The Impact of Using the Station Rotation Model on Saudi EFL Learners' Descriptive Writing Skills

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Abstract

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Running head: THE IMPACT OF USING THE STATION ROTATION MODEL

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Department of English Language & Literature

The Impact of Using the Station Rotation Model on Saudi EFL Learners' Descriptive Writing
Skills

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Requirements for the Degree of Master of Arts in Linguistics

Safar, 1442 – October, 2020

THE IMPACT OF USING THE STATION ROTATION MODEL

This non-thesis research paper entitled:

The Impact of Using the Station Rotation Model on Saudi EFL Learners' Descriptive Writing Skills

Submitted by

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The final copy of this non-thesis has been examined by the signatories, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.

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Abstract

The present study investigated the impact of the station rotation model (SRM) on enhancing students' descriptive writing skills. It adopted the quasi-experimental pre-post test control/experimental group design. The tools of the study included a pre/post- descriptive writing skills test, and open-ended questionnaire. The participants of the study were selected randomly, 40 female students enrolled in the twelfth intermediate school in Riyadh. Students of the experimental group received the descriptive writing skills instructions in nine sessions based on the SRM, two of them were for training. The study results revealed statistically significant differences at 0.05 level between the mean scores of the control and the experimental groups on the post test in favor of the experimental group in overall descriptive writing skills as well as in each descriptive writing skill. The researcher recommended that there is a real necessity from educators and teachers to prepare appropriate curriculums that involve implementing the station rotation model inside the classrooms, in a way that corresponds with teachers' ability and students' need, aiming to gain the mentioned advantages.

Keywords: Blended Learning, Station Rotation Model, Descriptive Writing.

المستخلص

تهدف هذه الدراسة إلى التحقق من مدى تأثير نموذج التناوب على المراكز في تعزيز مهارة الكتابة الوصفية لدى طالبات المرحلة المتوسطة. شملت الدراسة مجموعة عشوائية عددها ٤٠ طالبة من طالبات الصف الثالث متوسط الملتحقات بالمدرسة المتوسطة الثانية عشر في الرياض. تبنت الباحثة المنهج شبه التجريبي حيث تم تقسيم الطالبات إلى مجموعتين: ٢٠ طالبة في المجموعة الضابطة و ٢٠ طالبة في المجموعة التجريبية. تم توظيف أدوات جمع بيانات كمية ونوعية للإجابة على سؤال البحث. جُمعت البيانات عن طريق اختبار قبلي – بعدي لقياس مهارات الكتابة الوصفية، واستبيان مفتوح. تم تدريس المجموعة التجريبية مهارات الكتابة الوصفية باستخدام نموذج التناوب على المراكز في تسع جلسات، اثنتان منها كانت للتدريب. بينما تم تدريس المجموعة الضابطة بالطريقة التقليدية. أوضحت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (٠.٠٥) بين مستويات طالبات المجموعتين التجريبية والضابطة في التطبيق البعدي لاختبار مهارات الكتابة الوصفية ككل ومهاراته الفرعية لصالح المجموعة التجريبية. أوصت الباحثة بأن هناك حاجة ملحة من التربويين والمعلمين لإعداد مناهج مناسبة تتضمن تطبيق نموذج التناوب على المراكز داخل الفصول الدراسية بما يتناسب مع قدرة المعلمين واحتياجات الطلاب لتحقيق المزايا المذكورة.

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Chapter One

Introduction

1.1. Background of the Study

Learning English in Saudis' schools as a foreign language is a tough process for students, especially in the public schools where they rely only on the curricula offered by the government. They may also be less concentrated because of their large number. Dividing students into groups and using computers for online learning might overcome these problems. Using technology in teaching increases students' motivation, particularly the young ages because they easily get bored and lose concentration (Brown, 2000).

The tremendous technological development in recent years has almost been in all spheres of life, including health, politics and certainly education. Consequently, a variety of technological tools have been introduced as an important part of the learning environment to convey information more effectively (Chaipan, as cited in Abdel Hakam, 2018).

Two strong epistemologies support the concept of technology-based learning: social constructivism and connectivism. According to (Pritchard & Woollard, 2010) the history of the constructivist theory has ancient roots back to Greek days, but for educational purposes, it dates back to the twentieth century. They add that the theory means its name, as if knowledge is being built into the human mind. Moreover, they state that when the learner is involved in a social activities and work among group, that would prompt the learning process to be more operative and last longer. On the other hand, there is no consensus among the educators to decide whether the connectivism is an independent theory or just a kind of curriculum or even a learning view (Duke, Harper & Johnston, 2013). They stress the importance of the way of finding information, principally with the rapidly advancing technology, rather than the answers themselves. (Downes, 2007) defines connectivism as “... *the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability*

to construct and traverse those networks” P.9. This still emphasizes how information nowadays is related to networks, and that the continuity of learning is linked to how to establish and find this information through them.

Recently, the term “blended learning” has become a buzzword, no consensus among the authors for one definition. Blended learning is an integration of various trainings, that include types of activities and a use of technologies (Bersin,2004). Horn and Staker, 2011 stated that at the beginning of the Internet invention, many teachers started to rely on the online courses entirely, which caused negative results. They found that students need face-to-face communication skills with teacher and peers, to ask questions and to practice the language.

A study published in New York Times’ article supports Horn and Staker’s results. The study recorded that students who spent less time in the completely online courses gained higher grades and better chances to join college (New York Times, 2013). The blended learning purpose is to combine both traditional and online learning models to come up with the best benefits (Bersin, 2004). Some of these benefits are the capability to fulfill students' requirements, to enhance students' productivity, to lower overhead costs per student, to provide customized education to different student levels and to encourage them to conduct oral conversations (Hew & Cheung, 2014; Walne, 2012).

As mentioned earlier, teachers present online teaching models, after that they changed to mix the online and offline models to fix each model deficiency. Despite the slight differences among the models, they all almost fall under four main types: the flipped classroom model, the station rotation model, the individual rotation model and the lab rotation model (Horn & Staker,2015). In these models, the course is distributed among various stations which must comprise at least one online station. Generally, students rotate among pencil and paper tasks, online learning and group activities. In the unique flipped classroom model, it breaks the stereotype of the ordinary classrooms, in which students learn online (mostly at home) before

attending the class, the assignments that supposed to be done at home will be held during the class (Ibid). The station rotation model comprises students to rotate among diverse stations, one of them must be an online learning station, students will be divided into groups to try all the stations that might include group activities, paper and pencil tasks and teacher-guided assignments (Walne, 2012). The next model is the individual rotation model, which is flexible and unlike the previous one, each student will have his own customized schedule for the required stations instead of trying them all (Op cited). Lastly, in the lab rotation model, which is as same as the station rotation model, students need to move to the computer lab instead of staying the whole lecture in the classroom.

In the light of what have been mentioned, the current study attempts to clarify the importance of the station rotation model and its relation to blended learning. In addition, Saudi EFL learners' descriptive writing skills may be enhanced through the use of the station rotation model.

1.2. Context of the Problem

Educators have long noticed that the most difficult skill students face in learning is the skill of writing, especially writing in a foreign language (Can & Altunbaş Yavuz, 2017 as cited in Duran & Karataş, 2019; Ruby, 2018). In classroom environment, students spend the whole 45 minutes on their seats listening and waiting for the teacher to give them all the knowledge they need. This in turn brings boredom and lack of concentration. When learning writing, students have to make a lot of efforts to achieve the appropriate level to success. What makes it more complicated, is the teachers' and students' emphasis on passing the test, in particular, rather than learning the skill itself. Furthermore, English teaching in most Saudi schools focuses on explaining grammar and reading paragraphs. The effort to teach English writing remains limited and insufficient for a number of reasons, such as the student has to learn many skills in a limited time, and the large number of students in the classroom. All these reasons

resulted in the emergence of defects in the learners writing, such as: spelling mistakes, limited vocabulary, weak context, lack of ideas and coherence, etc. Descriptive writing, in particular, requires a range of different skills that many students cannot master. Moreover, lack of the innovative methods and techniques in teaching the genres of writing may be a critical factor in students' weaknesses in learning writing. Thus, teachers and researchers need to find various methods and models to prompt their students. In the current study, the station rotation might be effective in enhancing descriptive writing skills in Saudi environment. To the researcher's knowledge, there are no studies in Saudi EFL context that have been done to develop female intermediate students' descriptive writing.

1.3. Statement of the Problem

The problem of the current study is demonstrated in third year intermediate students' poor level in descriptive writing skills as reflected in their writing. This weakness may be attributed to lack of the methods used in teaching. Therefore, the current study sought to find an answer to the following main question:

How can the proposed station rotation model be effective in enhancing Saudi EFL students' descriptive writing?

In answering the above main question, the following sub-questions were also investigated:

1. What are the features of the lessons based on station rotation model?
2. To what extent the station rotation model is effective in enhancing descriptive writing skills?
3. To what extent are the students satisfied with the Station Rotation model?

1.4. Hypothesis of the Study

There are no statistically significant differences at (0.05) level between the mean scores of the experimental and control groups in the post-application of the descriptive writing skills test.

1.5. The Purpose of the Study

The study aims to examine the implementation of the station rotation model in improving learners' descriptive writing and their attitudes toward it.

1.6. Delimitations of the study

The study is restricted to the following points.

1. A sample of second-year female intermediate students in Riyadh. .
2. A specific genre of writing, namely, descriptive writing.

1.7. Definition of Terms

1.7.1. Blended Learning

“A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home” (Horn & Staker, 2015, p.34). The term “blended” symbolizes the combination of traditional education and the use of modern technology in particular (Bersin, 2004). In the current study, the researcher used one model of blended learning, namely, station rotation model, for the sake of improving intermediate school students' descriptive writing skills.

1.7.2. Station Rotation Model

According to Christensen Institute (2013), *“The rotation model is “one in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments” (P. 26).* It includes four models: station rotation, lab rotation, flipped classroom, and individual rotation (ibid). Thus, in the current study, the station rotation model is a learning setting where students rotate among an online station, teacher-led station, and collaborative station under the teacher directions.

1.7.3. Descriptive Writing

Regarding the operational definition of the descriptive writing, it's defined as the process in which student writes a description of someone or something using a variety of adjectives in a well written paragraph.

1.8. Organization of the paper

The paper consists of five chapters, all of which are employed to answer the research question. The first chapter involves the study problem, purpose, significance, questions, delimitations, and the definition of terms well. The second chapter discusses the related literature and studies. The third chapter presents the methodology and procedures followed in the study. The fourth chapter details the findings and discussions. The fifth chapter provides a summary of the study results, and further recommendations and implications.

Chapter Two

Literature Review and Related Studies

This chapter includes the review of literature and related studies. First, the education and technology will be overviewed. Then, the blended learning benefits and challenges, and station rotation model. After that, the learning theories and descriptive writing skill will be discussed.

2.1. Education and Technology

Technology has become an integral part of humans' life nowadays. It's used in different aspects of life such as make calls, calculate numbers, travel booking, and certainly in education. Children start using technology since early age, and they are raised with it (Harasim, 2012). In each society, teachers must notice the novel changes in the learners, learning theories, technology and anything that is related to the learning process and keep up with it. Teachers need to know that the traditional way of educating is not effective anymore with the new demanding of today's students. Prensky, 2001, asserts the system of education we have passed is not valid for the current generation. In addition, (Khan, 2012) agrees that the current method of education does not fit the requirements of this era. He adds that an active way of communicating information must be found (Ibid).

Many educators propose technology as a savior and developer of education process. There have been many attempts for integrating teaching and technology, but the main issue was that the teacher still the center of the process. In 2007, two high school teachers named Bergmann and Sams came up with the idea of recording lectures of themselves explaining their lessons, after that they post it online for their students. They were not expecting all those wonderful results, absent students were able to watch lessons online, even the attendants were able too, whether for more clarification or to prepare for the exams (Bergmann & Sams, 2012). By their work, they started a new approach to reduce dependence on the teacher.

2.2. Blended Learning

Blended learning has been the trend of teaching in the recent years, because of the diversity in the use of teaching methods. Research in blended learning is linked to other areas, such as computer-assisted language learning, English teaching methodology, distance education, and educational technology (Picciano, Dziuban & Graham, 2013). There is no consensus on a single definition of blended learning. It has been defined widely as it combines all different methods of teaching such as online format, face-to-face lectures, laboratory sessions, self-paced, formal coursework, collaborative work (Cucciare et al., 2008; Rossett & Frazee, 2006). In contrast, some authors tend to narrow definitions, such as Bonk and Graham (2012), who defined blended learning as using both face-to-face and online teaching methods. Blended learning encompasses the benefits of both traditional classroom environment and the modern computer-assisted instructions (Garrison & Vaughan, 2008). Consequently, blended learning stimulates learners for more interaction and exposes them to the required objectives (Tayebinik & Puteh, 2013). However, both face-to-face and online settings provide different and unique environments for learners, but the online setting is characterized by the property of not limited to a certain place or time (Albiladi & Alshareef, 2019). Having many students in the same classroom with various interests makes the teaching process difficult to some extent. Nevertheless, the flexibility of blended learning, the different tools it provides, the encouraging environment it has, all these and more facilitate teaching based on learners' preferences (Zhang & Zhu, as cited in Albiladi & Alshareef, 2019). Therefore, many teachers and trainers tend to adopt blended learning to present the curriculum in a better way and to make accessing them easier (Graham, Allen, & Ure, 2005). Blended learning includes different and various models. The figure below clarifies the framework of models.

Figure (1): Blended Learning Models (Horn & Staker, 2015)

2.2.1. Benefits and Challenges of Blended Learning Models

Blended learning is recommended to be used in teaching because of its benefits proved by many studies. By providing various methods of teaching, it gives the learners the freedom to learn through different sources at any time and location they are (Bergmann & Sams, 2012). In large countries like Saudi Arabia, covering the entire country with schools is not easy, especially in rugged areas. However, using blended learning assists learners with transportation difficulties, or health issues, or even home school learners when they face any difficulty in understanding (Kumi-Yeboah & Smith, 2018). As mentioned earlier, each student has his own preferences when it comes to the way of learning, this method empowers the learner with more control in how to learn, and even how to be assessed (Hogan, as cited in Truitt, 2016). Motivation is an essential pillar of the learning process, which is what every teacher trying to create among his students, it can be existed easily in the blended learning due to the various activities that require the learner's attention (Kumi-Yeboah & Smith, 2018).

Moreover, blended learning is not perfect and like the other approaches has some challenges and limitations. Six challenges that might face any teacher when using blended learning have been pointed out to by (Riel et al., 2016). First, learners might have some difficulty when trying to do the collaborative activities. Second, having many stations might lose the teacher some control over students. Third, making sure that the stations activities are compatible with the curriculum objectives is a real challenge. Fourth, teachers face time limitations since they have to prepare lessons and stations, follow up the performance level of students and accomplish all that in a specific time. Fifth, it's difficult for the teacher to specify a particular time for the learning outside of the classroom that suit for all the learners. Sixth, technology is an essential part in blended learning, which could be an obstacle when the technical issues arise. In a study conducted by Johnson & Renner (2012), they implemented the flipped classroom model on their students. They found that some learners were not doing what they were supposed to do, eventually leading the teachers to return to teach in the normal way (Bagby, 2014).

2.2.2. The Station Rotation Model

Rotation model is often the first choice for teachers comparing to the other blended learning models. According to Christensen Institute (2013), the rotation model is *“one in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments”* (P. 26). It includes four models: station rotation, lab rotation, flipped classroom, and individual rotation (ibid). The station rotation model is the concern of this study.

All phases of the station rotation model take place inside the classroom. According to the instructions and the time set by the teacher, students rotate from one station to another. The

number of stations and the type of activities in each varies according to the goals set by the teacher, but there will always be an online station (Walne, 2012). There must be at least three stations in the station rotation model, one that is directed by the teacher, the second for pair or small group working, and finally the online station that will distinguish the model as a blended learning (Staker & Horn, 2012). By integrating the traditional instruction, and the modern employment of technology, students have the chance to gain advantages of both (Christensen, Horn & Staker, 2013).

Figure (2): Station Rotation Model (Horn & Staker, 2015)

Furthermore, the majority of learners show a positive feedback toward the station rotation model for different reasons. In a case study conducted by Truitt (2016), aimed to provide teachers and educators with a comprehensive experience of implementing station rotation model in elementary school students and their perceptions as a main part of the study. The experiment application took one semester, and 31 third graders were involved. The researcher utilized nine themes to ensure covering all the associated interactions inside the classroom. Some of these themes were directly related to the teacher's role, such as managing the workspace and technology. Although the remaining themes were not directly related, but they had an important impact on the teacher performance, such as the pupils' feedback of the

teaching method by the written questionnaire and student focus group interviews. On the whole, most of the themes displayed positive results.

It is not only a matter of responses; the academic achievement of students shows progress as a result of the teaching method. Abdel Hakam (2018), conducted a study to investigate the impact of station rotation model on enhancing the preparatory learners' writing performance. Twenty-five students participated in the study, and they were randomly selected at an intermediate school in New Cairo, Egypt. The data were collected through a pre-post writing performance test, an internet use survey and writing performance reflective checklist. The results revealed a difference in the mean scores of the participants in favor of the post test, which indicates a real improvement in their writing performance.

2.2.3. Rationale for Using the Station Rotation Model

Implementing the station rotation model provides both the teacher and student with many advantages. Students' learning experience expands noticeably because the content can be presented in a variety of ways (Ortega Gil & Arcos García, 2011). By exposing the learner to the same instructions several times, he or she will be able to hold over the new knowledge for a longer period (Bersin, 2004). Moreover, the teacher decides whether to make pupils work in pairs or individually, depending on the circumstances. However, dividing learners into small groups assists the teacher to better focus on them (Walne, 2012). Additionally, it will facilitate the assessment phase (Staker & Horn, 2012).

According to McKnight (2016), applying the station rotation model is a challenge for most teachers, but the result is worth it. She adds that the teachers themselves have stated many reasons that encourage them for using this model; 1) differentiated lessons to meet students' needs, 2) engaging, novelty, and peer interaction, 3) student choice and control (agency), 4) focused, small group instruction, 5) individualized learning (and pacing), 6) build life skills

such as communication, kindness, and supporting others. After this intensive experience, the student will be prepared for university life and work environment (ibid).

A plenty number of schools have been adopting the station rotation model in their teaching system, especially in the United States. Alliance Technology Math and Science Schools in Los Angeles faced an urgent need to implement a new teaching method that supports the school to accommodate a greater number of students, to provide differentiated instruction, and to assist learners to be fully prepared for the university level through being exposed to various exercises. Students were divided into three groups to rotate along the following stations: individualized online instruction, focused teacher-led instruction based on the online results, and the collaborative learning stations. The learners' performance in English Language Arts has improved significantly. The pilot study of the schools illustrated that the students' levels have increased from 21% to 33% at one school and 14% to 24% at the other schools (Walne, 2012).

In South Los Angeles, KIPP Empower Academy is another example of the schools that experienced the station rotation model. It serves around 330 k-2 learners. The school leaders determined to utilize this model of learning in order to overcome some financial issues by reducing the classes numbers while maintaining or even increasing the education quality in the large classes with efficient personalized instructions for each learner. The station rotation model was used for teaching reading, writing, and math. Based on the students STEP test results, they were classified into groups to rotate among online learning, small-group, and individual instruction stations. KIPP LA highlighted the significance role of the teacher-led station, where the teacher can provide personalized learning according to the learners' need. Pupils' results have increased remarkably comparing to the other KIPP schools, which raised the KIPP LA ranking to become the first. The reading skill findings revealed that 96% of the

students acquired the same or higher grades of the national average, and 92% in math on the national norm-referenced MAP test (ibid).

2.3. Learning Theories

2.3.1. Connectivism

According to (Downes, 2007), connectivism is defined as “... *the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks*”. These connections grant the learner the ability to learn through various learning resources, which allows him to participate, create, analyze, and even to omit unrelated information (Dunaway, 2012). In the recent years, the world has been changing rapidly. Societies became more complicated and interconnected in different respects. As a sequence, connectivism comes to represent these instant changes (Duke, B., Harper, G., & Johnston, M., 2013). However, many scholars consider connectivism as an instructional theory instead of a learning theory; because it facilitates for learners how to access and assess the knowledge sources, and provides teachers with appropriate methods to prompt students to question and learn (Duke, B., G. Harper and M. Johnston, 2013 & Bell, 2010).

Allowing students to search through an enormous knowledge sources in the internet improves their thinking skills; because they have to evaluate different information to choose what they think the most appropriate (Siemens, 2008). Siemens adds that the presence of knowledge in networks, caused fundamental alterations in education field. It affects the way of interaction between teacher, learner, and content; since learners have more ability to look up for knowledge by themselves. Moreover, the instructional designers have become more responsible to guide teachers and learners through the anarchic sources and to provide the appropriate content.

2.3.2. Social Constructivism

Constructivism is an ancient theory which is attributed to the Greeks time (Pritchard & Woollard, 2010). However, because the purpose of its use here is educational, the twentieth century will be considered as the real beginning of constructivist learning theory (ibid). In the 1960s, Jean Piaget redefined constructivism. It's generally defined as a process by which an individual interacts with his environment to gain knowledge and understanding in accordance with his previous experience, then adapts to the environment until reaches equilibrium (Liu, 2009). Constructivism as its name implies, conceives understanding as a constructive process (Pritchard & Woollard, 2010). The description extends to the tools contained in the theory, such as scaffolding; which depicts the process of support during the stage of understanding and assimilation (Ibid).

The constructivist theory unlike the normal way of teaching, adopts the view of learner-centered; which indicates that learners construct their knowledge by interacting with the surrounding physical world (Jonassen, Howland, Moore & Marra, 2003). Therefore, the technological equipment will enable students to be more active, such as to search in several sources, to identify different perspectives, and mainly to gain knowledge (ibid)

Predominantly, technology is considered in constructivism as essential tool to structure knowledge (Savas, Senemoglu & Kocabas, 2012). Particularly, the online interaction and apps contribute to extend student conscious not only on the local scale, but on the whole world, to learn about different aspects of knowledge (ibid). Since technology provides diverse ways of presenting knowledge, some of them address the student's eyesight, hearing, thinking; which makes it encouraging process (Chapelle & Sauro, 2017).

Constructivism provides both teacher and student with several advantages. According to (Bada, 2015), the student is more motivated when he becomes an active component of the education process. He adds the efficiency of the learning cycle increases when it works through

comprehension rather than just memorization. Furthermore, it places the learner in an authentic context, stimulating him to simulate the real world. In addition, constructivism allows to some extent the learner to choose between different learning resources, to which fits his questions and previous experiences.

2.4. Descriptive Writing Skill

Writing has always been considered as the most complicated and challenging skill among the other skills including listening, reading, and speaking; since it requires a comprehensive knowledge of several aspects of the language, such as the language lexicon, syntax, style and so on to structure an accurate writing (Tangpermpoon, 2008). According to AbuGhararh, as cited in Alqhtani, 2018, writing is *"... the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse ... and the expression of the ideas"* (p. 87). Thus, writing is a productive language skill which involves multiple and interconnected processes in order to obtain the final product (Harmer, 2011).

Descriptive writing in particular, necessitates the writer to transfer the required details as if the readers were watching instead of mere of reading. In this genre of writing, an accurate and clear description are required more than any other types to provide the readers with a realistic picture (Langan, 2013). Accordingly, learners need to be equipped with a broad array of diverse adjectives to be able to write about a certain topic. In a study conducted by Suriyanti and Yaacob, 2016, revealed that most of the English teachers employ primitive and limited methods of teaching descriptive writing. On the other hand, O'Leary and Gordon, 2009, persist on the significance of innovating novel strategies for teaching according to the learners' diverse needs. In the station rotation model, there is a great opportunity for the student to communicate with the teacher directly, whether for a question or a participation, which is reducing stress and increasing comprehension (Abdel Hakam, 2018).

The descriptive writing is commonly branched into objective and subjective description. The writer depicts an accurate and realistic visualization away from his feelings and opinions in the objective description, which makes the writers often similar. In this type, the writer focuses on conveying the fundamental details of the described goal, whether it is a person, event, experience, object, and so on. However, in the subjective description, the writer employs his feelings and self-perception of what he wants to describe, as he incorporates his reflections and emotions with the qualities to be described. Actually, he selects and decides what to highlight and how to present it to the reader from his point of view, away from neutrality. Both of these types serve the purpose for which they are used, so they are both true descriptions (Kane, 2003). On the other hand, Jordan (1996) divides the descriptive writing into a description of the process and procedure, and a physical description. He highlights the different tenses used to report a procedure or to describe something.

Writing skill provides the student with many benefits. As his knowledge with the fundamentals of writing, arranging his ideas and expressing his opinions clearly, the learner will be able to write correctly and accurately in all the other courses. Moreover, the pupil will become a better reader, he will be able to criticize the others' writing quality and to identify the strengths and weaknesses. Because the student was trained in the basics of writing from an engaging introduction, a solid body paragraph, and a conclusion that summarizes the entire text, all of this will make him an accomplished speaker. Last but not least, learning to write properly can enhance the mental skills. Establishing a thesis statement, providing each paragraph with the required details, and wrapping up with a decent conclusion, all of the previous require deep mental processes from the writer (Langan, 2013).

2.5. Conclusion

Based on what was previously reviewed, the station rotation model plays an important role in developing the educational process, and in enhancing the descriptive writing in

particular. The connectivism theory supports the teaching system used in the station rotation method, as it emphasizes that the interaction between students and the teacher and among students themselves and with the learning resources increases their educational outcome. The student obtains a greater opportunity to question what is difficult to understand, even to search for authentic contexts of descriptive writing. Teacher repetition of the information is not necessarily the ideal way to teach as constructivist theory indicates, as each student has his own preferred method and experiences that will influence his acceptance of knowledge. Based on this theory, the student can acquire the information in a way that suits him and corresponds to his abilities and previous experiences. The station rotation model depends heavily on these two theories, as it provides the student with effective communication with everything around him as stated in the connectivism theory, then allows him to obtain information in a way that is convenient for him and his beliefs, and encourages him to seek and think and be active instead of limiting his role to receiving only.

Writing is generally a basic skill that all students need in and outside of study life. Descriptive writing is also one of the most important types of writing, as students are required to express their opinions and to answer essay questions in the school subjects. Studies related to descriptive writing that were reviewed in this research confirmed that the traditional methods used by the majority of teachers are not effective enough, thus, the proposal to use the station rotation model was necessary.

The lack of previous studies in the field of teaching descriptive writing using the proposed method created difficulties for the researcher, as he was unable to benefit from previous experiences, develop them, use them in research, and compare them with the results of the current study. The field of the blended learning in general and the station rotation in particular is broad and novel, therefore, it needs more experimental researches to provide accurate information on the best effective methods for its proper application. In the following

chapter, the research design, participants, instruments, validity and reliability will be reconsidered.

Chapter Three

Research Method and Procedures

In this chapter, the methodology and procedures used in the research will be described. Detailed discussion of the research design, participants, and instruments will be provided.

3.1. Research design

In this study, a quasi-experimental method of research was utilized to examine to what extent the SRM is effective in enhancing learners' descriptive writing skills. Two groups were selected randomly to represent the control and the experimental groups. Both groups were exposed to the pre-post test of the descriptive writing skills. However, the experimental group's written responses were collected by a questionnaire. The control group was exposed to the regular method of teaching. Otherwise, the SRM was adopted to teach the experimental group. Figure (3) clarifies the program details.

Figure (3): Design of the study

3.2. Participants

A population of forty female third graders enrolled in the twelfth intermediate school in Riyadh were chosen randomly in the second semester of the academic year 2019/2020. Their

ages ranged between 14 to 16 years old. The sample was divided into two groups equally, one is to represent the experimental group and the other is the control.

All the participants were informed about the significance of the study. Furthermore, their names would be kept anonymous to preserve their privacy, and their scores of the pre-post test would not be included in their school certificates.

3.3. Research Instruments

The purpose of the study is to explore the impact of the station rotation model (i.e. the independent variable) on the learners' descriptive writing skills enhancement (i.e. the dependent variable). With a view to accomplish this goal, the researcher employed a quantitative tool represented in pre-post test (see Appendix A) that corresponds to the students' academic level. Written responses questionnaire (see Appendix B) as a qualitative instrument was adopted from Truitt (2016) study to collect the learners' feedback toward the proposed model. The questionnaire was translated into Arabic when it was introduced to students, in order to assist them to write down their true feedback.

3.4. Descriptive Writing Skills Pre-post test

3.4.1. Objective of the Test

The pre-post descriptive writing test was used to measure the students' differentiating between indefinite articles, ordering multiple adjectives, forming comparative adjectives, using senses verbs, using sensory details, constructing a descriptive sentence, and writing a descriptive paragraph skills.

3.4.2. Construction of the Test

The pre-post descriptive writing test was created based on several considerations:

- Reviewing student book contents to ensure that the test items are in line with the student's academic level.

- Exploring related previous studies, including (Spencer, 2005; Abdel Hakam, 2018; Suriyanti & Yaacob, 2016).
- Validating the test by consulting a panel of jury members.
- Providing the test reliability.

3.4.3. Test Items

The test consisted of different types of questions to measure various skills of the descriptive writing. In the first question, the student had to rearrange the sentence to measure the ability to figure out the correct order when the sentence contains more than one adjective. Fill in the blanks questions to examine the learner's knowledge of the following: to differentiate between the indefinite article uses and when there is no need to use it, to use the correct senses verbs before the adjectives, and to determine the appropriate sensory details. In the correct form question the student is asked to create the comparative and superlative degree of the adjective depending on the context. Finally, two questions for the descriptive writing, one to construct only sentences and the other to write a whole paragraph. The total of the main questions is seven, and the questions' subparts total is thirty-eight.

Number\scoring of the Questions and Subparts of the Test:

Question No. 1: consisted of 6 sub skills. (6 marks)

Question No. 2: consisted of 6 subs kills. (6 marks)

Question No. 3: consisted of 6 subs kills. (6 marks)

Question No. 4: consisted of 5 subs kills. (5 marks)

Question No. 5: consisted of 5 subs kills. (5 marks)

Question No. 6: consisted of 6 sub skills. (6 marks)

Question No. 7: consisted of 4 subs kills. (8 marks)

Thus, the total score of the test is 42 marks. The distribution of marks is illustrated in the specifications table (see Appendix C).

3.4.4. Test Validity

In order to measure the pre-post test validity, it was submitted to a panel of juries. The test content was modified in light of the juries' recommendations. (see Appendix C)

3.4.5. Piloting the Test

A pilot study of the descriptive writing skills test was conducted on a random sample of 15 female third graders enrolled in the twelfth intermediate school. Depending on the results, difficulty coefficients (DifCo), discrimination coefficients (DisCo), internal consistency, test reliability coefficients, and test time were calculated as detailed below:

3.4.5.1. Difficulty Coefficients

Difficulty coefficients are useful for clarifying how easy or difficult a question is in the test, which is the percentage of students who answered the question correctly. Difficulty coefficients for the objective questions which were allocated to one mark were calculated using the following equation (Al-Qarni, Al-Muhaizah, & Ayoub, 1999, p. 76):

$$DifCo = \frac{M}{N} \times 100$$

Where

(*M*): number of students who answered the question correctly

(*N*): total of students.

Difficulty coefficients were also calculated for the essay questions for which scores higher than one were assigned using the following equation (ibid, p. 77):

$$DifCo = \frac{M}{N \times X}$$

Where

(*M*): sum of marks.

(*N*): total of students.

(*X*): question score.

The following table clarifies the difficulty coefficients for the test questions' items:

Table (1): Difficulty coefficients for the test items

Test Dimensions	Items	Difficulty coefficients
1- Differentiate between the use of 'a', 'an', and 'no thing'.	1	0.50
	2	0.43
	3	0.77
	4	0.40
	5	0.70
	6	0.73
2- Use adjective(s) to modify a noun	1	0.27
	2	0.27
	3	0.20
	4	0.27
	5	0.47
	6	0.20
3- Use adjective in comparison (comparative degree and superlative degree)	1	0.47
	2	0.40
	3	0.53
	4	0.47
	5	0.40
	6	0.27
4- Use the correct senses verbs before the adjectives	1	0.53
	2	0.60
	3	0.60
	4	0.33
	5	0.47
5- Use the correct sensory details	1	0.60
	2	0.53
	3	0.73
	4	0.33
	5	0.67
6- Write a sentence using provided adjective	1	0.47
	2	0.60
	3	0.67
	4	0.40
	5	0.40
	6	0.53
7- Write a descriptive paragraph	1	0.40
	2	0.37
	3	0.23
	4	0.23

It is clear from the previous table that the difficulty coefficients for the test items ranged between (0.23) and (0.77), which are difficulty coefficients that fall within the appropriate

range of difficulty coefficients, which is between (0.20) and (0.80). The test items have appropriate difficulty coefficients.

3.4.5.2. Discrimination Coefficients

The goal of calculating the discrimination coefficients for each individual item is to determine the effectiveness of the item in distinguishing between students with high ability and students with weak ability to the same degree that differentiates the test between them in the final score of the test in general. Discrimination coefficients were calculated for each of the objective questions of the test which were allocated to one mark using the following equation (ibid, p. 78):

$$DisCo = \frac{M - X}{N}$$

Where

(*M*): number of students in the higher category in the test who answered the item correctly (the higher category means the highest 27% of the students who obtained the highest marks in the test, and the number of them 4 students).

(*X*): number of students of the lower class in the test who answered the question correctly (the lower group means less than 27% of the students who received the lowest marks in the test, and the number is 4 students).

(*N*): number of members of one of the two groups, which was 4.

The discrimination coefficient was also calculated for the essay question with scores higher than one using the following equation (ibid, p. 79):

$$DisCo = \frac{M_s - M_w}{N \times m}$$

Where

(*M_s*): sum of the scores obtained by the strong group in the item.

(*M_w*): sum of the scores obtained by the weak group in the same item

(*m*): marks assigned to the question.

(*N*): number of individuals for one of the two groups.

The following table presents the discrimination coefficients for the test questions' items:

Table (2): Discrimination coefficients for the test questions' items

Test Dimensions	Items	Discrimination coefficients
1- Differentiate between the use of 'a', 'an', and 'no thing'.	1	0.75
	2	0.38
	3	0.25
	4	1.00
	5	0.63
	6	1.00
2- Use adjective(s) to modify a noun	1	0.75
	2	1.00
	3	0.75
	4	0.50
	5	0.75
	6	0.75
3- Use adjective in comparison (comparative degree and superlative degree)	1	1.00
	2	1.00
	3	1.00
	4	1.00
	5	0.75
	6	0.75
4- Use the correct senses verbs before the adjectives	1	0.75
	2	0.50
	3	1.00
	4	0.50
	5	0.75
5- Use the correct sensory details	1	1.00
	2	1.00
	3	0.75
	4	1.00
	5	0.75
6- Write a sentence using provided adjective	1	1.00
	2	1.00
	3	1.00
	4	0.75
	5	1.00
	6	0.75
7- Write a descriptive paragraph	1	1.00
	2	0.63
	3	0.75
	4	0.75

It is clear from the previous table that the discrimination coefficients for the test items ranged between (0.25) and (1.00), which are discrimination coefficients that fall within the appropriate range of discrimination coefficients which is (0.20) or more. Consequently, the test items have appropriate discrimination coefficients, and its ability to distinguish between high-achieving students and low-achieving students is trusted.

3.4.5.3. Internal Consistency

The internal consistency of the test was determined by calculating the Pearson correlation coefficient between the score of each individual and the overall score of the dimension to which it belongs, as well as calculating the Pearson correlation coefficient between the score of each individual and the overall score of the test. The results are as shown in the following table:

Table (3): Pearson correlation coefficient between the score of each individual item and the total score of the dimension to which it belongs, and between it and the total score of the test.

Test Dimensions	Items	Item correlation coefficient with the total score of the dimension to which it belongs	The correlation of the item with the overall score of the test
1- Differentiate between the use of 'a', 'an', and 'no thing'.	1	0.880**	0.883**
	2	0.699**	0.569*
	3	0.634*	0.516*
	4	0.768**	0.744**
	5	0.854**	0.698**
	6	0.749**	0.703**
2- Use adjective(s) to modify a noun	1	0.891**	0.704**
	2	0.819**	0.829**
	3	0.719**	0.715**
	4	0.746**	0.622*
	5	0.726**	0.670**
	6	0.878**	0.763**
3- Use adjective in comparison (comparative degree)	1	0.817**	0.709**
	2	0.805**	0.846**
	3	0.729**	0.732**
	4	0.817**	0.720**

Test Dimensions	Items	Item correlation coefficient with the total score of the dimension to which it belongs	The correlation of the item with the overall score of the test
and superlative degree)	5	0.746**	0.558*
	6	0.896**	0.747**
4- Use the correct senses verbs before the adjectives	1	0.788**	0.516*
	2	0.688**	0.583*
	3	0.688**	0.814**
	4	0.803**	0.538*
	5	0.753**	0.571*
5- Use the correct sensory details	1	0.846**	0.814**
	2	0.890**	0.671**
	3	0.804**	0.691**
	4	0.769**	0.790**
	5	0.817**	0.641**
6- Write a sentence using provided adjective	1	0.928**	0.798**
	2	0.881**	0.633*
	3	0.733**	0.770**
	4	0.606*	0.535*
	5	0.892**	0.846**
	6	0.812**	0.643**
7- Write a descriptive paragraph	1	0.787**	0.648**
	2	0.765**	0.639*
	3	0.919**	0.886**
	4	0.919**	0.886**
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

It is clear from the previous table that Pearson correlation coefficients between the score of each individual and the total score of the dimension to which they belonged ranged between (0.606) and (0.928), while Pearson correlation coefficients between the score of each individual and the total score of the test ranged between (0.516) and (0.886) all are statistically significant values at (0.05), and some are statistically significant at (0.01). This means that the items of the test measure the same function that the dimension it belongs to and the same function that the test as a whole measures.

Pearson correlation coefficients were calculated between the scores for each dimension of the test and the scores for each other, and between them and the overall score for the test. The results were as illustrated in the following table:

Table (4): Pearson correlation coefficients between the scores of each dimension of the test and the scores of each other, and between them and the overall score of the test.

Test Dimensions	Item A	Item B	Item C	Item D	Item E	Item F	Item G	The test as a whole
Item A	1	0.739**	0.760**	0.764**	0.862**	0.734**	0.709**	0.902**
Item B	0.739**	1	0.762**	0.836**	0.738**	0.662**	0.825**	0.900**
Item C	0.760**	0.762**	1	.576*	.671**	0.858**	0.839**	0.898**
Item D	0.764**	0.836**	0.576*	1	.804**	0.576*	0.618*	0.813**
Item E	0.862**	0.738**	0.671**	0.804**	1	.687**	.618*	0.874**
Item F	0.734**	0.662**	0.858**	0.576*	0.687**	1	.885**	0.869**
Item G	0.709**	0.825**	0.839**	0.618*	0.618*	0.885**	1	0.892**
The test as a whole	0.902**	0.900**	0.898**	0.813**	0.874**	0.869**	0.892**	1
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

The previous table shows that Pearson's correlation coefficients between the scores for each dimension of the test and between each of them, and between them and the overall score of the test ranged between (0.576) and (0.902), all of which are indicative at the level of significance (0.05), and most of them are indicative at (0.01) . This means that each dimension of the test measures the same function as the other dimensions, and the same function that the test measures as a whole.

In light of the above, the test has a high degree of internal consistency, and gives confidence in the results of its application, as the test, by its items and dimensions, measures the same goal or function.

3.4.5.4. Test Reliability Coefficients

The reliability of the test is intended to give the same results if it is reapplied to the same people on different occasions (Abu Allam, 1987, p. 283), and the test reliability

coefficients were calculated by calculating the alpha-Cronbach reliability coefficient, as well as the mid-section for each dimension of the test and the test as a whole, the results are as shown in the following table:

Table (5): Calculation of persistence by the alpha-cronbach reliability factor and the split-half method for each dimension of the test and the test as a whole.

Test Dimensions	Cronbach's Alpha	Split-Half method	
		Spearman-Brown Coefficient	Guttman Split-Half Coefficient
1- Differentiate between the use of 'a', 'an', and 'no thing'.	0.847	0.827	0.796
2- Use adjective(s) to modify a noun	0.882	0.841	0.841
3- Use adjective in comparison (comparative degree and superlative degree)	0.887	0.940	0.940
4- Use the correct senses verbs before the adjectives	0.798	0.846	0.820
5- Use the correct sensory details	0.883	0.880	0.831
6- Write a sentence using provided adjective	0.895	0.912	0.911
7- Write a descriptive paragraph	0.849	0.836	0.834
Total descriptive writing skills	0.969	0.963	0.947

The previous table shows that the coefficients of the reliability of the test and its dimensions ranged between (0.796) and (0.969), all of which are coefficients of evidence that the test is characterized by a high degree of reliability and gives confidence in the results of its application.

3.4.6. Test Time

The test time was estimated by calculating the average time taken by the first student and the last student to finish answering the test questions:

$$\frac{40 + 50}{2} = 45 \text{ mins}$$

Equivalence checking of the two study groups in the pre-application to the descriptive writing skills test:

To ensure the equivalence of the two study groups in the pre-application of the descriptive writing test, a "T" test was used for the independent (unrelated) samples, and the results were as shown in the following table:

Table (6): Results of the "T" test for independent samples to reveal the significance of the differences between the average scores of students of the experimental and control groups in the pre-application of the descriptive writing skills test

Test Dimensions	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. Differentiate between the use of 'a', 'an', and 'no thing'.	Experimental Group	20	2.4750	1.08185	-.073	38	0.942
	Control Group	20	2.5000	1.08821			
2. Use adjective(s) to modify a noun.	Experimental Group	20	0.4500	0.75915	0.000	38	1.000
	Control Group	20	0.4500	0.88704			
3. Use adjective in comparison (comparative degree and superlative degree).	Experimental Group	20	0.5500	1.23438	.135	38	0.893
	Control Group	20	0.5000	1.10024			
4. Use the correct senses verbs before the adjectives.	Experimental Group	20	2.3000	1.62546	0.000	38	1.000
	Control Group	20	2.3000	1.68897			
5. Use the correct sensory details.	Experimental Group	20	1.0500	0.94451	0.000	38	1.000
	Control Group	20	1.0500	1.23438			
6. Write a sentence using provided adjective.	Experimental Group	20	0.9000	1.68273	0.000	38	1.000
	Control Group	20	0.9000	1.29371			
7. Write a descriptive paragraph.	Experimental Group	20	0.3500	.67082	0.000	38	1.000
	Control Group	20	.3500	0.48936			
Total descriptive writing skills	Experimental Group	20	8.0750	5.71074	0.015	38	0.988

Test Dimensions	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
	Control Group	20	8.0500	4.57942			

Table (6) shows that the probability value (Sig. (2-tailed)) in the order of 0.942, 1.000, 0.893, 1.000, 1.000, 1.000, 1.000, 1.000, 0.988 for each of the seven sub-skills of descriptive writing, and the skills as a whole. And since all these values are greater than the significance level (0.05) in confirming that there are no differences related to statistical significance at the significance level (0.05) between the scores of students of the experimental and control groups in the pre-application of the descriptive writing skills test with its seven sub-skills, and this indicates that the experimental and control groups were equal in the descriptive writing skills before starting the implementation of the study experiment.

3.5. Open-ended Questionnaire

The researcher adopted a qualitative instrument from Andrew et al.'s (2015) study as cited in Truitt's (2016) case study. The questionnaire includes eight open-ended questions to investigate the learners' satisfaction of the proposed model (see Appendix B). For their privacy and to ensure their honesty in answering the questionnaire, students were asked not to write their names on the papers. The questionnaire provides a secure method of expressing the real responses of the station rotation model for the students, since some of them may feel shy or worry that there would be any consequences of their opinions (ibid). The questionnaire was given to the experimental group students after administering the post-test. It has been translated into Arabic to make it easy for students to express their opinions.

3.6. Research Procedures

1. The experiment initiated after piloting the study on 15 learners and identifying the experimental and control groups sample consisting of 40 students randomly on Feb 2, 2020.

2. Both groups were informed about the study objectives and procedures. Moreover, they were told that their names will be kept anonymous for privacy, and their test scores wouldn't be included in the school certificate.
3. The pre-test was administered for the experimental and control groups.
4. The researcher divided the experimental students into three groups, in order for each group to work in one station. Therefore, two groups consisted of 7 students and the last group of 6 students.
5. The class period in the Saudi schools is 45 minutes, so the time was divided as follows: 6 minutes at first to let students take their time to come into the resources room and take their places in the stations. The remaining time was divided into three stations, with a total of 13 minutes for each.
6. The researcher handed plastic folders to the students so that they can save the worksheets accompanying the lessons.
7. Students were trained to the station rotation model in two sessions, in order to get used to it and to avoid any possible obstacles during the real implementation.
8. Then, students learned the seven descriptive writing skills in seven sessions using station rotation model.
9. The experimental group students were asked to do a written responses questionnaire to collect their feedback.
10. After that, the post-test was delivered on Mar 3, 2020, to the experimental and control groups.

3.7. Instructional Procedures

Due to the previous training sessions, each student knows already to which group she belongs to, which facilitates the division process. In each session, the researcher followed a couple of procedures to achieve the intended goals:

1st step: the researcher states the lesson topic and objectives.

2nd step: the researcher sets the alarm for 13 minutes, then gives students the starting signal.

3rd step: at each station, students start doing station-related activities, which are written in the station guide with each student.

4th step: in addition to the researcher main role in the teacher-led station, she must ensure that the educational process is proceeding as it should in other stations.

- **In the online station:** each two students share one iPad to watch the YouTube video related to the lesson topic, then do the online exercises and write down their scores in the station guide sheet.
- **In the collaborative station:** students work in pairs to read a brief explanation of the lesson, then do the exercises in the worksheet. After that, they exchange the worksheets for peer correction.
- **In the teacher-led station:** students have the opportunity to ask any questions and give examples to be assessed of what they have learned. Moreover, the other learners can help in correcting their peers' answers.

5th step: when the alarm rings, each group moves to the next station according to the sequence written in the station guide.

6th step: at the end of the class, the researcher reminds students to do the written assignment attached at the end of the station guide at home.

3.8. The Stations Materials

In this study, the researcher adopted the station rotation model that consists of three stations: the online station, the collaborative station, and the teacher-led station. In order to prepare these stations, the materials of each lesson should be presented in three different ways. Several authentic resources were used to prepare stations' instructions and activities. These resources include: student's book "Full Blast 6", 10 radical ideas for reluctant writers book "chapter:

Descriptive writing techniques" (Kindler, 2015), IXL learning website, 7ESL website, and many YouTube videos and other resources.

3.9. Assessments Methods

Assessment is essential to guarantee the learners' comprehension of the proposed model. Because of the multiplicity of stations, many assessment tools were used. In the online station, the pupils' understanding is evaluated by the comment they write about the video in the station guide sheet, and the achieved scores of the online exercises. However, in the collaborative station, they are assessed simply by solving the worksheets. On the other hand, learners have to share their answers and questions with the researcher and colleagues in the teacher-led station. Last but not least, pupils are required to do the assignment written in the station guide.

3.10. Conclusion

The research methodology was defined, and appropriate instruments were chosen to measure the performance of students in descriptive writing. The test was designed and given to 40 students from the experimental and control groups.

Chapter Four

Data Analysis, Results, and Discussion

The data analysis, results and their discussion are presented in this chapter. The hypothesis of the study is examined in the first section by the statistical treatment of the findings. The discussion of the qualitative and quantitative results is illustrated in the second section.

In order to answer the second question of the study: to what extent the station rotation model is effective in enhancing descriptive writing skills. A set of statistics was conducted.

4.1. The differences between the experimental and control groups in the post-application of the descriptive writing skills test

To identify the differences between the experimental and control groups in the post-application of the descriptive writing skills test, a "T" test was used for the independent (unrelated) samples, and the results were as shown in the following table:

Table (7): Results of the "T" test for the independent samples to reveal the significance of the differences between the mean scores of students of the experimental and control groups in the post application of the descriptive writing skills test

Test Dimensions	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. Differentiate between the use of 'a', 'an', and 'no thing'.	Experimental Group	20	4.5250	0.75175	3.612	38	0.001
	Control Group	20	3.5500	0.94451			
2. Use adjective(s) to modify a noun.	Experimental Group	20	2.8000	1.82382	3.717	38	0.001
	Control Group	20	0.9500	1.27630			
3. Use adjective in comparison (comparative degree and superlative degree).	Experimental Group	20	3.8500	1.78517	3.000	38	0.005
	Control Group	20	2.0000	2.10263			
4. Use the correct senses verbs before the adjectives.	Experimental Group	20	4.4500	0.99868	5.160	38	0.000
	Control Group	20	2.1500	1.72520			

Test Dimensions	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
5. Use the correct sensory details.	Experimental Group	20	4.5000	0.94591	5.294	38	0.000
	Control Group	20	2.4000	1.50088			
6. Write a sentence using provided adjective.	Experimental Group	20	4.4000	2.13739	2.453	38	0.019
	Control Group	20	2.6500	2.36810			
7. Write a descriptive paragraph.	Experimental Group	20	3.6000	1.66702	3.238	38	0.003
	Control Group	20	2.0000	1.45095			
Total descriptive writing skills	Experimental Group	20	28.2750	6.44302	5.271	38	0.000
	Control Group	20	15.7000	8.50449			

Table (7) shows that the probability value (Sig. (2-tailed)) was in order 0.001, 0.001, 0.005, 0, 0, 0.019, 0.003, .0 for each of the seven sub-skills of descriptive writing, and the skills as a whole. Given that all of these values are less than the significance level (0.05), this confirms the presence of statistically significant differences at the significance level (0.05) between the levels of students of the experimental and control groups in the post application to the descriptive writing skills test as a whole and its seven sub-skills, and these differences as evidenced by the table is in favor of the experimental research group, as the mean scores for each skill are greater than the mean scores for the control group. Since the experimental and control groups were subjected to the same conditions in the research experiment except for the independent variable, these differences are due to the effect of the independent variable, which is the station rotation model.

The following figure shows the mean scores of the experimental and control groups in the post application of the descriptive writing skills test as a whole:

Figure (4): The mean scores of the experimental and control groups in the post application of the descriptive writing skills test as a whole.

4.2. The effect of the station rotation model on developing descriptive writing skills

To find out the effect of the station rotation model on developing descriptive writing skills, the value of "d" for (Cohen's d) was calculated using the following formula (Social science statistics, n.d.):

$$\text{Cohen's } d = (M2 - M1) / SD \text{ pooled}$$

$$SD \text{ pooled} = \sqrt{((SD1^2 + SD2^2) / 2)}$$

The following table shows the results of calculating the value of (Cohen's d):

Table (8): The effect of the independent variable (The Station Rotation model) on developing descriptive writing skills.

Test Dimensions	Groups	N	Mean	Std. Deviation	Cohen's d	Indication
1. Differentiate between the use of 'a', 'an', and 'no thing'.	Experimental Group	20	4.5250	0.75175	1.015662	large
	Control Group	20	3.5500	0.94451		
2. Use adjective(s) to modify a noun.	Experimental Group	20	2.8000	1.82382	1.175313	large
	Control Group	20	0.9500	1.27630		

Test Dimensions	Groups	N	Mean	Std. Deviation	Cohen's d	Indication
3. Use adjective in comparison (comparative degree and superlative degree).	Experimental Group	20	3.8500	1.78517	0.948538	large
	Control Group	20	2.0000	2.10263		
4. Use the correct senses verbs before the adjectives.	Experimental Group	20	4.4500	0.99868	1.631723	large
	Control Group	20	2.1500	1.72520		
5. Use the correct sensory details.	Experimental Group	20	4.5000	0.94591	1.674015	large
	Control Group	20	2.4000	1.50088		
6. Write a sentence using provided adjective.	Experimental Group	20	4.4000	2.13739	0.775814	medium
	Control Group	20	2.6500	2.36810		
7. Write a descriptive paragraph.	Experimental Group	20	3.6000	1.66702	1.023853	large
	Control Group	20	2.0000	1.45095		
Total descriptive writing skills	Experimental Group	20	28.2750	6.44302	1.666778	large
	Control Group	20	15.7000	8.50449		

The previous table shows that the size of the effect of the station rotation model in developing descriptive writing skills as a whole and each sub-skill was large, except for the sixth skill (Write a sentence using provided adjective), the effect size was medium. In this regard, Cohen explained that the effect size is weak if the value of "d" is 0.2, it is medium if the value of "d" is 0.5, and it is large if the value of "d" is 0.8.

The following figure shows a comparison of Cohen's "d" value for test and test dimensions as a whole with the size of the small, medium, and large effect that Cohen identified:

Figure (5): Cohen's "d" value comparison of test and test dimensions as a whole to the small, medium, and large effect size that Cohen identified

These results indicate the effectiveness of the independent variable (the station rotation model) in developing descriptive writing skills among students of the experimental group, and this result is consistent with the study of Walne, 2012; & Abdel Hakam, 2018.

4.3. The differences between the mean scores of the experimental group in the pre and post applications of the descriptive writing skills test

To identify the differences between the mean scores of the experimental group in the pre and post applications of the descriptive writing skills test, a "T" test was used for the (non-independent) samples, and the results were as shown in the following table:

Table (9): Results of "T" test for dependent (paired) samples to reveal the significance of the differences between the mean scores of the students of the experimental group in the pre and post applications of the descriptive writing skills test.

Test Dimensions	Application	Mean	N	Std. Deviation	t	df	Sig. (2-tailed)
1. Differentiate between the use of 'a', 'an', and 'no thing'.	Post application	4.5250	20	0.75175	6.808	19	0.000
	Pre application	2.4750	20	1.08185			
2. Use adjective(s) to modify a noun.	Post application	2.8000	20	1.82382	5.169	19	0.000
	Pre application	0.4500	20	0.75915			
3. Use adjective in comparison (comparative degree and superlative degree).	Post application	3.8500	20	1.78517	6.492	19	0.000
	Pre application	0.5500	20	1.23438			
4. Use the correct senses verbs before the adjectives.	Post application	4.4500	20	0.99868	5.299	19	0.000
	Pre application	2.3000	20	1.62546			
5. Use the correct sensory details.	Post application	4.5000	20	0.94591	10.262	19	0.000
	Pre application	1.0500	20	0.94451			
6. Write a sentence using provided adjective.	Post application	4.4000	20	2.13739	5.961	19	0.000
	Pre application	0.9000	20	1.68273			
7. Write a descriptive paragraph.	Post application	3.6000	20	1.66702	8.641	19	0.000
	Pre application	0.3500	20	0.67082			
Total descriptive writing skills	Post application	28.2750	20	6.44302	9.715	19	0.000
	Pre application	8.0750	20	5.71074			

The previous table shows the presence of statistically significant differences at the level of significance (0.01) between the average scores of students of the experimental group in the pre and post applications of the descriptive writing skills test in favor of the post application, and this is a logical result; as the students in the pre application have not previously studied the proposed skills. The following graph shows the mean scores of the experimental group in the pre and post applications of the descriptive writing skills test as a whole.

Figure (6): Average of the experimental group scores in the pre and post applications in the descriptive writing skills test as a whole.

4.4. Detection of the level of performance of the experimental group in the post-application of the descriptive writing test compared to the level of the adequacy determined educationally (80%) of the performance

To find out the extent to which the experimental group students reach the educationally specified level of adequacy with (80%) of performance, which corresponds to (33.6) of the final total scores of the test, which is (42), so the "T" test was used for one sample. The results were as shown in the following table:

Table (10): One-Sample Test results for "T" test to reveal the extent to which students of the experimental group have reached an educationally determined level of adequacy with (80%) of performance in the test of writing descriptive skills as a whole.

N	Mean	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
20	28.2750	6.44302	-5.32500	-3.696	19	0.002

The previous table shows that the probability value (Sig. (2-tailed)) reached (0.002) and this value is less than the significance level (0.01), and therefore there are statistically

significant differences at the level of significance (0.01) between the average student scores in the post-application of the descriptive writing skills test and between the adequacy level (80% of performance), in favor of the adequacy level. This means that the students' performance did not reach the level of adequacy determined by (80%) of the overall performance. It should be noted that the students' performance is somewhat close to the level of proficiency as their average score reached (28,275) with a percentage (whereas the average adequacy score was (33.6)).

The following figure shows the actual performance level of students in the post application of the descriptive writing skills test compared to the level of proficiency:

Figure (7): The actual performance level of students in the post-application of the descriptive writing skills test compared to the level of adequacy.

In summary, the previous results show that, despite the impact of the independent variable, the Station Rotation model, in developing descriptive writing skills compared to the traditional method; however, the students' actual performance level in descriptive writing skills did not reach the level of adequacy. Nevertheless, the researcher recommends re-applying this model to larger samples and on a larger scale, due to its effectiveness in developing descriptive writing skills compared to the traditional method.

4.5. Discussion of the results

4.5.1. Discussion of the quantitative phase of the study

The current study sought to investigate the impact of the station rotation model in enhancing learners' descriptive writing skills; specifically, differentiating between indefinite articles, ordering multiple adjectives, forming comparative adjectives, using senses verbs, using sensory details, constructing a descriptive sentence, writing a descriptive paragraph.

The findings of the current study indicated that there are statistically significant differences at the significance level (0.05) between the levels of students of the experimental and control groups in the post application to the descriptive writing skills test as a whole and its seven sub-skills in favor of the experimental group, as the mean scores for each skill are greater than the mean scores for the control group. These findings can be explained in light of the following reasons. In the station rotation model, the student is exposed to the same lesson in three different settings, and each setting has its own unique aspects.

Students' communication skills evolved greatly during the experiment, whether with the teacher or with other students. This interaction requires the student to speak using the English language, which in turn will enhance the linguistic outcome. Moreover, the student can help her classmate to understand, unlike the traditional method where students are not allowed to talk to each other during the lesson. In other words, the teacher was able to scaffold students' learning and enable them to learn independently.

In the station rotation model, one station at least must be online. Technology in general and the internet in particular has a major role, both in providing diverse learning resources and motivating students to learn. Through the Internet, student can learn adjectives, how to use them, and their correct pronunciation from native speakers. Furthermore, students can access the same materials from home for more practicing. The use of technology in education has always been a powerful motivator for students, as Prensky (2001) calls them digital natives.

The researcher noticed students' enthusiasm for the online station in particular, which in turn increased their enthusiasm to learn the lesson (Bada, 2015).

Students' results in the pre-test demonstrated that they were unable to determine the correct indefinite article before the consonant, vowel, and the plural, which later improved in the post-test. Arranging more than one adjective in one sentence was one of the most difficult skills for students, and most scores for this question were low, both in pre and post-test. Changing the adjective form to compare two things or to compare something with the rest, one of the skills that presented a notable improvement in student performance. Likewise, choosing the correct senses verbs and sensory details are also among the skills that have evolved clearly. For the two previous skills, pupils were not familiar with their concept. Once they realize the idea, they relate it to the corresponding idea in their mother tongue. When it comes to write a descriptive sentence or a whole paragraph, students face many difficulties. The sentence construction was not an issue, but the semantics were. This was also evident in the last question, writing a whole paragraph. Most of the students wrote about their friends and described them, instead of writing about the points mentioned in the question, although the researcher clarified the question requirements in English and Arabic.

Students' scores in the post-test of the descriptive writing skills showed clear and promising progress in the students' level. Although students have not attained the required level, yet, these results can be used to support the demand to employ the station rotation model in teaching English in Saudi schools. After analyzing the results of the main question of the research, it is noted that the results are in agreement with the conclusion of the researcher Abdel Hakam's (2018) study. The study recorded an improvement in the writing performance (ideas and content, coherence, reflection, vocabulary and structure, organization) of students after studying writing using the station rotation model. While in Alanoud research the descriptive writing skills were targeted.

Moreover, the current study in concert with Allala & Al-Jamal (2019) study, as the two studies focus on blended learning as an independent variable in enhancing writing skill. Participants were divided into two groups; one group was taught in the normal way and the other one in the blended learning method. The first group revealed higher grades than the other one. However, Allala & Al-Jamal research was conducted to examine the learners' grammar and writing performance, which differs with the present study as aforementioned.

4.5.2. Discussion of the qualitative phase of the study

Students Questionnaire

In order to answer the third question of the study: To what extent are the students satisfied with the station rotation model? The questionnaire was adopted from Truitt (2016) case study. It contained eight questions. The participants in the experimental group were asked to answer the following questions:

1. What do you like the most about blended learning?
2. What do you like the least about blended learning?
3. What is the easiest part of blended learning?
4. What is the hardest part of blended learning?
5. Do you feel like you learn more or less during blended learning that you do during the regular class time? Why?
6. If you could make an improvement (make something better) to blended learning, what would you change?
7. What advice would you give to a student new to blended learning?
8. Is there anything else you would like to share about blended learning?

Students' responses revolved around similar topics, the most notable of which were the following. Similar to the other blended learning models, technology adds the fun and exciting aspect of education. Students enjoyed mostly the online station, especially using the iPad in

learning, it's considered as a platform that combines numerous learning resources with different presentations. Internet access assisted students to obtain an immediate assessment of their level of understanding of the lesson, which has always raised students' curiosity to try it out. Moreover, they enjoyed watching YouTube videos, as it entertains them visually and acoustically, but the researcher believes that watching YouTube videos have another dimension in the students' minds, since they relate it for having free time at home.

Boredom during the lesson in the regular teaching method was the most prominent disadvantage among students. Students of this age are full of energy and vitality, being tied to a chair and table for about six hours of school is very tiring. Consequently, students enjoyed a lot because they had somewhat freedom to interact with each other. Moreover, the rotation among multiple stations was an arresting point for most of them. One student shared, "after trying the station rotation model, I don't want to study with the regular method anymore." Only a small number of students mentioned the rotation as a disadvantage.

The diversity of activities came as a result of the multiplicity of stations. As mentioned before, the online station in particular was an ideal platform for preparing fun interactive learning activities. Regarding other stations, the researcher was keen to make them diverse and engaging. Answer in pairs and groups add an element of fun. Most of the exercises were inspired by worksheets that were made by native English teachers, which in turn expanded students' awareness by trying new methods of questions.

The second question was to consider what is the least thing they liked about the station rotation model. In other words, what is the aspect that they didn't like? Eight learners wrote that there was nothing they didn't like about it. As for the remaining number, most of their comments were focused on the following topics. The division of time between the three stations was based on the time period used in Saudi Arabia classes, which is 45 minutes. Some students feel that 13 minutes only per station is not enough. One of the students said: "I wished we had

more time to be able to fully understand and do the exercises". Actually, the researcher had to adhere to this time to make the experience as realistic as possible so if one of the teachers wanted to apply it in Saudi schools.

The other issue was some learners were not ready to be partly independent in learning. They stated that they wanted the teacher to be with them in each station, to translate for them and to help them in understanding questions. One student wrote, "I wish the teacher to be there in all the stations to help me and translate for me." The researcher believes that this accumulated as a result of studying in the regular way, and it may disappear just when students are used to it.

After that, pupils were asked about the easiest and hardest part in the station rotation model in two separate questions. Once more, the online station in general and the iPad in particular acquired the most votes as an easy component. It seems inevitable that technology will become a major part of the education process in this era. Around six students mentioned the activities as the easiest part too. In contrast, many students commented in the hardest part question about the difficulty in understanding the vocabulary used in the activities, one learner mentioned, "I prefer the new words to be translated into Arabic." Again, this might be related to the habit they are used to. Instead of trying to grasp the meaning of the new vocabulary from the context, they prefer to have it translated into Arabic. The verbal answers in the teacher-led station were difficult for five students, and the researcher believes that encouraging student to produce an oral answer will increase her confidence in the future, even if it appears difficult in the beginning.

The next question was "Do you feel like you learn more or less during blended learning than you do during the regular class time? Why?" In fact, only three students reported that they prefer the regular way. They wrote that the station rotation model was harder, and not everything was clear. Fortunately, the other number confirmed they learned effectively more

by using the proposed model of blended learning. Actually, they presented many different reasons, a couple of them will be stated next. Most students attributed their belief in the station rotation model because of the existence of various stations with different strategies. One student shared, "I learned better in the station rotation model because I study in different ways and share my friends what I learned." A further reason, asking for help from a colleague to explain the difficulties making it seem like everyone is playing the role of a teacher.

The sixth question was to collect students' suggestions to develop the teaching method. Many students suggested increasing the number of devices so that each student can use a device alone. Beside this, some students want to extend the time allocated to each station. Others wish to have more incentives and rewards. The rest of the suggestions are not very useful, such as a suggestion to study in the outdoor school yard instead of a classroom, or that a translation of words in Arabic be provided.

Students were also asked what advice they would like to give to a student who is studying the station rotation model for the first time. Almost nine students mentioned that whoever studies in this way will benefit and enjoy at the same time. Furthermore, several learners recommend that if you are a new student to the station rotation model you have to take it serious from the beginning. Adherence to instructions will make it easier. One student said, "You will suffer at the beginning, but after many times it will be easy and fun." Moreover, a group of students advised that diligence in doing the activities and interacting with the teacher and friends is one of the most important reasons for success in this model.

Last but not least, the eighth question was an opportunity for students if they wanted to add anything. The vast majority of students did not have any additions. However, two learners wrote that adding more games related to the lesson topic will make it better. Also, some suggested making the worksheets easier and adding translation for new vocabulary. One

learner shared, "I wish that each student can bring her own device instead of sharing one, to get a bigger chance in doing the online activities."

4.6. Teacher's Role

The teacher is no longer the center of the educational process, but it is an integral part of some tasks:

- The teacher-led station is based on the instructor role in encouraging students to give responses that demonstrate their understanding, and prompting for peer correction, which in turn creates communication between the teacher and students and between students themselves.
- The teacher has a key role in making sure that the education progresses in the required manner in other stations and engage them in various exercises if they finish before the end of time.
- The teacher must be alert to any problem that appears suddenly in the online station, such as the interruption of the Internet or the change of the required source and other problems that require urgent intervention.

4.7. Student's Role

The student's role has changed from being a mere recipient to an activist whose educational process is mainly based on her participation:

- At each station, the student must follow the sequence of tasks required of her. Such tasks are written in the station guide sheet, ensuring that she is not distracted.
- The student has a large part of the evaluation responsibility, as each pair have to correct the papers and answers of their colleagues in the collaborative and teacher-led station.
- The student finds a full opportunity to ask the teacher what is difficult for her in a small group of students, which reduces pressure and embarrassment.

4.8. Challenges in Implementing the Proposed Model

In the current study, the researcher encountered some challenges, particularly, with the application of the station rotation model.

- **Preparing the materials and lack of literature**

The first basic issue was during the materials preparing phase. Authentic instructions and exercises were required in three different stations. Lack of studies and literature in this regard made it more difficult. The researcher mainly benefited from the blended learning books. In addition to a few studies, school reports, and articles.

- **The novel concept of the station rotation model**

The model used is completely new to students, as they have never experienced it before. Although two sessions were dedicated for training students, and getting accustomed to the method, the researcher had to repeatedly remind learners of the method of rotation and the significance of each station.

- **Providing internet and computers**

The school computers model was too old to connect to the Wi-Fi internet, and the online station is completely dependent on internet connection. The researcher solved the dilemma by providing four iPads and one router for internet connection.

- **Fixing the technology issues during the class**

During the lesson, many obstacles might appear suddenly at any time. One of the recurring problems is the temporary internet outage. Moreover, a student may mistakenly change the requested webpage, which requires teacher intervention to fix.

- **A large number of papers**

Since each student will get her own station guide and worksheets, the researcher had to print a large number of papers. Some lessons' worksheets reached 5 paper. The number of test pages was 5 also, which were given to 40 students twice, as pre and post test. in addition to

this, adjective vocabulary lists were distributed to help learners to describe people, clothes, places, and more.

4.9. Conclusion

Results revealed that there is a noticeable improvement in the experimental group students' descriptive writing performance, even though it did not reach the level of adequacy. This was concluded by comparing the results of the experimental group students in the pre and post tests. Furthermore, the study questionnaire detected that most learners have a positive attitude towards the station rotation model.

Chapter Five

Summary and conclusion

This chapter elaborates an abbreviated summary of the study. Moreover, it includes the findings and the pedagogical implications. The delimitations and the research suggestions are presented at the end, as well.

5.1. Statement of the Problem

There is no doubt that learning a new language for the majority of people is a stressful process. Especially the writing skill that has always been considered the most difficult skill for students to learn. The descriptive writing in particular is a genre of writing that every learner should be equipped with in order to success. However, what makes it more complicated is that the regular teaching method used in most Saudi schools lacks motivation and advanced techniques. In addition to this, the teacher encounters a severe problem, which is that she or he must teach the skills of language as one entity in a short time. In order to solve all of these issues, educators and teachers need to think about innovative methods and techniques that prompt the inner motivation inside the learners. The station rotation model was adopted in this study as one of the creative methods in enhancing Saudi EFL learners' descriptive writing skills.

5.2. Significance of the Study

This study seeks to provide clear results of implementing the station rotation model in order to enhance descriptive writing skill. However, this model activated the learners' role through enabling them to learn in several ways and made the learning process more enjoyable. The station rotation model involves different stations, in which the students rotate among them to learn. By implementing this model, the educators will get the chance to judge its effectiveness, and the challenges the researcher went through.

5.3. Instruments

Two instruments were used in the current study:

- A quantitative tool of a pre-post test was used to investigate student performance.
- A qualitative tool of a questionnaire was used to collect students' written feedback.

5.4. Findings

First: The use of the suggested station rotation model enhanced Saudi intermediate school students' descriptive writing skills.

Second: The use of the suggested station rotation model encourages students to learn independently through collaborative learning.

Third: The use of the suggested station rotation model allows the teacher to support students in small groups, which in turn raises the quality of education.

Fourth: The use of the suggested station rotation model provides learners with more immersive language environment, since they rotate among multiple stations that involve various exercises.

Fifth: The use of the suggested station rotation model increases students' learning skills and thinking abilities.

Sixth: The use of the suggested station rotation model supports the pupils' flexibility in group and individual learning.

5.5. Pedagogical Implications

In accordance with the study results, some implications are drawn:

- More time and efforts must be devoted to teaching students writing in general, and the descriptive writing in particular.
- Students' grades in the descriptive writing pre-test indicated that intermediate school students' are in a badly need for improving their descriptive writing skills.
- The study shed light upon the proposed model that empowers teachers and curriculum designers.

- During the application of the station rotation model, the teacher must clearly explain to the student what he or she will do in each station in order to avoid causing chaos and loss of time.
- The station rotation model is a realistic teaching method that can be applied in most Saudi schools. The key requirements is to provide a strong instructions and internet-connected devices.

5.6. Delimitations

The current study is restricted to the following points:

1. Two classes were selected from the Twelfth Intermediate Schools in Riyadh.
2. A two-month period.

5.7. Recommendations

1. The development of education in general and descriptive writing in particular has become an urgent necessity by employing the latest studies and theories.
2. Despite the presence of technology in Saudi schools, it was not employed in the required manner. Thus, it is necessary to expand the scope of its use in education to serve both the student and the teacher.
3. English curriculum designers are asked to assist teachers by providing various exercises that suits each station.
4. Greater effort by teachers should be devoted to writing skills, as it requires constant practice by students along with the teacher assessment.

5.8. Suggestions for Further Research

- Other researcher is needed to use the same research instruments to investigate the impact of the station rotation model on enhancing other language skills (listening, reading, speaking, other types of writing).

- Further research is needed to conduct the same study with different quantitative and qualitative tools to help teachers to make use of it and overcome the challenges.
- Other studies are needed to conduct the same study with a larger quantity of participants, involve both genders and different ages.
- Similar programs also can be replicated on other government and private school and compare the results.

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Appendices

Appendix A

Pre-post Descriptive Writing Test

Kingdom of Saud Arabia

Ministry of Education

Al-Imam Muhammad Ibn Saud Islamic University

College of Languages and Translation

Department of English Language & Literature

Descriptive Writing Skills Pre-post Test

Name: _____. Class: _____.

Time: 45 minutes.

Test Instructions:

- Try to answer all the items.
- Do not waste time thinking about the answers you do not know, but leave them to the end of the test.

A. Fill in the blanks with 'a', 'an' or 'nothing'.

1. I have two sisters and young brother.
2. Would you like orange? We also have delicious strawberries.
3. Does anyone have cell phone? I need to make emergency phone call.
4. Larry doesn't own expensive car.
5. Today, you ate ice cream cone, big piece of pizza.
6. Let's go watch new movie.

B. Put the words into the correct order to make a correctly ordered sentence.

1. red / drives / a / truck / Australian / he / big

.....

2. these / old / I / replace/ shoes / must / cheap

.....

3. such / old / a / man / he / is / kind

.....

4. lovely / is / she / a / wearing / red / dress / new

.....

5. a / meal / Indian / we / had / delicious

.....

6. lives / a / lovely / apartment / she / modern / in

.....

C. Correct the form of the adjective.

For example: She is than me in swimming. (good)

The answer: She is better than me in swimming. (good)

1. This cat is the of all animals. (clean)

2. Ahmad plays football than his brother. (well)

3. That large sofa is than this tiny chair. (comfortable)

4. This is the work I have ever done. (difficult)

5. One thousand and fifty is than one thousand and thirty. (great)

6. Laila did the exercise. (easy)

D. Use the correct senses verbs before the following adjectives.

Senses verbs

feels – sounds – looks – smells – tastes

1. Your parfum nice.
2. That green apple sour.
3. The silk fabric smooth on the skin.
4. The guitar noisy.
5. My new neighbor friendly.

E. Use the correct adjective from the Sensory Word Bank to complete each sentence.

Sensory Word Bank

loud – dark – stinky – spicy – gentle – sharp – rough – shiny – crunchy – fruity

1. All the cups are clean and
2. My mother prepared a bowl of Jelly.
3. She is annoying, her voice is very
4. Be careful! The knife is and dangerous.
5. I feel thirsty because I ate food.

F. Write correct sentences using the provided adjectives.

1. safe

.....

2. popular

.....

3. difficult

.....

4. modern

.....

5. early

.....

6. clear

.....

G. Write a short paragraph (in at least 100 words) about an imaginary journey that you did in the past, answering the following questions:

- **Who accompanied you, e.g. (family, friends, etc...)**
- **Describe the place you went to, e.g. (park, desert, etc...)**
- **Describe your companions' personalities and what clothes were they wearing (at least two people).**

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Appendix B

Questionnaire

Student Questionnaire

Thank you for helping me learn more about the blended learning in our classroom. Your answers will help other teachers know more about blended learning, too. Here are a couple of things you should know before you begin:

- There are no right or wrong answers to these questions, just your opinion.
- Please be honest and share both the good and the not so good things that you notice in our classroom. We will not know what to work on if we do not know what is wrong.
- Please do NOT write your name on this paper. I want to keep your answers anonymous, which means I will be able to learn about your thoughts, but I will not know who wrote it.
- If you do not understand what a question is asking you, please raise your hand, and I can explain it to you.
- Please write neatly and in complete sentences, so I can understand your answers.

1. What do you like the most about blended learning?

2. What do you like the least about blended learning?

3. What is the easiest part of blended learning?

4. What is the hardest part of blended learning?

5. Do you feel like you learn more or less during blended learning than you do during the regular class time? Why?

6. If you could make an improvement (make something better) to blended learning what would you change?

7. What advice would you give to a student new to blended learning?

8. Is there anything else you would like to share about blended learning?

Appendix C

Jury Members who Validated the Pre-post Test

Name of the jury	Position
Usama Hassanein	Professor of Applied Linguistics, Northern Border University
Fairouz Attiya	Assistance professor of Applied Linguistics, Imam Mohamed Bin Saud Islamic University
Montasser Mohammad	Assistance professor of Applied Linguistics, Imam Mohamed Bin Saud Islamic University

Appendix D

Specifications of the Test

Specifications of the Test

Instructional objective	Types of questions				Mark
	reorganization	fill in the blanks	correct form	writing	
1. Differentiate between the use of 'a', 'an', and 'no thing'.		6			6
2. Use adjective(s) to modify a noun.	6				6
3. Use adjective in comparison (comparative degree and superlative degree).			6		6
4. Use the correct senses verbs before the adjectives.		5			5
5. Use the correct sensory details.		5			5
6. Write a sentence using provided adjective.				6	6
7. Write a descriptive paragraph.				8	8
The test total score = 42					

Appendix E

Rubrics of the Test

Writing Performance Rubrics

Level Skill	Excellent	Good	Fair	Poor
Differentiating between indefinite articles	(5-6) Student is able to fill all or most of the blanks correctly	(3-4) Student is able to fill some of the blanks correctly	(1-2) Student is able to fill only a few of the blanks correctly	(0) Irrelevant or no attempt.
Ordering multiple adjectives	(5-6) Student is able to order all or most of the sentences correctly	(3-4) Student is able to order some of the sentences correctly	(1-2) Student is able to order only a few of the sentences correctly	(0) Irrelevant or no attempt.
Forming comparative adjectives	(5-6) Student is able to transform all or most of the adjectives correctly	(3-4) Student is able to transform some of the adjectives correctly	(1-2) Student is able to transform only a few of the adjectives correctly	(0) Irrelevant or no attempt.
Using senses verbs	(4-5) Student is able to match all or most of the verbs correctly	(2-3) Student is able to match some of the verbs correctly	(1) Student is able to match only one verb correctly	(0) Irrelevant or no attempt.
Using sensory details	(4-5) Student is able to choose all or most of the adjectives correctly	(2-3) Student is able to choose some of the adjectives correctly	(1) Student is able to choose only one adjective correctly	(0) Irrelevant or no attempt.

Constructing a descriptive sentence	(5-6) Student is able to construct all or most of the required sentences correctly	(3-4) Student is able to construct some of the required sentences correctly	(1-2) Student is able to construct only a few of the required sentences correctly	(0) Irrelevant or no attempt.
Writing a descriptive paragraph	(7-8) Student is able to write about all or most of the required points mentioned in the question.	(4-6) Student is able to write about some of the required points mentioned in the question.	(0-3) Student is able to write about only a few of the required points mentioned in the question.	(0) Irrelevant or no attempt.

Appendix F

Sample of Students' Answer of the Test

③

36,5

Kingdom of Saud Arabia

Ministry of Education

Al-Imam Muhammad Ibn Saud Islamic University

College of Languages and Translation

Department of English Language & Literature

Descriptive Writing Skills Pre-post Test

Name: Leen Algowaz . Class: 3/1 .

Time: 45 minutes.

Test Instructions:

- Try to answer all the items.
- Do not waste time thinking about the answers you do not know, but leave them to the end of the test.

A. Fill in the blanks with 'a', 'an' or 'nothing'.

1. I have two sisters and ... a young brother. 5
2. Would you like an orange? We also have ... a delicious strawberries.
3. Does anyone have ... a cell phone? I need to make an emergency phone call.
4. Larry doesn't own an expensive car.
5. Today, you ate an ice cream cone, big piece of pizza.
6. Let's go watch a new movie.

B. Put the words into the correct order to make a correctly ordered sentence.

1. red / drives / a / truck / Australian / he / big 4

he drives a big red Australian truck ✓

2. these / old / I / replace / shoes / must / cheap

I must replace these cheap shoes.

3. such / old / a / man / he / is / kind

He is such a kind old man.

4. lovely / is / she / a / wearing / red / dress / new

She is wearing a new red lovely dress.

5. a / meal / Indian / we / had / delicious

We had a delicious Indian meal.

6. lives / a / lovely / apartment / she / modern / in

She lives in a lovely modern apartment.

C. Correct the form of the adjective.

For example: She is than me in swimming. (good)

The answer: She is better than me in swimming. (good)

1. This cat is the cleanest of all animals. (clean)

2. Ahmad plays football better than his brother. (well)

3. That large sofa is comfortable than this tiny chair. (comfortable)

4. This is the most difficult work I have ever done. (difficult)

5. One thousand and fifty is greater than one thousand and thirty. (great)

6. Laila did the easiest exercise. (easy)

D. Use the correct senses verbs before the following adjectives.

Senses verbs

feels – sounds – looks – smells – tastes

1. Your parfumSmells nice. ✓
2. That green apple taste... sour. ✓
3. The silk fabric feels... smooth on the skin. ✓ 5
4. The guitar Sound... noisy. ✓
5. My new neighbor looks... friendly. ✓

E. Use the correct adjective from the Sensory Word Bank to complete each sentence.

Sensory Word Bank
 loud – dark – stinky – spicy – gentle – sharp – rough – shiny – crunchy – fruity

1. All the cups are clean and shiny. ✓
2. My mother prepared a bowl of fruity Jelly. ✓
3. She is annoying, her voice is very loud. ✓ 5
4. Be careful! The knife is sharp and dangerous. ✓
5. I feel thirsty because I ate spicy food. ✓

F. Write correct sentences using the provided adjectives. 6

1. safe

I'm safe in my house. ✓

2. popular

English language is one of the popular languages. ✓

3. difficult

this Exam is very difficult. ✓

4. modern

Dana lives in a modern Apartment. ✓

5. early

...Sleep early to wake up early!

I + vayed
it is not
working

6. clear

...Deema ^{has :)} have clear skin

G. Write a short paragraph (in at least 100 words) about an imaginary journey that you did in the past, answering the following questions:

- Who accompanied you, e.g. (family, friends, etc...)
- Describe the place you went to, e.g. (park, desert, etc...)
- Describe your companions' personalities and what clothes were they wearing (at least two people).

I went to a long trip with my family to ~~the~~ ⁱⁿ 20th of Ramadan to 10th of Shawal. It was a 3 ~~hours~~ ^{days} by a car. We was I, me and my big sister and the ~~made~~ ^{in the back} and my Brother was driving and my mom next to him. And I will tell you I really love my sisters. ~~is~~ ^{is} natural simple make up (mashallah). She ~~is~~ ^{is} so pretty like Always. ^{she's so kind} and ^{kinda} ^{and} ^{big} She was also wearing a long yellow dress ⁵⁵⁵ when we arrived they was so happy for us (my aunts and cousins). I saw my Aunt dress it was so cute like light blue color with a ~~little~~ ^{little} pink flowers. We spent the rest of the days playing and telling stories and watching movies and eating. I think that's all.

is - ^{is} - ^{is} - ^{is} - ^{is}

Appendix G

Sample of Students' Answer of the Questionnaire

استطلاع رأي الطالبات

شكراً لك على تعاونك لإتمام هذه التجربة. إجاباتك ستساعدني في معرفة رأيك تجاه التدريس باستخدام التعليم المدمج - التناوب المتمركز - على وجه التحديد. قبل الإجابة على الأسئلة أود منك قراءة التعليمات التالية:

- لا توجد إجابات صحيحة أو خاطئة، رأيك هو المهم.
- أرجو تحري الصدق في التعبير عن رأيك عما أعجبك وما لم يعجبك.
- أرجو عدم كتابة الأسماء على الورق فانا أريد رأيك بحيادية.
- أرجو أن لا تتردد في سؤالي إذا لم يكن السؤال واضحاً.
- أرجو الكتابة بطريقة مرتبة وواضحة.

١. ما الذي أعجبك في التعليم المدمج؟

أعجبتني طريقة الاستاذة في توزيع الدرس كما أنها تيسر في شرح أي كلمة أو شيء كما أنها تتيح لأي شيء يخص قدراته ولا تحلله فوق طاقته واستفدت كثير من المميزات والرسائل استطعت أن أكون حل وكيفية مساعدتها.

٢. ما الذي لم يعجبك في التعليم المدمج؟

أعجبتني كل شيء.

٣. ماذا كان الجزء الأسهل في التعليم المدمج؟

كل من الجمل وحل الأسئلة.

٤. ماذا كان الجزء الأصعب في التعليم المدمج؟

عدم الجمل أو الكلمات التي يطلب.

٥. هل تعتقد أنك تتعلمين بفعالية أكثر أو أقل في التعليم المدمج مقارنةً بطريقة التعليم العادية؟ لماذا؟

أتعلم أكثر لأنها أعطت وقتاً كافياً للتفكير وكل من الجمل بعكس التعليم العادي لم يحب ولا أعطت فرصاً ووقتاً.

٦. ماذا تقترحين لتطوير التعليم المدمج؟

نخس باقدمة الزبائن فقط مع توفير أكبر عدد ممكن
من الأجهزة بحيث كل طالب لديه جهاز

٧. ما هي النصيحة التي تودين قولها لطالبة ستتعلم لأول مرة بالتعليم المدمج؟

ستجدين متعب وصعب في البداية ولكن على حسب الزبائن/ استاذتنا
ساعات الموضوع علينا وفرت كل ما نحتاجه فأصبح سهل بالنسبة لي

٨. هل هناك أي إضافة تودين مشاركتها معنا عن التعليم المدمج؟

لا

Appendix H

Pictures from the class

Appendix I

Station Guide of Lesson 1

Station guide (1)

Student name:

Group:

Topic: “indefinite articles”

Teacher-led Station - 13 minutes.

Done:

- Interact and participate with the teacher and students
 - My question is:
-

Offline Station - 13 minutes.

Done:

- Answer the worksheet exercises (individual or pair).
- Discuss my answers with my group members.

Collaborative Station - 13 minutes.

Done:

- Watch the following video: <https://www.youtube.com/watch?v=8LwqWULsgD0>
 - Answer the following exercises: https://www.englisch-hilfen.de/en/exercises/nouns_articles/article_a2.htm
 - Write down my score /or what I learned in the following line:
-

Assignment:

- Write three descriptive sentences about a person, use the indefinite article (a) in the first one, (an) in the second, and don't use any article in the third.
-

Appendix J

School Attendance

المملكة العربية السعودية
وزارة التربية والتعليم
مكتب الاشراف بشمال
المتوسطة 12

نموذج جدول حضور وانصراف الباحث لبرنامج ماجستير اللغويات التطبيقية

اسم الباحث : العنود بنت أحمد بن عبد الله الدوخي

م	الحضور	التوقيع	الانصراف	التوقيع	التاريخ	ملاحظات
1	٧:١٥	ع	١٠:٢٠	ع	١٤٤٧/٦/٨	
2	٨:٢٠	ع	٩:٢٠	ع	١٤٤٧/٦/٩	
3	٨:٢٠	ع	١	ع	١٤٤٧/٦/١٥	
4	٩:٢٠	ع	١٠:١٥	ع	١٤٤٧/٦/١٦	
5	٩:١٥	ع	١١:٤٠	ع	١٤٤٧/٦/٢٤	
6	١٠:٥٠	ع	١١:٤٠	ع	١٤٤٧/٦/٢٥	
7	١١:١٥	ع	١٢:١٥	ع	١٤٤٧/٧/١	
8	١١:١٥	ع	١٢:١٥	ع	١٤٤٧/٧/٣	
9	١٠:٠٠	ع	١٢:١٥	ع	١٤٤٧/٧/٦	
10	٨:٢٠	ع	٩:١٥	ع	١٤٤٧/٧/٨	
11	٧:٣٠	ع	٨:٤٥	ع	١٤٤٧/٧/١٠	
12						
13						
14						

قائدة المدرسة : مغيده سعد الشهري

التوقيع : ٧/١٠ ١٤٤٧

Appendix K

Session Plan

Session 1: Indefinite Articles

The session duration: 45 mins.

Objectives

Learners should be able to:

- Differentiate between the use of the indefinite articles ‘a’, ‘an’, and when there is no need to add them.
- Write a description of person.

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The teacher will give students plastic document bag to keep their papers.
3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The teacher will explain what the indefinite articles are and when there is a need to use them. 2. The teacher will ask learners to give examples orally from the surrounding. 3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes. 	<ul style="list-style-type: none"> • Stations guide Sheet.

	<p>4. The students will write down their questions “if they have” on the station guide sheet.</p> <p>5. The teacher will reply to the learners’ questions.</p> <p>6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity.</p>	
<p>Time</p> <p>13 mins</p>	<p>Offline Station</p> <p>1. The students will be given an explanation and exercises sheets.</p> <p>2. The students will read a brief explanation of the topic.</p> <p>3. The students will try to answer all the exercises.</p> <p>4. The students will correct each other papers and score the deserved mark.</p> <p>5. Each student will write down their marks on their station guide sheet.</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.
<p>Time</p> <p>13 mins</p>	<p>Online Station</p> <p>1. The students will search for how and when to use the indefinite articles: https://www.youtube.com/watch?v=8LwqWULsgD0</p> <p>2. The students will do online exercises: https://www.englisch-hilfen.de/en/exercises/nouns_articles/article_a2.htm</p> <p>3. Each student will write down their score on the stations guide sheet.</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Tablets. • Internet access.

Assessment

The students will do the attached assignment in the stations guide sheet.

Session 2: Adjective Order

The session duration: 45 mins.

Objectives

Learners should be able to:

- Use adjective(s) to modify a noun.
- Write a description of personality.

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The students will be asked to show their plastic document bag and homework.
3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	1. The teacher will explain how to order many adjectives in one sentence. 2. The teacher will ask learners to give examples orally from the surrounding.	<ul style="list-style-type: none"> • Stations guide Sheet.

	<p>3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes.</p> <p>4. The students will write down their questions "if they have" on the station guide sheet.</p> <p>5. The teacher will reply to the learners' questions.</p> <p>6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity.</p>	
Time 13 mins	Offline Station <ol style="list-style-type: none"> 1. The students will be given an explanation and exercises sheets. 2. The students will read a brief explanation of the topic. 3. The students will try to answer all the exercises. 4. The students will correct each other papers and score the deserved mark. 5. Each student will write down their marks on their station guide sheet. 	Resources Needed <ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.
Time 13 mins	Online Station <ol style="list-style-type: none"> 1. The students will search for how to arrange more than one adjective in a sentence: https://www.youtube.com/watch?v=6vscGeUSfrw&t=11s 2. The students will do online exercises: https://www.english-hilfen.de/en/exercises/adjectives_adverbs/order.htm 3. Each student will write down their score on the stations guide sheet. 	Resources Needed <ul style="list-style-type: none"> • Stations guide Sheet. • Tablets. • Internet access.

Assessment

The students will do the attached assignment in the stations guide sheet.

Session 3: Comparison

The session duration: 45 mins.

Objectives

Learners should be able to:

- Use adjective in comparison (comparative degree and superlative degree).
- Write a description of place

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The students will be asked to show their plastic document bag and homework.
3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	1. The teacher will explain how to use adjective to compare one noun to another noun, and one thing against the rest of a group.	<ul style="list-style-type: none"> • Stations guide Sheet.

	<p>2. The teacher will ask learners to give examples orally from the surrounding.</p> <p>3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes.</p> <p>4. The students will write down their questions "if they have" on the station guide sheet.</p> <p>5. The teacher will reply to the learners' questions.</p> <p>6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity.</p>	
<p>Time</p> <p>13 mins</p>	<p>Offline Station</p> <p>1. The students will be given an explanation and exercises sheets.</p> <p>2. The students will read a brief explanation of the topic.</p> <p>3. The students will try to answer all the exercises.</p> <p>4. The students will correct each other papers and score the deserved mark.</p> <p>5. Each student will write down their marks on their station guide sheet.</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.
<p>Time</p> <p>13 mins</p>	<p>Online Station</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet.

	<p>1. The students will search for how to compare in English:</p> <p>https://www.youtube.com/watch?v=e_e14GeapfQ</p> <p>2. The students will do online exercises:</p> <p>https://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives/exercises</p> <p>3. Each student will write down their score on the stations guide sheet.</p>	<ul style="list-style-type: none"> • Tablets. • Internet access.
--	--	--

Assessment

The students will do the attached assignment in the stations guide sheet.

Session 4: Senses Verbs

The session duration: 45 mins.

Objectives

Learners should be able to:

- Use the correct senses verbs before the adjectives.
- Write a description of cloth.

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The students will be asked to show their plastic document bag and homework.

3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The teacher will explain how to choose the appropriate sense verbs in the sentences. 2. The teacher will ask learners to give examples orally from the surrounding. 3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes. 4. The students will write down their questions "if they have" on the station guide sheet. 5. The teacher will reply to the learners' questions. 6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity. 	<ul style="list-style-type: none"> • Stations guide Sheet.
Time	Offline Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The students will be given an explanation and exercises sheets. 2. The students will read a brief explanation of the topic. 3. The students will try to answer all the exercises. 	<ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.

	<p>4. The students will correct each other papers and score the deserved mark.</p> <p>5. Each student will write down their marks on their station guide sheet.</p>	
<p>Time</p> <p>13 mins</p>	<p>Online Station</p> <p>1. The students will search for how to choose the appropriate sense verbs: https://www.youtube.com/watch?v=B9onwdg01NA</p> <p>2. The students will do online exercises: https://www.ecenglish.com/learnenglish/lessons/how-use-sense-verbs</p> <p>3. Each student will write down their score on the stations guide sheet.</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Tablets. • Internet access.

Assessment

The students will do the attached assignment in the stations guide sheet.

Session 5: Sensory Details

The session duration: 45 mins.

Objectives

Learners should be able to:

- Use the correct sensory details.
- Identify sensory details in a text.

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The students will be asked to show their plastic document bag and homework.
3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The teacher will explain what the sensory details are and how to use them. 2. The teacher will ask learners to give examples orally from the surrounding. 3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes. 4. The students will write down their questions "if they have" on the station guide sheet. 5. The teacher will reply to the learners' questions. 6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity. 	<ul style="list-style-type: none"> • Stations guide Sheet.
Time	Offline Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The students will be given an explanation and exercises sheets. 	<ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.

	<p>2. The students will read a brief explanation of the topic.</p> <p>3. The students will try to answer all the exercises by looking at the objects in front of them (realia).</p> <p>4. The students will correct each other papers and score the deserved mark.</p> <p>5. Each student will write down their marks on their station guide sheet.</p>	<ul style="list-style-type: none"> • Realia.
<p>Time</p> <p>13 mins</p>	<p>Online Station</p> <p>1. The students will search for how to engage the readers into their writing by using the sensory details:</p> <p>https://www.youtube.com/watch?v=99zgqWc6KAk</p> <p>2. The students will do online exercises:</p> <p>https://www.ixl.com/ela/grade-3/sort-sensory-details</p> <p>3. Each student will write down their score on the stations guide sheet.</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Tablets. • Internet access.

Assessment

The students will do the attached assignment in the stations guide sheet.

Session 6: Descriptive Sentence

The session duration: 45 mins.

Objectives

Learners should be able to:

- Write a descriptive sentence using provided adjective.
- Use various descriptive sentence forms.

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The students will be asked to show their plastic document bag and homework.
3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The teacher will explain the formulation of the descriptive sentence. 2. The teacher will ask learners to give examples orally from the surrounding. 3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes. 4. The students will write down their questions "if they have" on the station guide sheet. 5. The teacher will reply to the learners' questions. 6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity. 	<ul style="list-style-type: none"> • Stations guide Sheet.

Time	Offline Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The students will be given an explanation and exercises sheets. 2. The students will read a brief explanation of the topic. 3. The students will try to answer all the exercises. 4. The students will correct each other papers and score the deserved mark. 5. Each student will write down their marks on their station guide sheet. 	<ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.
Time	Online Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The students will search for how to write a descriptive sentence: https://www.youtube.com/watch?v=jXcz27xz2oo&t=8s 2. The students will do online exercises: https://www.ixl.com/ela/grade-3/identify-sensory-details 3. Each student will write down their score on the stations guide sheet. 	<ul style="list-style-type: none"> • Stations guide Sheet. • Tablets. • Internet access.

Assessment

The students will do the attached assignment in the stations guide sheet.

Session 7: Descriptive Paragraph

The session duration: 45 mins.

Objectives

Learners should be able to:

- Write a descriptive paragraph.
- Use comparing and contrasting transition words.

Procedures:

1. The teacher will give students the stations guide sheet that will help them to know the topic and the lesson plan.
2. The students will be asked to show their plastic document bag and homework.
3. The students will divide themselves according to the teacher previous instructions in the training sessions.
4. The students will start the rotations guided by the stations guide sheet and attentive to the alarm.

Time	Teacher-led Station	Resources Needed
13 mins	<ol style="list-style-type: none"> 1. The teacher will explain how to order many adjectives in one sentence. 2. The teacher will ask learners to give examples orally from the surrounding. 3. The teacher will ask the learners to comment on their colleagues' example and correct if there are mistakes. 4. The students will write down their questions "if they have" on the station guide sheet. 	<ul style="list-style-type: none"> • Stations guide Sheet.

	<p>5. The teacher will reply to the learners' questions.</p> <p>6. Depending on the needs of each student, the teacher will allocate time to clarify the ambiguity.</p>	
<p>Time</p> <p>13 mins</p>	<p>Offline Station</p> <p>1. The students will be given an explanation and exercises sheets.</p> <p>2. The students will read a brief explanation of the topic.</p> <p>3. The students will try to answer all the exercises.</p> <p>4. The students will correct each other papers and score the deserved mark.</p> <p>5. Each student will write down their marks on their station guide sheet.</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Worksheet.
<p>Time</p> <p>13 mins</p>	<p>Online Station</p> <p>1. The students will search for how to arrange more than one adjective in a sentence: https://www.youtube.com/watch?v=vZXn0TbJrlw</p> <p>2. The students will do online exercises: https://writeandimprove.com/workbooks#/workbooks/7485eb41-a047-4d23-ae25-5afb7387eba9/tasks/58908b86-abae-48ad-8d80-575a35cbba31</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Stations guide Sheet. • Tablets. • Internet access.

	3. Each student will write down their score on the stations guide sheet.	
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Assessment

The students will do the attached assignment in the stations guide sheet.

Appendix L

College Letter with the Student's Affiliation and Purpose of the Study

<p>بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p> <p>الرقم:</p> <p>التاريخ:</p> <p>المشغوعات:</p>		<p>VISION 2030</p> <p>رؤية 2030</p> <p>المملكة العربية السعودية</p> <p>KINGDOM OF SAUDI ARABIA</p>		<p>المملكة العربية السعودية</p> <p>وزارة التعليم</p> <p>جامعة الإمام محمد بن سعود الإسلامية</p> <p>وكالة الجامعة للدراسات العليا والبحث</p>
<p>التاريخ: 11-08-2020 م 21-12-1441 هـ</p>				
<p>تسهيل مهمة باحث</p>				
<p>سعادة مدير عام التعليم بمنطقة الرياض حفظه الله</p> <p>سلام عليكم ورحمة الله وبركاته .. أما بعد :</p> <p>فأشير إلى رغبة الدارس/ة العنود احمد عبدالله الدوخي بكلية اللغات والترجمة بـ جامعة الامام في إجراء دراسة بعنوان (فعالية نظام التناوب المتمركز في تطوير مهارة الكتابة لطالبات الصف الثالث متوسط) استكمالاً لمتطلبات الحصول على درجة الماجستير بـ اللغويات.</p> <p>ونظراً لأن موضوع البحث يتطلب إجراء دراسة ميدانية والحصول على بيانات علمية وإحصائية لذا أمل تسهيل مهمة مقدم الطلب العنود احمد عبدالله الدوخي لتطبيق أداة الدراسة وتزويده بالبيانات اللازمة.</p> <p>والله ولي التوفيق ,,,</p>				
<p>وكيل الجامعة للدراسات العليا والبحث العلمي</p> <p> </p> <p>أ.د. عبدالله عبدالعزيز بن عبدالله التميم</p>
<p>Ref No: 637-327-345-303-136-327</p> <p>To verify the information of this certificate visit: dv.imamu.edu.sa</p> <p>يمكنك التحقق من صحة هذه الشهادة بالدخول على :</p>				