adapting to the diverse learning styles of students. The integration of the flipped methodology, where activities were assigned before implementation, emerged as a crucial factor. While the conducted observation is part of the partial implementation of the proposal because the post-test implementation is suggested for the culmination of the intervention (see Appendix 10), it was evident that this approach facilitated students' familiarity with tasks in advance, contributing to a seamless and efficient learning experience during the implementation phase.

The strengths of the model became apparent in various dimensions, including autonomy in working, improvement in productive skills, and enhanced oral communication. These strengths suggest a positive impact on language proficiency, validating the effectiveness of the Station Rotation Model. Additionally, motivation among students was notably influenced by the model's ability to introduce variety in activities and provide a clearer understanding of tasks. This not only enhanced the learning experience but also contributed to a positive and motivating classroom atmosphere.

Peer-led collaborative work emerged as a valuable aspect of the model, with more advanced students taking leadership roles and aiding classmates who faced challenges. This peer support system promoted cooperative learning and contributed to a constructive learning community. The

effective differentiation across learning styles was evident in the provision of visuals, auditory elements, and kinesthetic formats. This holistic approach accommodated diverse learning preferences, reinforcing the model's adaptability to individual needs.

A notable advantage of the Station Rotation Model was the reduction in teacher talking time. This shift towards a student-centered approach encouraged interactive activities and group discussions, aligning with contemporary pedagogical trends. The model's capacity to empower students in problem-solving was evident as they found solutions to common issues like internet access problems and device shortages. The collaborative environment fostered by the model encouraged students to share resources and collectively clarify instructions.

Effective classroom management was demonstrated through structured planning, allocating specific time frames for each station (20 minutes). This organized approach ensured a balanced implementation, minimizing disruptions, and maximizing learning opportunities within the given timeframe. The integration of mobile phones as a crucial tool during rotations signified a successful adaptation of technology.

The students expressed a sense of novelty and enthusiasm towards the activity, citing its meticulous pre-planning and its comprehensive approach to fostering English language skills. This innovative undertaking, until now unexplored in their educational experience, garnered positive feedback from the students. Upon the conclusion of the class, researchers engaged in discussions with the students to elicit their perspectives on the activity.

In this context, Student A remarked, "The activity provided us an opportunity to articulate our thoughts independently, enabling us to navigate and engage with the designated stations effectively." Echoing this comment, Student B said, "The teacher's role was minimal, allowing us to exercise autonomy and develop our language skills." Student C concurred, expressing a desire for an extended timeframe to further immerse themselves in the experiential learning provided by the stations. This collective feedback underscored the pedagogical value of the activity in facilitating self-expression, autonomous learning, and a heightened engagement with the English language.

Conclusions

1- The application of the Station Rotation Model in English as a Foreign Language (EFL) instruction for second-year Baccalaureate students at San Andrés School yielded favorable outcomes consistent with the predetermined objectives. The principal aim of enhancing students' proficiency in the English language began to show positive results from the initial phase of the implementation. The results obtained from the surveys, particularly the positive perceptions expressed by teachers and administrators, reinforce the innovativeness and excellence of the Station Rotation Model. The consistently noted "Excellent" ratings suggest a strong consensus regarding its efficacy in improving language proficiency and overall instructional quality. In essence, the Station Rotation Model has proven to be a robust and effective method for enhancing EFL instruction. The study provided valuable insights into its impact on language proficiency, engagement, and overall learning experience.

2- The creation of a structured learning environment with opportunities for students to practice skills in various contexts has been effectively addressed. The class observation results further supported these findings, emphasizing the model's positive impact on student engagement and participation, showcasing the model's effectiveness in fostering problem-solving, collaboration, and creative thinking. This positive outcome supports the conclusion that the Station Rotation Model indeed created a dynamic and engaging learning experience for the 2nd Baccalaureate students at San Andrés School.

3- The objective of providing opportunities for practicing the four language skills in various contexts was well-met through the model's implementation. The success of this objective emphasizes the Station Rotation Model's capacity to address diverse learning needs, reduce teacher talking time, promote a holistic development of language skills in different contexts and empower students in problem-solving which was evident throughout the implementation. Students' feedback highlighted the efficacy of the model in fostering autonomy, providing opportunities for self-expression, and contributing to a positive classroom atmosphere. The positive response from students, coupled with the observed improvements in language skills, underscores the pedagogical value of this innovative approach in EFL instruction.

4- The use of formative and summative assessments has contributed to the success of the model. The structured planning of specific time frames for each station, along with the organization of the activities to be developed in each station, facilitated assessing and monitoring

students' progress through formative and summative assessments to be effectively executed and showcased the model's potential for effective classroom management.

Recommendations

1. Implement a comprehensive professional development program for teachers and coordinators, encompassing workshops, peer observations, and collaborative discussions, to ensure a continuous learning environment. This initiative will deepen the understanding of the Station Rotation Model and facilitate the sharing of best practices, fostering a culture of ongoing improvement and innovation in EFL instruction.

2. Given the positive impact of mobile phones as tools during rotations, consider further integration of technology to enhance learning experiences. This may involve exploring educational apps, online resources, or collaborative platforms to broaden the scope of digital engagement within the Station Rotation Model. Additionally, expand the variety of activities incorporated into each station to maintain student interest and cater to different language skill development needs such as introducing role-playing, multimedia projects, or other innovative activities that align with the learning objectives of the EFL curriculum.

3. Responding to students' expressed desire for extended timeframes, consider adjusting the duration allocated to each station. This adaptation would allow students to delve deeper into the activities, promoting a more immersive learning experience and addressing their enthusiasm for further engagement. Encourage and support peer-led collaborative work, ensuring that advanced students have opportunities to take leadership roles and support their peers. This collaborative structure fosters a sense of community within the classroom and contributes to a positive and inclusive learning environment.

4. Emphasize the importance of regular formative assessments within the Station Rotation Model to provide timely feedback for both teachers and students. These assessments can guide instructional adjustments, ensuring that the model remains responsive to the evolving needs and progress of the learners. Likewise, coordinators are recommended to implement a systematic monitoring and evaluation system to continually assess the effectiveness of the Station Rotation Model and adapt the model based on evolving needs and emerging insights.

5. Consider replicating this study in other EFL contexts or institutions to validate the generalizability of the findings. Additionally, conduct longitudinal studies to track the long-term impact of the Station Rotation Model on language proficiency, ensuring a more comprehensive understanding of its sustained effectiveness.

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Appendix 2

Research Plan for the Proposal

TITLE OF THE PROPOSAL: The Station Rotation Model: A Different Perspective in EFL Instruction.

AUTHOR 1: Katya Sánchez Fonseca

AUTHOR 2: Rubén Peña Navarrete

RESEARCH CONTEXT:

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

San Andrés School has identified an ongoing deficiency in the speaking abilities of its 2nd baccalaureate students. These learners face challenges in expressing their ideas clearly, exhibiting weak pronunciation, limited vocabulary, and a lack of confidence during conversations. The school's conventional teaching methods have proven insufficient in addressing these limitations, highlighting the necessity for a new approach to cultivate oral communication proficiency. The Station Rotation Model is a didactic strategy that can be effectively used with students from 2nd Baccalaureate in San Andres School. By implementing this model in EFL instruction at San Andres School, we aim to create an engaging and productive learning environment, allowing students to improve their oral communication abilities, specifically speaking skills. The model's collaborative and individualized nature makes it an effective strategy for addressing the specific need of developing speaking skills among the students.

2. Statement of the problem to be investigated.

The insufficient development of speaking skills among high school students in grade 12, who are currently at the A level according to the CEFR. The aim is the implementation of the Station Rotation Model to enhance EFL instruction. Therefore, the research question is how effective the model is in improving these skills of Second Baccalaureate students with insufficient speaking proficiency in San Andrés School.

3. Justification of the research

It is relevant to conduct this research on the insufficient development of EFL skills among grade 2nd Baccalaureate students in San Andrés School, located in the old town of Quito, for several reasons. Firstly, effective communication skills are essential for academic success and future career prospects. Identifying and addressing the specific challenges faced by these students

will help improve their overall language proficiency and enhance their educational outcomes. Secondly, the local community also stands to gain. By enhancing language development in this unique setting, students will be better equipped to actively participate in and contribute to the preservation and promotion of the area's cultural heritage. By investigating language development in this specific context, we can contribute valuable insights for designing tailored interventions that meet the specific needs of students in this area.

4. Description of the relationship between the proposal and the research lines of the university.

By applying this model, we expect to produce a document that serves as evidence of our level of development in these areas and demonstrate our capacity throughout all phases of the proposal. The resulting academic document produced will serve as proof of the progress which can be achieved by the implementation of the model. It will also demonstrate our ability to apply the proposed instructional strategy effectively and showcase the student's development in speaking skills throughout all phases of the proposal.

This approach aligns with the research lines of the university, which focus on evaluating innovative teaching methods, pedagogical approaches, and the impact of different strategies on student learning outcomes. The university can gather valuable data on the effectiveness of this approach in enhancing speaking skills. Additionally, this research project may be a reference for language educators in similar professional contexts, resulting in enhanced teaching methodologies and meaningful learning outcomes.

5. Object of the research

The teaching and learning process of EFL instruction.

6. General objective

To implement the Station Rotation Model in 2nd Baccalaureate students at San Andrés School, as a method to enhance the students' speaking skills, by creating structured learning environments and engaging the students in regular speaking activities, to provide the students with opportunities to practice speaking in different contexts, such as individual, small group, and whole class discussions in order to foster improved oral communication abilities among the students.

7. Specific objectives

1- To create a structured learning environment where students engage in regular speaking activities through the Station Rotation Model.

2- To provide students with opportunities to practice speaking in various contexts, such as individual, small group, and whole class discussions, within the Station Rotation Model framework.

3- To assess and monitor students' speaking progress through formative and summative assessments, allowing for targeted feedback and intervention within the Station Rotation Model implementation.

8. Description of the variables of the study (independent & dependent)

In the proposed study, the independent variable is the station rotation model as an instructional strategy which is implemented by the teacher who decides on the specific stations and activities that will be included in the rotation and plans how the students will transition between them.

The study focuses on EFL instruction as the dependent variable. It aims to assess the progress in students' skills following the implementation of the Station Rotation Model, in comparison to their skills prior to engaging in the activities. The study will account for other potential factors that may impact the instruction, such as speaking fluency, vocabulary acquisition, listening skills, pronunciation and articulation and communication strategies as well as teaching methodologies.

9. Description of the research approaches, methods, data collection

Research Approaches:

Theoretical Approach: In this approach, researchers primarily rely on existing theories, models, and frameworks to guide their research on the Station Rotation Model in EFL instruction.

Empirical Approach: In this approach, researchers gather firsthand data through systematic observations and experiments to test hypotheses and validate theoretical assumptions.

Research Methods:

Experimental Method: Researchers can employ experimental methods to study the impact of the Station Rotation Model in EFL instruction.

Case Study Method: Researchers can conduct in-depth case studies to explore the Station Rotation Model's implementation in specific EFL classrooms or educational institutions.

Survey Research: Surveys are a common method to gather data on participants' perceptions, attitudes, and experiences regarding the Station Rotation Model.

Data Collection:

Pre-test: Before implementing the model, a pre-test will be administered to assess the students' initial speaking skills.

Post-test: After the intervention period, a post-test will be administered to evaluate the students' speaking skills once again.

Interviews: Conduct structured, semi-structured, or unstructured interviews with students, teachers, administrators, or other stakeholders to gather qualitative data on their experiences, perceptions, and attitudes toward the Station Rotation Model.

Observations: Directly observing EFL classes using the Station Rotation Model to collect data on classroom dynamics, student engagement, teaching strategies, and other relevant aspects.

Surveys and Questionnaires: Developing and administering structured surveys or questionnaires to collect quantitative data on participants' perceptions, preferences, and satisfaction levels related to the Station Rotation Model.

10. Description of the beneficiaries and their main characteristics.

The beneficiaries are 12th, High School students from San Andrés private school in Quito. In this class, we encounter a diverse mix of students with varying learning preferences, language proficiency levels, and backgrounds. The approximate number of students is 40, aged between 16 and 17. According to the CEFR, their English proficiency level is classified as A2. While they possess a basic grasp of grammar and vocabulary, their communication abilities are limited to a narrow range of topics. Moreover, their listening and speaking skills require further development.

11. Description of the research context

San Andrés School which holds a significant position as one of the oldest educational institutions in Latin America, boasting a rich history and a strong sense of tradition. The students and their parents live in neighborhoods such as San Roque, La Victoria, El Tejar, and other historical center surroundings in Quito. The parents' engagement in entrepreneurial activities reflects their drive for economic improvement and the desire to provide a better future for their children. This spirit of entrepreneurship can foster resilience, creativity, and problem-solving skills in students, equipping them with valuable traits for their future endeavors. While owning a business can offer independence, it may also limit parents' time and resources available for supporting their children's education. Additionally, the limited job opportunities in certain sectors, particularly those associated with danger, can create additional challenges for students' families and impact their academic motivation.

12. Description of the practical contributions of the proposal.

The proposal offers several practical contributions that can positively impact the teaching and learning process, including enhanced student engagement by providing opportunities for active participation and varied learning experiences. It allows for individualized instruction by offering stations with different learning activities or levels of difficulty. The model facilitates collaboration among students. During group rotations, students can engage in collaborative tasks, such as discussions, role-plays, or cooperative projects. By incorporating different stations focused on various language skills (reading, writing, listening, speaking), the Station Rotation Model promotes a balanced development of language competencies. In addition, it provides opportunities for teachers to work closely with students in smaller groups or individually during rotations and it offers flexibility in terms of instructional design and implementation.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need.

From a professional perspective it requires teachers to explore innovative instructional strategies, design engaging activities, and effectively integrate technology. Incorporating the Station Rotation Model adds a valuable teaching approach to teachers' pedagogical repertoire. It equips them with a versatile and effective instructional strategy that can cater to diverse learning needs and create engaging learning experiences for EFL students. From a Methodological Perspective it provides students with diverse learning experiences through different stations and activities allowing for individualized and differentiated instruction while promoting active student engagement through hands-on activities, collaborative tasks, and technology integration. Additionally, the Station Rotation Model provides a platform for effective technology integration in EFL instruction. By dedicating a station to technology-based activities, teachers can leverage digital resources, educational apps, multimedia materials, and online platforms to enhance language learning. The social need perspective is relevant as well, considering that it promotes inclusive education by catering to diverse learning needs, abilities, and backgrounds.

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Appendix 7

Needs Analysis

Abstract

The needs analysis conducted at San Andrés School reveals a persistent deficiency in the speaking abilities of 2nd baccalaureate students. Challenges include unclear expression, weak pronunciation, limited vocabulary, and low conversational confidence. Conventional teaching methods have fallen short in addressing these issues, necessitating a fresh approach. The Station Rotation Model emerges as a promising didactic strategy to enhance English as a Foreign Language (EFL) instruction for 2nd baccalaureate students at San Andrés School. This model fosters an engaging and personalized learning environment, catering to the specific need of improving speaking skills. Its collaborative and individualized design positions it as an effective solution to improve students' communication proficiency.

Keywords: Station Rotation Model, EFL instruction, teaching methods

Introduction

The Station Rotation Model, a pedagogical approach developed by educational innovator and author Dr. Michael Horn, is a transformative teaching strategy rooted in the theory of blended learning. This model fundamentally redefines the traditional classroom dynamic by seamlessly integrating technology and face-to-face instruction. In the Station Rotation Model, students rotate through a series of learning stations, each offering a distinct learning experience.

These stations can encompass activities such as online modules, group discussions, one-on-one teacher interactions, and independent assignments. This model has gained widespread recognition for its ability to cater to diverse learning needs, enhance student engagement, and promote personalized learning journeys. As such, it presents a compelling option for addressing the specific needs of students at San Andrés School, particularly in the context of improving the EFL instruction.

Context of the research

Unidad Educativa Franciscana "San Andrés" centro is located at Imbabura Street N2-9 in Quito. Its AMIE code is 17H0054. There are 428 students from 1st Grade of Elementary school to 3rd Baccalaureate. It is a private institution which holds a significant position as one of the oldest educational institutions in Latin America, boasting a rich history and a strong sense of tradition. The institution is open for classes on a daily basis from 07H00 to 14H00. The current research

project will have a pool of approximately 40 students from 2nd Baccalaureate who receive 4 hours of General English Language per week following the National curriculum issued by the Ministry of Education and stated in the “MINEDUC-MINEDUC-2023-0008-A”. The students have access to an English area laboratory which facilitates the development of the EFL instruction. The material used for EFL instruction is the Richmond textbook Stopwatch 5 from Santillana editorial.

Description of the beneficiaries

The beneficiaries are 12th, High School students from San Andrés private school in Quito. The students and their parents live in neighborhoods such as San Roque, La Victoria, El Tejar, and other historical center surroundings in Quito. The parents' engagement in entrepreneurial activities reflects their drive for economic improvement and the desire to provide a better future for their children. This spirit of entrepreneurship can foster resilience, creativity, and problem-solving skills in students, equipping them with valuable traits for their future endeavors. While owning a business can offer independence, it may also limit parents' time and resources available for supporting their children's education. Additionally, the limited job opportunities in certain sectors, particularly those associated with danger, can create additional challenges for students' families and impact their academic motivation.

The linguistic level of the beneficiaries according to the CEFR

In this class, we encounter a diverse mix of students with varying learning preferences, language proficiency levels, and backgrounds. The approximate number of students is 40, aged between 16 and 17. According to the CEFR, their English proficiency level is classified as A2. While they possess a basic grasp of grammar and vocabulary, their communication abilities are limited to a narrow range of topics. Moreover, their listening and speaking skills require further development.

Target needs

Necessities

English proficiency is needed in the context of 2nd Bach from San Andrés School to facilitate learning, professional growth, and to ensure linguistic proficiency in our interconnected world. The official document ACUERDO-052-14 (Ministerio de Educación de la República del Ecuador, 2014) mandates the inclusion of English education as a mandatory subject, starting from the second grade of Elementary Education and continuing through the third year of Baccalaureate, across all public, government-funded, and private educational institutions in the nation.

Lacks

They have to do with what students ignore or cannot do in English (Robinson, 1991). Lacks highlight areas where learners are deficient or struggle in their language proficiency. Identifying these gaps is crucial for tailoring instruction to address specific weaknesses and challenges.

At San Andrés school, a permanent deficiency in the oral skills of 2nd year high school students has been identified. These learners face significant challenges in expressing their ideas clearly, exhibiting weak pronunciation, limited vocabulary, and a lack of confidence during conversations.

Wants

These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991). Wants, on the other hand, represent the learners' personal goals and preferences. These can vary widely among individuals and may include aspirations such as mastering colloquial language, understanding specialized jargon, or achieving a high level of fluency.

Conventional teaching methods employed in San Andrés school have proven to be insufficient to address the limitations previously mentioned, highlighting the need for a new approach to cultivating oral communication competence. In response to this problem, the implementation of the Station Rotation Model is proposed as an effective didactic strategy in the educational context of San Andrés school.

Learning needs

Learning needs refer to the disparity between the learner's existing level of knowledge and skills and the proficiency needed to accomplish a task or set of tasks. This framework encompasses various aspects, including the learners' identity, socio-cultural background, learning history, age, gender, pre-existing knowledge of specialized content, current level of English, as well as approaches concerning both the English language and the English-speaking nations.

To create an engaging and productive learning environment that allows students to improve their oral communication skills, specifically speaking skills. The collaborative and individualized nature of the model makes it an effective strategy to address the specific need to develop oral skills among students.

Description of the possible solution to these needs

To enhance the linguistic competences of students at San Andrés school, we propose the implementation of the Station Rotation Model as an impactful didactic strategy in English as a Foreign Language (EFL) instruction. This approach aims to establish an engaging and productive learning environment, with a particular focus on enhancing oral communication skills, notably speaking proficiency. The model's inherent collaborative and individualized design positions it as a highly effective strategy to target and address the specific need for improved oral skills among our students. By making EFL instruction a dependent variable within this framework, we aspire to empower students with the linguistic tools and confidence needed to excel in spoken English.

Problem:

The insufficient development of speaking skills among high school students in grade 12, who are currently at the A level according to the CEFR. The aim is the implementation of the Station Rotation Model to enhance EFL instruction. Therefore, the research question is how effective the model is in improving these skills of Second Baccalaureate students with insufficient speaking proficiency in San Andrés School.

Proposal: Implementation of the Station Rotation Model as a different perspective in EFL instruction

Description of the diagnostic test

The CEFR A2 exam is the one that will be applied to assess basic proficiency in English as a foreign language. This exam evaluates a candidate's ability to understand and use everyday expressions and phrases related to familiar topics, such as personal information, family, and shopping. It typically includes listening, reading, writing, and speaking components, assessing the individual's capacity to communicate in simple and routine tasks.

Photo of the educational institution



Evidence of the model used to identify the needs of students.

Template

HUTCHINSON AND WATERS (1987) NEEDS ANALYSIS MODEL (LEARNING-CENTRED APPROACH)

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

TARGET NEEDS		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	
Why is the English language needed here?	To facilitate learning, professional growth, and to ensure linguistic proficiency in our interconnected world. The official document ACUERDO-052-14 (Ministerio de Educación de la República del Ecuador, 2014) mandates the inclusion of English education as a mandatory subject, starting from the second grade of Basic General Education	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test EFL National Curriculum ACUERDO-052-14 (Ministerio de Educación de la República del Ecuador, 2014) -Observation guide

	and continuing through the third year of Baccalaureate, across all public, government-funded, and private educational institutions in the nation.	-Diagnostic test 5-5 ment
How will the English language be used?	The proposal is necessary because English will serve as the primary means of communication within the classroom, employed as necessary during practical exercises that simulate real-life scenarios, in accordance with the English as a Foreign Language (EFL) instruction.	Diagnostic test Writing (low scores) Observation guide, checklist
What will the content areas be?	General English. The curriculum content will align with the CEFR (Common European Framework of Reference) at the A2 level, covering general English proficiency.	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	General English other students, teacher, friends from other countries or relatives.	Documents from the MOE Curriculum & syllabus
Where will the English language be used?	The English language be used at school, the emphasis will be on developing speaking skills through English as a Foreign Language (EFL) instruction.	Descriptors of the level CEFR A2. Syllabus & curriculum

When will the English language be used?	GE: School year 2023-2024 (October to December) English will be exclusively used during designated English hours at school, with a total of four hours allocated per week for this purpose.	MOF
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CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: The Station Rotation Model: A Different Perspective in EFL Instruction **AUTHOR(S):**

Katya Sánchez Fonseca
Rubén Darío Peña Navarrete

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	EFL Instruction							
1	DIMENSION 1: Use of language	X		X		X	
2	Vocabulary acquisition	X		X		X		
3	Fluency	X		X		X		
4	Grammar acquisition	X		X		X		
5	Skimming	X		X		X		
6	Scanning	X		X		X		
7	Intensive reading	X		X		X		
8	DIMENSION 2: Writing	X		X		X		
9	Writing production	X		X		X		
10	Free writing	X		X		X		
11	DIMENSION 3: Speaking	X		X		X		
12	Oral production	X		X		X		
13	Oral fluency	X		X		X		
14	Teacher's feedback	X		X		X		
15	DIMENSION 4: Listening	X		X		X		
17	Listening skill acquisition	X		X		X		
18	Fluency	X		X		X		

Comments (specify if there is sufficiency): _____

Assessment of applicability: **Applicable [X]** **Applicable after correction []** **Not applicable []**

Data Collection Instrument

Dear student: You are invited to participate in a survey for a project research carried out by the teachers Rubén Peña Navarrete and Katya Sánchez Fonseca at UEPSA. The purpose of this survey is to learn about your experience (Current or from previous periods) about your way of acquiring / practicing the language inside classes. Your response is voluntary, anonymous and does not represent any benefit or harm related to their status as a student. Your participation is appreciated.

1. I watch videos or resources sent by my teacher before I get to class
 - Always
 - Many times
 - Rarely
 - Never
2. I activate my prior knowledge in class with my teacher
 - Always
 - Many times
 - Rarely
 - Never
3. I feel motivated to express myself orally
 - Always
 - Many times
 - Rarely
 - Never
4. The trusting atmosphere of the class allows me to express myself orally with my teacher in class
 - Always
 - Many times
 - Rarely
 - Never
5. The trust atmosphere of the class allows me to express myself orally with my classmates
 - Always
 - Many times
 - Rarely
 - Never

6. I consider that my mistakes, when communicating, are part of learning.
Always
Many times
Rarely
Never
7. There are spaces and moments in the class in which I am responsible for my learning.
Always
Many times
Rarely
Never
8. I can develop activities, in English, autonomously
Always
Many times
Rarely
Never
9. I receive feedback from the teacher about my development
Always
Many times
Rarely
Never
10. I actively participate in teamwork
Always
Many times
Rarely
Never
11. The teacher assigns us group sessions to carry out specific activities.
Always
Many times
Rarely
Never
12. I practice with different free resources on the internet to learn English

Always

Many times

Rarely

Never

13. I use open resources in classes to learn English

Always

Many times

Rarely

Never

14. I use open resources outside of class to learn English

Always

Many times

Rarely

Never

15. I identify vocabulary that I apply in different contexts

Always

Many times

Rarely

Never

16. I have the opportunity to practice vocabulary fluency in class

Always

Many times

Rarely

Never

17. I identify grammar that I apply in different contexts

Always

Many times

Rarely Never

18. I have the opportunity to practice grammar fluency in class.

Always

Many times

Rarely

Never

19. I can identify the main idea in a text in a quick reading in class

Always

Many times

Rarely

Never

20. I can identify the secondary ideas in a text in a class reading

Always

Many times

Rarely

Never

21. I practice reading passages in English in class

Always

Many times

Rarely

Never

22. I practice reading passages in English outside of class

Always

Many times

Rarely

Never

23. I do writing activities in class

Always

Many times

Rarely

Never

24. I do free writing activities without worrying about the grammatical structure or about being graded.

Always

Many times

Rarely

Never

26. I have the opportunity to practice listening comprehension in class

Always

Many times

Rarely

Never

27. I do oral expression activities

Always

Many times

Rarely

Never

28. I have the opportunity to practice speaking fluency in class

Always

Many times

Rarely

Never

I receive feedback on my oral expression from my teacher

Always

Many times

Rarely

Never

Structured Survey to Assess the Implementation of the Station Rotation Model for Enhancing English as A Foreign Language (EFL) Instruction.

Title: Survey on the Implementation of the Station Rotation Model for EFL Instruction

Thank you for participating in this survey. Your responses will help us understand the effectiveness of the station rotation model in EFL instruction. Please answer the following questions honestly and to the best of your knowledge.

Section 1: Participant Information

- 1.1. Location (e.g., country or region):
- 1.2. Name (Optional):
- 1.3. Role in EFL Instruction (e.g., Teacher, Administrator, Curriculum Designer):
- 1.4. Years of Experience in EFL Instruction:

Section 2: General Perceptions

- 2.1. On a scale of 1-5 (1 being strongly disagree and 5 being strongly agree), how effective do you believe the station rotation model is in enhancing EFL instruction?

Section 3: Implementation of Station Rotation Model

- 3.1. Are you currently implementing the station rotation model in EFL instruction?
 - Yes
 - No
- 3.2. If yes, how long have you been implementing the station rotation model in EFL instruction?

Section 4: Planning and Preparation

- 4.1. How do you plan the station rotation model lessons? (Check all that apply)
 - Curriculum alignment
 - Resource selection
 - Grouping strategies
 - Scheduling
- 4.2. What resources or materials do you use in station rotation lessons? (Select all that apply)
 - Textbooks
 - Online resources
 - Multimedia (videos, audio)
 - Language apps
 - Handouts/workbooks

Section 5: Implementation Challenges

5.1. Have you encountered any challenges when implementing the station rotation model in EFL instruction? (Check all that apply)

- Student engagement
- Classroom management
- Technical issues (if using online resources)
- Differentiation of instruction
- Assessment and grading

5.2. If you faced challenges, how did you address them?

Section 6: Student Feedback

6.1. How do students respond to the station rotation model? (Check all that apply)

- Increased engagement
- Improved language skills
- Mixed reactions
- Decreased engagement

Section 7: Outcomes and Assessment

7.1. Have you observed any improvements in EFL instruction outcomes using the station rotation model? (e.g., improved language proficiency, test scores, student participation)

7.2. How do you assess and measure the effectiveness of the station rotation model in EFL instruction?

Section 8: Additional Comments

8.1. Do you have any additional comments, suggestions, or insights related to the station rotation model in EFL instruction?

Conclusion:

Thank you for completing this survey. Your input is valuable in understanding the implementation of the station rotation model in EFL instruction.

"Observation Guide to Be Used by Stakeholders, Teachers, Administrators to Observe the Implementation of the Station Rotation Model in the 2nd High School Class of San Andrés School"

Class Details:

Teacher Name:

Class Subject:

Grade Level:

Date and Time:

Observers:

Stakeholder Names:

Teacher Names:

Administrator Name:

I. Introduction and Overview

- The teacher clearly explains the objectives and expectations of the station rotation model.
- The purpose of each station (e.g., independent work, collaborative activities, teacher-led instruction) is communicated.

II. Physical Setup

- Stations are organized in a clear and accessible manner.
- Materials and resources required for each station are readily available and organized.

III. Station 1: Activity Title _____

- Clarity of instructions for the activity is provided.
- Appropriate materials and resources are available.
- Engagement level of students is assessed.

IV. Station 2: _____

- Clarity of instructions for the activity is provided.
- Appropriate materials and resources are available.
- Engagement level of students is assessed.

V. Station 3: _____

- Clarity of instructions for the activity is provided.
- Appropriate materials and resources are available.
- Engagement level of students is assessed.

VI. Teacher-led Station

- Teacher provides clear instruction and guidance.
- Interaction with students is engaging and purposeful.
- Teacher's assessment and feedback techniques are effective.

VII. Rotation Transition

- The transition between stations is smooth and well-timed.
- Students understand how to move from one station to another.
- The teacher effectively manages the rotation process.

VIII. Differentiation

- Differentiation strategies are observed (e.g., leveled activities, varied resources).
- The teacher addresses individual learning needs effectively.

IX. Collaboration and Student Interaction

- Students collaborate effectively during group activities.
- Peer-to-peer discussions are meaningful and on-task.
- The teacher facilitates and encourages collaboration.

X. Technology Integration

- Technology resources are used effectively to support learning.
- Students demonstrate proficiency in using technology tools.

XI. Classroom Management

- The teacher maintains a positive and inclusive classroom environment.
- Behavior management techniques are implemented effectively.

XII. Overall Impression

- Overall, the station rotation model is effectively implemented.
- Strengths observed:
- Areas for improvement:

Additional Comments:

Recommendations:

Part 1

Questions 1 – 6

For each question, choose the correct answer.

1

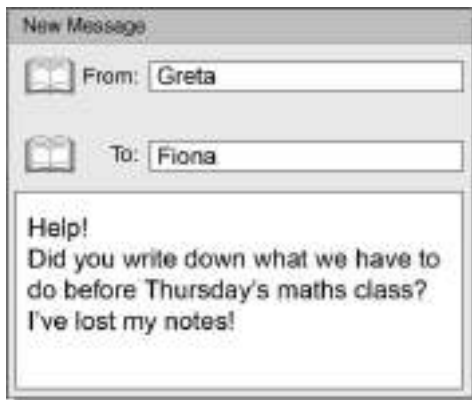
Go upstairs if you want to



- A buy a dress for a party.
- B pay less for something to read.

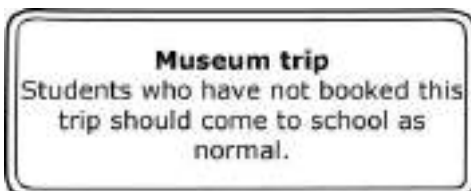
C find a game for a teenager.

2



- A Greta has forgotten when the next maths class is.
- B Greta hopes Fiona will help her find her maths notes.
- C Greta wants to know what the maths homework is.

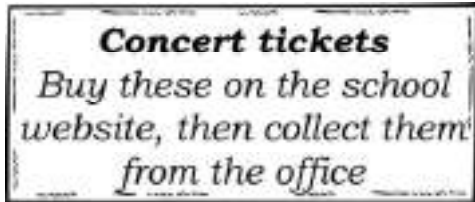
3



- A Students not going on the trip cannot have a day off school.
- B Students have to decide today if they would like to join the trip.

C Students going on the trip must come to school first.

4



A Pay for tickets online before picking them up at school.

B Check the website for information about when tickets will be available.

C Let the office know soon if you are planning to buy tickets.

5 What should Andy do?

A invite

some friends to play football

B tell

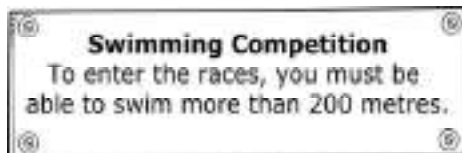
Jake if he can join him later

C show

Tom where Woodside School is



6



A Swimmers at all levels can enter this competition.

B This competition is for people who can swim over 200 metres.

C The races in the competition will be 200 metres long.

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Amy	Flora	Louisa
7				C
	Whose class learnt about the garden competition from a TV programme?	A	B	
8				C
	Whose class grew some vegetables?	A	B	
9				C
	Whose class won a trip in the school garden competition?	A	B	
10				C
	Whose class painted flowers on their garden wall?	A	B	
11				C
	Whose class learnt about the insects in their garden?	A	B	
12				C
	Whose class got help from someone in a pupil's family?	A	B	
13				C
	Whose class chose flowers that were the same colour?	A	B	

a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

14 How did Anna feel about moving to a new school?

- A** worried about being with lots of older children
- B** happy about the idea of doing something different
- C** pleased because she was bored at her primary school

15 Who has become Anna's best friend at her new school?

- A** someone from her primary school
- B** someone she knew from her home area
- C** someone she met in her new class

16 What does Anna say about the timetable at her new school?

- A** It includes subjects she didn't do at primary school.
- B** She has shorter lessons than she had at her old school.
- C** It is quite difficult to understand.

17 Why couldn't Anna find her classrooms?

- A** She couldn't read a map.
- B** There was little time between lessons.
- C** The school building was very large.

18 What does Anna say about the homework she has now?

- A** She gets more help from some teachers than others.
- B** She thinks it is the hardest part of school life.
- C** She remembers everything she's told to do.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big **(19)** between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are **(20)** to get jobs in the hotel or restaurant **(21)** The students learn by helping staff in a real hotel, while their teachers **(22)** them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and **(23)** the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever **(24)** at.

19 **A** change **B** variety **C** difference

20 **A** knowing **B** hoping **C** explaining

21 **A** business **B** work **C** career

22 **A** see **B** look **C** watch

23 **A** calling **B** answering **C** speaking

24 **A** entered **B** stayed **C** gone

Part 5

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example:

0	for
----------	-----

From:	Anita
-------	-------

To:

Sasha

Thank you **(0)** your email. Living in Canada sounds really great! I'm glad that you like **(25)** new house. What's the weather like? **(26)** it very cold in Canada? Does it snow every day?

I heard that a **(27)** of Canadians speak two languages – English and French. Are you having French lessons? Do you watch programmes **(28)** TV in French too?

How about the students in your new school? Are **(29)** friendly? And send some photos too – I would like to know more about them.

I've got **(30)** go now, but I'll write again soon.

Part 6

Question 31

You are going shopping with your English friend Pat tomorrow. Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

Write the email on your answer sheet.

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



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**Cambridge Assessment
English**

Centre Number

Candidate Number

--	--

Candidate Name _____

KEY ENGLISH TEST for Schools

Listening

Sample Test

Time Approximately 35 minutes (including 6 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet and on this question paper.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet.

Use a pencil. At the end of the pretest, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

You will hear each piece twice.

Your answers in this test will not affect your result in any examination you do in the future.

Thank you for your help.

PV1

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Part 1

Questions 1 – 5

For each question, choose the correct picture.

1 What's Julia going to do tonight?



A

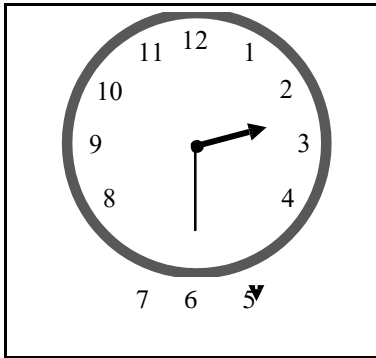


B

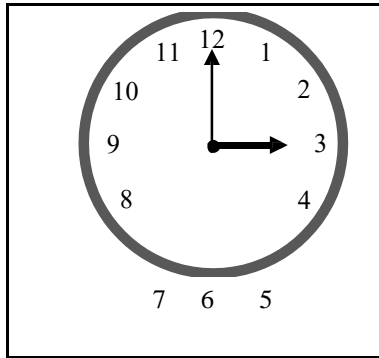


C

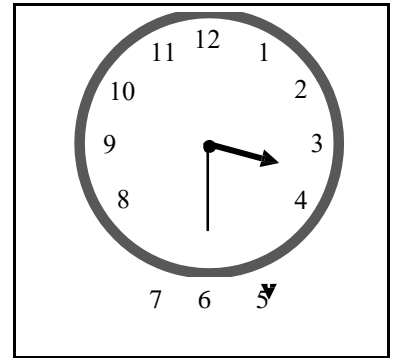
2 What time does the art lesson start?



A



B



C

3 What will Chloe do on Saturday?



A

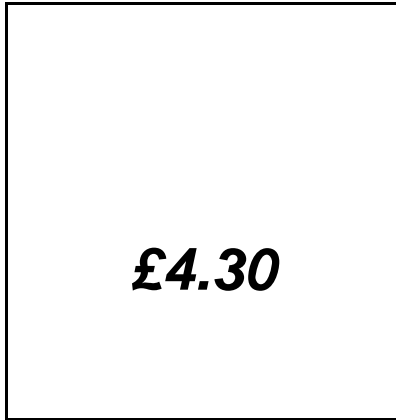


B

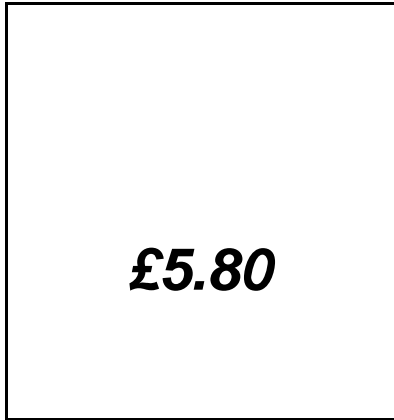


C

4 How much will the girl pay for her cinema ticket?



A



B



C

5 Who will meet Peter at the airport?



A



B



C

Turn over ► Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or **a number** or **a date** or **a time**.

You will hear a teacher telling students about a school camping trip.

School Camping Trip	
Cost of trip:	£39.00
Give money to:	(6) Mrs
Day of return:	(7)
Time to arrive at school:	(8) a.m.
Travel by:	(9)
Bring:	(10)

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Annie talking to her friend Tony about a film she saw.

- 11** Annie saw a film at
- A** two o'clock.
 - B** quarter past three.
 - C** half past five.
- 12** The film was about
- A** a sports star.
 - B** some animals.
 - C** history.
- 13** Annie thought the film
- A** was too long.
 - B** wasn't very interesting.
 - C** needed better actors.
- 14** Annie's favourite film
- A** makes her laugh.
 - B** is a true story.
 - C** is very exciting.
- 15** Annie prefers to watch films
- A** at a cinema.
 - B** on her laptop.

C on TV.

Turn over ► Part 4

Questions 16 – 20

For each question, choose the correct answer.

-
- 16** You will hear a teacher talking to her class.
What does the teacher want her class to do?
- A** work more quickly
- B** make less noise
- C** help each other more
- 17** You will hear two friends talking about their day.
What have they just done?
- A** They've been to a concert.
- B** They've had a meal.
- C** They've played a sport.
- 18** You will hear a teacher talking to one of his students called Sarah.
Why must Sarah do her homework again?
- A** She made too many mistakes.
- B** She did the wrong work.
- C** She forgot to do some of it.
- 19** You will hear a girl, Lara, talking about shopping.
Why did Lara buy the bag?
- A** The size was right.
- B** The price was right.

C The colour was right.

20 You will hear a man talking to his daughter before she goes out.
What's the weather like today?

A It's cold.

B It's wet.

C It's sunny.

Part 5 Questions 21 – 25

For each question, choose the correct answer.

You will hear Julia talking to her mother about a school fashion show.
What will each person help with? **Example:**

0 Julia **D**

People

21 Anton

22 Emma

23 Karl

E music

24 Sarah

25 George **G** posters

Help with

A clothes

B food

C lights

D make-up

F photographs

H tickets

You now have 6 minutes to write your answers on the answer sheet.

Key for Schools Speaking Sample Tests

Test 1: Hobbies

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates

Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A

What's your name?

To Candidate B

And what's your name?

Back-up prompts

For UK, ask

B, how old are you?

Where do you come from?

Are you from (Spain, etc.)?

For Non-UK, ask

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

For UK, ask

A, how old are you?

Where do you come from?

Are you from (Spain, etc.)?

For Non-UK, ask

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2

Interlocutor

Now, let's talk about **school**.

A, what subject do you like best?

What clothes do you wear to school?

B, What time do you finish school?

What do you eat after school?

Extended Response

Now **A**, please tell me something about the homework you have to do.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house?

A, where do you watch TV at home?

What's your favourite room in your house?

Extended Response

Now, **B**, please tell me what you like doing at home.

Back-up prompts

Do you like maths?

Do you wear a uniform?

Do you finish

school at 4 o'clock?

Do you eat snacks after school?

Back-up questions

Do you get a lot of homework every day?

Did you do any homework
yesterday?

Do you like homework? (Why?/Why not?)

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in
the kitchen?

Do you like your bedroom?

**Back-up
questions**

Do you
like

cooking?

Do you play computer games?

Did you stay at home last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions

Interlocutor /

Candidates Use as appropriate. Ask each candidate at least one question.

- Do you think ...
- ... playing football is fun?
- ... playing an instrument is difficult?
- ... playing computer games is boring?
- ... reading is interesting?
- ... painting/drawing is easy?

Optional prompt
Why? /Why not?

What do **you** think?

Interlocutor

So, **A**, which of these hobbies do you like best?
And you, **B**, which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor ⌚

Allow up to 2 minutes

Now, do you prefer to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

Appendix 9
Proposal Design

<p>Session 1</p> <p>Topic: Vocabulary on music (Reinforcement)</p>	<p>Station 1: Reading Comprehension (Collaborative work): 20 minutes.</p> <p>The students will previously be provided with passages or articles relevant to the lesson topic. After reading, the teacher have them answer questions to assess their understanding of the text's content and their ability to infer, analyze, and synthesize information.</p> <p>Station 2: Writing (Individual work): 20 minutes.</p> <p>Students are assigned to write a short story that aligns with the lesson objectives.</p> <p>E.g. Write a paragraph about your favorite musician, singer or band.</p> <p>Students must include: The name of the musician, singer or band, the nationality, the type of music and any other interests the musician, singer or band has.</p> <p>Station 3: Use of Language and Listening (Individual work): 20 minutes.</p> <ol style="list-style-type: none">1. Find the song and match it with the artist. <p>E.g. https://wordwall.net/resource/12466587</p> <ol style="list-style-type: none">2. Choose the right word to complete the song. E.g. https://bit.ly/chooserrightword <p>Station 4: Speaking (Teacher Lead) (Collaborative work): 20 minutes.</p> <p>Group Discussions: Set up discussion or debate on the main topic. Have students engage in conversations within the group.</p> <p>E.g. In groups describe your favorite song and compare with your classmates' favorite ones. Make comparisons among the musician, singer or band, regarding likes and dislikes, type of music, years since founded, nationality and any other categories the students want to compare.</p>
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<p>Session 2 topic: Present Perfect; For, how long, since (Reinforcement)</p>	<p>Station 1: Reading Comprehension (Collaborative Work) - 20 minutes. Activity: Prior to the lesson (Flipped) provide a short text or excerpt from the book "Stopwatch" that includes examples of sentences with Present Perfect tense. In pairs or small groups, students read and discuss the text to identify instances of "For," "How long," and "Since." Encourage them to share their findings and interpretations.</p> <p>Station 2: Writing (Individual Work) - 20 minutes. Activity: Ask students to write a paragraph or short essay about a personal experience using the Present Perfect tense. Instruct them to include details such as duration (For, How long, Since). Encourage creativity and emphasize correct usage of the Present Perfect. Students should focus on expressing themselves individually through writing.</p> <p>Station 3: Use of Language and Listening (Individual Work) - 20 minutes. Activity: Provide audio clips or sentences spoken by native speakers using the Present Perfect tense. Students individually listen to the sentences and identify instances of "For," "How long," and "Since." Then they can access the Stopwatch platform and do the practice listening activities.</p> <p>Station 4: Speaking (Teacher-Led) (Collaborative Work) - 20 minutes. Activity: Conduct a group discussion or role-play activity related from Unit 2 of the book "Stopwatch." The teacher leads the discussion, guiding students to use the Present Perfect tense when sharing their thoughts or opinions. This provides an opportunity for students to practice speaking in a structured and supportive environment, reinforcing their ability to use the language orally.</p>
<p>Session 3 topic: Phrasal verbs</p>	<p>Note: students are expected to review materials independently before class to ensure a comprehensive understanding and application of the introductory concepts of phrasal verbs.</p>

<p>(Introduction – Flipped classroom)</p>	<p>Station 1: Pre-learning Video (Individual Work) Online - 20 minutes.</p> <p>Activity: Provide a link for a short instructional video explaining the basics of phrasal verbs, their structure, and common examples. Encourage students to take notes on any questions they may have. This station serves as the foundation for their understanding before engaging in hands-on activities.</p> <p>Station 2: Online Interactive Quiz (Individual Work) - 20 minutes.</p> <p>Activity: Direct students to the online platform with an interactive quiz on phrasal verbs. The quiz may include multiple-choice questions, fill-in-the-blanks, and matching exercises. This self-assessment allows students to gauge their understanding and identify areas that may require further clarification.</p> <p>Station 3: Collaborative Application Exercise (Group Work) - 20 minutes.</p> <p>Activity: Assign small groups of students a set of sentences with missing phrasal verbs. Provide a list of phrasal verbs for them to choose from. The groups collaboratively discuss and choose the correct phrasal verbs to complete the sentences. Emphasize real-life scenarios or context to make the exercise more engaging.</p> <p>Station 4: Teacher-Guided Discussion and Practice (Collaborative Work) - 20 minutes.</p> <p>Activity: Engage the students in a teacher-led discussion about the challenges they faced during the pre-learning video and quiz. Clarify any misconceptions, answer questions, and provide additional examples. Then, guide the class through a series of practice exercises where they create sentences using phrasal verbs. Encourage discussion and peer interaction.</p>
<p>Session 4 topic: Adverbs of manner (Review)</p>	<p>Station 1: Concept Reinforcement (Individual Work) - 20 minutes.</p> <p>Activity: Provide a set of sentences with missing adverbs of manner. Students individually fill in the blanks with appropriate adverbs. Use a mix of common and more challenging adverbs to cater to different proficiency levels. Encourage students to refer to their notes or resources for assistance.</p>

	<p>Station 2: Adverb Identification (Pair Work) - 20 minutes</p> <p>Activity: Prepare a set of sentences that include various adverbs of manner. In pairs, students identify and underline the adverbs in each sentence. Encourage discussions between partners to ensure a shared understanding of the correct identification.</p> <p>Station 3: Creative Writing (Individual Work) - 20 minutes</p> <p>Activity: Provide a prompt or scenario that requires the use of adverbs of manner. Students individually write a short paragraph or story incorporating a variety of adverbs to describe actions. Encourage creativity and challenge students to use a diverse range of adverbs to convey different nuances in their writing.</p> <p>Station 4: Speaking Practice (Group Work) - 20 minutes.</p> <p>Activity: The group receives a set of pictures or scenarios. Students take turns describing the actions in the pictures or scenarios using adverbs of manner. Encourage discussion and collaboration within the group. This activity not only reinforces the use of adverbs of manner but also promotes oral communication skills.</p>
<p>Session 5 topic: Vocabulary on air travel (Introduction – flipped classroom)</p>	<p>Pre-Class Materials (Online Resources):</p> <p>Video Lesson: "Air Travel Vocabulary Basics"</p> <ul style="list-style-type: none"> - Create or find a short video on https://flipgrid.com/ that introduces basic vocabulary related to air travel, such as boarding pass, booking a flight, customs, luggage, passport, visa stamp and common terms used during travel. - Include visuals and examples to enhance understanding. - Online Quiz: "Air Travel Vocabulary Quiz" - Develop an online quiz with questions related to the video content. - Include matching exercises, multiple-choice questions, and fill-in-the-blanks to assess comprehension. - Encourage students to consult reference materials, discuss with peers, and seek clarification as needed.

	<p>Station 1: Vocabulary Exploration (Individual Work) - 20 minutes</p> <p>Activity: Provide a list of words related to air travel. Students individually research and find definitions, example sentences, or images for each term and add them to the wordlist provided by the book. Encourage the use of reputable online dictionaries or travel-related websites.</p> <p>Station 2: Vocabulary Application (Pair Work) - 20 minutes.</p> <p>Activity: Give pairs of students a short dialogue or scenario involving air travel. Students use the acquired vocabulary to fill in blanks or replace generic terms while reinforcing the vocabulary in practical situations.</p> <p>Station 3: Interactive Flashcards (Individual Work) - 20 minutes.</p> <p>Activity: Create digital or paper flashcards with air travel terms on one side and definitions or images on the other. Students review the flashcards independently, testing their recall and understanding of the vocabulary.</p> <p>Station 4: Group Discussion (Collaborative Work) - 20 minutes.</p> <p>Activity: Assign the group a travel-related scenario or topic. Group discussion using the newly acquired vocabulary, ensuring that everyone actively participates. The teacher can provide feedback and clarification as needed.</p>
<p>Session 6 topic: Modal verbs: could, may, might (Reinforcement)</p>	<p>Station 1: Modal Verbs Sorting (Individual Work) - 20 minutes.</p> <p>Activity: Provide a set of sentences or scenarios. Students individually categorize them into groups based on which modal verb – "could," "may," or "might" – is most appropriate in each context. Encourage students to discuss their choices with reasoning.</p> <p>Station 2: Real-life scenario Analysis and Application (Pair Work) - 20 minutes.</p>

	<p>Activity: Give pairs of students different scenarios or situations. Students use "could," "may," and "might" to express possibilities, permissions, or uncertainty in these contexts. Encourage discussion and collaboration to ensure accurate usage.</p> <p>Station 3: Sentence Creation (Individual or Pair Work) - 20 minutes</p> <p>Activity: Provide a list of prompts or situations. Students either individually or in pairs create sentences using "could," "may," and "might" to convey different meanings. Encourage them to be creative and explore various contexts.</p> <p>Station 4: Role-Play (Group Work) - 20 minutes</p> <p>Activity: Assign the group a role-play situation. Students use modal verbs to interact and engage in conversations within their assigned context.</p>
<p>Session 7 topic: The passive; present and past (Review and reinforcement)</p>	<p>Station 1: Passive Voice Identification (Individual Work) - 20 minutes</p> <p>Activity: Provide a set of sentences. Students individually identify whether each sentence is in the passive voice or active voice. Encourage them to pay attention to verb forms and the use of "by" in passive constructions.</p> <p>Station 2: Passive Sentence Construction (Pair Work) - 20 minutes.</p> <p>Activity: Give pairs of students a set of active voice sentences. Students work together to rewrite these sentences in the passive voice. Encourage them to focus on changing the verb forms and maintaining clarity.</p> <p>Station 3: Present and Past Passive Gap Fill (Individual Work) - 20 minutes.</p> <p>Activity: Provide a worksheet with sentences in both present and past tenses, leaving gaps where passive constructions should be inserted. Students individually fill in the gaps with the appropriate passive forms.</p> <p>Station 4: Real-world Application (Group Work) - 20 minutes.</p>

	<p>Activity: Provide the group with a real-world scenario or news article. Students collaboratively describe parts of the text in the passive voice to emphasize different aspects.</p>
<p>Session 8 topic: Vocabulary on unusual jobs (Introduction – flipped classroom)</p>	<p>Pre-Class Materials (Online Resources):</p> <p>Video Lesson: "Unusual Jobs Around the World"</p> <ul style="list-style-type: none"> - Develop or find a short video showcasing various unusual jobs globally. The video should introduce the names, duties, and contexts of these unique professions. - Include visuals, interviews, or demonstrations to make the content engaging. <p>- Online Quiz: "Unusual Jobs Vocabulary Quiz"</p> <ul style="list-style-type: none"> - Create an online quiz with questions related to the video content. Include matching exercises, multiple-choice questions, and fill-in-the-blanks to assess vocabulary comprehension. <p>Station 1: Vocabulary Exploration (Individual Work) - 20 minutes.</p> <p>Activity: Provide a list of unusual job titles. Students individually research and find definitions, example sentences, or images for each term. Encourage the use of reputable online dictionaries or career-related websites.</p> <p>Station 2: Real-world Context (Pair Work) - 20 minutes.</p> <p>Activity: Assign pairs of students specific unusual job descriptions. Students discuss and create short dialogues or scenarios using the newly acquired vocabulary to describe the tasks and responsibilities of these unique professions.</p> <p>Station 3: Interactive Flashcards (Individual Work) - 20 minutes.</p> <p>Activity: Create digital or paper flashcards with unusual job titles on one side and definitions, images, or tasks on the other. Students review the flashcards independently, testing their recall and understanding of the vocabulary.</p>

Station 4: Group Discussion (Collaborative Work) - 20 minutes.

Activity: Assign the group a different unusual job. Groups discuss the job, its significance, and potential challenges. Each group presents their findings, emphasizing the use of newly acquired vocabulary.

