# Teachers' and Students' Perceptions Towards the Station Rotation Model: A Case of Libyan EFL Writing Classroom

## *Najah Abduallah Belazi

School of Languages, Literacies and Translation,
Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, MALAYSIA

## Malini Ganapathy

School of Languages, Literacies and Translation
Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, MALAYSIA

*Email: najahbelazi@usm.student.my , malinik@usm.my*
*\*Corresponding author: Najah Abduallah Belazi*

**Abstract:** As information and communication technologies (ICT) have rapidly developed, computers and internet are widely used in many fields. The aftermath of the Covid-19 pandemic has resulted in online and blended education receiving a lot of attention due to the significant increase in online course enrollments. In this vein, this paper will give insights on the teachers and students' perceptions towards using a model of Blended Learning named the Station Rotation Model (SRM) in a Libyan EFL writing classroom. Using a single case method, two teachers and students using the SRM in a school located in Libya were cross-examined using in-depth interview and focus group discussions. The findings revealed that after the implementation of the SRM model in the Libyan school, both students and teachers were satisfied with the learning outcomes. The findings further pointed out that the SRM resulted into positive educational effects. However, some serious concerns were shown by both teachers and students that need to be addressed. These include factors related to student-teacher motivation, timing issues, teachers and students training to use SRM and related technology. The study recommends that continuous professional and technological development is required for increasing the use of SRM as tool of blended learning in Libyan schools.

**Keywords:** blended learning, information and communication technologies, Station Rotation Model, writing skill

## INTRODUCTION

Teaching and studying a foreign language via technology has been a current phenomenon in worldwide foreign language education (Almekhlafi & Almeqdadi, 2010). Using technology in classrooms nowadays has an essential role in teaching and learning EFL, it can be a strong source of support for both the instructor and the learner. New technologies have a great effect on students' learning skills especially writing skills (Buabeng-Andoh, 2012). The rise in technology integration has considerably revolutionized second language education, especially in the area of reading and writing. Such incorporation into second language learning indicates a shift in instructional styles from behaviour to constructivist learning (Kasapaglu-akyol, 2010). Educators have investigated the diversity of learning strategies using ICT such as blended learning (Partridge, Ponting, and McCay 2011), personalised learning through flexible teaching and learning (Huang, 2016), and flipped learning (Wanner and Palmer 2015).

Blended learning – interchangeably called hybrid learning (Zhao and Breslow, 2013) – is an instructional approach in which teachers integrate both face-to-face and online delivery methods (Partridge, Ponting, and McCay 2011). In this wake, educators have investigated the influence or effects of blended learning (Gecer and Dag 2012) and many scholars have also recommended using blended learning technology inside the classroom, which they believe, could encourage students to apply it off-site. For instance, Odabasi (2000) and Hill and Hannafin (2001) all unanimously agreed that technology in the form of blended learning is very useful for both learning and teaching.

When it comes to Libyan education, until now, most of the Libyan EFL teachers still count on the traditional methods such as the grammar-translation method (GTM) and communication language learning (CLL). Using information and communication technologies (ICT) in the Libyan classrooms is limited or nearly absent because many factors such as the thoughts, experiences and behaviours of teachers affect their usage of technology in their classrooms (Abukhattalh, 2016).This is due to this reason that like any other EFL students, Libyan secondary EFL students face difficulties in learning English writing, which has been confirmed by several research (Elmadwi, 2015; Elraggas, 2014; Gibreel, 2017; Belazi & Ganapathy, 2021). Thus, there is a clear research gap in the implementation of blended learning in Libya. Furthermore, it is difficult to find related research about blended learning specifically station rotation modelling (SRM) in Libyan EFL writing classrooms. In this study, the following research questions were addressed: (1) What are EFL students' perceptions when using the SRM in learning writing skills at a secondary school in Libya? (2) What are the teachers' perceptions that can be taken into consideration when creating a guideline on using the SRM to teach Libyan secondary students' EFL writing skills? Further, this study was subject to three limitations due to the scope of the project. The current study will focus on the secondary school students' writing skills in Libya by applying one type of BL named SRM to collect data through tests, classroom observations, and interviews with teachers and focus groups. The study is conducted on a sample of Libyan students whose mother tongue language is Arabic. Thirdly, the scope of the current study is limited to the effect of the SRM on the writing skills of Libyan secondary students, the EFL students' experiences of using the SRM in learning writing skills at a secondary school in Libya, the factors that teachers can take into consideration when using the SRM to teach Libyan secondary students EFL writing skills, and factors that teachers can take into consideration when using the SRM to teach Libyan secondary students EFL writing skills.

**Theoretical Settings**

Blended learning is among the recent developments in education where you use e-learning along with face to face learning (López-Pérez et al, 2011), that has made it conceivable to take the benefits of both methods of teaching (Graham, 2004; Harding et al, 2005). In align to this, there are other advantages attached to blended learning that includes greater flexibility (Macedo-Rouet et al, 2009) and reduction in costs (Harding et al., 2005) as compared to the traditional classes (Woltering et al, 2009), specifically if the number of students are large. Discussing about SRM, Christensen Institute (2013) argued that SRM is an extension of the rotation model, in which students rotate between classroom-based learning modes on a defined timetable or at the discretion of the instructor in a specific course or subject. A minimum of one online learning station is required due to the twist. Some stations may offer activities such as whole-class or small-group training, school events, student tutoring, and pencil-and-paper tasks. This methodology allows students to witness and profit from all face-to-face teaching, online learning, and a range of interactive learning scenarios that have been purposefully designed. This methodology allows students to witness and profit from all face-to-face teaching, online learning, and a range of interactive learning scenarios that their instructor has carefully selected (Christensen, Horn & Staker, 2013). The following figure shows how SRM works:
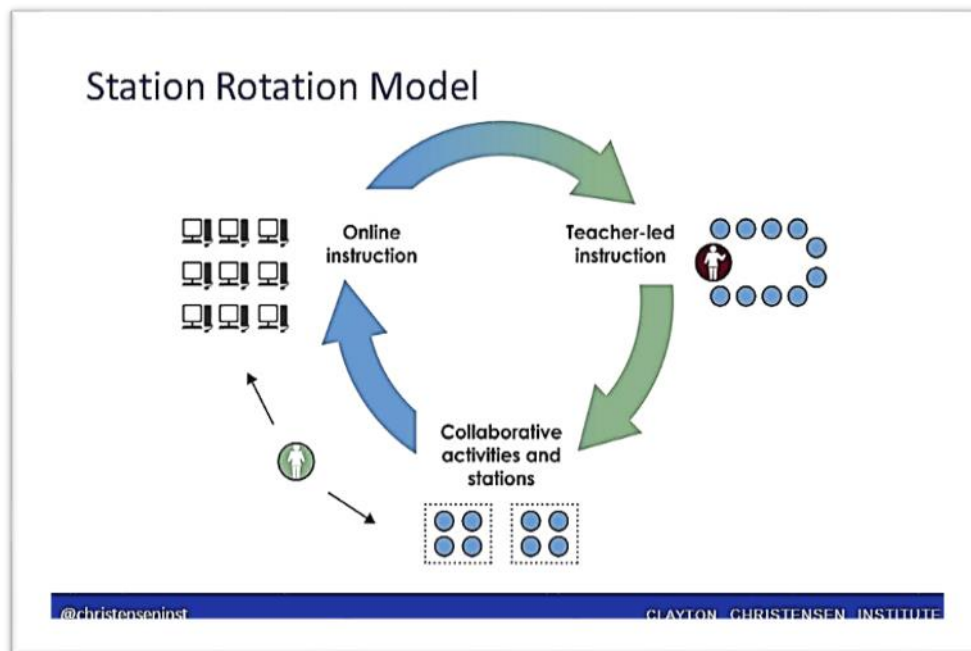


*Figure: Station Rotation Model (Christensen, Horn & Staker, 2013)*

**Teaching and Learning with SRM**

The previous studies have confirmed the effective use of SRM for learning. For instance, to offer educators an accurate description of classroom activities within the station rotation model, Truitt (2016) conducted a heuristic case study on the application of the SRM in a third-grade classroom. One teacher and thirty-one third graders participated in interviews with a student focus group and

completed student questionnaires over the semester-long study, which yielded five positive and two negative themes regarding the SRM. The five positive themes were content, technology, fearing, having fun, and seeking aid, while the two negative themes were challenging work and technology (Truitt, 2016).

Nagy (2018) looked at how the SRM affected the writing abilities of preparatory students. The study enlisted the participation of 25 pupils from a Cairo preparatory school. An experimental design was used for this study. Twenty-five people were chosen at random and assigned to one of two groups, each of which received instructions via the SRM. The information was gathered, then quantitatively analysed. The data was gathered and analysed quantitatively and qualitatively. Writing assessments, a critical writing ranking rubric, a descriptive checklist for writing performances, and writing examples were used. The participants performed better in idea brainstorming, reflection, organisation, accuracy, and fluency, according to the findings. The findings also pointed to much higher levels of language acquisition. The SRM has been shown to be a successful model for increasing the writing skills of preparatory students in a number of interventions. Further, according to Casey (2016), the SRM has caused students to become more innovative as a result of their usage of technology. Students, for example, created Adobe voice notes to communicate their opinions on various themes. The given essays were completed with the help of such voice notes. Many different applications can be employed to encourage students' imaginations through the online learning station. Furthermore, the online station provides an immersive learning environment by extending learning beyond the classroom's four walls. Teachers can motivate students to participate in a variety of learning activities, such as scavenger hunts, Twitter messages, and backchannel talks (Miller, 2013). However, the studies in context of Libya are scarce. In this wake, the current paper extends the existing knowledge base by exploring the students' and teachers' perceptions regarding the blended learning experience.

## METHODOLOGY

### Research Design

Educators have used a case study or multiple case study method to examine and compare implementations of blended learning. For instance, Prasertsith, Kanthawongs, and Limpachote (2016) studied students' intended usage of blended learning in mathematics courses. Using a single case study, the researchers reported how the students and their teacher utilised stored electronic data in the blended learning and communicated with each other via instant messages. Solihati and Mulyono (2017) also conducted a case study to examine a hybrid classroom instruction in second language teacher education. For the current study, the case of Libyan secondary state school in Alkhoms, Libya was chosen.

### Participants

The present study's sample was drawn from a Libyan secondary state school in Alkhoms, Libya. It entailed one second-year classroom, with 27 students (for the experimental group), and all students have previously been enrolled in the semester. Two teachers also participated in this study (one for conducting the experiment and the other observed the classroom during the experiment). Purposive non-probabilistic sampling was the sampling technique used by the researchers.

Purposive sampling is used when a representative sample is required or expert opinion in a certain field is sought, according to Martinez-Mesa, Gonzalez-Chica, Duquia, Bonamigo, and Bastos (2016). The size and purpose of the study determined whether or not to use this strategy for selecting the study's sample.

## Intervention

The research was conducted in a 45-minute writing class held twice a week for the duration of the semester. The interventions endured for 12 weeks, with the beginning and last weeks set aside for data collection. Each unit was taught over the course of three weeks (135 minutes). In the classroom, many interventions were used. Regarding the experimental group, there were three stations in the SRM used in this study. Every station demonstrated a different method of teaching English writing. The period of each station was determined by the class time. Each class usually lasted 45 minutes, thus each station took 15 minutes. It was thrilling to switch from one station to another. Students quickly agreed that the model required improvements to the scaffolding that sustain the structures found in traditional classrooms.

The first station was a teacher-led teaching station, in which the teacher differentiated instruction, also known as differentiation. It's a method for teachers to increase students' learning by matching their qualities to coaching and assessment. Differentiated teaching assists all students in navigating the same course materials by providing access points, learning experiences, and outcomes that are tailored to the preferences of the students (Hall, Strangman, & Meyer, 2003). Differentiated teaching is an organizational method that integrates a variety of approaches, rather than a technique. Writing instruction was modified to provide students with particular amounts of time to complete assignments, to present them with a variety of product writing possibilities, and to help students improve their writing skills. A variety of tactics employed in the writing class are depicted in the diagram below.
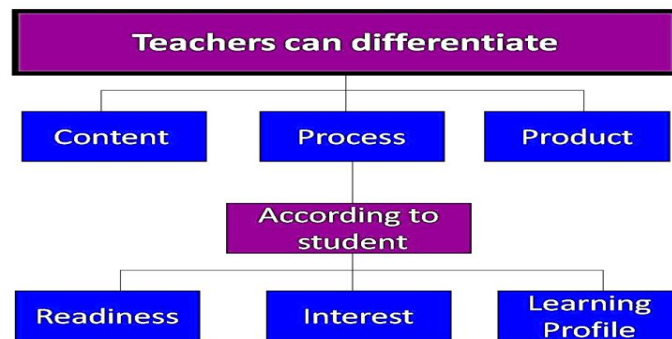


*Figure 2: Differentiated Instructions (Hall, Strangman, & Meyer, 2003)*

## Data Analysis

To analyse observation field notes and interview transcriptions, NVivo version 12 was used. The software is commonly used for qualitative data assessment (Landis 2019). The codes were developed from keywords of the research questions and participants' responses phrases that related to students' perceptions of SRM and teachers' perceptions of SRM. The codes were classified into different themes.

# FINDINGS

## Station-Rotation Approach

Blended learning is classified into four types – rotation, flex, self-blend, and enriched-virtual and, the rotation type is categorised into the station-rotation approach, lab-rotation approach, flipped-classroom approach, and individual-rotation approach (Staker and Horn 2012). The teachers applied the SRM approach for this study. The overall themes, patterns and codes identified through NVivo 12 are presented in the table below:

*Table 1: Themes, categories, and codes*

| Themes | Patterns | Codes |
|---|---|---|
| Teachers' Perceptions of SRM | Worst Part of SRM implementation<br><br>Best Part of SRM implementation<br><br>SRM implementation Problems<br><br>SRM problems Addressal<br><br>SRM and traditional lessons differences<br><br>Merits of using SRM<br><br>Demerits of using SRM<br><br>SRM's role in improving skills<br>Recommendation for Non SRM users | Understanding issues; difficulty in applying; difficulty in incorporating e-learning; exhausting for the teachers; frustrating for some students; Online Learning; Collaborative learning; Quick learning; Responsible learning environment; Difficult concepts made easy; Student understanding Issue; Problem in use of time; differentiated instructions; preparing the materials; providing internet; technology issues; Understanding issues; difficulty in applying; difficulty in incorporating e-learning; exhausting for the teachers; frustrating for some students; Online Learning; Collaborative learning; Quick learning; Responsible learning environment; Difficult concepts made easy Student understanding Issue; Problem in use of time; differentiated instructions; preparing the materials; providing internet; technology issues Rotation through modalities; Online learning; Blended learning; Collaborative learning Increase in students Interest; joyful for students; Personalized learning Experiences; make Concepts understand easily Timing issues; Exhausting for the teacher; distractions and elevated noise levels; Acquiring new vocabulary; Students grammar improvement; Joyful and interactive Participation; improvement in Writing skills; Friendly learning environment; Designing curricula as per SRM; helpful in improving Students creativity; Easiest way to improve students Skills; Easy understanding of Lesson |

| Students' Perceptions of SRM | Students' engagement level and challenges during SRM implementation | Online learning station; traditional learning; cooperative learning; short class timings; collaborative learning; duration of the class; frustration in initial stages; easy learning Problems at the beginning in SRM; Model implementation issues; Understanding Issue; Tech problems Help from teachers; Assistance from class fellows; Following instructions; Online learning station; traditional learning; cooperative learning; short class timings; collaborative learning; duration of the class; frustration in initial stages; easy learning Problems at the beginning in SRM; Model implementation issues; Understanding Issue; Tech problems; Help from teachers; Assistance from class fellows; Following instructions SRM more attractive; Interesting way of teaching; SRM more innovative learning; technology use; vocabularies through Internet group work session; cooperative learning; online session; interesting than traditional learning; Early adaptability issues; short timings; difficult learning tasks; new to adopt |
|---|---|---|
| | Students' perceptions on SRM outcome | |
| | Students' perceptions on SRM process and implementation | |
| | Best and worst part of SRM implementation | |
| | SRM vs traditional teaching | |
| | Advantages of using SRM | |
| | Shortcomings of using SRM | |
| | Improvement in Students skills | |
| | Students' recommendation for non SRM users | |

## Teachers' Perceptions of SRM

The major issues identified by the teachers during the implementation of SRM were understanding issues among the students; difficulty in applying SRM; difficulty in incorporating e-learning and making it understandable to students; exhausting for the teachers and frustrating for some students. For instance, during an in-depth interview, one of the respondents argued,

> *"There is no worst part of SRM but a bit difficult to apply, it is the online learning. At the beginning of SRM implementation, the students needed some time to switch the computers on and search for the wanted information about their topics. SRM is not bad".*

The other respondent pointed out that SRM implementation is exhausting for the teachers as well as SRM takes a lot of time to plan meaningful ways to use the technology. The teacher and observer were of the view that technology does make things easier, but at the same time, they had to spend more time on planning. Further, there are issues of students' preparation as well.

As far as the best part of SRM implementation identified by the teachers during the implementation of SRM is concerned, the teachers argued that the students were motivated to learn English with computers. Most of them paid attention to both teacher-led session and online session. In addition, they were happy to work as a team during the collaborative session. They helped

practice among each other with the new vocabulary and sentences that they had learned from the teacher-led instruction. They always followed the teacher's instruction and repeated new vocabulary words after the teacher. Talking about the best part of SRM, one of the teachers pointed out:

> *"SRM's best advantages include collaborative and online learning. The main advantage is that students improved their learning and had better attitude for learning. Even the students who had problems, such as behavior and understanding issues, seems to involved more as compared to traditional teaching because this is interesting. SRM is better in every sense for students as compared to the face-to -face teaching"*

The problems/codes of SRM implementation identified by the teachers during the implementation of SRM were student understanding issues; problems in the use of time; preparing the materials; providing the internet; technology issues and differentiated instructions. It was found that the teachers encountered some problems, particularly, with the application of the SRM. They faced issues during the materials preparing phase. Authentic instructions and exercises were required in different stations. Further, the model used was completely new to students, as they have never experienced it before. Further to this, the school computers models were having internet connectivity issues, and the online station is completely dependent on internet connection. Further, it was told by the teachers during the interview that many problems might appear suddenly at any time. One of the recurring problems, as narrated by the teacher, was the temporary internet outage. Moreover, a student could have mistakenly changed the requested webpage, which requires teacher intervention to fix. Narrating such experiences, one of the teachers pointed out:

> *"Yes, I faced quite a few problems with my students at the first two classes. They needed to understand how to apply this model and what their roles are."*

However, overall, SRM implementation was successful as it improved students learning. Thus, it can be established that according to the perception of teachers, with the help of SRM, the students were able to learn independently and in different ways by using technology as a tool to learn. The section below presents the finding related to students' perception of the SRM.

## Students' Perceptions of SRM

The best and worst part of SRM implementation identified by the students during the implementation of SRM was online learning station; traditional learning; cooperative learning; short class timings; collaborative learning; duration of the class; frustration in initial stages and easy learning. While talking about the best part of SRM implementation, the students pointed out many positive aspects that showed up in the classroom while implementing a SRM in the classroom. One of the positive aspect was that the SRM encouraged students to own their learning and to begin challenging themselves in the completion of their academic lessons. Further, the students pointed out that SRM was the best part, which helped them to grasp the concepts very easily. For instance, one of the students pointed out:

> *"SRM is an online learning and cooperative learning. The mix of learning methods was very good. The online learning station is the best part, then the collaborative learning. It was really an interesting experience and it helped us to learn quickly in comparison with traditional learning."*

As far as the worst part of SRM is concerned, the main problem identified by the students were the short timing of the class. It took the students a lot of time to plan meaningful ways to use the technology. Apart from this, there were other issues faced by the students during the implementation of SRM. One area was the lack of independence to complete work without the constant guidance of a teacher. Further, few students also reported about lack of motivation because during the initial implementation of the SRM, they struggled to work with the technology itself. Some of the most significant issues identified by the students were limited access to internet, compromised digital content, limited devices availability in the school and understanding issues on the part of students. For instance, one of the students pointed out:

> *"We faced some problems at the beginning of learning through SRM, like; searching for topics on computers and when we can take notes. There was an issue of facilities to conduct this model. However, the teacher showed us how to apply this model in learning but we faced some challenges to get the know-how of the model initially."*

The specific SRM implementation issues identified by the students during the implementation of SRM were problems at the beginning in SRM; Model implementation issues; Understanding issues; Help from teachers; Assistance from class fellows; Following instructions and Tech problems. The students pointed out that once SRM was implemented, they had issues of understanding. Many students showed their frustration with the process. Many students were having technological problems. One of the students during FGDs pointed out:

> *"The first listening was a little bit difficult for me and some students at the beginning because it had a lot of vocabulary, but after some time, we got acquainted with it and developed the activities in an easier way. However, some students understood without any problem."*

Then, the question arises, how did they solve these issues. Most of the students, during FGDs, were of the view that they solved these issues by collaborating, communicating and working together to demonstrate understanding. Further, they were guided by their teachers. It was further found that intelligent students were also stepping up to help other students. The students told that they were really supporting each other in class more when they need help with something. Some of the students were found to be more technologically savvy compared to the others and they helped their fellows. One such student opined:

> *"We addressed these problems by asking our teachers and following their instructions. Apart from that, we took help from the students who understood the SRM easily. Since, it was learning in collaboration and groups, the strong group members helped the weaker group members."*

In addition to this, the students were of the view that SRM was more attractive than the traditional teaching in any case. Some of the students pointed out that SRM was more innovative and interesting as compared to the traditional learning. One of the respondents pointed out:

> *"The SRMs' lessons are different from the normal lessons in that they were introduced in an attractive and interesting way. We could also continue searching for topics at homes."*

Further, the students were of the view that the use of computers for teaching purposes for the first time was in contrast with traditional learning. The tasks given in SRM are completely different in comparison with traditional learning and according to students, they were quite exciting. Innovative learning, an interesting way of teaching and the use of the internet were the main differences narrated by the students. A student during the focus group discussion (FGD) pointed out:

> *"This is the first time we use the computer in searching for topics in writing skills. The lessons' tasks were completely different through this kind of learning. Online learning was a new model in our English writing class. Searching for topics and getting new vocabularies through Internet added a new atmosphere that is different from the traditional techniques. It is different by using internet connection, computers' lab and searching for topics."*

Further, it was found that the online learning station has assisted students to use a varied range of vocabulary. Further, students also pointed out that they interacted with each other through the collaborative learning context in which they had to carry out tasks collaboratively. Students were required to take on different roles to play which led to more participation and better social interaction.

As far as shortcomings of using SRM are considered, the students pointed out that they had early adaptability issues since this was the first time, they were brought into the SRM. The model used was completely new to students, as they have never experienced it before. Furthermore, students had issues with short timings. A few of the students argued that they took quite a long time to adapt to this new learning environment. One of the students argued:

> *"In fact, in comparison with traditional learning, we liked it and we also hope this model continues to the second semester and over the next years. We did not like the traditional station actually. (the students asked the teacher to delete the traditional station). However, we had some early adaptability issues and it took us time to espouse this new system as it also had some time constraints. However, now we like it very much. We are happy with and there are no issues."*

Few students pointed out that during the lesson, many obstacles appeared suddenly at any time. For instance, one of the recurring problems was the temporary internet outage. Moreover, a student may mistakenly change the requested webpage, which required teacher intervention to fix it. Thus, it can be concluded from the above findings that most of the students were happy with the SRM and considered it advantageous in every aspect in comparison with traditional learning.

# DISCUSSION

Blended learning or hybrid learning is an instructional approach in which teachers integrate both face-to-face and online delivery methods (Partridge, Ponting, and McCay 2011). The findings from this study supported the researches by Gecer and Dag (2012), McCarthy (2010), Sancho et al. (2006), and Yoon and Lee (2010) in that utilizing blended learning is one of the most effective ways to engage the majority of students. The participant teachers and students agreed that blended learning provided ample opportunities for students to actively participate in the learning procedures.

During the interviews and FGDs, the teachers and students mentioned that blended learning served as an effective strategy to engage students actively by increasing positive interaction among students. It also corroborated with the research by Crawford (2017), who asserted that blended learning provided opportunities to increase teacher to student and peer interaction via communication tools such as discussion forums and shared web content on the electronic whiteboard. Throughout this study, teachers showed their beliefs about using technology, which encouraged students to improve their writing skills.

The findings of the study have contributed significantly to the existing literature about students and teachers experiences about the implementation of blended learning. Overall, the teachers and students in this study had positive opinion about the implementation of SRM. However, it had some issues during its implementation. For instance, teachers and students both found SRM very challenging from the point of view of designing and planning. It was found out that the teachers, though liked collaborative learning and blended learning, who had no previous experience of technology were tilted to choose traditional teaching. In this wake, Johnson et al (2010) pointed out that blended learning such as SRM modelling emphasize more on technology in comparison with face to face learning. This is due to the reason that it is essential for facilitation of shifting of culture between students and teachers to utilize technology. The study also finds out that apart from the advantages of SRM, cautious planning to implement blended learning is the pre-requisite for the success. Thus, to achieve the learning objectives properly, the students and teachers must know about the use of technology. The findings of this study are supported by the earlier studies done by Glocowska et al. (2011) and Mohanna et al. (2008). In addition to this, the teachers pointed out that students were facing some difficulties in using student centered learning approach. In this vein, Johnson et al., (2010) opined that it is essential to plan wisely face to face learning sessions and online activities that are relevant to the heterogeneous students' group.

Further, this study pointed out that blended learning approach made teachers more responsible, however, it took a major part of their time and it was a challenge for the teachers to manage their time effectively. Besides that, reducing the time of face to face teaching was another challenge for the teachers and students. This challenge was also highlighted by the other studies as well such as Mohanna et al. (2008) and Ocak (2010). Teachers also avowed their dissatisfaction regarding students' compromised abilities to find out about online materials. In this wake, a previous study by Ocak (2010) argued that the perceptions of teachers regarding students' immersion actually stirred them to be more efficient and establish effective experience of learning. Mccown (2010) also stated, that students are more engaged in online learnings if input is diverse and teachers have active involvement. This can be established, as also argued by the previous studies, that active involvement by teachers can lead to a very high positive output of blended learning (for instance see, Ireland et al., 2009; Ocak, 2010; Jusoff and Khodabandelou, 2009). In align with verdicts by Jusoff and Khodabandelou (2009), the current study found that this is further

challenging for the teacher in terms of enhancing students' learning without being present continuously. However, on the contrary, the previous studies also found out that students' liability in the blended learning actually may foster the sense of the autonomy among the teachers and students and may further lead them to take responsibilities of their learning (Smyth et al., 2012; Rigby et al., 2012). Subsequently, this is essential for the teachers for understanding that they act as facilitators in blended learning and assist the students for the collaboration with each other. However, summing it up, the teachers and students argued that it was an interesting and fascinating experience of blended learning in spite of the problems mentioned above. These findings concur with Mohanna's et al. (2008) Jokinen and Mikkonen (2013)'s research.

## CONCLUSION

It can be concluded that teachers in Libya are pebble dashing for an urgent and dire change in the practices being adopted by the schools. In the recent scenario, technology is not only needed to enhance instructions but it is also an essential tool to provide instructions. In this wake, SRM is a fruitful instructional methodology which aids the teachers to blend research-based effective instructional practices in a traditional face-to-face classroom with meaningful online experiences to enhance learning. This study provides insights to students and teachers' discriminations of blended learning as an instructional methodology for addressing the needs of diverse learners. The results of this study identified common themes, patterns and codes that teachers and educators experienced when implementing a blended learning methodology. Both teacher and students recommended the use of blended learning as it actually improved students' learning. However, there are few implications and recommendations that must be taken into consideration while implementing SRM in the Libyan and other similar contexts.

The implications of the current study include: Firstly, the teachers need to have a very significant information of efficient instructional practice. Secondly, teachers and students both should have ability, confidence and skills to boost instructions by the use of technology. Thirdly, teachers and students should actively develop the skills, ability and confidence so that they can make it easier and more efficient for students. Fourthly, this should be accomplished through technology-enabled assessments that support instruction. Although these conclusions apply to a group of educators from a single Libyan school, the results are supported by a wide body of research on blended learning. The specific implications drawn from the paper are as that though to some extent, technology is present in Libyan schools, it is not being employed in the required manner. Further, the greater effort by teachers should be devoted to writing skills, as it requires constant practice by students along with the teacher's assessment. As far as the suggestions for future research is concerned, more research is needed to investigate the impact of the station rotation model on enhancing other language skills (listening, reading, speaking, other types of writing)

The current study has some recommendations which can be made in light of the findings of the current study. To begin, utilizing technology and internet resources into writing instruction should be stressed. Additionally, children must be exposed to more engaging learning methodologies. Furthermore, the focus of English language teaching objectives should be shifted to viewing writing as a process that is beyond the mechanical view of writing. In addition, any course provided in an English language school should include technology integration of language arts and thinking. Furthermore, utilizing the most recent studies and ideas, the improvement of

education in general and descriptive writing in particular has become an important demand. Furthermore, despite the existence of technology in Libyan classrooms, it was not used as intended. As a result, it is vital to broaden the scope of its application in education to benefit both students and teachers. English curriculum designers are also encouraged to help teachers by providing a variety of tasks that are appropriate for each station. Teachers should commit more time and attention to writing skills, as it necessitates ongoing student practice as well as teacher assessment. Continuous professional development focused on blended learning methodology is recommended, particularly in the area of managing and maintaining a student-centered learning environment. Professional development should include chances for collaboration and planning, observation of other teachers modelling excellent classroom practices, and job-embedded coaching support, according to these guidelines. Finally, professional development should include opportunities to use online assessments to provide immediate feedback to students and data-driven targeted instruction to address all students' learning requirements.

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