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### An Examination of Kazakh Students' Views on the Station Rotation Model in Blended Turkish Language Teaching

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## An Examination of Kazakh Students' Views on the Station Rotation Model in Blended Turkish Language Teaching

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### ABSTRACT

This study aims to explore Kazakh students' perspectives on the Station Rotation Model (SRM), one of the blended learning models used in teaching Turkish as a foreign language. Learning stations, comprising online work, pair work, and group work, were structured to foster an interactive learning environment. The study employed a qualitative research design, with interview data analysed through qualitative coding supported by descriptive quantitative techniques. Semi-structured interviews were conducted with Kazakh students (n = 13) to gather feedback on the implementation of SRM. The findings revealed that most students perceived SRM positively and appreciated the model's innovative approach and the opportunities it provided for active engagement. However, several challenges were identified, such as including unequal participation in group activities, difficulties in listening comprehension, and technology-related issues. The study emphasizes that effective implementation of SRM in language teaching requires careful planning, adequate teacher training, and appropriate instructional materials.

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Blended learning has become one of the most widely used instructional approaches in education during the twenty-first century, defined as the practice of combining face-to-face and online learning. Blended learning comprises learning activities conducted in combination with face-to-face learning and with e-learning methodologies to accomplish learning effectively and efficiently in educational institutions (Graham, 2006). According to Sharma and Barrett (2008, p.27), the term 'blended learning' was first introduced in the business world before it entered the field of education. McDonald (2006) indicated that this expression is used in teaching-learning of languages. Indeed, technology was not new in language teaching. Tape recorders, language labs, and videos have been used for a long time due to the indispensable role they play as supporting tools for teachers during lessons. Computers added much into educational opportunities in the form of computer tests, video use, and other computer options. The Internet and information and communication technologies (ICT) have expanded educational opportunities for most people, including access to original foreign language texts, online communication with native speakers, and foreign language education programs, among many others. This blended learning was made possible, according to Rodriguez and Rojo (2020), because of the advent of ICT, which provides specific tools for the intended purpose.

To understand blended learning, it is important to review the justifications presented in the literature and evaluate different blend types and models for general education and language teaching. (Tomlinson & Whittaker, 2013). In fact, promoting the opportunity to be in practice primarily based on research, "providing broad-mindedness or conceptualization for the design(s)," is crucial for developing complex blended learning environments and blended learning materials (Levy, 2002, p.60). A model that is flexible and adaptable to the classroom environment, learners' needs, proficiency levels, and language abilities is essential for effective course design.

Although they differ based on classroom set-up or the creation of learning materials, blended

learning models can be classified differently. For example, Horn and Staker (2015) described what they call the most popular blended learning models in their new research. Horn and Staker (2015) identified four major blended learning models: Rotation, Flex, Self-Blend, and Enriched Virtual. Each model is designed for different instructional contexts while combining face-to-face and online learning. Another general objective that blended learning models serve is to familiarize the learner with individualized learning and project-based learning (Horn & Staker, 2015). Blended models require that the learner first experience both group and individual work with face-to-face teaching in a cyclical (rotation) fashion, with flexibility between them. Further, it allows for freedom of choice followed by completely virtual learning while teaching self-directedness and self-management.

Thus, the present study was conducted to find the views of students on the effect of the station rotation model, one of the models of rotation, in teaching Turkish as a foreign language. This research aimed to find the perspectives of A2 level students learning Turkish as a foreign language through the implementation of the model of station rotation at Khoja Akhmet Yassawi International Kazakh-Turkish University's Preparatory Faculty. This study aims to demonstrate the necessity of considering the implementation of the station rotation model, one of the types of blended learning, in Turkish as a foreign language education.

## **2. Literature Review**

Blended learning, an introduction to the modern learning approach, is accepted by most people as the best option between both ends of traditional instruction, making it flexible and free in terms of online instruction. According to Graham (2006), this hybridization proves that learning outcomes take advantage of the two modalities of personal and digital learning. Although the potential learning advantages are numerous, this type of language learning also presents challenging boundaries that require an organized but flexible

environment for practicing speaking, listening, reading, and writing skills while facilitating deeper student engagement in McDonald's (2006) sense. However, despite the advantages of blended learning, there are challenges involved in preparing students technologically for the Industrial Revolution 4.0. According to Othman et al. (2018), although students recognize the potential of blended learning, they usually have issues related to its components, such as flipped classrooms or self-regulation. Therefore, these results highlighted the importance of managing blended models, such as the Station Rotation Model (SRM), which is essential to balance independent learning and guided instruction, and aimed to guide students without overwhelming them, especially those students who have limited technological competence. SRM is a blended learning framework in which students rotate through various learning stations, combining guided instruction with independent and collaborative activities. It enables learners to regulate their learning, practice multiple skills, and engage with both digital and face-to-face modalities effectively (Ayob et al., 2020). Within language education, blended learning models such as the Station Rotation Model (SRM) have been increasingly adopted to support the integrated development of language skills while addressing learners' varying technological readiness. Based on this, Ayob et al. (2020) studied the influence of SRM in the context of blended learning environments. The findings showed that SRM could improve learning in primary institutions through the integration of traditional and modern approaches in teaching and administering education. Most importantly, SRM can balance the limitations of traditional education and fully online by creating interaction and engagement, which strengthens learning outcomes in various educational settings.

The studies led by Lim (2015) and Pimpiban (2016) demonstrated that SRM enhances students' speaking abilities through task-based activities in both group and individual settings. Furthermore, Nagy and Mohammed (2018) and Aldukhi (2020) highlighted SRM's effectiveness in improving EFL

learners' writing performance by integrating collaborative and independent learning practices. In addition to speaking and writing, SRM has also been shown to improve listening skills. Jingtao (2023) explored its impact on Chinese EFL college students, revealing significant gains in listening proficiency compared to traditional teaching methods. Taken together, these studies suggest that SRM is particularly effective in enhancing productive and receptive language skills by combining collaborative, task-based activities with guided instruction. However, existing research has primarily focused on speaking, writing, and listening skills. In contrast, limited empirical research has examined the effects of SRM on reading comprehension and vocabulary acquisition in blended EFL contexts, particularly among learners with varying levels of technological competence. This gap highlights the need for further investigation into how SRM can support holistic language learning outcomes. This finding underscores SRM's adaptability to various aspects of language learning.

Beyond language education, SRM has proven effective in other subject areas. Latif, Shahrill, and Hidayat (2024) investigated its application in teaching fractions to secondary school students. Their findings indicated substantial performance improvements and positive student perceptions, attributing the success to SRM's engaging, collaborative nature and the use of manipulatives. However, some students faced challenges in adapting to its structured format, which suggests the need for scaffolding and gradual implementation. Although these studies were conducted outside language education, their findings provide indirect support for SRM's potential to foster engagement and skill development, suggesting its applicability to language learning contexts.

SRM's benefits also extend to broader educational contexts. For example, Belazi and Ganapathy (2023) examined SRM in a Libyan EFL writing classroom and reported improved writing skills, engagement, and participation among students. Despite these successes, they noted challenges such as insufficient teacher training and

time management issues. Similarly, Yukhymenko et al. (2024) evaluated SRM's implementation in Ukrainian higher education, finding that it promoted individualized learning and enhanced teachers' digital competence. However, significant preparation and advanced technological skills were necessary for successful integration. Recently, SRM has been extended to new educational domains, including music education and gamified online learning, demonstrating its adaptability beyond traditional subjects (Uludag, 2023; Xiangze & Abdullah, 2023).

Uludag (2023) has explored music education with harmony lessons through flipped learning and virtual equipment such as Bandlab and YouTube, showing improvements in students' overall performance, behavior, and learning engagement. Ioannou et al. (2019) examined SRM in a technology-embedded classroom for elementary students. Their findings demonstrated that SRM supported collaboration, engagement, and curriculum alignment, illustrating its adaptability to younger learners and diverse educational settings. These studies affirm SRM's versatility and effectiveness in enhancing learning outcomes across disciplines and educational contexts. Taken together, these studies illustrate that SRM is effective across various educational contexts, from primary language classrooms to higher education and specialized subjects. However, consistent themes such as the necessity for teacher support, careful activity structuring, and consideration of students' technological competence indicate that successful SRM implementation requires thoughtful planning and adaptation.

Xiangze and Abdullah (2023) investigated the integration of SRM with gamification in online English learning and found that this combination significantly enhances students' engagement. Specifically, it boosted cognitive, emotional, and behavioral engagement, offering a promising approach for non-native English learners. The gamified SRM approach not only made learning more enjoyable but also motivated students to participate more actively, demonstrating its potential to transform online language education.

Moreover, Basuki, Mustaji, and Fajar Arianto (2024) explored the interaction between SRM and students' cognitive styles in the development of collaborative skills among high school students. They found that students with a field-independent cognitive style benefited more from SRM in collaborative skill development compared to field-dependent students, who exhibited some improvement but preferred different structures. A possible conclusion is that the design of SRM may need adaptation to serve different cognitive preferences. Mamman et al. (2022) examined the application of SRM within a blended social learning environment to enhance pre-service teachers' critical thinking skills in Nigerian universities. Their research highlighted the combined use of collaborative learning, SRM, and constructivist approaches as pivotal in fostering critical thinking. These components, when effectively integrated with social interactivity, support teaching outcomes. For example, the transformational power of SRM in higher education, alongside corresponding teaching strategies, has proven effective.

The Station Rotation Model has several advantages, but it must be carefully implemented to clearly define the program's concept and align with learner perceptions. By conducting a case study on third-grade students in the U.S., Truitt and Ku (2018) examined students' perceptions of activities related to fun, variety, and those intensified by technology; however, challenges such as task complexity and technology malfunctions hindered full engagement and participation. These findings revealed the need for SRM activities to be appropriately structured to align with students' proficiency levels, ensuring accessibility and minimizing frustration. Belazi & Ganapathy (2021) similarly explored SRM in language learning, identifying issues with group collaboration, particularly the unequal distribution of tasks. While students valued SRM's innovative aspects, the lack of clear role allocation and scaffolding in collaborative activities often led to inequitable participation.

Teacher perceptions play a crucial role in the success of SRM, since how educators perceive the

model can affect both its application and the learning outcomes of students. Increased engagement and individualized instruction were some reported outcomes for several teachers, while others mentioned barriers such as the incredibly time-consuming nature of station management and lesson preparation as a hindrance to using this model. In addition, the study has also emphasized the significance of in-service training and some other support systems to effective SRM implementation, especially amongst under-resourced classrooms. Truitt and Ku's findings (2018) complemented reinforcing the two-sidedness of SRM. Students, however, enjoyed interacting with technology via the model of SRM, despite the dual task difficulty and technological problems that are seen throughout the processes. Thus, these challenges reinforce the need to adjust SRM activities according to the specific needs of learners and provide adequate training and resources for teachers to use them successfully.

In summary, the Station Rotation Model (SRM) has positive effects on language skills, particularly speaking, writing, and listening, while enhancing student engagement in blended learning environments. However, studies examining the impact of SRM on reading comprehension and vocabulary acquisition in EFL contexts remain limited. Moreover, research on how SRM can be implemented with learners possessing varying levels of technological proficiency is also scarce. Addressing these gaps, the present study aims to investigate the effects of the Station Rotation Model on students' reading comprehension and vocabulary acquisition in a blended EFL learning environment, as well as the model's applicability in relation to students' technological proficiency.

### **3. Methodology**

The study employed an exploratory sequential mixed-methods design, integrating qualitative and quantitative data collection and analysis. Furthermore, qualitative content analysis revealed

the opinions of Kazakh students regarding the implementation of SRM in Turkish as a foreign language. According to Schreier "the qualitative content analysis systematically describes the meaning of qualitative material by assigning successive parts of the material to the categories of coding frame" (2019, p.12).

All participants provided informed consent prior to participation. Pseudonyms were used to ensure confidentiality and anonymity of the participants.

This qualitative data retrieved through interviews with students was later subjected to frequency analysis to arrive at the frequencies of student SRM responses. The frequency analysis involved calculating the proportion of participants who mentioned each category or theme during the interviews, expressed as a percentage of the total number of participants, in order to quantify the relative prevalence of different opinions regarding SRM implementation.

#### *3.1. SRM Implementation Process*

SRM was put into practice with A2 level Turkish students (n=13) at the Preparatory Faculty of Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkistan, Kazakhstan, using topics from the university's Turkish course book *Yesevi Türkçe*. The course design was developed based on these observations of the A2 students. After interviews with the Turkish teachers, one teacher was chosen and informed about the model. The Station Rotation Model included online instruction, pair work, and group work stations in a cyclical model. Three stations were found to work well with the size of this class. The tasks at each station were designed in this course as blended language skills, learning strategies, and cognitive activities, with topics and activities selected accordingly.

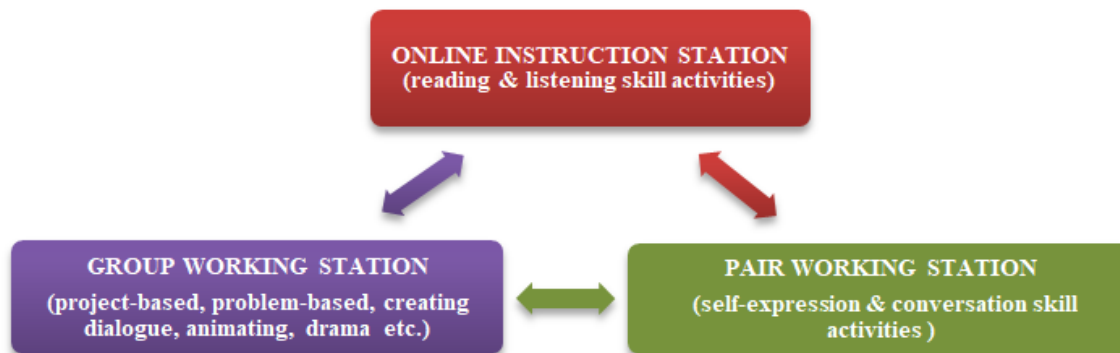


Figure 1  
Course Design of Station Rotation Model (Source: Authors)

Before the application, a course draft was prepared according to the observations held in classrooms, consisting of ten topics that would be covered within three to four weeks. The course included 16 lessons per week, with each lesson lasting 50 minutes. In this context, every day, two lessons were reserved for face-to-face teaching, and the other two were used for SRM.

In addition, the classroom arrangement and implementation possibilities were adjusted. The students were also introduced to the model and the lesson's subjects. At this stage, all the preparatory steps had been realized and thus marked the beginning of actual implementation. All these preparations were coordinated by the researcher without interfering with teaching, organizing sessions, activities on the stations, materials, videos, audio, and equipment. The researcher also assisted in distributing materials, sending recordings via WhatsApp or email, and observing the class flow without distraction.

The students were divided into three stations: online instruction, pair work, and group work. Each activity in the stations rotated cyclically with the assurance that all activities were covered by all students. The online instruction concerned independent listening or reading activities using videos, audio, or songs obtained from websites and YouTube. Some recordings were prepared by the researcher. The material was distributed through WhatsApp, and the students used headphones for individual listening. The tasks

included true/false, yes/no, multiple-choice, and fill-in-the-gap questions, all of which were comprehension and dictation activities.

In the pair working station, the students in pairs used question cards to enable them to discuss different topics that could relate either to personal experiences or family stories, which cultivates authentic communication, active listening, and mutual respect. Students record their conversations and send them via WhatsApp for assessment.

The group working station consisted of four to five students working collaboratively on tasks such as problem-based and project-based work, and creating multimedia content and animations. Such activities allowed for enhancing creativity, teamwork, and social skills since students were engaged in making videos, drawing, writing stories, or making slides. Students used apps for projects and filmed acting out the dialogues. This allowed self-concept and creativity enhancement along with critical thinking.

The first two lessons were traditional, where the researcher observed teaching strategies and the engagement of students, while the last two lessons focused on activities involved in SRM. In SRM, the times became approximate, dependent upon lesson flow, content, question complexity, and student readiness; thus, the emphasis fell on task completion rather than strict times for the performance of the activities.

Student interviews were conducted voluntarily following the application. Audio recordings of interviews were made for research purposes only.

### *3.2. Participants*

In he participants were 13 Kazakh students (10 females and 3 males) enrolled in the Preparatory Faculty of Khoja Akhmet Yassawi International Kazakh-Turkish University. They participated in the implementation of the Station Rotation Model (SRM) over a four-week period. Names given to students in data obtained for research sampling (Yassawi University's Preparatory Faculty) were coded according to research ethics and created a research report. Abbreviations (*S.1. S.2.*, student coded as - *S*; first student - *1.*) are utilized, taking care of student identity confidentiality. All 13 students took part in the interview which was conducted in their own language (Kazakh).

### *3.3. Data Collection*

The present study involved collecting data through interviews with students after the application of the station rotation model. The process of this dimension constituted a semi-structured interview. The questions on this semi-structured interview form related to the model's implementation. After formulating the semi-structured interview form and with earlier consideration towards the provision of a quiet environment-on which to conduct the interview-an empty faculty class was identified and permission requested for its use. Students' experiences were thus documented through interviews after implementation of the station rotation model. The interview was experienced more in a relaxed and sincere manner since before and during implementation, communication with students was in the positive atmosphere. With students' permission, conversations with them during the interview were digitally recorded. Later typed format of the audio recording was made by the researcher. On the basis of action research methodology, the researcher observed students through the whole process of implementing the

station rotation model. Data collection was, as such, done throughout this connective study. That is, initial data collection was through observation during implementation with that followed by interviews with students after application.

### *3.4. Data Analysis*

The content analysis method was used to analyse all of the interview data. These data were analysed by categorizing them into five categories based on the questions, and then subcategories were created within the framework of the questions. The coding was revealed and evaluated based on student responses as each subcategory was examined. To ensure coding validity, all interview transcripts were independently reviewed by the researcher and a Turkish language teaching expert. Discrepancies in coding were discussed and resolved to achieve consensus. Although formal inter-rater reliability statistics were not calculated, these measures were taken to enhance the reliability and validity of the content analysis. The analysis of the data obtained from the students' perspectives is detailed in the table below:

Table 1  
Content Analysis of Students' Views

No	Categories	Coding
1	Perceptions on SRM	positive experience improvement of skills novelty and adaptation enjoyment and engagement support for future use
2	Views on Language Improvement	noticing improvement confidence in speaking practical engagement speaking and listening vocabulary and understanding
3	Preferred SRM Activities	collaboration conversation multimedia engagement comfort and ease in speaking
4	Skills Benefited by SRM	increased confidence listening skill speaking skill group working all language skills
5	Least Liked SRM Activities	group working pair working task engagement no significant dislikes
6	Unnecessary Aspects of SRM	length of exercises reevaluation of initial doubts group working challenges no unnecessary aspects
7	Most Challenging SRM Activities	adjustments over time comprehension and expression difficulty with video creation listening challenges
8	Suggestions for SRM	competitions retelling strategies native speaker interactions interactive visual aids incorporation of games

By coding the student interview transcripts, the researchers calculated the frequency of responses for each category and expressed these as percentages of the total participants, which constitutes the frequency analysis. This approach allowed for identifying patterns in students' perceptions across the different SRM stations. To further illustrate the results, a pie chart was used to visualize the distribution of students' preferences and challenges. Following the quantitative summary, a qualitative interpretation of the data was conducted to provide a deeper

understanding of students' experiences. Finally, the findings are discussed within the broader context of SRM implementation in teaching Turkish as a foreign language.

#### 4. Findings

Individually, the results of the analysis of the data obtained from the students' perspectives on the implementation of SRM were evaluated. The categories that emerged from the data analysis are presented below as subtitles. The students'

perspectives were assessed by establishing the principles of cause and effect in conjunction with the observations made during the application. As a result, the findings of the students' opinions on the impact of SRM on each student and the model's overall effectiveness were revealed.

#### 4.1. General Perceptions on SRM

Kazakh students had a predominantly favourable view of the Station Rotation Model (SRM), with the vast majority reporting positive experiences (47%). Some students refer to the benefits of various activities through which SRM allows them to improve speaking and listening levels (16%). Same amount of students viewed SRM as something new and fresh and as a practical way of teaching, unlike the traditional approach (16%). Furthermore, 11% of the students recommended that its usage by SRM be done in the future course due to the possibility of modernization in experience and interactivity of lessons. Besides, 10 % of the students mentioned that they have enjoyed and engaged with SRM activities.

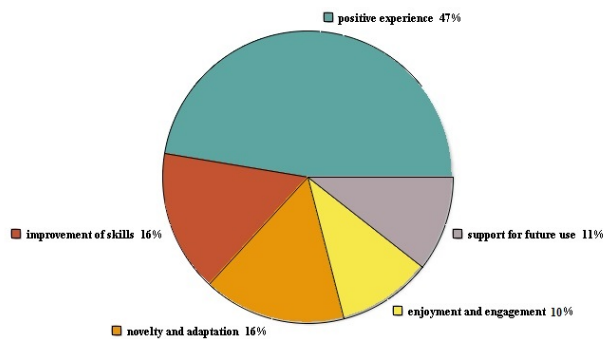


Figure 2  
Students' General Perceptions on SRM

S.1: "Something new happened for us. We have never done practical teaching like this before. It was a new experience for us. I think our Turkish is getting better."

S.4: "It went well. I like it. Because we made progress in speaking and we also improved our listening comprehension by watching videos..."

S.11: "It was good. In my opinion, such modern methods should be used in lessons. This way we learn the lessons easily and with pleasure."

It should be noted that the findings presented here reflect the experiences of Kazakh students within this particular SRM implementation context and may not be directly generalizable to other populations or settings.

#### 4.2. Views on Language Improvement

As found from the study, SRM has an outstanding contribution of a total of 28% improvement in vocabulary and comprehension. 21 % of students indicated that they witnessed an improvement and stressed the self-recognition of improvements in learning a language. It also injected confidence in speaking skills among 17% of students who had previously been hesitant to converse in Turkish. Most of them reported having noticeable changes within the first few weeks of SRM participation. The model offered real engagement, integrating activities such as speaking, listening, and writing, which displayed a positive result in improving comprehension and conversation among students (17%). Such all-around engagements let students learn outside memorization alone.

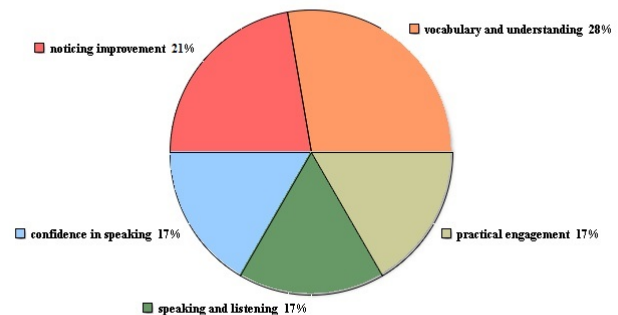


Figure 3  
Students' Views on Language Improvement

S.5: "Yes, I think it has improved a lot compared to my previous situation. Before I was ashamed to speak, I was worried that I cannot speak properly,"

but now I do not have any worries, I can speak my mind openly. Also, in this model, there were many topics on which we could express our views, and they were very closely related, so we could express our views widely."

S.4: "Yes, it has improved. Compared to before, I have learned more words. I have learned to speak Turkish without feeling ashamed. I noticed this model two days after I started using it."

S.13: "Yes. I started to learn only by understanding, not by memorizing words. I noticed that after the first few lessons."

These findings should be interpreted within the unique context of this study and the specific characteristics of the participants.

#### 4.3. Preferred SRM Activities

Most of the students liked the activity of talking with each other narrated in 41%, as it sounded pretty informal and enjoyable. For example, it made Turkish more natural in engaging the conversations with peers. Another interesting activity was working in collaboration (35%) since it can be used in group-working station where students can talk about, and develop ideas together. They facilitate that comfort and ease in speaking to friends (18%), students would go ahead with practice without fear of making mistakes. It was only 6% of multimedia activity, such as videos, that seemed to contribute to a little bit of fun learning.

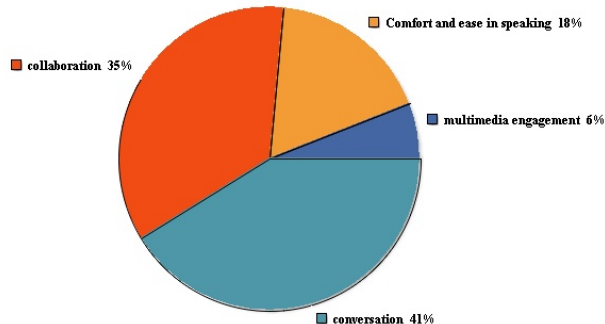


Figure 4  
Students' Preferred SRM Activities

S.3: "Conversation. It is more enjoyable to talk with friends and you do not get bored."

S.5: "I liked the group working station most, because in every lesson the teacher changes our place and we interact with our friends. Every day we worked in groups to create projects with our classmates whom we did not know well before and with whom we did not communicate much. By working together, we got to know each other better and sharing ideas with each other had a positive effect,"

S.1: "Watching and listening to videos. The videos were very entertaining. We learned a lot."

#### 4.4. Skills Benefited by SRM

Most of the data, specifically about 30%, made up by SRM contribute to improving the language skills of students. The most enhanced among all the other skills prove to be speaking (25%); students tend to practice their conversational skills through a supportive environment. Listening skills (19%) have also been considerably increased through watching videos and group discussions. Moreover, around 13% of students mentioned that they gained confidence while speaking, which helps them overcome their fear and hesitation to practice Turkish.

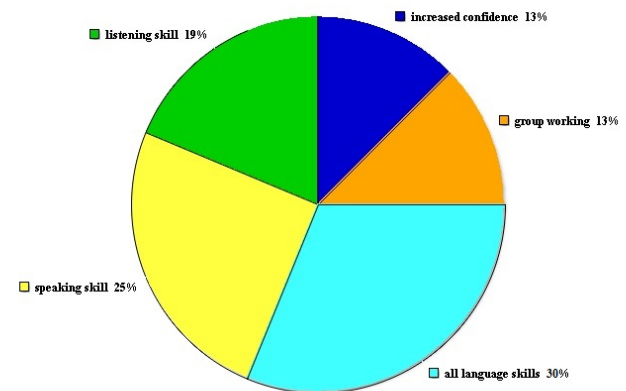


Figure 5  
Skills Benefited by SRM

S.1: "Group working, listening, speaking all kind of activities improved us."

S.6: "Speaking and listening. In the past, I was afraid to speak. Now I'm feeling confident."

S.8: "The most useful was speaking, because I learned a lot of words about the subjects that I have never talked to my friends before."

S.2: "Listening. I felt this difference while watching a Turkish movie. In the past, I could not understand Turkish movies very well. Now I understand better."

S.5: "... I think that the group working activities have been very beneficial for me. As you could see, I was sitting alone in a corner in the classroom. Even though I spoke, sometimes it was not heard, maybe my voice is not loud enough, and of course it is my natural voice. I couldn't share my ideas much with others, sitting in a corner and keeping my own view to myself. But in this model, we sit together in group work. We can see who thinks what, everything is clear. A person should not sit silently but should work like everyone else in order to understand the purpose of the activity. That's why I could share my views with my friends and I worked with them."

#### 4.5. Least Preferred SRM Activities

Half of the students indicated that there no significant dislikes regarding the activities of SRM (50%). Group working activities (22%) received criticism for unequal participation, where some students were less engaged than other students, which led to an imbalance of effort and outcomes. Another area of concern was task engagement (14%), where some students had trouble completing activities such as video creation or sourcing materials for the assignment. Few students mentioned (14%) about pair-working activities which involved too simple and too repetitive questions.

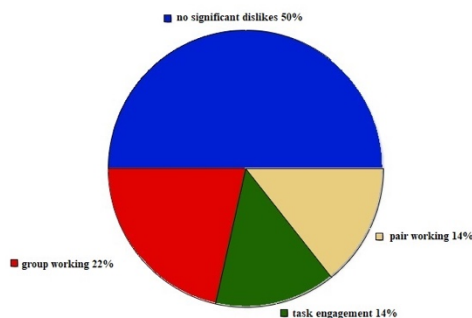


Figure 6  
Students' Least Liked SRM Activities

S.2: "I did not like that some students did not participate at the group working station."

S.5: "There was no station that I did not like. All activities were in place."

S.8: "I liked the conversation least because I had to prepare a lot before recording the student in front of me. Then it would be easier for both of us. For example, we could speak very comfortable with some students who know Turkish well and record the audio in the first attempt, but I had a hard time with some students who did not enjoy learning Turkish."

#### 4.6. Unnecessary Aspects of SRM

Majority of the students (72%) believe there are no unnecessary elements or parts in the SRM activities, signifying a very strong approval in general for the framework. When it comes to group work challenges, 14% of students indicate that difficulties in collaborative tasks are the most important concern. Length of exercises and re-evaluation of initial doubts are considered unnecessary by 7% respectively, which shows that they are minor but noticeable issues. The chart indicates a good perception of the SRM but needs a little tweaking in some areas.

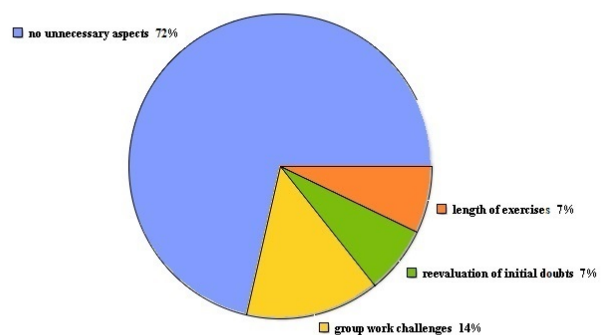


Figure 7  
Unnecessary Aspects of SRM

S.2: "I think this model did not have any unnecessary aspects. Every station allowed us to learn new things."

S.8: "As a matter of fact, there was shooting a video in group working station. For me group working activities were unnecessary because I am too ashamed to take a video of me."

S.10: "Actually, speaking, listening and group working all three stations completed each other. Apart from these, games can be added. But I find the methods you use correct."

#### 4.7. Most Challenging SRM Activities

Out of all the activities of SRM, listening activities were the most difficult, with about half of the learners stating they had difficulties. The results were mainly due to fast-speed talks in videos and unknown words, leaving comprehension hard initially. According to some students (16%), creating videos also was difficult and it required technical and linguistic mastery that was initially overwhelming for them. Some of the students (17%) found difficult to express their opinions during a talk or try to adapt to new roles, like taking the head in group activities. However, many learners would say that they have improved.

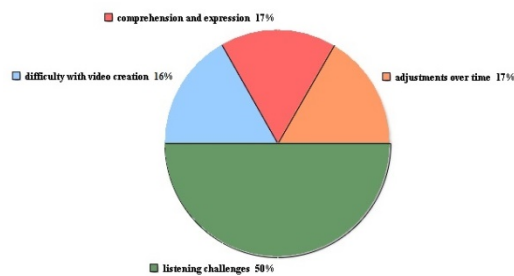


Figure 8  
Most Challenging SRM Activities

S.3: "I didn't have much difficulty. There were moments when I couldn't understand the words in the video very well in the beginning. In that case, I replayed the video several times."

S.2: "Listening activities, because there were some new words in the videos. At first, I could not understand them. That's why sometimes I couldn't make out the general meaning of the sentence. Although I did not know the meaning of the word, I tried to understand how it should be written. I tried to spell the word correctly by listening to it over and over again. Then I looked for that word in the dictionary and tried to make the sentence meaningful..."

S.5: "There were moments, in the beginning, when I had difficulties, especially when I could not convey my own opinion in conversation. I got used to it later. For example, initially we watched short videos then we watched videos that were a bit long and difficult. Yes, it was hard to follow the video here, but it was helpful for me."

#### 4.8. Suggestions for SRM

Numerous suggestions were made by students for SRM. Playing games (33%) was among the top suggestions since learners believed it made learning more enjoyable and involving. Competitions (25%) were also recommended to motivate and involve learners to demonstrate their talent. A few students suggested (17%) making conversations with native Turkish speakers during the implementation of SRM to improve learners' conversation skills; however, some students preferred interactive visual aids (17%), such as pictures or short movies, to bring real life of target language into a classroom. Some mentioned retelling strategies (8%) for reinforcing understanding and communication skills.

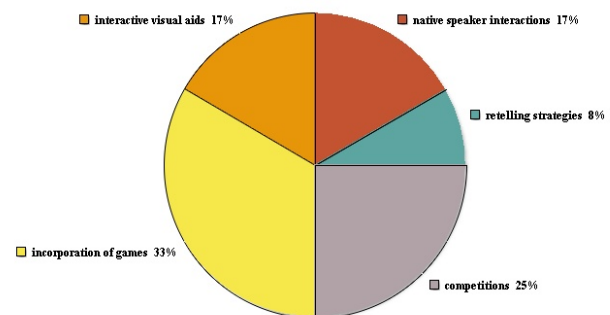


Figure 9  
Students' Suggestions for SRM

S.10: "Actually, all three stations completed each other. Speaking, listening and group work. Apart from these, games can be added."

S.9: "Discussion and competition can be held on different subjects. Individual questions can be asked to each person. Thus, it will reveal who understands the subject and how much."

S.3: "I think we can add pictures, like looking at a picture and creating a text or a dialogue."

S.11: *“It is necessary to make everyone work hard. We can learn new words using games. These get the attention of the students.”*

## 5. Discussion

The results of this study revealed that the Station Rotation Model (SRM) has a very good effect on the language learning process of Kazakh students studying Turkish as a foreign language. This section highlights how these findings relate to the existing literature, including the strengths, challenges, and recommendations for future improvements regarding SRM.

The study revealed a positive effect of SRM on speaking, listening, and overall communication skills among students. These results align with the research carried out by Jingtao (2023), who found that SRM had a significant positive influence on the listening proficiency of Chinese EFL students; and Belazi and Ganapathy (2023), who found that SRM enhanced writing skills and engagement in a Libyan EFL classroom. Similarly, Ayob et al. (2020) suggested that SRM potentially addresses the shortfalls of both traditional and online learning by capitalizing on the good of both learning types. This study now also advocates what was indicated above by showing that SRM encourages practical involvement and language improvement in an A2 Turkish language classroom.

The study unveiled that 41% of the students valued conversation-based activities and 35 % of them preferred group working activities with the perceptions of enjoyable environments for language practice. This conforms to the results of Latif, Shahrill, and Hidayat (2024), which indicated the collaborative nature of SRM as that of positively conceiving their performance in mathematics to such an extent that students performed significantly better. According to Xiangze and Abdullah (2023), SRM, in conjunction with games, was really a motivator for lengthy engagement for students because of its fun and motivational aspect in learning. They even had their constraints, for instance, when they were somewhat complaining because some students did not readily participate in the group when the task

was given, and this was in agreement with Ganapathy et al. (2021) on the clearer role allocation of collaborative tasks. All these would lead us to conclude that SRM group activities can be very effective, given that they are properly scaffolded and managed to ensure an equal degree of participation. There have been reports of numerous challenges notwithstanding the advantages SRM has, including general listening comprehension issues faced by 50% of students, as well as task complexity. Thus, students have had problems understanding things because videos move fast and there is too much jargon involved, corroborating with findings by Truitt and Ku (2018), stating that task complexity and technological issues hinder students from fully engaging in SRM-based classrooms. The very structure also posed problems of adaptation by some students, as noted by Latif et al. (2024), who found similar difficulties in mathematics education.

Conveyed by all findings, SRM remains constructive in the behavioral development of language skills and motivating engagement levels. Challenges still remain, yet meticulous planning, continued professional development, and student-centered approaches should transform the implementation of SRM. With these areas being covered, SRM can remain floating enough to be a feasible framework for blended learning in different contexts.

## 6. Conclusion

The impact of the Station Rotation Model (SRM) on the effectiveness of language teaching and learning has been well established, especially among the Kazakh students studying Turkish as a foreign language. With its structured but flexible nature – combining online instruction with collaborative group and pair work has been found to result in great progress in the student's ability to speak, listen, and communicate generally. The model was well received by students for its practical engagement opportunities for self-confidence building, vocabulary enrichment, and comprehension enhancement. This is in line with

earlier studies that focused on bringing SRM-adjusted learning environments much achieve a balanced integration of traditional and online formats toward becoming an interactive one.

The model, however, had its own criticisms. Most were around group work participation, listening comprehension difficulties resulting from the fast-paced videos, and the complexity of some tasks. These highlight an important need for meticulous planning, a clear definition of roles to play in collaborative tasks, and scaffolding to assist different individual students with varying levels of proficiency. Teacher preparedness and access to technology were also identified as critical factors, reinforcing the importance of professional development and adequate resources for successful SRM implementation.

The incorporation of games, competitions, and activities involving interaction with native speakers may further enhance the effectiveness of SRM. Addressing these recommendations and challenges could transform SRM into a highly effective blended learning model and promote a more active and inclusive approach to language learning. The results reaffirm the versatility of SRM and its potential to transform traditional classrooms into interactive, learner-centred environments, paving the way for its wider adoption in similar educational contexts.

#### **Declaration**

The authors declare that this manuscript is original, has not been published previously, and is not under consideration for publication elsewhere.

#### **Ethical Statement**

Participation in this study was voluntary. All participants were informed about the purpose of the study and provided informed consent before participating. Participant anonymity and confidentiality were maintained throughout the research, and no personally identifiable information was collected or reported.

#### **AI Disclosure Statement**

The authors declare that artificial intelligence (AI) tools were used solely to improve the language and readability of the manuscript. All interpretations, analyses, and conclusions are the responsibility of the authors.

#### **Conflict of Interest Statement**

The authors declare that they have no known competing financial or personal interests that could have influenced the work reported in this paper.

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