



**A CASE STUDY OF STATION ROTATION MODEL BLENDED
IN TRADITIONAL ELT LISTENING AND SPEAKING CLASS
AT PHAYAO PITTAYAKHOM SCHOOL**

SHERINA LIM

**MASTER OF ARTS
IN
ENGLISH FOR PROFESSIONAL DEVELOPMENT**

**SCHOOL OF LIBERAL ARTS
MAE FAH LUANG UNIVERSITY**

2015

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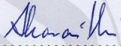
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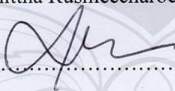
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2015

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ACKNOWLEDGEMENTS

First of all, I would like to thank God for everything and thank my parents and my godfather for their love, support, understanding and encouragement. I am truly grateful this journey because of them and I would like to dedicate this thesis to all of my beloved families.

I would like to thank and express my great appreciation to my committee chair and members respectively, Assistant Professor Dr. Akara Akaranithi, Dr. Allan Kongthai and Dr. Thanittha Rasmeecharoen for their guidance, support and knowledgeable insights.

I would like to also express special gratitude to my advisor, Dr. Thanittha Rasmeecharoen, who have guided, supported and encouraged me throughout this academic journey. With her guidance and knowledgeable advise, this thesis is formed into accomplishment. Also a very special appreciation to Dr. Allan Kongthai for his valuable suggestions which have helped me filled the gap that I have missed out.

In addition, I would like to thank Dr. Raman Kumar for initially advising me to further pursue my academic knowledge. I am also grateful to the English head teacher at Phayao Pittiyakhom School, Ramphai Chumchob, for allowing me to conduct the research at the school as well as other teachers who have supported my research. I would also like to give a special thanks to Dr. Chulaporn Kongkeo for her kindness, support and sharing of her knowledge in ELT and blended learning field.

Thank you to all the academic staffs at Mae Fah Luang University, whom have helped me in all the administrative process and academic validation.

Sherina Lim

Thesis Title	A Case Study of Station Rotation Model Blended in Traditional ELT Listening and Speaking Class at Phayao Pittayakhom School
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ABSTRACT

The purpose of this qualitative research is to study a blended learning approach, to determine if it could be applicable for English Language Teaching (ELT) in Thai provincial schools. This study purposively selects Station Rotation Model (SRM) to be blended into traditional ELT listening and speaking class at Phayao Pittayakhom School, a northern provincial Thai public high school. This case study focused on participants from Matthayom 4 class, aged between 15 to 16 years old. Research data and findings are collected from classroom observation, observational report, quizzes, and focus group interviews.

The research has obtained substantial key findings on students' learning responses and attitudes towards SRM, however with some limitations, barriers and challenges as well as benefits of SRM implementation in ELT listening and speaking class found at Phayao Pittayakhom provincial school context settings.

Keywords: Blended learning/ Station rotation model/ English language teaching (ELT)/ Listening and speaking/ Thai provincial schools

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CHAPTER 1

INTRODUCTION

1.1 Background

The general education landscape in both developed and developing countries are challenged today with fast changing global trending of information and technologies, and English language is now dominating as the main global lingua franca. Sharma and Barrett (2007) suggested that many second language learners are expecting the use of technology in the classroom because they consider themselves as the “Net generation”. The statement is now evident as our daily lives are surrounded with technology and we are now using various online media platforms and applications to connect to people, news, information and knowledge. Traditional teaching approach such as teacher dominating the lecture could hence become monotonous and stagnant for new generations if there is no engagement of innovativeness and online supplements.

The Thai education systems have been planning and promoting a call for innovative learner-centered teaching practices in all subjects for decades. The developing reform was to move the education system towards student-centered leaning and to establish a student-centered classroom (Ministry of Education, 2008). However, an assessment report from The Southeast Asian Ministers of Education Organization (SEAMEO, 2010) accounted that although with the earlier introduction of the learner-centered reform, Thailand, however, has yet progress far in promoting innovative ways of teaching, learning and administration and is still learning how to apply new understanding of the contribution of Information Communication Technology (ICT) learning, and infusing ICT infrastructure and resources into educational policy planning at schools. Darasawang (2007) also stated that while there

is a call for promoting the use of ICT in English Language Teaching (ELT), but some institutions may encounter bandwidth usage problems and secondary schools are faced with inconsistency use of ICT, as ICT infrastructure is not available in all areas.

Following the learner-centered reform and prior to the development of ICT, the Ministry of Education (MOE, 2001) has long supported English learning for communication. One of the predominant teaching approaches being applied into English Language Teaching (ELT) is the Communicative Approach (CA). Chayanuvat's work in 1997 has indicated that various teaching methodologies such as the Grammar-Translation Method, the Audio-Lingual Method, the Direct Method, and a Functional Approach have been implemented though out the years, however, English still remained incompetent, especially in listening and speaking. It was later that another approach was concocted by a group of Council of Europe experts and British linguists, which has now been referred to as the Communicative Approach (CA) or Communicative Language Teaching (CLT). The MOE recognized that English Language Teaching (ELT) is crucial for "communicative purposes" and "communication" and hence the "Education Reform 1996-2007" was explicitly based on CA for ELT in Thai schools (MOE, cited in Weerawong, 2004). Nevertheless, the latter author also alleged that there was still a failure of ELT in Thailand regardless of any pedagogical approach being used in the past decades. CLT itself has been widely criticized for not paying attention to the teaching and learning context of Thai ELT. The failure of learning English language is due to the incompetency to use the language in communication and to use extensive resources in the "Information Age", as claimed from the Department of Curriculum and Instruction Development (2001). These studies and claims viewed that the various implementation of ELT methodologies, even such as CLT does not effectively improve Thai students' English proficiency (Weerawong, 2004). Consequently, this prolonging dilemma of ELT in Thailand still continues to persist in this present day, especially in provincial schools.

Although there were broadly progressive plans to encourage and foster the use of technology in ELT over the recent years, however, most ELT curriculum plans in Thai provincial schools are ambiguous and lack comprehensive details on how to integrate technology into the study context. According to a source cited in Oxford ELT Journal (2008), there is little publication to assist teachers and students on how

to integrate the aspect of technology into ELT context. In 2007, Dudeney and Hockly published “How to teach English with technology” and blended learning came into the frame when Sharma and Barrett published “Blended learning”, however, the term was initially connected with corporate training. One of the many researchers has since adopted both publications to assist in computer assisted language learning (CALL) course and incorporate practical ideas into language teaching and learning. It was only later that blended learning begun to appear broadly in language teaching and learning. Following recently in 2013, the British Council has explicitly published “Blended Learning in English Language Teaching: Course Design and Implementation” by Tomlinson and Whittaker. The publication provided an overview of blended learning and how the term is defined when integrated into corporate training, in higher education and lastly in ELT. Dudeney and Hockly (2007) differentiated blended learning into online courses, and face to face courses with added online materials (as cited in Tomlinson and Whittaker, 2013). It has become a debate ground for many researchers to provide and explain the distinct definition of blended learning.

The term blended learning has thus begun to evolve in recent years according to the subject and context. It is without doubt that it is one of the 21st century learner-centered approaches that claimed by reputable nonprofit schools and organizations in The United States (USA) to be one of the effective pedagogical approaches in the recent years of western educational development. There were many successful and effective claims of blended learning approach case studies in the western educations such as from KIPP Empower Academy, Alliance for College-Read Public Schools, FirstLine Schools, Rocketship Education and Summit Public Schools (Aspire Public Schools Blended Learning 101 Handbook, 2013). Idaho Digital Learning Academy also asserted that this emergent instructional approach was proven beneficial with successful case studies that are highly effective in helping their districts schools to meet the challenges of student performance and achievement, helping schools with limited resources and answering the objectives of 21st century learners (IDLA, 2013). According to Horn and Staker (2011), blended learning is defined as and when a student is at least participated in a supervised brick-and-mortar location or place that is away from home, and at least with involvement through online delivery with the element that the student could control over time, place, path and/or pace. Blended

learning is not just merely the integration of online materials or technology but with many different models of implementation along with the complexity of its learning continuum and the readiness of the school system. However, it has always been on the assumption that it is a teaching practice that combines the traditional face-to-face instructions between teachers and students, with the involvement of using online elements. As the blended learning research evolves further, more complexities were found, and it is not merely just the adaption and integration of technology used. In 2011, Horn and Staker introduced different blended learning models to suggest the implementation of blended learning models that would appropriately fit into different educational context and environment; one of which is the Station Rotation Model (SRM), the most basic model that most previously mentioned successful schools have implemented. However, Whittaker (2013) pointed that there are still lack of principles and practicalities of blended learning lessons and courses in ELT and that further research for blended learning is required in ELT contexts. It is deemed agreeable that there are limited studies about the specific blended learning models used for ELT, especially in Thailand, where English is used as a foreign language.

In this research study, the Station Rotation Model (SRM) is purposively selected after reviewing the environmental context and its ELT contexts in Thai provincial schools. The Station Rotation Model (SRM) is probably one of the most common blended learning models that schools find it practically less complex to be implemented and adapted. Horn and Staker (2012) defined SRM as an implementation within a given course or subject on which the students would rotate on a fixed schedule or when the teacher assigns the students, which involves at least online learning. It is the rotating of assignments or tasks given to the students inside a traditional brick-and-mortar classroom, but which also involves elements of online learning materials and technology used. The in-depth definitions of blended learning and SRM implementation is elaborated in the literature review.

Henceforth, the purpose of this research paper is to apply a blended learning approach in ELT listening and speaking at a Thai provincial public school context and settings, using Station Rotation Model (SRM). This paper aimed to find out the barriers, benefits and challenges of SRM blended learning when applied into a Thai provincial public school in particular. It is generally apparent that provincial schools

are often the type of schools struggling with prolonging and major challenges in learning English language, especially in listening and speaking. While there are many successful pedagogical approaches introduced and implemented in the western education, it does not always necessarily guarantee effective learning outcome for every schools because of different context in demography, culture, societies, economics, technologies, education, etc. This research seek to investigate if SRM blended learning could become a supportive pedagogical model that would be applicable in ELT listening and speaking at brick-and-mortar Thai provincial public schools.

This research paper, however, is limited to studying only on Matthayom 4, Thai upper secondary school students. This case study of SRM blended learning in ELT listening and speaking at Phayao Pittayakhom School will encourage further researches on other blended learning models and continuum for Thai provincial schools. In addition, this study also hopes to open more discussion and exploration of other 21st century pedagogical approaches that would be deemed appropriate for ELT in Thailand's context.

1.2 Problem Statements

Thailand, in particular, has a very challenging issue in terms of English proficiency, especially in listening and speaking, which are not focus skills in the English curriculum plans for decades (Wiriyachitra, 2002). This dormant situation is still a prolonging dilemma today. According to the English Proficiency Index (EPI) 2013, Thailand is categorized under “very low proficiency” country, ranking at 55th place out of 60 countries around the world. The report improved slightly in 2014, climbing up to a new rank at the 48th place out of 63 countries. However, Thailand is still categorized under the country with “very low proficiency”. In a general world view, EPI (2013) posited that English language is too often viewed as a luxury skill that is taught well only in expensive private schools and in secondary education, and not taken enough as an important skill that is crucial in human development and workforce. This perception is very much agreeable in Thailand, especially when the

country's first language or second language is not English but it is considered as a foreign language.

It is indisputable evident that majority of Thai public schools, especially in provincial areas are still widely practicing traditional pedagogical approach which is a one-size-fits-all curriculum due to limitations of ICT infrastructure and professional trainings. Most traditional curriculums expected to have all students to progress at the same time with the same curriculums, and much of the approach is incorporated into every subject including language teaching. On the other hand, private schools or half privatize public schools are often with well equipped with technology rich classroom facilities. These schools could also attract more qualified foreign teaching professionals with higher remuneration offer and benefits package. It is understandable that provincial schools in Thailand are still continuing to face more dormant issues in English teaching and learning due to many miscellaneous limitations such as large classroom size (Wannapairo and Luksaneeyanawin, 2005), limited qualified English teaching professionals (Dhanasobhon, 2006), many with no relevant English teaching degree (Pitiyanuwat, 2007), limited Internet accessibility and IT facilitation (Noytim, 2006) and the discernible dormant issues such as dominant teacher-centered learning style (Foley, 2011). According to Noom-ura (2013), Thai students have problems with listening and pronunciation as well a lack of confidence in speaking English. Interference of first language could be seen as the visible problem as the author mentioned that students have to think in Thai before they could translate the message into English.

Regardless of privatize or public educational segments, students are still facing limited interaction and exposure to English language outside their classroom. In public provincial schools, they have very few hours of English lessons per week. English is not the medium of instruction in Thai schools except for international or bilingual schools. It is because English is treated as a foreign language, therefore, it is rarely being used and is not a common communication form. The standard of ELT in Thai provincial public schools is low because of possible challenges and issues of having large classroom size, with limited qualified English teaching professionals, preferred teacher-centered learning style with low ELT lesson hours and limited Internet accessibility and IT facilitations (Student-Centered Learning Thailand

Organization, 2011). However, it is not fair to adjudicate all these factors to every school in Thailand, but it characterizes general contextual truths in provincial schools, especially in remotely located ones.

SRM is purposively selected to blend into traditional classroom teaching for this study. It is the most basic blended learning model that could propose a practical teaching methodology for Thai provincial schools with stagnant limitations. Most successful case studies in the western schools started to apply first with SRM before they move on to other higher blended learning models. However, it would be naïve to conclude that all blended learning models which have claimed to be effective in the western education might be applicable to Thai provincial schools. Every effective pedagogical application involves studying the educational system and educational context in that country.

1.3 Objectives of the Study

This research aims to blend SRM into traditional ELT listening and speaking class at a Thai provincial public school setting, Phayao Pittayakhom (PPK) School, with the following main objectives:

1. To find out the learning responses and attitudes of PPK Thai students toward SRM.
2. To find out the benefits and barriers of SRM in traditional ELT listening and speaking classroom setting at PPK school.
3. To find out the challenges of SRM at PPK provincial school context setting.

This research could encourage further studies on other hybrid models in the blended learning continuum for lower or higher education. This research could also serve as one of the reference sources for further studies on blended learning models. It also aim to move and promote new pedagogical models that could help improve students' proficiency in English listening and speaking in rural or provincial brick-and-mortar schools following the future development of educational ICT integrated projects and 21st century learning pedagogical.

1.4 Research Questions

The present study is aimed to address the following research questions:

1. What are the learning responses and attitudes of PPK Thai students toward SRM?
2. What are the benefits and barriers of SRM in traditional ELT listening and speaking PPK classroom settings?
3. What are the challenges of SRM in PPK provincial public school context setting?

1.5 Conceptual Framework of the Study

The conceptual framework illustrated the objectives of this study. The main quintessence of this study is to blend SRM into traditional ELT listening and speaking class at Phayao Pittayakhom School, also known as PPK School, a public provincial school. The learning outcome of SRM is obtained through three stages of assigned rotation tasks: (1) Entire class assignment: all students are assigned to do the task together. (2) Small group assignment: students are divided into designated groups according to their pace of learning (3) Pair assignment or Individual assignment: students are rotated from dependent tasks to more independent and personalized learning tasks. The research seeks to answer the three main research questions.

The first step is to analyze target participants and case area, which is studying of the ethnography context of this study: students, region, city, and the type of school. The second step is to design the lesson plans, using blended learning materials that would fit appropriately with the target students' age, gender and nationalities. The third step is to blend SRM into traditional ELT listening and speaking classroom. The last step is to evaluate the results of SRM approach. The following figure 1.1 illustrates the conceptual framework for this research.

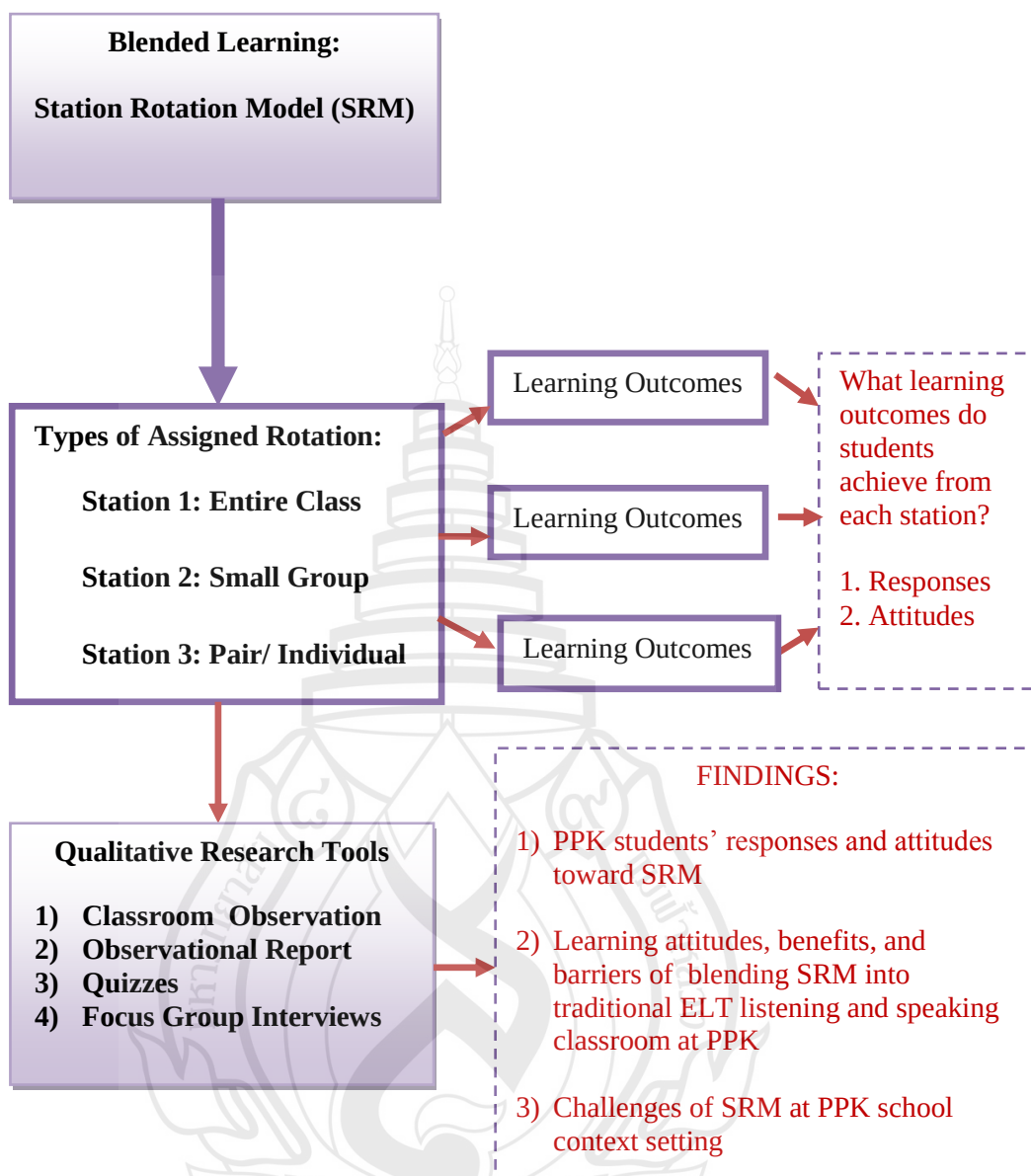


Figure 1.1 Conceptual Framework of the Study

1.6 Significance of the Study

The assumptions of this study attempt to enhance and improve English proficiency of provincial students who have difficulties and obstacles with listening and speaking. Many Thai public provincial schools are still facing dormant dilemma concerning ELT, and have failed to achieve effective performances and satisfactory learning outcomes. By understanding the prolonging existence of ELT issues in provincial schools, the study will interpret suggestions of implementing a blended learning approach that could help create cost effective methodologies, reduce unnecessary teaching materials cost, and help plan for commendable academic funds and effective resources. It will also suggest teachers in provincial schools to consider motivating the students with the exploration of new learning model that would encourage students to have zealous interest in learning English language with various blends into their daily lives, rather than just treating it as a prerequisite subject. Therefore, this research study aims to encourage Thai provincial public schools, particularly in basic educations to support using modern 21st century pedagogical approach that will promote student-centered learning and personalized learning in ELT, especially in speaking and listening.

With the future development of 21st century learning approaches and technological integrations, English proficiency will be one of the crucial indicators of Thailand's education development. English competency should not limit itself for developed schools in cities or in bigger provincial areas, but effective ELT pedagogical models should be developed for provincial public schools' to improve their competency, and should be exceptional in majority. The studying of SRM in this research is set to encourage development of ELT listening and speaking in provincial schools so that teachers could blend or customize appropriate SRM into their brick-and-mortar schools, regardless of their limited circumstances. This study hopes that it could be a beneficial reference for teachers and researchers to further explore SRM or other blended learning models and continuum that could be successfully implemented in basic and higher levels of ELT in Thailand, especially in listening and speaking.

1.7 Scope of the Study

This case study was conducted in Phayao Pittiyakhom School (PPK School) to find out the learning responses and attitudes of PPK Thai students toward SRM, the benefits and barriers of SRM when blended in traditional ELT listening and speaking classroom at PPK school and the challenges involved when applying SRM at PPK provincial school context setting.

This scope of this study is based on the following general purpose, subject matter, locale of the study and demographic target and period of study which consists of phase one and phase two as the following:

1. General purpose: To apply and investigate a blended learning approach in Thai ELT settings.
2. Subject matter: Using Station Rotation Model (SRM) in English listening and speaking.
3. Locale of the study: Thai provincial public high school at Phayao Pittayakhom School.
4. Demographic target: Upper secondary Matthayom 4 class Age 15- 17 years old.
5. Period of the study: November 2014 – March 2015/ Second Semester of 2014.

1.8 Definitions of Keywords

These are some definitions of the keywords used in this research paper:

Blended Learning refers to a formal education program in which a student learns – at least in part – through online delivery of instruction and content, with some element of student control over time, place, path and/or pace. (Clayton Christensen Institute, 2012)

Brick and mortar schools refer to traditional school or traditional school building, as contrasted with an online school.

English as a Foreign Language (EFL) refers to a term used for non- native speakers using English in countries where English is not a second language or a local medium of communication.

English Language Learner (ELL) refers to a learner who is studying English in addition to his/her native language.

English Language Teaching (ELT) refers to the teaching of English language to learners whose first language is not English.

English for Speakers of Other Languages (ESOL) refers to English taught to learners whose first language is not English but who is living in an English-speaking country and therefore need English to communicate in daily life. The term is mostly used in the UK, Ireland and New Zealand. (Macmillan)

English Proficiency Index (EPI) is an evaluation English skills around the world.

K-12 Online Learning: K-12 is a term used for primary through secondary education. It is mostly used in the United States, Canada, Turkey, The Phillippines and Australia. K- 12 Online Learning is often an innovative curriculum program that sets apart from traditional classrooms.

Learning Management System (LMS) refers to the technology platform through which students' access online courses. A LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course. (Northwest Educational Technology Consortium, 2005)

Net Generation refers to young people who are exposed to computer-based technology era between 1982 and 1991.

Station Rotation Model refers to a blended learning model in which the students will experience group rotations within a contained classroom or group of classrooms.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

It is necessary to recognize the background and development of ELT policy reform and context in Thailand. The purpose of this chapter is to critically review ELT in listening and speaking, the country's educational ICT development plan and policy, the readiness of internet accessibility and available teaching resources in general Thai schools. Nevertheless, the history and significance of blended learning, as well as the depth of SRM approach must be studied. It is all important to analyze and reflect upon the summary of relevant literatures in order to determine a practical and appropriate SRM blended learning approach that would best fit in for a Thai provincial school educational environment. It probes the challenges of implementing SRM into ELT listening and speaking at Phayao Pittayakhom (PPK) classroom setting. It is also the basis of this chapter to review the context of ELT at PPK School and illustrate an implication of SRM in listening and speaking for this case school study.

Firstly, this chapter will discuss about the ELT policy reform and context in Thailand, its prolonging issues that affects the implementation of ELT in general Thai schools, the problems of ELT in listening and speaking, the characteristics of Thai students and the readiness of Information and Communication Technology (ICT) development in Thai education. Significantly, this chapter will also review about the history and present studies of blended learning, its continuum and approaches, and the chosen approach for this research study, which is SRM. Furthermore, this chapter will examine ELT at PPK School which is the main context setting for this case study, relevantly in listening and speaking. The implication of SRM in ELT listening and

speaking, especially designed for PPK School context and its classroom environment is provided in this chapter. Other relevant studies will also be discussed in this literature review.

2.2 ELT Policy Reform and Context in Thailand

English language is not the first language neither a second language used in Thailand, it is a foreign language. It is therefore appropriate to conclude that Thais have very limited exposure to using English language to communicate in their daily lives. The current English curriculum was amended and introduced in 2001 by the Ministry of Education when they set the national foreign language standard and benchmarks to keep up to the trending globalization. Foley (2005) added that the emphasis was to place the current English curriculum into a learner-centered culture within the Thai context (as cited in Khamkhien, 2010). However, according to Uttaradit Rajabhat Institution, the standard of English in Thai schools is the lowest in Southeast Asia. The justification of this alleged statement is that Thailand has never been colonized by western powers and therefore is slower to develop her English proficiency. The Thai government has recognized this dilemma long ago, and therefore, established various bilingual departments and schools since 2005, where English is made compulsory and a major core subject. According to Noytim (2006) reference, an ELT policy reform was set by the Ministry of Education from 1996 to 2015 with four main objectives as follows:

“To make English the first foreign language and to require its study from grade.”

“To improve teaching and learning through teaching technologies and innovations, libraries and networking between formal and non-formal education.”

“To emphasize diversity in English language teaching and learning in both style and content.”

“To involve communities to participate curriculum development and plan”.
(Chayanuvat, 1997,p. 4)

However, the mentioned objectives may be quite challenging to successfully achieve on full scale, as Biyaem (1997) mentioned that teachers often faced many difficulties and obstacles in teaching. Some of the challenges are such as heavy teaching schedules, large classroom size with approximately between 45-60 students, insufficient English language skills, little exposure to English speaking environment, inadequately equipped classrooms and educational technology. There is also a demand for tutorial teaching and learning style in order to excel in university entrance examinations. Even though Baiyaem's claims may have been dated back since 1997, but the researcher's postulation of these issues are still present in today's ELT landscape in Thailand.

According to the National Education Stands and Curricula, there are several goals that are used as a guideline to teach at various grades in secondary education for foreign language teaching as per the following (cited in Darasawang and Todd, 2012):

“Search for an effective way of learning a foreign language and for one's own effective learning style.”

“Capable of communicating ... creatively, efficiently and aesthetically.”

“Understand the similarities and differences between Thai culture and the culture of the target language.”

“Use English language in searching for knowledge relevant to other subjects to widen world knowledge.”

“Use English specifically for communication, management in learning, further education and careers.”

“Use English to work with other people harmoniously by being able to control oneself, respect other people's thoughts and ideas, express one's own feelings appropriately, and negotiate with and convince other people rationally.”

We could witness some slight improvement over the years, but clearly the above objectives have not been fully achieved yet as of today because Thailand's English proficiency ranking is still one of the lowest countries in the world (EF EPI, 2013; EF EPI, 2014). The culture of using English in Thailand is not very prevailing. Therefore, probing some critical questions as to what could be the possible factors holding Thailand back from effectively improving in her English proficiency? In the

next following sections, this study discussed some issues that are affecting the implementation of ELT in Thailand, especially in provincial schools.

2.3 ELT in Thailand: Listening and Speaking

A critiqued research about ELT in Thailand by Chamcharatsri and Methitham (2006) reflected its problematic practice from the past and until present. The authors critically examined the historical background that linked to the political, economical and cultural roles. They posited that Thai teachers of English experienced the dominance of teaching methods, classroom materials and testing techniques which were developed by the Western world. The authors reasoned from Kumaravadivelu (2003) postulation that the effect of this phenomenon compels teachers' expectation to follow to a particular set of the theoretical principles and classroom methods which are conceptualized only by the Western theorists, and not by local English as a Foreign Language (EFL) teachers. However, they often considered it to be appropriate. This ideology caused local EFL teachers to devalue their own teaching experience and disempowered their instructional judgments.

Initially, Thai EFL teachers used Grammar-Translation and Audiolingual teaching methodologies in English classroom. However, the two approaches were changed to correspond with the learner-centered reform (Khamkhien, 2010). After decades of experiment with various ELT methodologies such as task-based and content-based approach, a more preferred method was introduced: Communicative Language Teaching (CLT). This methodology was accredited by many notable scholars and was promoted through ELT conferences and teaching materials (Leung, 2005). However, Bhatt (2002) related this concept and method to Noam Chomsky's notion of "an ideal native speaker", in which a native speaker becomes an idea informant of a language. Hence, CLT is widely criticized for its biased methodology that is evaluated through the success or failure against the standard of the native speaker. CLT thus received much serious critique as it is seen to be heavily biased towards Western communicative styles and culture (Holliday, 2005; Leung, 2005). Howatt and Widdowson (2004) also critiqued that students struggle to reach unrealistic and unnecessary goals that teachers imply on them, therefore, prevent them

from appropriating the language. Consequently, Thai teachers' and students' cultural backgrounds and local knowledge are disregarded in the learning process. To evidently refute CLT, the approach fails to support real interactions in the classroom as Saengboon (2004) explained that "Thai teachers are not familiar with the aural-oral method of CLT", and therefore shift to focus on grammar and rote learning of isolated sentences or vocabulary, and create erroneous language forms and limit speaking activities in the classroom. Classroom interactions are often teacher-dominated and students are set to memorize responses which are not accurate to use in real circumstances (as cited in Khamkien 2010). The reasons are because teachers did not understand how to design speaking activities and they have difficulties in choosing materials and activities that would be appropriate for learners' speaking abilities (Bilasha and Kwangsawa, 2004; Kanoksilapatham, 2007; as cited in Khamkien, 2010). There are still many controversies going around with CLT, especially in Asian context (e.g., Anderson, 1993; Burnaby and Sun, 1989; Canh, 1999; Howard, 1996; Jung and Norton, 2002 as cited in Nonkukhetkhong, Baldauf and Moni, 2006).

Despite decades long of practicing theories on learner centered approach and promoting self learning, but apparently Thailand is not witnessing much of the results today even when following the contemporary trend of English language teaching pedagogical. Foley (2005) critiqued that the limited success of ELT in Thailand is due "to lack of proper curricula, dry teaching styles, which is too focused on grammatical structures, students, learning media, inappropriate texts, testing and evaluation" (as cited from Khamkhien, 2010). There is evidently low proficiency in English language learning, especially in listening and speaking. Bunthan and Kemtong (2015) also claimed that the methodology of teaching English speaking skills is ineffective. The authors cited from Kongkerd (2013) that the present teaching approaches of ELT in Thailand are unable to help learners to become proficient and competent in English usage. Khamkhien (2010) also claimed that the areas of unsatisfactory English skills are concern with writing, reading, listening and speaking. According to Bangkok Post report in 2013, Thailand scored below the average in Programme for International Student Assessment (PISA) out of the countries in the Organization for Economic Co-operation and Development (OECD) and also ranked the 48th place out of 63 countries in EPI's category of low proficiency in English in 2014.

Problems are particularly visible in primary and secondary schools in provincial regions (Noom-ura, 2013). Noytim (2006) mentioned that most Thai ELT teachers are still more familiar with teacher-centered classroom even though the policy reform was set to shift to learner-centered learning. The latter also cited from Mountford (1986) that teaching methodology in all levels of Thailand educational institutions are too teacher-centered or teacher-dominated. Nannapat (2012) postulated that there is a disconnection between curriculum policies and classroom practice. This claim is consistent with Nonkukhetkhong, Baldauf and Moni's (2006) report which revealed about Thai EFL teachers' preference to use traditional instructional practices. Furthermore, they also make reference to Maskhao's (2002) postulation that majority of Thai EFL teachers are still using materials in which they are familiar with such as a textbook based, grammar focus structures, vocabulary and reading to prepare students for university entrance examinations. These happenings are evident and are still in practice until this present day especially in provincial schools.

Nonkukhetkhong, Baldauf and Moni, (2006) also mentioned that in rural provincial schools, where trainings and resources are comparatively lower, teachers must be given the chance to customize the ELT implementation according to their context. However, it is understandably difficult for Thai EFL teachers to deal with many challenges when they are required to implement a learner-centered policy because the traditional Thai education system is based on teacher dominated talk or rote learning, and hence teachers who are still under the influence of traditional reform may find it difficult to reverse their roles.

2.4 Issues of ELT Implementations in Thailand

For prolonging decades, ELT issues have been shared among Asian countries such as Korea, Japan, China, Mongolia and Indonesia such as large class size, problems with classroom practices, students' lack of confidence in using English, cultural dynamic gap, and unsatisfactory results of university's entrance examination. Thailand suffers mostly from the impact of the national university entrance examinations, students and teachers' lack of confidence in using the language and

pedagogical culture (Weerawong, 2004). Methitam (2009) reviewed that Communicative Language Teaching (CLT) was widely adopted into Thai ELT during the past decades. The Thai Ministry of Education (MOE) took the progressive stance to even offer many professional development programs to train EFL teachers, one of which is the Improving Secondary English Teachers (PISET) and the Key Personnel Project. It was since then that CLT was explicitly used and became a widely preferred teaching approach which includes the task-based and content-based instructions. However, the issues of ELT have yet been effectively solved and Thai students' English proficiency still remains incompetent. Kustati (2013) claimed that Thai EFL teachers are struggling with the implementation of CLT. Many researchers have provided various reasons for the struggles. Bruner (2014) and Khamkhien (2010) explained that it is due to the fact that many local English language teachers have rather inadequate English speaking proficiency, thus often use Thai as a medium of instructions. Darasawang (2007) added that it is also due to the limited 50 minutes teaching hour in general Thai classrooms, limiting CLT planning and deprived activities. Dhanasobhon (2006) pointed into the issue of large classroom, in which Islam and Bari (2012) composed that it will lead to time off task to manage a large size classroom, therefore limiting the already limited teaching hour. Kongkerd (2013) posited that there is also the issue of conflict between Thai culture and the teaching approach, which might not be appropriate for Thai EFL context because of Thai students' cultural values. These claims were cited in Bunthan and Kemtong's (2015) research on "Teaching and Learning English in Thailand and the Integration of Conversation Analysis (CA) into the Classroom". Many others have claimed upon similar issues of ELT implementations in Thailand.

In the following sub-sections, the review discusses about several visible main issues affecting ELT educational settings, particularly in provincial schools. These following issues will help to contemplate the reasons why not all blended learning continuum is applicable, and not all blended learning models which have claimed to be effective in the western education would be applicable to Thai provincial schools within its current ELT context.

2.4.1 Large classroom size:

Large classroom size is perhaps the most stagnant issue shared among many developing countries. It is also the main palpable problem in Thailand, especially in provincial schools. Many researchers also agreed that one of the factors contributing to ELT failure is an overly large size classroom (Noom-ura, 2013). According to a study by Wannapairo and Luksaneeyanawin (2005), large classroom can limit teachers to use learner centered approach. The classroom size in most Thai public provincial schools often ranges between 40 to 50 students per class, and could even exceed. Salaudeen (2011) pointed out that large class-size is a great challenge for achieving effective teaching and learning of English language. In addition, Cornell University report also suggested that students from lower-social economic groups and English language learners (ELL) would benefit most from small class sizes (as cited in Jenkins, 2014). It is agreeable because foreign language learning could be quite difficult to adapt in large size classrooms. Although there is a standard quality assurance ratio of the teacher and student class size regulated by the Ministry of Education, but due to limited teaching professionals and large numbers of students, it consequently leads to an over large size classroom in most public schools, even in the most prominent ones. Students and ELT teachers ratio do not meet the standard and therefore each English professional is sparingly assigned to teach as many as 18-20 different classes, as per in the case in PPK School. However, class size in remotely located provincial schools could be smaller compared to the ones located in downtown areas.

There are many arguments out there believing that classroom size is irrelevant but rather depend on the leverage of technology to deliver personalized learning (Jenkins, 2014). However, given that the contextual study is about Thai public provincial schools, it is crucial to understand that English is neither the first language nor the second language in Thailand, and is still at a dormant stage in using innovative learning technology. Therefore, teachers and researchers ought to find a pedagogical model that would still effectively fit into the brick-and-mortar large size classroom, make use of the limited resources that we have, until then, classroom size might not matter anymore.

2.4.2 Shortage of Qualified English Teaching Professionals:

For decades, there were reports about shortage or lack of qualified English teachers (Weerawong, 2004; Noom-ura, 2013). On general basis, Thailand has a concern about shortage of teachers in almost all educational subsectors (Atagi, 2011). On more serious concern, the lack of English teaching professionals is still evident. There is an ostensible view that majority of teachers in all educational levels are Thai natives who are largely not qualified as English teachers (Yunibandhu, 2004, as cited from Khamkhien 2010). Generally, Thai provincial public schools often assign Thai teachers to teach several subjects, including English language when they have limited budget plans or remotely lack of teachers. When teachers are assigned to teach English subject which is not their major field, they may lack proficiency or skills to instruct lessons because they may have limited knowledge or limited exposure to the target language use. Majority of teachers rarely hold an English language degree (Pitiyanuwat, 2007). Adding to this claim, Noom-ura (2013) mentioned that according to the education survey of four hundred Thai teachers, collaborated with the University of Cambridge to measure teachers' qualifications, sixty percent of Thai teachers had knowledge of English and teaching methodologies below their teaching syllabus level. Only three percent of the remaining top forty percent have adequate fluency and twenty percent were qualified and competent. Noopong (2002) also reported that sixty-five of primary school teachers do not hold English major in their studies (as cited in Noom-ura, 2013). Dhanasobhon (2006) explained that the reason why there is shortage of ELT teachers is because English majored graduates prefer to work in other higher paying remuneration jobs in airlines, hospitality and private conglomerates (as cited from Noom-ura, 2013).

There are very few establishing provincial public schools which could afford to hire qualified English language teachers, especially native English teachers. These public schools are often semi-privatized schools. Atagi (2002) also mentioned that rural schools often have less developed infrastructure and have very few or shortage of qualified English teaching professionals. With furthermore perspectives on this issue, Chaowarat Yongjiranon, a news reporter from the Thai Asean News (TAN) network reported on Thailand's flawed demand for foreign teachers. Parents prefer native speakers to teach English, and Thailand's education system has accepted and

agreed to this preference as well. Budsaba Kanoksilapatham from Silapakorn University gave a susceptible interview, mentioning that government universities are allow to recruit only five nationalities; American, British, Canadian, New Zealander and Australian. Due to this rule, they cannot accept any other nationalities. The report justified that it is because Thailand is still unable to train qualified local teachers to teach English. The trend of native speaker preferences has affected many provincial schools' remuneration budget. Qualified native English professionals are rare because of inadequate salary offered by schools and colleges (Weerawong, 2004). Due to this dilemma, many public schools, especially in provincial areas, could only afford to hire unqualified native speakers who are willing to take the offer, which leads to hiring based on nationalities rather than qualifications. Less prominent schools would only be able to hire limited number of foreign teachers while prominent ones could afford at least 5 teachers or more, against the ratio of 3000 students or more. Some remote schools would probably have only one native teacher to teach the entire school due to limited hiring budget. Certainly to accommodate to such large numbers of students in some schools, English is taught by few other foreign teachers but mostly by Thai teachers.

In addition to hiring issue, there is higher turnover with foreign teachers because they are usually a one year contract base with the school or with their recruitment agency, unless they have a spouse or family who permanently resides in the area or region.

Therefore, the focus should be on developing and training local Thai teachers, or accepting all qualified nationalities as equally, so that preferences of hiring are based solely on qualifications and teaching experiences. Unless there is change of perspectives in hiring and improvement on professional training development of local teachers, it would be understandably very difficult to recruit qualified English teachers in rural provincial areas. Consequently, limited or shortage of qualified English teachers will continue to limit and affect students' English learning in provincial areas because they do not have qualified teachers to consistently support their English language proficiency skills.

2.4.3 Teacher-Centered Learning

Noom-ura (2013) claimed that Thai teachers are compelled to use rote-learning, focus on grammatical structure, use Thai as medium of instruction and implement teacher-centered activities to ease off their overloaded burden of work. Therefore teacher-centered learning seems to be the most effective methodology to save time for busy teachers. How is teacher-centered learning affecting ELT classes?

According to Yokfar (2005), there was a major educational reform back in 1999 to replace the condemned “teacher-centered teaching approach” with “learner-centered approach”, which was widely recognized as a more effective educational approach. The latter also referred to the reputable Professor Prawase Wasi, who forthrightly lamented that Thai society is grounded with “power culture” and therefore reflect itself in the highly teacher-centered approach which is commonly practiced by most Thai teachers. It is because teachers often consider themselves as the most knowledgeable person and that students are just novices who should be filled with knowledge from teachers only. This perception leads to spoon fed teachings, fashioning students to become dependent on their teachers. Consequently, students dare not make any critical and independent thinking or use creative applications of their own, let alone English subject. All these criticisms have been lamented in his book “Educational Reform: Intellectual Reengineering as the Way to Survive National Disaster” which was published in Thai since 1998. Although Professor Prawase’s critiques were postulated decades ago, but the power culture is still very dominant in Thai society until today.

The probing question now is whether we are witnessing enough major shifts to student-centered learning yet? Johnson, Trivitayakhun and Thirisak (2009) claimed that Jurin Laksanavisit, former Thai minister of education planned to “eliminate teacher-centered classrooms and rote learning” and increased critical thinking skills (as cited in Kirkpatrick, 2012). However, it is still a common sighting to be witnessing traditional teacher-centered learning in Thai provincial public schools nowadays. Despite all the reforms, which may be strictly monitored in schools locating in bigger provinces or cities, but many provincial schools, especially the remotely located ones are still commonly practicing the traditional teacher-centered learning approach. There are many driven reasons which make traditional classroom

teaching still in popular use because teachers may find difficulties in personalizing large classrooms because they are overloaded with too many hours of teaching, as well as taking additional classes outside regular hours to sustain their meager living income (Noom-ura, 2013).

2.4.4 Limited Exposure to English Listening and Speaking

According to Weerawong (2004), Thai students lack English communication skills. It is believed that the teaching and learning approach have been greatly affected by the concern of the university entrance examination's result. This compelled teachers to focus more on reading and writing comprehension as well as grammatical English structure, and thus speaking and listening skills are ignored because it is not being assessed in the examinations.

There are also some additional unsolved issues that limit students' exposure to English listening and speaking. ELT listening and speaking class hours are often quite limited to per lesson per week with only 50 minutes per lesson time. In classroom with Thai teachers, Thai language is often used as the medium of instruction, therefore limiting students' exposure to the target language (Boonkit, 2002). Teachers are unable convey English instructions effectively and most students do not fully comprehend instructions in English, therefore causing first language interference. Khamkhien (2010) viewed that Thai teachers lead to the use of unnatural language and failure of genuine interaction in class. Also students do not have much opportunity to use English outside their classrooms, unlike students in English as a Second Language (ESL) environment (Chayanuvat, 1997; Techa-Intrawong, 2003). EFL students are generally exposed to classroom English than communicative English used in real world, and therefore lack opportunity of exposure to various English-speaking environments and context (Tarnopolsky, 2000; Lee, 2004; Forman, 2005, cited in Noytim, 2006). Generally in most public provincial schools, students only meet with their foreign teachers only once or twice per lesson per week, thus also limiting their exposure to English as a medium of instruction.

Exposure to listening and speaking in English is especially limited in provincial areas, because Thai language is dominant as its cultural tradition is still very much conservative and its social economic is still developing. The general

populations in provincial regions are generally exposed to Thai language broadcasting programs and media, and less exposure to English media stations unless they subscribe to cable TV. Furthermore, provincial areas often do not have international business or conglomerates operating in the regions, so there is no common need for English usage.

Suggestively in order to expose the students to communication skills, English should be used as the medium of instructions and set as a compulsory classroom policy whether it is taught by Thai or foreign EFL teachers. The teaching materials should foster the use of English intensively during class and promote motivation to speak English outside the classroom. Activities outside classroom could be established with English club or English based projects.

2.4.5 Limited Internet Accessibly and Insufficient Resources

The office of the Permanent Secretary of MICT (2009) mentioned in the “Information Communication and Technology (ICT) Master Plan (2009-2013)” report, that the development of ICT in Thailand is considered average against global indices but considered less developed than Singapore and Malaysia. The Information Technology (IT) infrastructure in Thailand is not widely available and accessible. It limits the efficiency and the effectiveness of developing ICT to build up knowledge and among other sectors. This of course refers to educational sector as well. There are also shortages of qualified IT skilled human resources. The statement lamented similarly to the Organisation for Economic Co-operation and Development [OECD] (2014), which also viewed that Thailand is still weak in educational outcomes and therefore the curriculum needs to look into project-based learning, teamwork and the use of IT resources for online learning.

To keep up with the trend of innovative pedagogical approach in improving English teaching, internet accessibility and technological facilities must be included in the implementation, as well as qualified professionals who would be capable of instructing and using computer programs to facilitate learning. There are still many municipality public schools in provincial areas with limited internet accessibility and lack of WIFI access in classrooms. These schools also have budget shortage to purchase needed learning and teaching software. Todd (2005) also pointed the

disadvantage of slow Internet connection speed especially in remote areas as well as limited training for teachers in terms of IT development skills, as it is seen as a specialized subject, and not obligatory to learn. Stamper (2002) mentioned that there is lack of public school administration support for ICT because administrators do not have knowledge how to integrate ICT teaching and learning resources. Stamper (2002) and Borton (2003) also mentioned that there are shortage of computers in rural schools compared to better-funded schools in urban cities like Bangkok (as cited in Noytim, 2006).

For many decades of classroom learning, most of the teaching materials were only obtained from text books. Weerawong (2004) posited about insufficient resources for teachers, limited accessibility to target language's print, movies and the internet, especially in rural areas. Due to insufficient teaching resources, both teachers and students have to rely on heavy use of textbooks materials, resulting in monotonous English class. Conversely, in recent years, more teachers choose to apply simple interactive media such as audio CD ROM and video presentations into the lesson plans so that students can have audio and virtual language learning. However, such interactive lessons could not achieve its goal if schools have lack or limited accessibility to WIFI internet in classrooms. Many provincial schools, especially the remotely relocated ones, still do not have opportunities to take advantage of free online resources of information. Some prominent provincial public schools may have been better funded over the years, but they are not facilitating the use of computers in teaching and learning to the fullest, whereas some may have internet accessibility, but the numbers of computer laboratories are still not enough to accommodate all the students in the school. As Todd (2005) commented, even if the school is well-equipped with IT resources, Internet service could not be met (as cited from Noytim, 2006).

2.4.6 Characteristics of Thai Students

Nunan and Lamb (1996) asserted that developing language learning program varies upon the characteristics of learners. According to Weerawong (2004), Thai students are relatively quiet learners. Students' reticence affects their learning capabilities. It is however, a common of characteristic of Asian learners, who are

more reluctant to be creative and critical of their ideas. Thai students may find it difficult to adapt to CLT classroom expectations due to cultural and hierarchical system, as they are very reserved, thus limiting their opportunity to speak. Students are more familiar with teacher-centered approach, which would often involve listening and this would be their only classroom experience. In addition, Howatt and Widdowson (2004) also explained that Thai students often feel very intimidated when speaking in English, because they are afraid of making mistake and thus have very low self confidence of not sounding like a native speaker. Students are likely to think that prioritizing the native standard is the only way to become competent in English and thus hinder their language acquisition.

Wiriyaichitra (2002) posited that Thai students find English language to be too challenging for them to achieve competency because of the following reasons:

“First language interference”

“Lack of opportunities to use English outside the classroom”

“English lessons not challenging enough”

“Being passive learners”

“Too shy to speak English with classmate”

The problematic challenges mentioned above by Wiriyaichitra are mostly related to situational influencing factors. However, the weakest characteristic of Thai students is lack of willingness to speak. This is apparently evident for students in provincial schools. Mackenzie (2002) stated that Thai students lack willingness to speak due to seniority system and shyness. To add to this relevance, Hallinger and Kantamara (2001) explained that “Thai culture is a high power distance...In Thai society, differences in power and status are accepted as the natural order of life. People are expect to be told what to do and how to do it” (p:391). The latter authors continued to explain that juniors would hesitate to decline, doubt or challenge the seniors, therefore lacking initiative to express their personal opinions or thoughts. This cultural phenomenon of characteristics in Thai societies is predominantly strong. Therefore students’ characteristic of respecting the seniority is reflecting on their respect for teachers, who are mainly look upon as a higher status with knowledge and expertise. Mulder (1990) and Knee (1999) interpreted that according to the culture, the teacher’s knowledge should not be questioned or critiqued by students. Saengboon

(2004) also added that students are not in a position to express their personal thoughts and idea. This occurrence is particularly very true for provincial areas, where the value of seniority culture is significantly stronger than urban areas. Therefore, students in provincial schools formally adapt to this norm of respect for seniors (as cited from Noytim, 2006).

The dominance of seniority power culture phenomenon could very well affect students' motivation, as it is related to the lack of wanting to achieve something beyond their personal goals, but merely to achieve what teachers had set for them. Khamkhien (2011) commended that motivation is crucial in second language acquisition and made reference to Gardner (1985) that motivation and attitudes are the primary foundation of individual language learning. In addition, Yule (1996) also asserted that motivation is important to students who are not used to success in a subject, and therefore once they have achieved success, they will be motivated to succeed further. However, the motivation goal for Thai EFL students are often short term goals related to something that they have to do in the present such as receiving good grades, passing examinations, etc, but not long term goals that they need to do or think about in future such work place, career, professions, remuneration etc. Although Biyaem (1997) has postulated decades ago that the main motivational goal for students to learn English is to pass their entrance examination, this goal is still prevailing and it set majority of tutoring centers and schools to help students achieve only good grades, overlooking at the communication skills used in the real world.

2.5 Readiness and Development of ICT in Thai Education

Southeast Asian Ministers of Education Organization (SEAMEO, 2010) outlined in the "Status of ICT integration in Southeast Asian countries" that Thailand belongs to "Group 2" countries, implying that she is still mainly at the infusing stage for most dimensions and have already developed ICT plans and policies in education but due to the rural-urban gap, there are still some parts of the dimensions that are in applying and even emerging stage" (p.14). This report is consistent with the claim of

lack and limited internet accessibility in rural areas. However, according to the report, Thailand has more advancement than Indonesia and the Philippines.

Makaramani's (2013) report in "ICT in Education Country Report (Thailand)" revealed that the second National IT policy was set in 2001-2010 or IT2010 to move Thailand to a knowledge-based society and economy, which includes e-Education. Looking back at the Master Plan in 2000-2002, National Electronics and Computer Technology Center (NETEC), (2003) reported that the Ministry of ICT has set up a project called "Computer ICT for Thai Citizens", and one of the keys aim is establishing Schoolnet Thailand. It was a pilot infrastructure that claimed that it link Internet access to reportedly 5000 schools nationwide during the expansion stage in 2001-2002, which includes primary schools, secondary schools, vocational school. They initially planned a production stage for 2003 onwards to transfer the latter project to the Ministry of Education, so that it would be responsible in covering all schools, which was estimated to be around 34000 schools nationwide. The project was aimed to empower all schools to access online resources without access charge (except for phone line charge) even in remote areas. There were content program and activities which have been used to promote the use Internet in teaching methodology. However, the Master Plan for ICT implementation for Education 2011-2011 was delayed because of the previous internal political conflict but yet there was an instant success on the policy and budget to obtain the appropriate digital contents for schools under the Thai Kem Kang project (Makaramani, 2013).

However, according to Snae and Bruecn (2007, p. 3), e-learning is ineffective due to the common habit of Thai students' preference in rote learning culture. E-learning would require higher disciplinary which Thai students lack as they do not have participative learning attitude (as cited in Kirkpatrick, 2012). Digital learning requires students to be independent, and able to perform certain levels of technical expertise. Therefore, students who are accustomed to teacher-centered approach might find it difficult to adapt to full digital learning continuum. Furthermore, provincial schools have limited internet accessibility. Thailand therefore, is still facing various issues with ICT integrations; teachers are not fully trained to practice and integrate ICT into their lessons and students are not independent enough to fully adapt to ICT integration. There is certainly much room for improvement but Thailand is not

really falling behind that far from innovative technology. It is rather improving qualified professionals in educational ICT that should be at quest and resolving students' learning attitudes to make an effective integration of technology and language learning.

2.6 Blended Learning

The idea of blended learning was mentioned a long time ago, but its terminology was vaguely established. It was only until the beginning of the 21st century that the term “blended learning” was being studied perceptively, published by reputable researchers and academics, and then practiced by schools and institutions. Irons, Keel and Bielema (2002) defined blended learning as the combination of face-to-face instruction with online learning using a learning management system (LMS), which involves software application for electronic learning or training programs. In 2006, Bonk and Graham published the first “Handbook of Blended Learning”. Even before the latter authors' publication, Thorne had already mentioned about blended learning in the publication of “Blended Learning: How to Integrate Online and Traditional Learning” in 2003, however it was rather a purpose for business training and higher education development. Bersin later published “The Blended Learning Book Best Practices, Proven Methodologies, and Lessons Learned” in 2004, which also largely aim for corporate training and management. It is consistent with Sharma and Barrett's (2007), as well MacDonald's (2006) claim that blended learning was first connected with corporate training in the business field, and that it was then employed in higher education. In the later year, blended learning appeared in language teaching and learning. While it is challenging for the definition to be widely acknowledged, but it is difficult to find the core set of blended learning methodologies on literatures (Gomez and Higgins, 2014).

In 2007, Sharma and Barrett published “Blended Learning: Using Technology In and Beyond The Language Classroom”, in which they introduced different parts of technology use to language instructors, not categorizing them to any specific level of technological knowledge and expertise. Their book also focused on one of the

chapters on finding ELT teaching materials to assist instructors in planning their blended learning lessons. This is perhaps the reason why Whittaker (2013) suggested that the term might become a commonplace in ELT after the coincidental publication of Sharma and Barrett's "Blended Learning" publication in 2007.

In the rise of the new millennium, blended learning continuum has continued to evolve due to changing information and technology in the 21st century, therefore may have developed into different perspectives of definitions than from the previous past. Whatever that it may be defined as, but it is certain viewed as a student-centered or learner-centered approach, that have transformed its way to meet the objectives of the 21st century education, to which focused on personalized learning. In the following sections, we will look into some of the very detailed definitions of what blended learning is defined as in the most recent years.

2.6.1 Blended Learning Definitions

Horn and Staker (2011), from the Clayton Christensen Institute (formerly known as Innosight Insitute) defined blended learning as: "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. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience". According to them, blended learning can both result good or bad, some blended learning programs could save money or others might be more expensive to operate.

Blackboard Inc., an enterprise technology company that develops education software for online open source teaching and learning tools defined blended learning as a teaching method that combines face-to-face and online learning. There are many implemented models ranging from fully online instructions to offline instructions (Blackboard K-12, 2009).

iNACOL (2013) insightfully quoted from Taylor and Parsons (2011) in the report "Defining and Integrating Personalized, Blended and Competency Education" that "Blended learning is not teachers simply putting lesson plans online or content resources online. It is not just having teachers recording lessons so that all students do

the exact same lesson in the same format with the same pacing each day. One-to-one laptop or tablet initiatives or students using the latest technological devices, software or digital content alone does not equal a blended learning model. While there may be certain educational benefits to these examples of integrating technology in education, such as increased learner engagement. The concept and definition of blended learning is more focused on transformation of instructional models toward student-centered learning.” Education Elements (2012) explained “...Simply adding online computer games or videos to a student’s day or homework time doesn’t count as blended learning. Neither does rolling a laptop cart into a school. Nor does it mean that students are isolated at their keyboards with no social interaction” (as cited in iNACOL, 2013).

Samantha Sherwood, Assistant Principal, Bronx Arena High School in New York City quoted “Blended learning is about the ability to personalize instruction. The only way to do that is for teachers to use the data constantly to individualize instruction and provide targeted instruction. It isn’t about the tech, it is about the instructional model change. Blended learning is not about whether you are just giving a kid a computer” (as cited from iNACOL, 2013)

Whittaker (2013) also mentioned that many have claimed that blended learning is difficult to define because it has not been fully term in being “hybrid or mixed learning” (Stracke, 2007), or as “e-learning” (Shepard, 2005; Banados, 2006).

2.6.2 Blended Learning Models and Continuum

One of the most extensive researches about blended learning models and predominantly cited from many educational institutions and researchers is Horn and Staker’s blended learning taxonomy. In 2011, Horn and Staker have initially introduced six models of blended learning implementations as the following:

Model 1: Face-to-Face Driver, is when teachers deliver most of the curricula with online supplements, often in the classroom or in the technology laboratory.

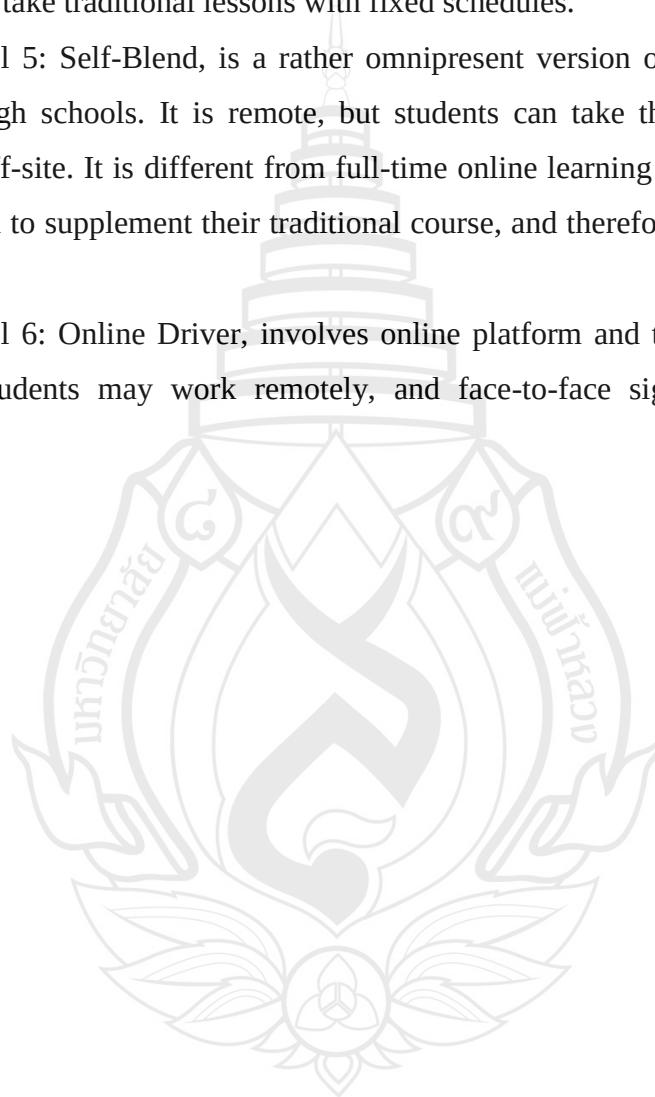
Model 2: Rotation, involves students rotating on a fixed schedule between learning in traditional face-to-face instructions and with online learning, offering self-paced settings.

Model 3: Flex, uses online platform to deliver most of the curricula. Teachers may provide on-site or in person tutoring sessions and small group as flexibly as needed.

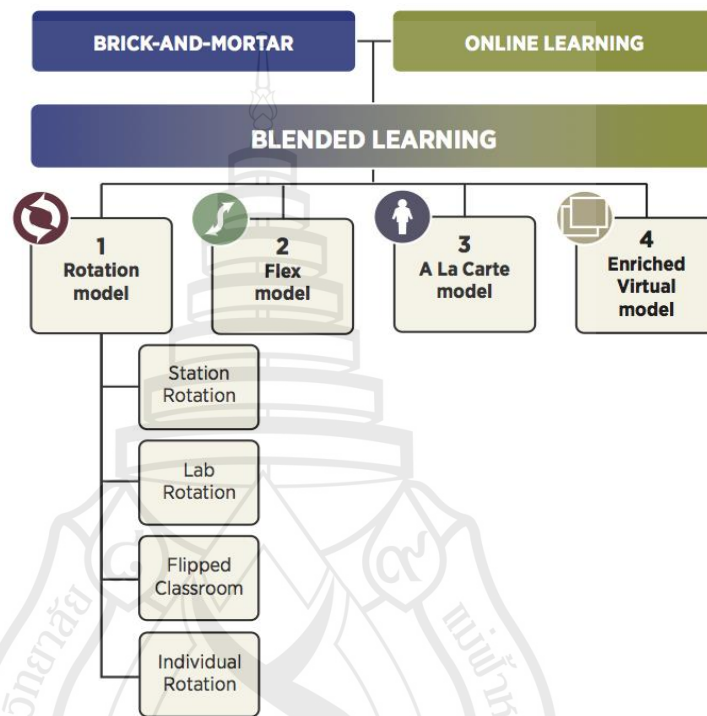
Model 4: Online Lab relies on online platform to deliver the entire curricula, and in a brick-and-mortar laboratory setting. It may provide online teachers, but students also take traditional lessons with fixed schedules.

Model 5: Self-Blend, is a rather omnipresent version of blended learning in American high schools. It is remote, but students can take the online learning on campus or off-site. It is different from full-time online learning because it is a course that is design to supplement their traditional course, and therefore not a whole-school experience.

Model 6: Online Driver, involves online platform and teachers to deliver all curricula. Students may work remotely, and face-to-face sign in are sometimes required.



The blended learning models have been simplified, redefined, categorized and introduced with a new theory. In 2012, Horn and Staker redefined blended learning taxonomy to mainly four models as following:



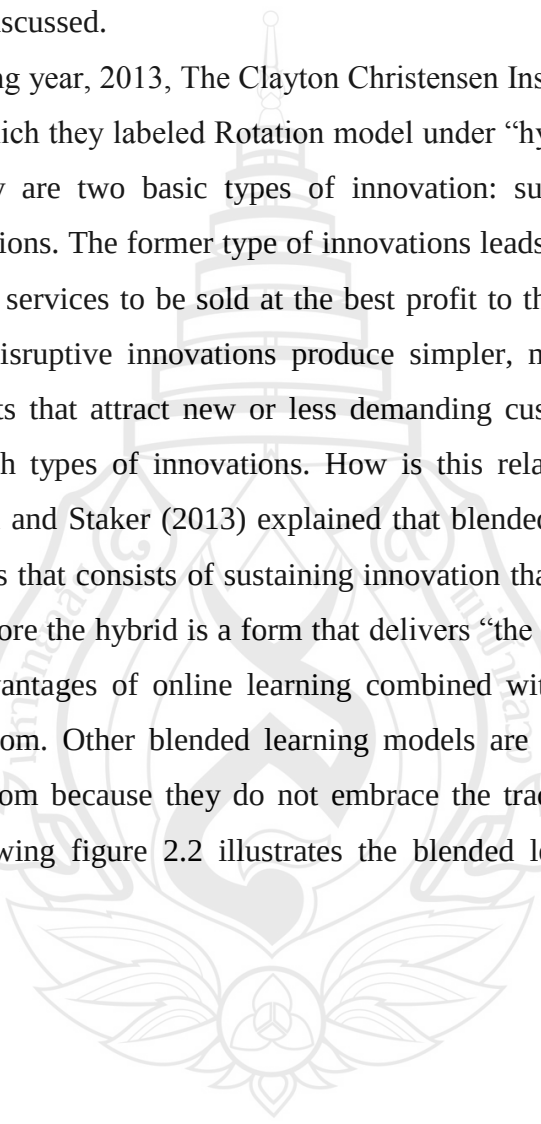
Source Christensen Institute (2012)

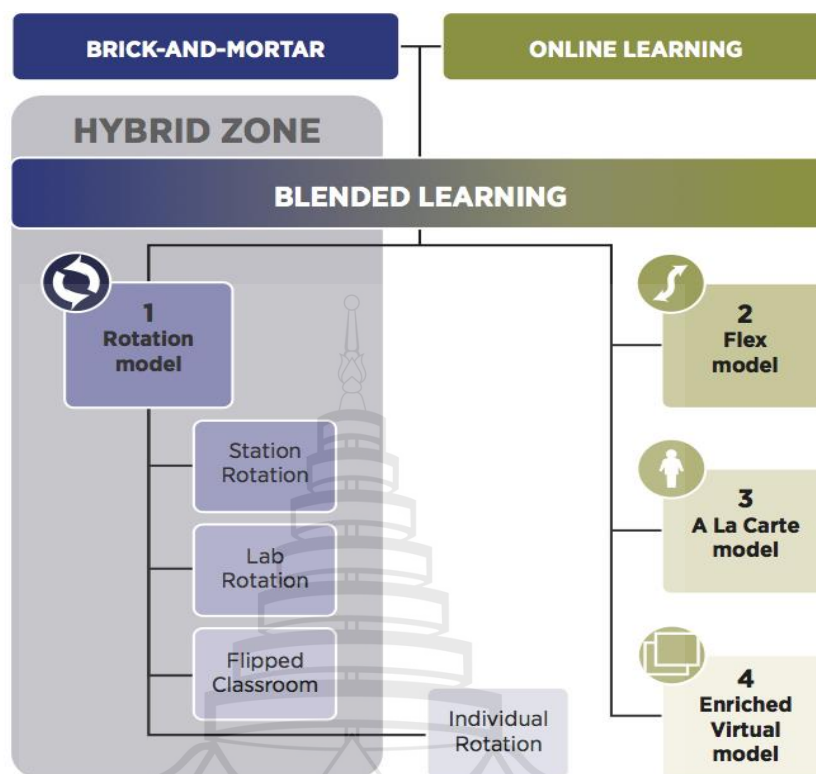
Figure 2.1 Blended Learning Models

According to figure 2.1, brick-and-mortar refers to schools which operate in a traditional building where students are required to learn at the campus while online learning operates using internet and technology, to which there is less or no compulsory requirement to attend at the learning campus. Blended learning covers both brick-and-mortar and online learning, but approaches under each continuum differs. Rotation model has most of the popular approaches among the other four models. This includes station rotation, lab rotation, flipped classroom, and individual rotation. This could be evidently due to the fact that they are more practical and easy

to be implemented, compared to other blended learning models which are leaning towards disruptive innovations, and therefore requires substantial professional developments, technological readiness and internet accessibility as well as the qualifications of their learners. Thai public provincial schools would not be ready to adapt a higher blended learning model just yet considering all the factors which have been previously discussed.

In following year, 2013, The Clayton Christensen Institute introduced “Theory of hybrids”, in which they labeled Rotation model under “hybrid zone”. According to the Institute, they are two basic types of innovation: sustaining innovations and disruptive innovations. The former type of innovations leads organizations to produce better products or services to be sold at the best profit to their finest customers. On the other hand, disruptive innovations produce simpler, more convenient and less expensive products that attract new or less demanding customers. This is a classic illustration of both types of innovations. How is this related to blended learning? Christensen, Horn and Staker (2013) explained that blended learning is an emerging hybrid innovations that consists of sustaining innovation that is relative to traditional classroom. Therefore the hybrid is a form that delivers “the best of both worlds”- that is having the advantages of online learning combined with all the benefits of the traditional classroom. Other blended learning models are disruptive relative to the traditional classroom because they do not embrace the traditional classroom in full form. The following figure 2.2 illustrates the blended learning model under the “hybrid zone”.





Source Christensen Institution (2013)

Figure 2.2 Hybrid Models of Blended Learning

According to the figure 2.2 hybrid models of blended learning, the hybrid zone is an emerging hybrid innovation that combined the advantages of online learning with the benefits of traditional classroom, where as other models of blended learning are disruptive because they do not practice traditional classroom learning on full scale but provides benefits in a new definition of what is good and are likely more infallible to operate. Therefore approaches under the “Rotation model” such as Station Rotation, Lab Rotation and Flip Classroom are following a sustaining pattern of hybrid innovations as they integrate both main features of traditional classroom and online learning. On the other hand, Flex model, A La Carte, Enriched Virtual and Individual Rotation are more leaning towards the pattern of disruptive innovations.

However, it must be taken into practical consideration that all blended learning models are not applicable in ELT context in Thailand, and especially in provincial schools. Thus the review of ELT issues implementation gives a critical perspective to

determine a model that would be appropriate for ELT in provincial public Thai schools. Generally, Thai schools are still evidently far from being able to implement disruptive innovation with the insufficient ICT development progress and limited professional resources. Models under the rotation category would be practical to be implemented and adapted in Thai context settings.

2.6.3 Blended Learning in ELT Context

The concept of blended learning has definitely attracted the attention of researchers and instructors of various subject fields who are seeking for an effective methodology to improve learners or students' performance. Thorne (2003), Sharma & Barrett (2007) and MacDonald (2008) all posited that the term has become more prominent in second language classrooms over the years.

In the recent past, there were trends of acquiring English as a foreign language (EFL) through blended learning. Then there were terms such as blended learning language (BLL) used in some language literatures, however, the definition is ambiguous, and is without any preliminary definitive or detailed assumptions on this terminology. It is merely described as a particular language teaching and learning environment that combines face-to-face and computer-assisted language learning (CALL). There are many other technological terminology related to blended learning in ELT context because various teaching materials used in blended learning is very much acquired from online resources and technological use. According to the abstract of Stracke (2007), the “blend” in his study consisted of independent study at a computer with a CD-ROM, and traditional face-to-face classroom. What we can be certain of is that blended learning in language environment is very much about incorporating various technologies with CALL tools, that includes self-paced skills practice, collaboration and communication, project-based learning, content-based learning, and other academic or specific purposes (Egbert, 2005; Liang and Bonk, 2009). In 2013, British council published “Blended Learning in English Language Teaching”, which shares many descriptive case studies of blended learning in ELT settings: English for Academic Purpose (EAP), Teacher development, English for Specific Purposes (ESP) and English as a Foreign Language (EFL), discussing the applications and elements of blended learning principles to share and guide

practitioners. Whittaker (2013) has summarized according to Sharma (2007) that blended learning is effective when two components should be integrated with technology complementing, but not replacing the roles of the teacher. The latter also suggested guidelines for teachers to develop their lesson plans with using such as a class wiki, a podcast, a downloadable software platform and online blog.

Much of the previous studies are introducing and sharing guidelines to using types of blended learning materials that would be useful and effective in language classroom, one of the most common term being used is the computer-assisted language learning (CALL). CALL is an acronym that often refers to the area of technology and second language teaching and learning, however with the term being revised regularly (Chapelle, 2001). Later in the following years, it is redefined as any process by which learner uses computer to improve language skills, involving elements such as materials, design, technologies, pedagogical theories and model of instruction. The materials must be for language learning that should adapt to existing resources such as computer-based materials, video and others (Beatty, 2003). The type of CALL programs are such a CD-ROMs, web-based interactive language learning exercises or quizzes, generic software such as the Microsoft Office Online Template, e-book, web-based learning programs such as online dictionaries, blog, news or magazine websites, etc and computer-mediated communication (CMC) programs such as online chat, forum, message or discussion board. Looking at it now, we definitely have better and more resourceful materials available in the current technological phase.

It is certain that blended learning is not a new term but it is neither a conventional approach. As much as we are informed about the availability of the materials that could be use in blended learning language environment, however, there are very few studies that actually give us an empirical study of each blended learning models such as rotation model, flex model, self-blend model, and enriched-virtual model used in EFL educational settings. There are also many factors of consideration involving issues of type of educational settings, context and system. Reflection on the aspects of elements is crucial to determine which blended learning model and approach is appropriate for English as a foreign language (EFL) students in Thailand, especially in provincial public schools. It should be deem practical in that particular

environmental settings and students should respond to the approach. The term “blended learning” will evolve over time and there will be new innovative learning materials coming up in this millennium. Therefore, it is a teacher’s job to appropriately select a practical and flexible model for their context.

2.6.4 Blended Learning Case Studies in Thailand

Blended learning might be introduced back in early 2000s, and most commonly in western education. However in Thailand, it is considerably a new definition of learning approach. There are still very limited English literatures that discussed about blended learning used in Thailand, and on studying the implementation of a specific blended learning model. However, there are a few interesting literatures specifically aimed at blended learning that was found such as: “The Development of Blended E-Learning Application for EFL Classroom At a Local University in Thailand by Dennis (2012), “The Effects of Blended Learning on the Intrinsic Motivation of Thai EFL Students” by Sucaromana (2013), “A Perspective on Blended –Learning Approach through Course Management System: Thailand’ Case Study” by Simasathiansophon (2014) and “The Application of Blended Learning Approach in TEFL: A Case Study of Nakhon Sri Thammarat Primary Educational Service Area Office 3” by Srichai (2014).

Many of the mentioned research studies were targeted for higher education level, and generally used mix methods; both quantitative and qualitative studies. Dennis (2012) concluded in the study results that the students’ mean score were generally satisfied with the blended e-learning application. Sucaromana (2013) concluded in the findings that students who studied in blended learning environment achieved higher results than students who studied in traditional face-to-face classrooms because they have higher intrinsic motivation to learn English and better attitude towards the subject. Simasathiansophon (2014) findings also noted the challenges in blended learning such as the issue with the learning responsibility, difficulty with the use of technologies and adapting to the changing format of teaching. On the other hand, Srichai (2014) research findings concluded that the application of blended learning approach is good for English subject at small size primary school and it showed that teachers find blended learning a good method as it

increase students' achievement, support teachers' opportunities for English teaching and learning. However, he also noted that the application of blended learning depends on the readiness of teachers, students, learning environment, and budget.

Most blended learning case studies in Thailand are related to higher form of blended learning and uses high blended learning continuum, meaning that it involves a lot with technological materials and resources. While blended learning is broadly effective than traditional pedagogical approach, but the findings of different blended learning models still have more rooms for discussions and evaluations.

2.6.5 Tools and Technologies Used in ELT Blended Learning

The most commonly used tools for face-to-face learning in classroom would be such as Microsoft PowerPoint, interactive whiteboard and audience response systems. There are also tools to engage in virtual communication over the Internet such as audio files, online chat, video conferencing, e-mails, news group, discussion forum, polling, etc. The next prevalent tool is social-networking, which has now become part of teachers and students' life, and it could extensively allow teaching and learning such as instant messaging, making phone calls, podcasts, video clips, web blogs, wikis, etc. In addition is the e-learning system, which brings range of tools to support e-learning, such as Virtual Learning Environment (VLE), a web-based platform design usually in educational institutions to provide learning activities for the given course structure, as well as conferencing systems, software for group collaboration and group sites. Furthermore, there are mobile learning tools such smart phones, notebooks, tablet PCs (Higgins and Gomez, 2014).

All these technological tools would assume to evolve as the technological trend evolve according to the era and trend. Higgins and Gomez (2014) also mentioned that many English teaching academics use online discussion in various forms to teach. There were seminars that were set up for online discussion and online blogging, for university level.

It is also important to note that although blended learning may sound as though it is all about technology use and online learning, but blended learning element must be used to balance the appropriateness of traditional face-to-face teaching and technology use. It should not replace teachers or instructors, but to use technology to

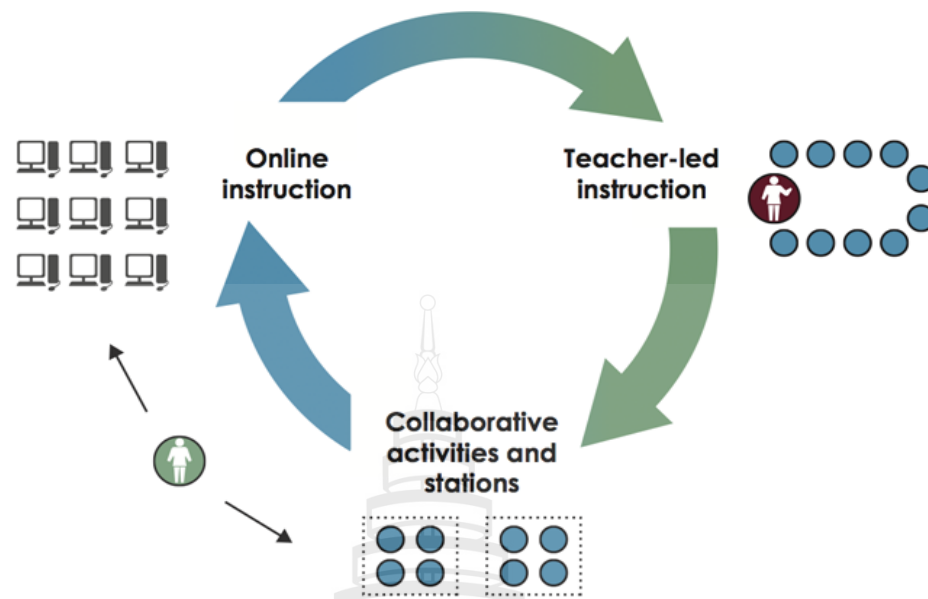
add supplement to lesson plans in benefiting the students in terms of learning independency, motivations and immediate feedbacks (Sharma & Barrett, 2007).

2.7 Station Rotation Model (SRM)

Station rotation model is defined by Horn and Staker (2012), as an implementation within a given course or subject on which the students would rotate on a fixed schedule or when the teacher assigns the students, which involves at least online learning. Other teaching modalities in this model might include small group or full class instruction, group projects, individual tutoring or written assignments. It is a method in which the students can work at their own level and pace with rotating assignments in groups or individual.

It is a common model used to implement blended learning in primary and high school settings. Sometimes it is also referred to as classroom rotation or in-class rotation. As the name implies, students are assigned to rotate across different learning stations in classroom-based either with entire class or into small group alternation. It is characterized with teacher-led instruction that involves independent and collaborative practice inside the classroom, and engages in personalized learning with online instructions (Aspire Public Schools, 2013).

One of the most referred case studies of blending learning is an example of SRM practiced in the KIPP Empower Academy in Los Angeles which is mentioned in the report of “Classifying K-12 Blended Learning” by Horn and Staker (2012). The following figure 2.3 is an illustration of SRM which is successfully adapted and practiced at KIPP Empower Academy. The school is able to provide small group instructions with personalized learning in many subject areas such as English, Mathematics and Science.



Source Horn & Staker (2012)

Figure 2.3 Example of Station Rotation Model the KIPP LA Empower Academy

In reference to the SRM illustrated in figure 2.3 practiced at KIPP Empower Academy, teachers first led the classroom with face and face instruction. Next, students are assigned to rotate to the designated station in order to learn or complete each task accordingly. The class is usually divided into small group collaborations and self directed with technological use and online materials. The teacher may re-group students into four or five small groups depending on the size of the classroom. The group of students will be rotated into different stations until they have completed all assignments. SRM allow students to assist each other and learn at their own pace and promote personalized learning as well as team work. The approach is used for math, English Language Arts, History and Social Studies as well as Science class.

According to Blended Learning for Alliance School Transformation, station rotation model can involve the rotation of such following stations:

Whole Group Instruction – Teachers provide direct instruction to the entire classroom as one group. This can be as an introductory mini lesson to teach or review standards, review goals and schedule for the day (whiteboard configuration), digital agendas and other clarification of expectations prior to breaking into smaller group

stations, or can be used more extensively to teach new standards or re-teach standards that are problematic for the larger group.

Teacher-Led Small Group Instruction Station – Teachers provide direct instruction with individualized attention to a small group of students.

Individualized Online Learning Station – Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

Collaborative Learning Station – Students work collaboratively in small groups, to apply their learning by creating presentations, videos, and other projects that demonstrate understanding of skills and concepts applied to real world issues, while encouraging peer-to-peer cooperation.

It is also claimed that SRM corresponds to the topic of English language learning. Rios (2014) recommended using rotational model at the start as it is a more teacher-led instruction that would work with English Language Learners (ELLs) when using blended learning for the first time. According to Troute (2009), who published a constructive overview report on the implementation of “The Balanced Rotational Instructional Model”, affirmed that the model supports ELLs in English for Speakers of Other Languages (ESOL). The latter claimed that it provide an appropriate approach to language acquisition and competency which also addresses important elements such as phonetics, fluency, vocabulary and comprehension that is required by International institutions and organizations such as Teachers of English to Speakers of Other Languages (TESOL) International Association.

Khan Academy, a recognized non-profit educational organization has also proposed that SRM is a good model approach to get started for classrooms which have limited IT accessibility.

To conclude, the characteristics of SRM should involve (1) teacher –led instructions (2) collaborative activities in the classroom (3) rotating of stations within each classroom and (4) individualized online learning. The stations could include activities such as small group instructions, group projects, individual assignment or pencil and paper assignments and online projects. SRM is flexible with different designs and implementations, some teachers may opt for entire classroom rotation

alternating common activities together while some may want to break the class into smaller group and assign different rotating tasks.

2.7.1 The Advantages of Station Rotation Model

Educators and researchers have claimed that SRM is good for English language teaching (Rios, 2014; Troute, 2009). In addition to the benefits of SRM, is that it could increased opportunity for teachers to work with students in smaller groups. This especially fits well for large classroom size in Thai provincial schools. It could also help the school to operate at a lower cost per student and help allocate resources more effectively. Students could work offline and there is no requirement for each student to use the computer at the same time. Teachers could rotate the group of students to take turns to use the limited available computers, but only if the lesson plan is required to do so. Moreover, it supports students' collaboration, inquiry and project based learning. It also increased opportunities for teachers to provide timely and descriptive feedback to the classroom. Most importantly, it is a learner centered approach and teachers could personalize learning to larger group of students, provide more interactions between students and allow students to work at their own pace of learning.

In addition to other sources, Cooke and Friend (2004) mentioned that the advantage of SRM is that difficult materials could be covered in half of the time. Moreover, it is easier to manage the students' behavior as all students are attentive and actively engaging in their own work. Students could also be assigned or grouped accordingly to their skills.

Furthermore, Dr Aline Sarria and Elizabeth Carrandi Molina from Broward College concluded that the SRM requires very minimal adjustments to the teacher contract and classroom facilities because the teacher is only required to organize and manage time flow in classrooms.

Therefore we could conclude that the main advantage of SRM is that it focuses on learner centered learning. Learner centered learning could lead to better and more effective learning than teacher centered learning. SRM could help manage and monitor large classroom size. It could also be implemented and adapted in provincial schools, without cost, although the challenges are more likely to be the

designing and organizing of the rotating lesson plans. In addition, language teaching professionals agreed that SRM is an effective learner centered paradigm that supports learning new languages.

2.7.2 The Disadvantages of Station Rotation Model

Considering the disadvantages of this model, teachers may require great amount of planning, organizing and coordinating the lesson plan. Having multiple centers could be difficult to manage and synchronize. In addition, there might be higher level of noise due to more interactions between the groups of students. Moreover, independent group might have trouble with confusion of the task assigned and could lead to off-task behavior (Cooke & Friend, 2004).

These disadvantages may or may not be evident when apply to Thai schools, and in particularly with local provincial students. The challenges would rather be on the teachers. Due to the limited numbers of teaching professionals in the provincial schools, timing will be the most challenging factor for this model. However, those mentioned challenges are manageable if the teacher study and plan the lesson well. Therefore the disadvantages of this model are not based from the fault of the model, but rather depend on the teachers' teaching technique that would engage the class effectively or not. Teachers therefore need to be flexible in planning their lessons and have good time management skills.

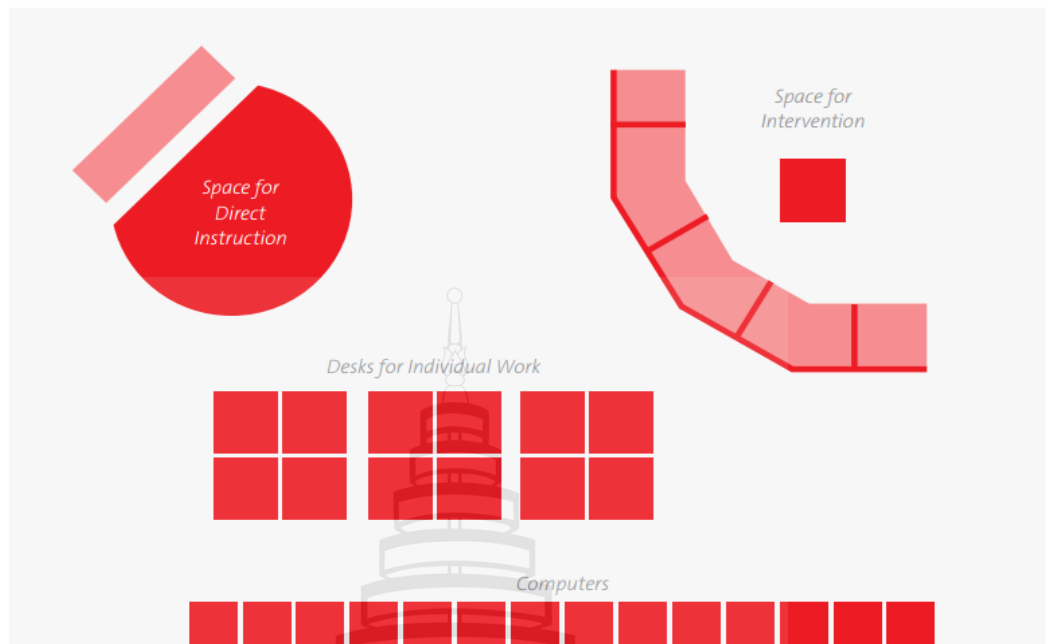
Nevertheless, the purpose of this research study is to determine the challenges of this approach, and to assess its effectiveness on ELT in Thai provincial schools settings. With the dormant educational environment in Thai public schools, especially in provincial area, SRM is viewed as practically less complicated to be adapted into traditional classroom teaching than other models mentioned in the blended learning continuum.

2.7.3 Station Rotational Model Case Studies in the United States

There are several high-performing school case studies on blended learning models across the United States, namely Alliance for College-Ready Public Schools, FirstLine Schools, KIPP LA Schools; KIPP Empower Academy, Rocketship Education, Summit Public Schools. As these schools are very much more developed than provincial schools in Thailand, most of them are using higher blended learning continuum models for instruction. Their rotational instruction models are integrated inside a computer lab, known such as lab-rotation models. Since this research is limited to the study of SRM, this paper reviews only the case studies of schools that uses rotational model inside the traditional classroom.

According to Clayton Christensen Institute (2012) brief on KIPP Empower Academy, the school implemented blended learning in the curriculum, in learning subjects such as math, English Language Arts, History/Social Studies, Science. The blended learning is implemented in the core academic classroom. The school initially started with four classes, accommodating 28 or 29 students in its first year and each class is equipped with 15 computers. Throughout the entire day, the teacher rotates students among each stations: computers, small-group instruction, and individualized instruction.

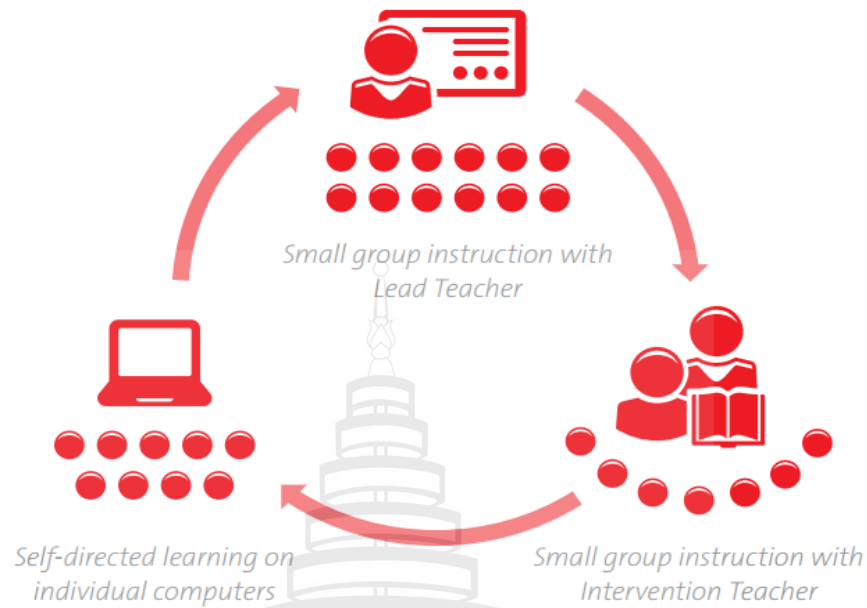
Michael and Susan Dell Foundation (2012) reported on “Blended Learning in Practice: Case Studies from Leading Schools”, that KIPP Empower Academy uses technology and its rotation model to serve mainly small group instruction. The school uses SRM for kindergarten and 1st grade level, for a small group instruction. The period of learning is 90 minutes daily blended learning for both reading and writing, 45 minutes for math, and 50 minutes for science. The adult to student ratio consists of 1 teacher and 14 students or less. Illustrative figures of blended classroom setups from KIPP Empower are shown in following figure 2.4 and figure 2.5:



Source Michael and Susan Dell Foundation (2012)

Figure 2.4 Blended Classroom Setup at KIPP Empower Academy

According to figure 2.4 as shown above, it illustrates a spacious blended classroom set up from KIPP Empower Academy, “a college-preparatory and tuition-free public charter elementary school in South Los Angeles, USA”. Inside the classroom, there is a space designated for direct instructions and space for interventions. From the illustration, the classroom size is considerable spacious with desks for individual work and computers for approximately 14 computers as the class ration mentioned earlier was 1 teacher and 14 students or less.

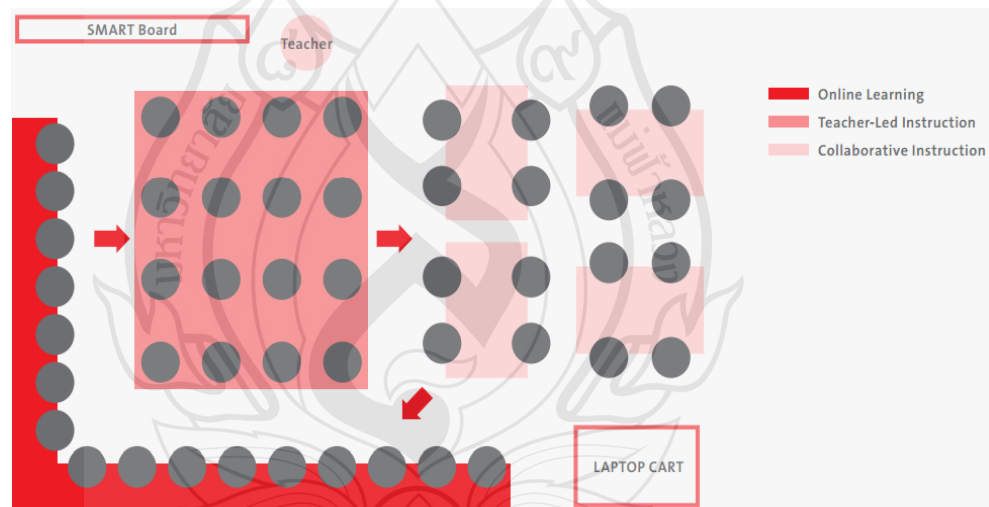


Source Michael and Susan Dell Foundation (2012)

Figure 2.5 Blended Learning Rotation at KIPP Empower Academy

Figure 2.5 depicted a 90 minutes blended learning rotation in KIPP Empower kindergarten on reading block of small groups rotating through three learning modalities: small-group instructions with lead teacher, moving on to small group instruction with intervention teacher and then self-directed learning on individual computers. It is assumed that these three stations are rotating accordingly as such stages, as it would be deemed inappropriate to begin the first stage with self-directed learning with small children. Clearly the school has advantageous environmental settings to practice the approach.

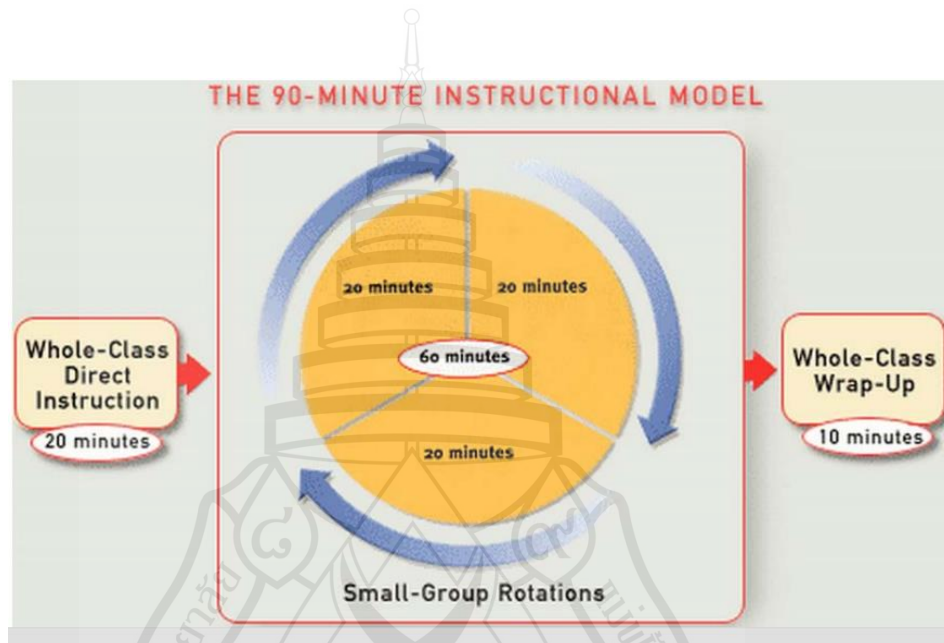
At another case study school, Alliance Technology and Math Science High School (ATAMS), is one of the school network under the Alliance College Ready-Public Schools that uses blended learning instructional mode. It is a one-to-one laptop school. Although it is technological rich school, but it uses the same instructional focus in the school as all other Alliance network schools. A station rotation model is used in all core classes from grade 9 to 12. It also uses student-centered learning through small group data-informed instruction. Core classes are taught for a period of 120 minutes and it includes 3 stations, which is 40 minutes each. The stations are divided into Station 1) Teacher-led instruction, Station 2) Collaborative peer-to-peer learning and Station 4) Online independent learning. The adult to student ratio is 1 teacher and 16 students. However, it could be up to 48 students in one class during live instruction. The following figure 2.6 illustrates its classroom setting:



Source Michael and Susan Dell Foundation (2012)

Figure 2.6 ATAMS' Three Station Classroom Design

Station Rotation Model could be customized according to the subjects and lesson taught and does not necessarily be fixed upon the KIPP Empower's or ATAMS's approach settings. The stages and assignment tasks could be adapted according to the school's context. The following figure 2.7 illustrates a typical station rotation model from a teacher blog:



Source Authentic Learning (2014)

Figure 2.7 Typical Station Rotation Model

To conclude the review of KIPP Empower's and ATAMS's blended learning classrooms set up, they both obviously have better and many advantages such as having bigger classroom sizes with small number of students, along with technology-rich facilitated classrooms. Most of the public provincial schools in Thailand are still far from having the kind of educational settings. However, Kim (2014) claimed that SRM works well within the constraints of existing school buildings, and that it can be directly implemented into classroom without worrying about the sizes and shapes of classrooms, and with the right materials, SRM works for any teacher. The author also insisted that it is based on how teacher use data to teach in a sustainable way and it can be used for any subject.

2.8 ELT in Phayao Pittayakhom (PPK) School

In this research study, Phayao Pittayakhom (PPK) School is selected as the case study setting for the SRM blended learning application. PPK is a district public school in Phayao province, northern of Thailand. PPK school is one of the largest public high school in Phayao city district that consists of lower and upper secondary students; Matthayom one to Matthayom six, with a total population of approximately between 3500 to 4000 students and approximately 200 teachers. The school is considered to be better-equipped with teaching materials and facilitation compared with other smaller public schools and municipality schools, however, still limited in its own context in areas of IT facilitation and Internet accessibility such as WIFI access. The following sub-sections reviewed ELT in PPK School based from 4 months of school and classroom observation and information provided by PPK teachers:

2.8.1 Listening and Speaking Curriculum Plan

There were many major changes and reforms in English language since 1895. In 2001, the Ministry of Education introduced national foreign language standard and benchmarks, and integrated the system into primary and secondary levels; the Preparatory Level; Prathom 1 – 3, the Beginning Level; Prathom 4 – 6, the Expanding Level; Matthayom 1 – 3, and the Progressive Level; Matthayom 4 – 6. English has now shifted from an elective subject into a compulsory subject (Khamkhien, 2010).

In the case of PPK School, the curriculum is divided into prerequisite subjects and supplementary subjects. Prerequisite or compulsory subjects are graded with more credits and supplementary subjects are with lesser credit. English subject is divided into many subject codes, with prerequisite subject codes and supplementary subject codes. ELT listening and speaking is classified under supplementary subject codes with less grading credit, and which are often assigned to foreign or native ELT teachers. Thai ELT teachers are mainly assigned to teach prerequisite English subject codes, which focused more on reading, writing, vocabulary and grammatical structures with more grading credit. The medium of instruction used by foreign or

native ELT teachers is English only, while Thai ELT teachers often interchange between using English and Thai as the medium of instructions.

Each standard class is scheduled with a foreign or native ELT teacher for only one lesson per week, while special classes known as “gifted” classes, are scheduled for the lesson twice a week. Students in “gifted classes” are known to pay an additional amount of tuition fees for extra English hours. Thai ELT teachers have more classes per week with the students because they are assigned to teach prerequisite English subjects. Although the subject code of English is often not implied directly whether it is a listening, speaking, reading or writing class, but all foreign and Thai teachers are presumed to be given an assumption of their lesson objectives; foreign teachers focusing on listening and speaking, while Thai teachers focusing on reading, writing, vocabulary and grammatical structures. Although the school encourages that all Thai and foreign teachers must involve all 4 set of skills equally according to the ELT policy; reading, writing, listening and speaking, but due to the ELT issues discussed earlier, it is therefore not possible. This is consistent with Nannapat’s (2012) claim about the disconnection between curriculum policies and classroom practice.

2.8.2 Listening and Speaking Classroom Settings

PPK School is a brick-and-mortar school. There are two administrative buildings, four academic buildings, a library building and a sport recreational center. In the four academic buildings, all classroom settings are similar, except for a few IT classrooms and multimedia classroom which are rarely used for ELT.

All foreign language subjects are taught in traditional classroom settings; English, Japanese, Chinese and French. All classrooms are very cramped, with furniture all positioned crowdedly against the wall to create space so that it could accommodate approximately 55 students or more. There is approximately an average of 45 students per class for ELT. There is no special arrangement of classroom settings for ELT or any other subjects. The use of IT facilities is very rare because there are only 2 computer laboratories in the language academic building, and could only accommodate small numbers of students. The computer laboratories are used mainly for computer subject and set as a homeroom for some designated Thai

teachers because there are limited offices for teachers. Most of the teachers therefore do not involve using the computer lab in their lesson plan because of all conflicting schedules, inconvenience and hassles of requesting permission. Classes schedule are fixed to a specific subject and there is little flexibility as it will create conflicting class. The traditional classroom setting at PPK School is illustrated as shown in figure 2.8. The layout illustrated that the students' far left and far right row of tables are positioned against the wall of the classroom. The classroom is extremely cramped because it needed the space to accommodate large numbers of students.

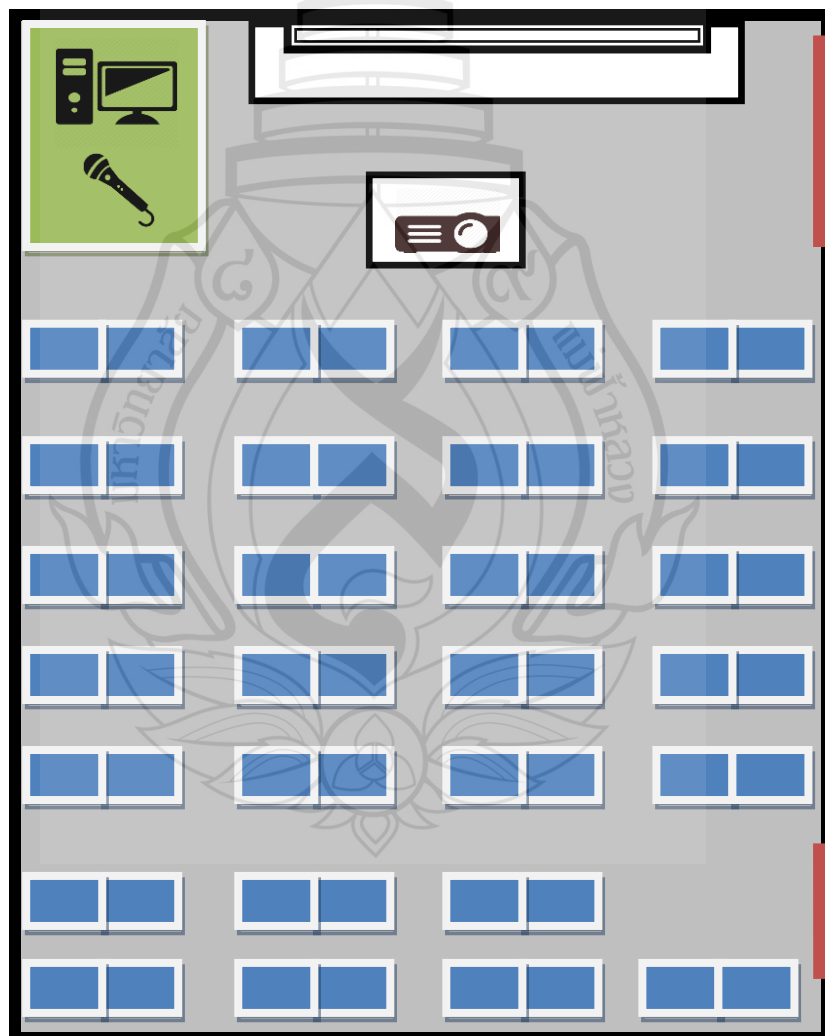


Figure 2.8 Traditional PPK School Classroom Setting

2.8.3 Lesson Hours

As mentioned in PPK School, English is divided into prerequisite subject and supplementary subject, but both are made compulsory. English listening and speaking class is taught by foreign and native ELT teachers for a period of 50 minutes per lesson per class per week. However, the special class called “gifted” class is taught for 2 classes per week, and which is equivalent to 1 hour and 40 minutes per class per week. Thai ELT teachers are often assigned to teach a prerequisite English subject for a period of 50 minutes per class however, 2 or 3 classes per week, making it equivalent to 2 hours and 50 minutes per week. On the other hand, English speaking and listening covers only 50 minutes per lesson per week per class.

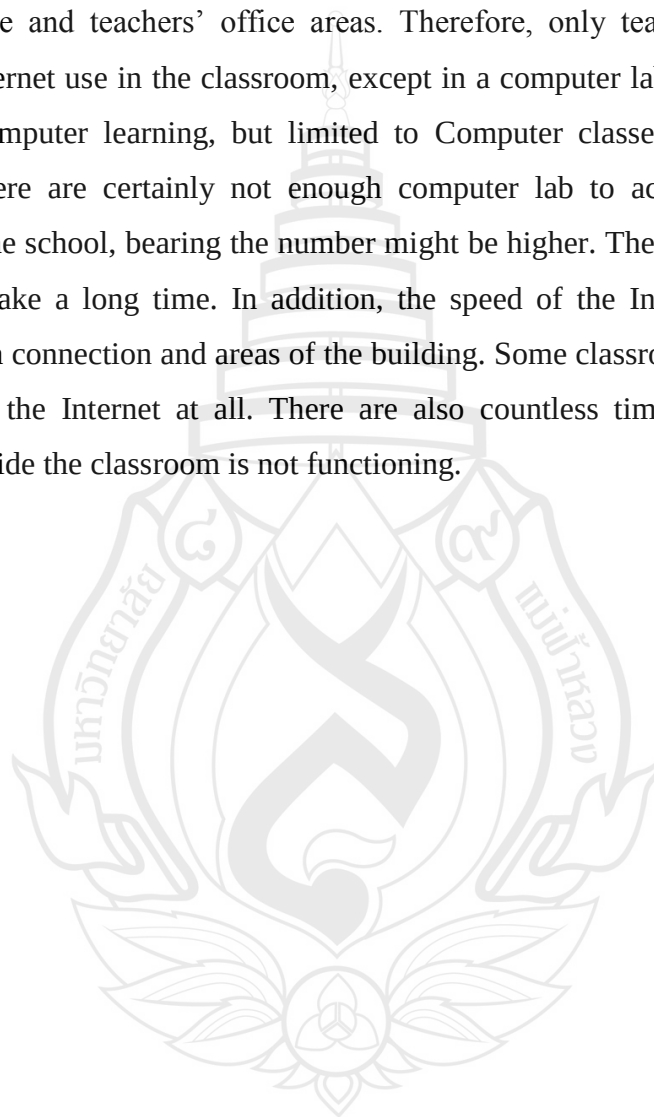
Considering the ELT lesson hours per week, it is evident that students actually get very limited exposure to using English listening and speaking. There is no effective coordination between Thai ELT teachers’ and foreign ELT teachers’ lesson planning. Each teacher often teaches according to their own lesson context without coordinating with each other because of communication barriers. Insufficient number of teachers also significantly affects ELT classes. There are only 2 native ELT teachers, 3 foreign ELT teachers and approximately 22 Thai ELT teachers to teach approximately 4000 students. Each teacher is responsible to teach at least 17-18 classes per week. Lesson planning is therefore often one-size-fits all. In addition, Thai ELT teachers are overloaded with other school assignments, activities and daily meetings, thus they prefer traditional pedagogical, as personalized lesson might be quite far-fetch to achieved for every class. This is consistent with Prapaisit’s (2003) claim on teaching workload.

2.8.4 Teaching Materials and Internet Accessibility

ELT classes at PPK School are taught in a classroom setting as illustrated in figure 2.8. Most of these classrooms are equipped with a desktop computer, placed on the teacher’s desk, an overhead projector attached to the ceiling, a large projector screen which could be pulled above the whiteboard, a large whiteboard and a microphone. All desktop computers on teacher’s desk used Local Area Network (LAN), and requires authentication Internet login for teachers’ use only.

For English subjects, Thai teachers often refer to the text book given by the school, while foreign teachers would use their own teaching materials from online reference or other text books. The use of online multimedia is occasionally rare due to the fact that the internet accessibility might not be working at that time of the lesson.

Wireless access such as WIFI is limited to teacher's use and only accessible in administrative and teachers' office areas. Therefore, only teachers are allowed to access to Internet use in the classroom, except in a computer lab where students may access to computer learning, but limited to Computer classes only, not for other subjects. There are certainly not enough computer lab to accommodate all 4000 students in the school, bearing the number might be higher. The rotation of each class would also take a long time. In addition, the speed of the Internet is inconsistent, depending on connection and areas of the building. Some classroom might not be able to access to the Internet at all. There are also countless times when the desktop computer inside the classroom is not functioning.



2.9 Implication of Station Rotation Model for PPK School

Upon reviewing the ELT context and settings at PPK School, this study has designed an implication of a 50-minute lesson using SRM for ELT listening and speaking class. The following figure 2.9 illustrates a 50-minute SRM lesson stages of ELT listening and speaking class for PPK School:

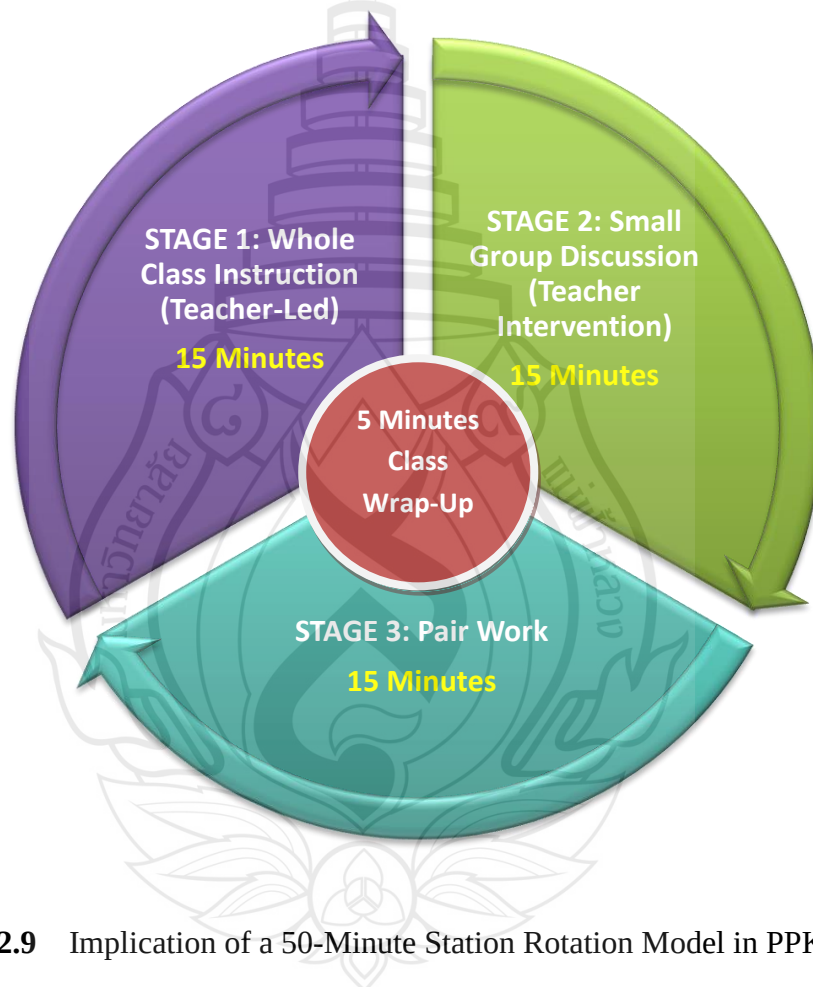


Figure 2.9 Implication of a 50-Minute Station Rotation Model in PPK School

Figure 2.9 illustrates a 50-minute lesson using SRM as the instructional model for listening and speaking class. It is a designed implication of SRM instructional model that is used in this case study research. Base on the review literature of section 2.8 on ELT in PPK School and studying different rotation instructional models from various case studies, this paper have implicated a suggestive SRM that would fits in with PPK School's classroom settings and make use of the available classroom

equipments even though there are limited computer laboratories or Internet accessibility. A more detailed of this instructional lesson planning for ELT listening and speaking context will be illustrated on Chapter 3. SRM is claimed to be very flexible to the teacher's subject and objective needs. For example, instructors can implement other types of assignment or task to fit their subjects or objectives in the stages of rotation. To elaborate for instance, KIPP Empower Academy uses small group rotation in its model because they have smaller numbers of students in their class. Their classrooms are also well equipped with individual computers that can also accommodate self-direct learning. On the other hand, PPK School is far from having the accommodating classroom settings that could provide large numbers of students with individual personalized learning, and for only a short period of 50 minutes lesson time. In addition, the characteristics of Thai students are very different from western students, as discussed previously. Instead of choosing to apply an exact same task stages of SRM as previous case studies, this research have implicated an SRM that would fit into Thai provincial school classroom settings, as well as the ELT lesson objectives. Therefore, instead of choosing to rotate around small group, an entire classroom rotation is chosen to be in the first stage because Thai students often need to be led with the whole class, followed by a small group discussion, in which they could interact with one another and the teacher, lastly with a pair work instead of individual work and ending the class with class wrap-up. In the case of ELT listening and speaking, pair work is preferred for this model because language learning can only be effective when there is exposure to interaction. Hence, an individual assignment for listening and speaking in a classroom would prove no interactions. However, individual assignment would be deemed suitable for reading and writing, which is practiced in KIPP Empower Academy's SRM model.

2.10 Conclusion

Blended learning approach is a new trending approach that might find itself suitable in supporting language learning in EFL settings. It is crucial to study all the mentioned related studies of English language teaching in Thai educational systems, its dormant issues, the readiness of Thai ICT integration, the school context and settings were reviewed in order to investigate whether SRM is appropriate for Thai provincial public schools such as PPK School. In the next following Chapter 3, the study will outline the methodology for conducting this research paper. Data collection methods and gathered data will be discussed to provide qualitative research results.

This chapter concluded that blended learning is more than the combination of face-to-face with online learning and technology use or just merely integrating online materials and technology into lesson plans. Every blended learning model differs and even with rotational model, each model differs and is customized in different school case studies. Whether a blended learning model is applicable or inapplicable depends on the context of the countries, regions, schools, teaching professionals, technology competency, Internet accessibility and target subject taught. Certainly there is still much to study about blended learning models in Thai context, and the challenge in blended learning certainly does exist with its novelty.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Methods

This chapter provides the details of the research methods and procedures used in this study. A qualitative research methodology is selected to examine the application of SRM in an ELT listening and speaking classroom. Data are collected through classroom observations, observational report, pre-test and post-test quizzes and focus-group interviews. These research questions that will guide this research framework are:

1. What are the learning responses and attitudes of PPK Thai students toward SRM?
2. What are the benefits and barriers of SRM in traditional ELT listening and speaking PPK classroom settings?
3. What are the challenges of SRM in PPK provincial public school context setting?

This chapter of the study specifies the research methodology, research participants, research design plan, data collection, data analysis and ethical considerations. The conceptual framework in figure 1.5 on Chapter 1 is used to guide the research methodology. Although there are many successful case studies about blended learning in the western educational institutions and schools, but blended learning case studies in Thailand is considerably new and few in studies, especially where pedagogical approach are concern. It is therefore the aim of this research to find out if the SRM approach applicable in a Thai public provincial school setting such as in the case of PPK School.

3.2 A Case Study Methodology

This research is entitled “A Blended Learning Case Study: An Application of Station Rotation Model in ELT Listening and Speaking at Phayao Pittayakhom School”. This paper is a qualitative research that used a case study methodology to study about SRM in ELT listening and speaking class. To reinstate once again, this case study gathered data information from classroom observation, conducting quizzes for listening and speaking assessment and focus-group interviews. This study will not be using comparative methodology. As Grgurovic (2010) mentioned, there are many studies that investigated blended learning by comparing the performance of blended learning with traditional classroom method. The author scrutinized that comparative research methodology did not allow sufficient description of the experience in a blended learning environment and its context. In addition, Bliuc, Goodyear and Ellis (2007), authors of blended learning in higher studies have also cautioned against comparative studies, which tend to indicate separate components in blended learning and not its integration.

Case study methodology is therefore deemed appropriate for this research. Grgurovic (2010) convinced that case study research is widely used in applied linguistics to study language issues. Lam (2000) claimed that it can be found in Computer Assisted Language Learning (CALL), an investigation about text chatting, e-mail writing, and web page creation influenced on US living Chinese, English as a Second Language (ESL) learner’s writing skills. Murray (1999) also used it to examine 23 second languages used in a computer program for independent language learning by French learners. The former also cited from Merriam (2002) that case study determines to understand the uniqueness of the situation and provide in-depth understanding of the phenomenon using multiple sources of information. This research therefore, selected to use a case study methodology that follows four stages of Yin (1994) recommendations: 1) Design the case study 2) Conduct the case study, 3) Analyze the case study evidence, and 4) Develop conclusions, recommendations and implications.

3.3 Research Participants

The research participants in this study are students in Matthayom 4, upper secondary, from class section 4/9 at PPK School. There are 45 numbers of students in a mixed-gender classroom, 20 females and 25 males in the class, aged between 15 to 17 years old. The total numbers of participants for this study consist of 45 students.

According to the students' background profile from classroom observations and class introductory reviews, all students are local residents of Phayao province. These students have been studying in local provincial primary and secondary schools throughout their educational years. Majority of the students have low competency in English, particularly in speaking. It is evident that when students are called out to introduce themselves, they tend to be very shy and do not have confidence in their speeches. Their speeches were arranged with incorrect structures and forms redundant answers. Many answered with the same sentences, their answers were arranged in memorized scripts rather than a natural impromptu conversation. Their listening skill is also comparatively very low, and they were not able to catch or understand long sentences and phrases. Students were able to understand only limited words or vocabularies. When asked about English media exposure, majority of the students have not been exposed to English media at all as they prefer listening and watching Thai and Korean media and news, following the popularity emergence of K-pop media. Students tend to have more passion and interest in other language culture more than English. In addition, there is no English speaking environment outside their classroom or at their homes.

3.4 Research Design Plan

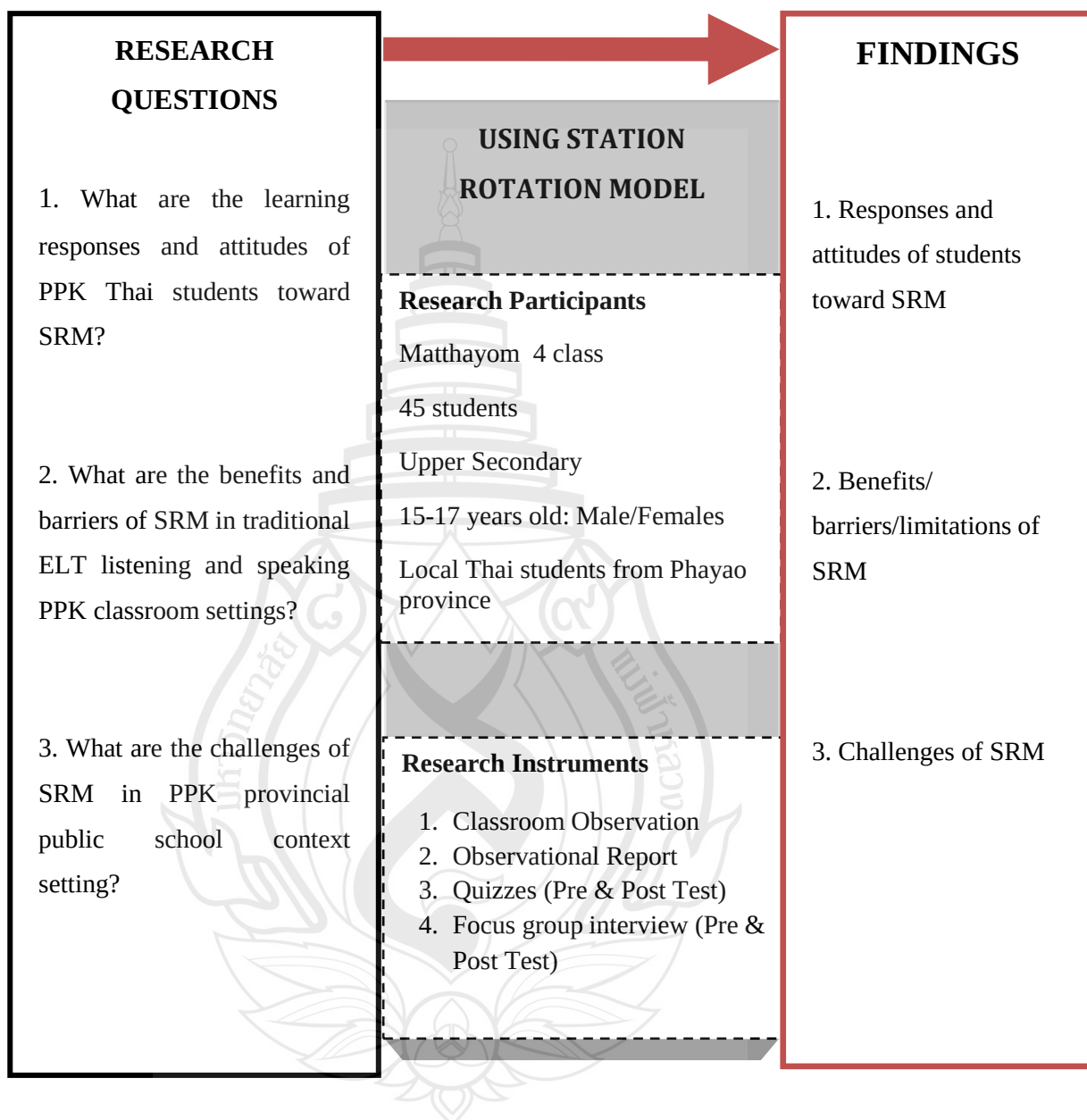


Figure 3.1 Research Design

3.5 Data Collection

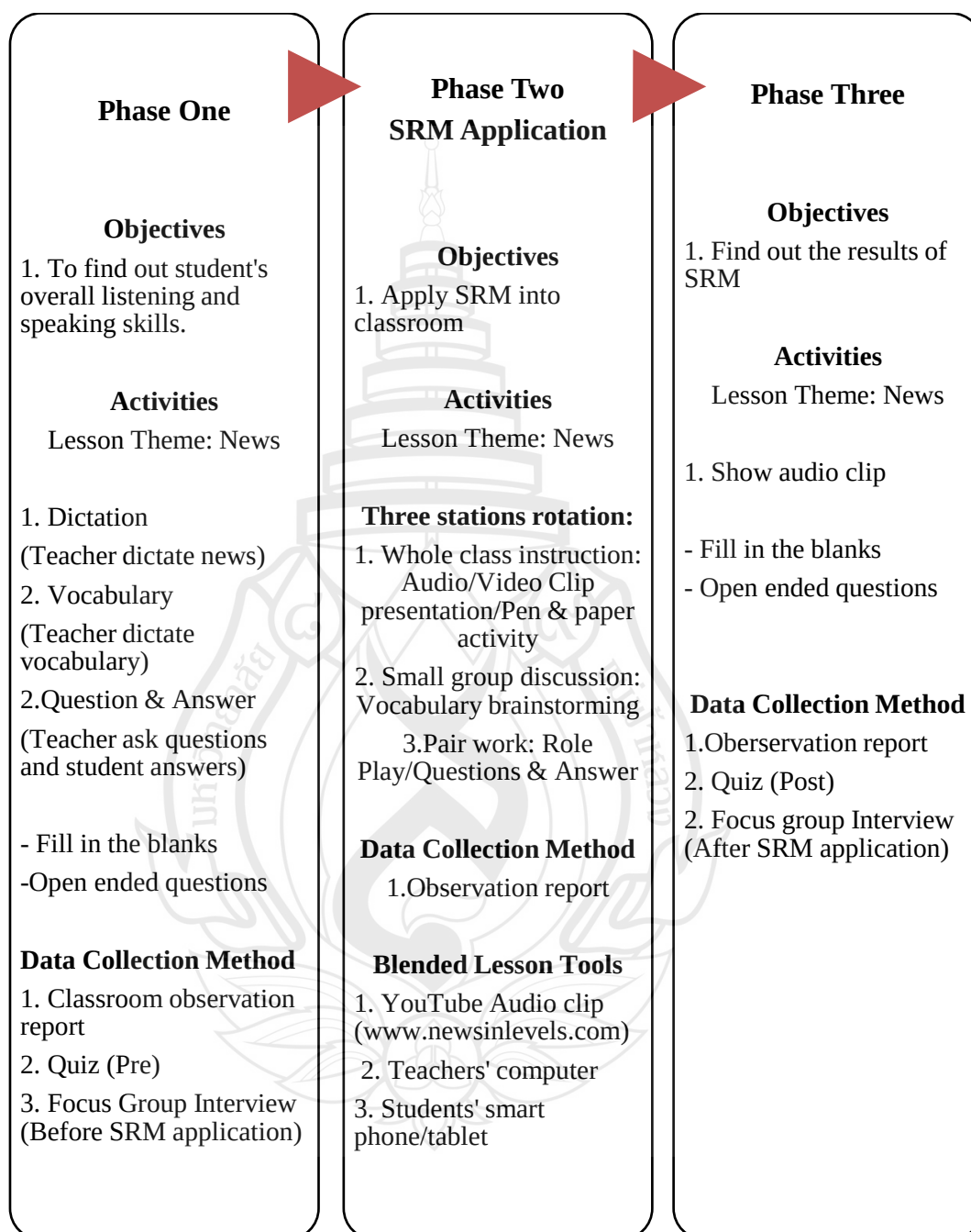


Figure 3.2 Data Collection Phases

Data Collection is divided into three main phases: Phase One, Phase Two and Phase Three. The objective of Phase One is to evaluate students' overall listening and speaking skills. The activities and data collection method is designed for a pre-test data collection, before blending SRM into the traditional classroom. It is to obtain primary data of the school, determining the consistency of poor listening and speaking claims and most importantly to determine the level of proficiency in order to design SRM lesson for the target context. Phase Two is the most crucial stage. It is to apply SRM into the traditional classroom. The activities are based on the designed implication of SRM for PPK School (refer to figure 2.9) after the evaluation from Phase One. Data collection method is based upon observation report. The last phase is finding the results of SRM in this study, transcribing raw data from focus group interviews and re-assessment of classroom observation report.

3.5.1 Classroom Observation Report

The purpose of using classroom observation reports is to identify the classroom learning environment and settings, students' behaviours and attitudes, students' English listening and speaking proficiency, and other factors that influence or affects the lesson (refer to Appendix A and B). This research used two structured reports, one of which is a structured observation report from Van Acker and Associates (1998) because it provided the kind of classroom environment report that the research is aiming for. There is no comparative study between traditional instructions and SRM instruction, hence, the observation aim is to study the classroom context in general. The researcher has to observe the classroom settings, and the student behaviours, as the aim is finding out what challenges or limitation might occur in the SRM lesson plan when applied in Phase Two. With these observation report, this study is able to illustrate the classroom settings, map out the seating arrangement for the students, plan the SRM rotation stages and determine a lesson plan that would fit into the SRM rotation stages and objective of ELT listening and speaking class.

3.5.2 Quizzes

The quizzes are designed for post-test and pre-test instrument (refer to Appendix C and D). It is a qualitative quiz that is not based on percentage of scoring, but rather students' answers were transcribed to give overall responses before and after SRM application. It would also be biased to rely only on the pre and post quiz results because the learning outcomes cannot be evidently determined by scoring over a short period of study. Therefore focus group interview is needed to support the evidence. These short listening and speaking quizzes are therefore used to evaluate students' proficiency in listening and speaking. There are fill in the blank questions, true or false and open ended questions that are related to the video audio clip news. There are no helping words being given to fill in the blanks to prevent students from guessing the answers. Students are assessed entirely on their own listening capability. It is also good to check on their spellings, and how well they are capable of transcribing what they have heard. The comprehensive questions were used to assess the students' speaking skills, randomly selecting 25 students for the quiz interview.

3.5.3 Focus Group Interview

Focus group interview is the main instrument used to determine the outcome of SRM results. It is used as a pre-test and post-test instrument. The aim of the focus group is to find out the perceptions of using SRM in the classroom. It is to determine the student's perspective before the SRM application and after the SRM application (refer to Appendix E and F). It is conducted before the students begin their SRM class, and after the students have attended their SRM class. There were 45 students in the participated class. Due to time constraints, the interview cannot be conducted for every student. Hence, 15 students were selected altogether from the SRM class. There were altogether three focus group interviews, with 5 participants in each group. The focus group interview consists of both close ended and open ended questions so that students could share perspectives and viewpoints on SRM lesson. As the student's level of speaking proficiency is very low, time was extended on questions, and also translated between Thai to English and vice versa when students failed to understand the questions. Each focus group interview is timed approximately between 30 - 45 minutes.

3.5.4 Observation Report

This is not a structured observational report like classroom observational report in 3.5.1. It is rather like a teacher's diary in which observatory data collections were transcribe from all the analysis at the end of each class. The observation note is divided into two sections; one without inferring with any personal opinions and other section with notes and remarks on the observation. Written observations are made when the students are listening to the video presentation clip, and when they are doing their quizzes. These observations notes are crucial to study about the students' learning behaviour and interactions with the SRM methodology. These observation notes are also in conjunction with the classroom observation report and synthesize with the focus group interview interpretations.

3.6 Data Analysis

The data analysis was collected from three phases of the data collection: 1) Phase One-pre test 2) Phase Two- SRM Application and 3) Phase Three-post test as per figure 3.5. Phase One is to evaluate students' listening and speaking proficiently in order to determine and design the task levels of the SRM that would be appropriate for the students. Phase Two is the significant phase to blend SRM into the traditional classroom. Phase Three is to analyze and find out the answers to the research questions and objectives.

3.6.1 Phase One (Pre-Test)

In phase one, which is the pre-test stage of the data collection. The class starts with a brief self-introductory, in order to evaluate students' speaking and listening proficiency. A lesson was introduced on real news context. The headline read "Radiation at a Children's Park". The lesson was conducted with traditional classroom teaching method; usual rote-learning and memorization. Teacher-researcher applied teacher-centered learning style in which students were already familiar with. The class began with entire class instruction that did not include any online materials or neither arranged into any groups or pair work. The lesson was vocally dictated to the entire class three times. No seating arrangement was modified

nor re-arranged. All students are seated in the original classroom setting as shown on Figure 2.8.2, in Chapter 2. Students are instructed to listen carefully and take down notes of what they have heard from the teacher-researcher's dictation. After the news dictation finished, students are instructed to fill-in-the blank to test their listening proficiency and followed by random open ended questions to test their speaking proficiency. While the students are taking their quiz, teacher-researcher used structured classroom observation reports (refer to Appendix A and B). In the next class session, a pre-test focus group interview was conducted. The study randomly selected 15 students, into 3 focus groups (refer to Appendix E and F).

3.6.2 Phase Two (Station Rotation Model Application)

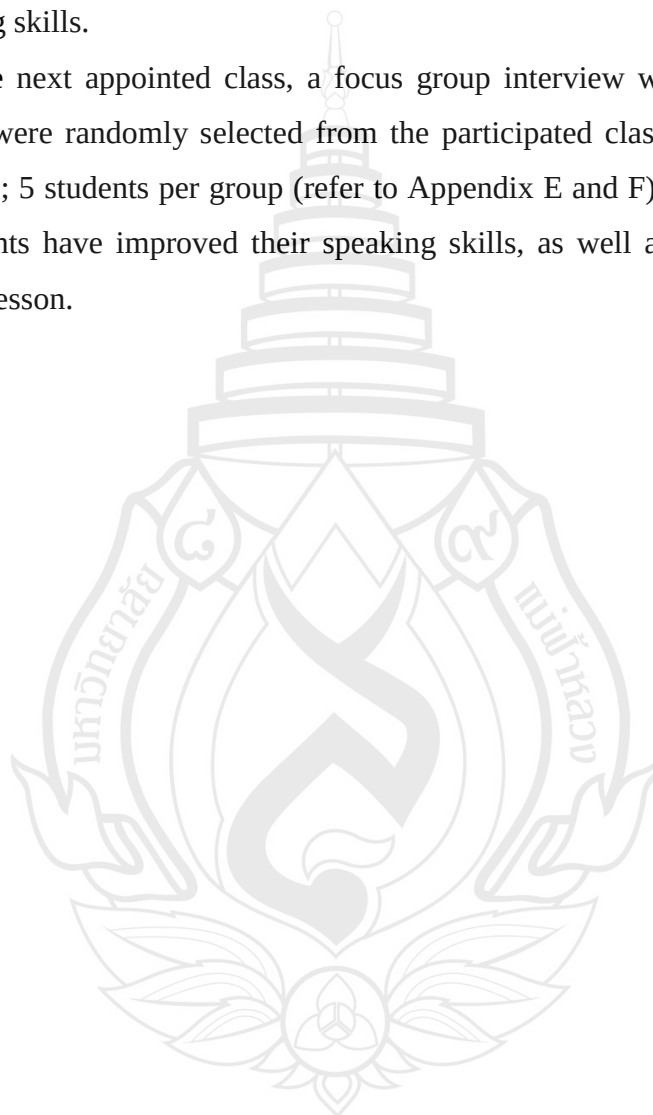
The lesson plan theme for the entire study was based on world-wide current news. News was selected as the lesson theme, because as previously mentioned, students have very little exposure to English news and media, and it would be appropriate to blend in real-life context into the SRM lesson plan. The sources of learning materials were obtain from an online audio source from www.newslevels.com. This website contained exceptional video audio clip that offers various news categories: news, history, sports, nature, information etc. It also offers three levels of listening exercises: level 1 for beginner, level 2 for pre-intermediate and level 3 for intermediate. Level 2 was chosen for the students because it appropriately fits for Matthayom 4 level of proficiency. More importantly, it appropriately fits into the 50 minutes lesson timing when implemented into the rotation exercises. These audio clips were used during the first rotation exercise in the SRM application.

In Phase Two, SRM is blended into traditional ELT listening and speaking class for a period of two months (refer to figure 3.6.6 to figure 3.6.8). During the first month, the lesson theme was based on general news coverage. In the second month, news coverage specifically on animal theme was selected to determine whether they could improve their vocabulary in relating to the news context. The SRM instructional model was over the course of 2 lessons per week. The class period was 50 minutes per class per week. Altogether, 16 SRM lessons were conducted for a period of two months.

3.6.3 Phase Three (Post-Test)

The same news audio clip in pre-test, in which the participants have studied before was played again for 3 repetitive times. A 15 minutes fill-in-the blank test was given to the participants. The participants were also randomly asked with open ended questions at the end of the test. This is to find out if the participants have improved their listening skills.

In the next appointed class, a focus group interview was conducted and 15 participants were randomly selected from the participated class. They were divided into 3 groups; 5 students per group (refer to Appendix E and F). This is to find out if the participants have improved their speaking skills, as well as their understanding towards the lesson.



3.6.4 SRM Rotational Stages for PPK School

There are three main stages in the SRM rotational tasks are conducted by the teacher-researcher according to figure 3.3:

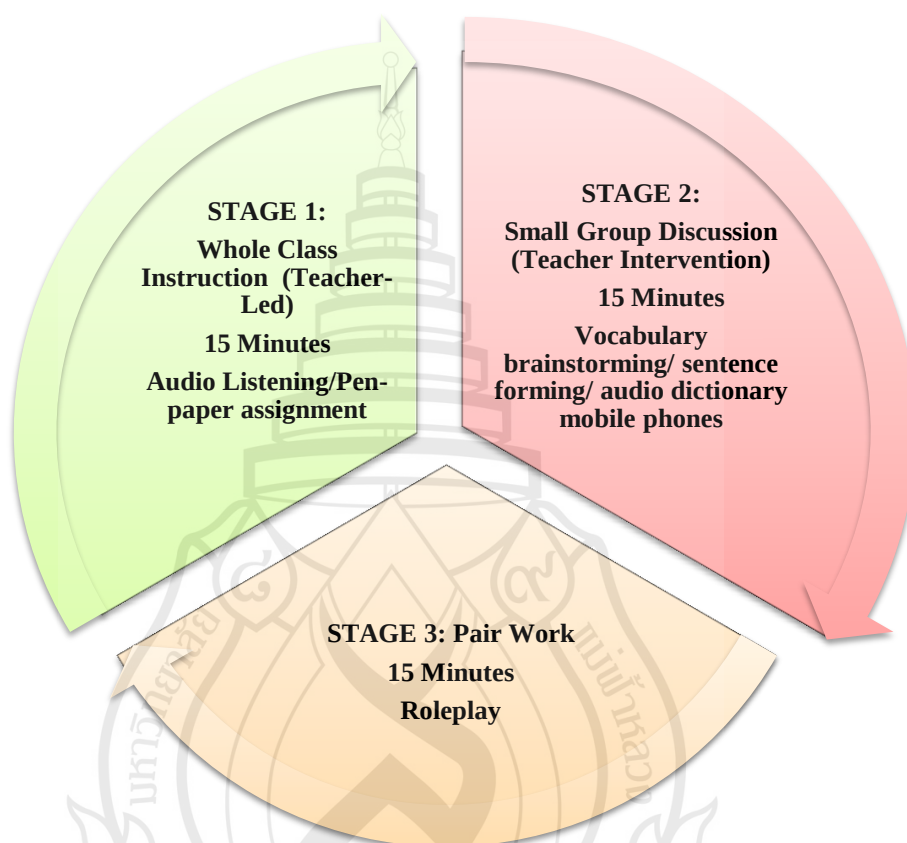


Figure 3.3 Stages of SRM Lesson for PPK School

Stage One (Whole Class Instruction): This station is led by the teacher-researcher. Lesson instructions were explained to the students. Next, students were instructed to view a news audio clip shared from www.newsinlevels.com about a news event (refer to Appendix F for all audio lessons) on the projector screen. The time length for this audio clip is approximately 1-2 minutes. The audio clip was played three times. The entire class was instructed to listen and transcribed what they were hearing. Next, a fill-in the blank assignment was distributed to the entire class.

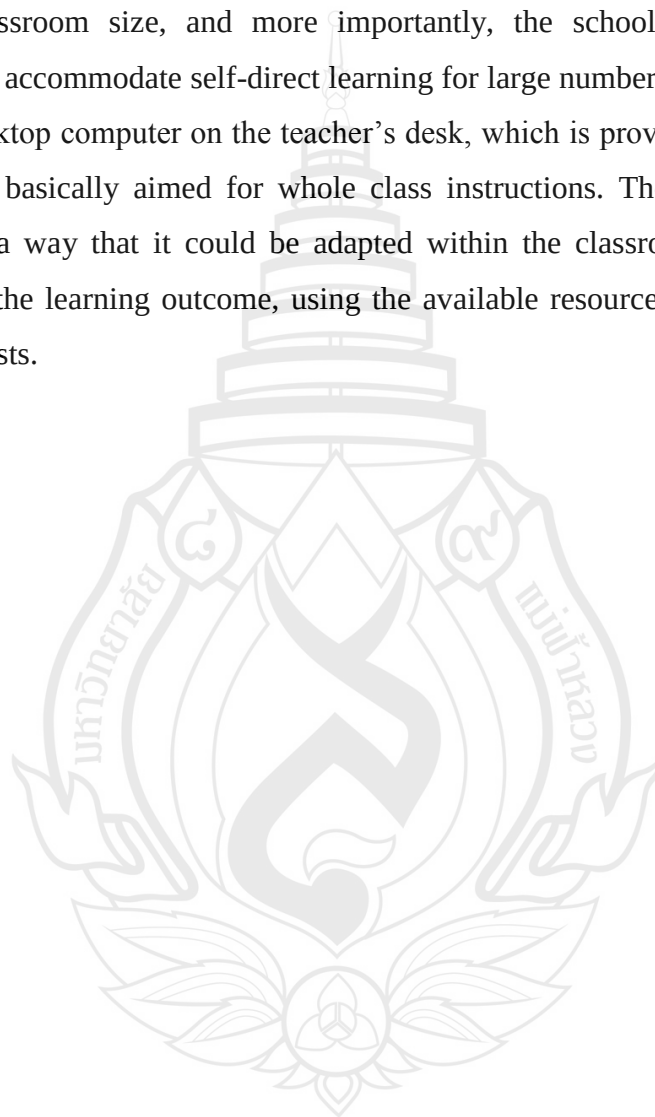
Those students who finished the pen and paper assignment are instructed to find other peers who have finished, and group themselves into 4 to 6 students per group.

Stage Two (Small Group Discussion): This is a small group collaboration stage. Once the students have found their peers who have completed their pen and paper assignment from Stage One, students were instructed to re-arrange their seating positions so that they could face each other and conduct a small group discussion between 4 to 6 students. In this stage, students are instructed to transcribe and discuss with their peers on the news audio clip. Students shared their opinions from what they have written down in Stage One. This is also the vocabulary brainstorming stage. Teacher-researcher intervened to help students and also asked them to write down at least 5 vocabularies from what they had heard in the news audio clip and using example sentences. It personalized the lessons when rotating to check on the students' participations in each group. During this stage, students who have smart phone with access to internet connectivity are allowed to use online dictionary with audio to find out how to correctly pronounce the vocabulary. Teacher-researcher also recommended online mobile application such as Audio Dictionary, and offline mobile application such as English Dictionary-Offline for students who have limited internet connectivity. However, if the student do not have access to Internet mobile, this study suggest that the teacher could intervene each rotating group with the teacher's own tablet or mobile if necessary.

Stage Three (Pair Work): This is the last rotational stage designed for SRM in this study. Students were instructed to pair up and perform a role play of a reporter and an interviewee, who must creatively act according to the character of the news. Students were encouraged to ask each other questions relating to the news context. This stage allowed students to interact with one another in relating to real life context settings. Shy students were able to practice more actively outside their comfort zone when they interacted with their close peers as the less confident students often prefer minimal attention.

As for the classroom wrap-up, there could be at least 5 minutes left when each stage is strictly timed. Students were encouraged to ask question. There should be as much as interactions as possible for the purpose of listening and speaking.

The stages designed for PPK School is unlike case studies school in the US. There are many limiting factors at PPK School and therefore this study choose to design the rotation stages with whole classroom instruction with teacher-led, followed by small group discussion with teacher intervention and lastly with pair work. The study settings at PPK School consists of very large numbers of students with a very cramped classroom size, and more importantly, the school do not have study computers to accommodate self-direct learning for large numbers of students. There is only one desktop computer on the teacher's desk, which is provided for teacher's use only, and is basically aimed for whole class instructions. The stages of SRM are designed in a way that it could be adapted within the classroom settings of PPK, maximizing the learning outcome, using the available resources and without adding additional costs.



3.6.5 SRM Lesson Plan Format at PPK School

Table 3.4 SRM Lesson Plan Format for PPK School

Lesson 1	News (Stranded Sailor Rescued)
Objectives	Listening and Speaking
Materials	Microsoft Power point/ YouTube Audio Clip/Projector/Audio system/ Microphone/ Web information
Learning Activity	Stages of Rotations
15 Minutes	Whole Class: Audio clip x 3 times Pen & Paper assignment (Fill in the blanks)
15 Minutes	Small Group Discussion: Audio clip information discussion Vocabulary brainstorming/Sentences forming Opinions
15 Minutes	Pair Work: Role Play: 1) reporter 2) interviewee *role play can be change according to the news context in each different lesson
5 Minutes	Wrap-up Discussions
Class Modifications	Seating arrangement is shifted during small group and pair work stage.
Technology Used	Desk top computer/ projector /Smart phones
Sources	http://www.newsinlevels.com/products/stranded-sailor-rescued-level-2/

3.6.6 SRM Classroom Seating Arrangement for Whole Class Instruction

During the first stage, students are seated at their regular arrangement. All students are instructed to listen to the news audio clip carefully and transcribe the speech into writings. After they finished listening, they are given pen-and paper assignments (quiz). Upon completion, they are encouraged to move to the next station and find similar group peers who have also completed the first stage.

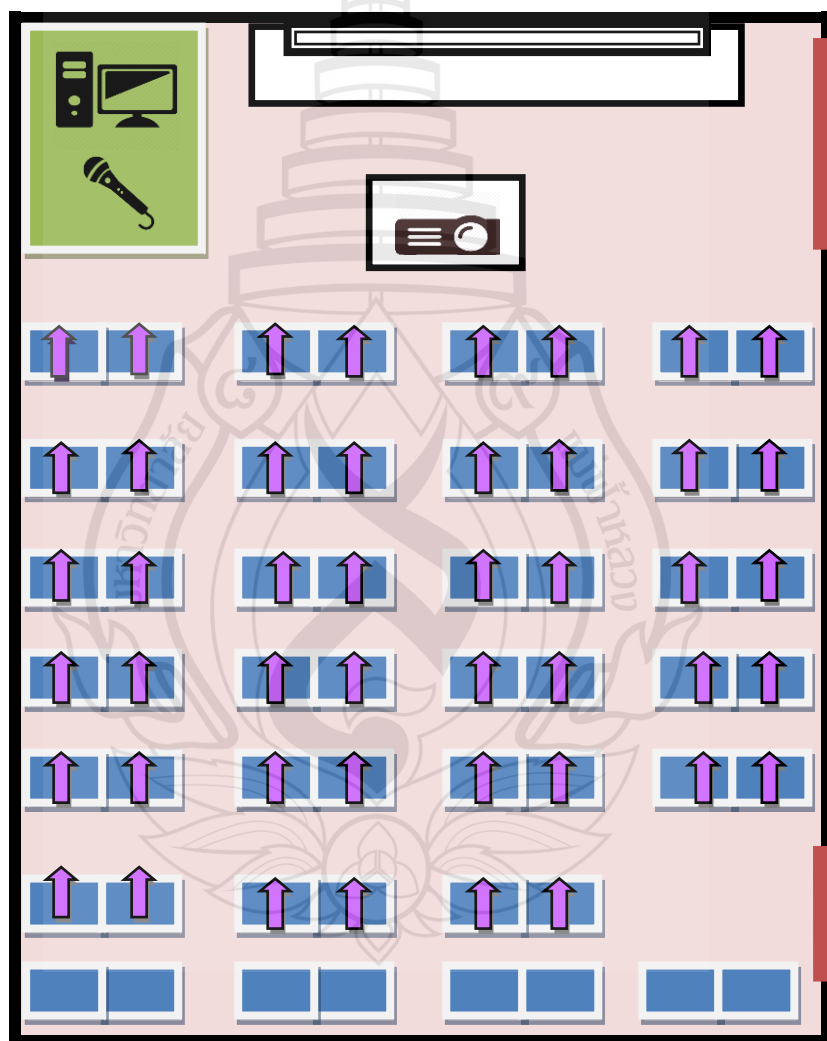


Figure 3.5 Whole Class Instruction Seating Arrangement

3.6.7 SRM Classroom Seating Arrangement for Small-Group Discussion

In the second stage, 4 to 6 students are grouped together. They are instructed to change their seating arrangement to accommodate group discussion. Students are encouraged to discuss with their peers on what they have transcribed from the news audio clip. They are encouraged to use their written notes to share their understanding with their peers. Teacher intervention is required to assist students in each group.

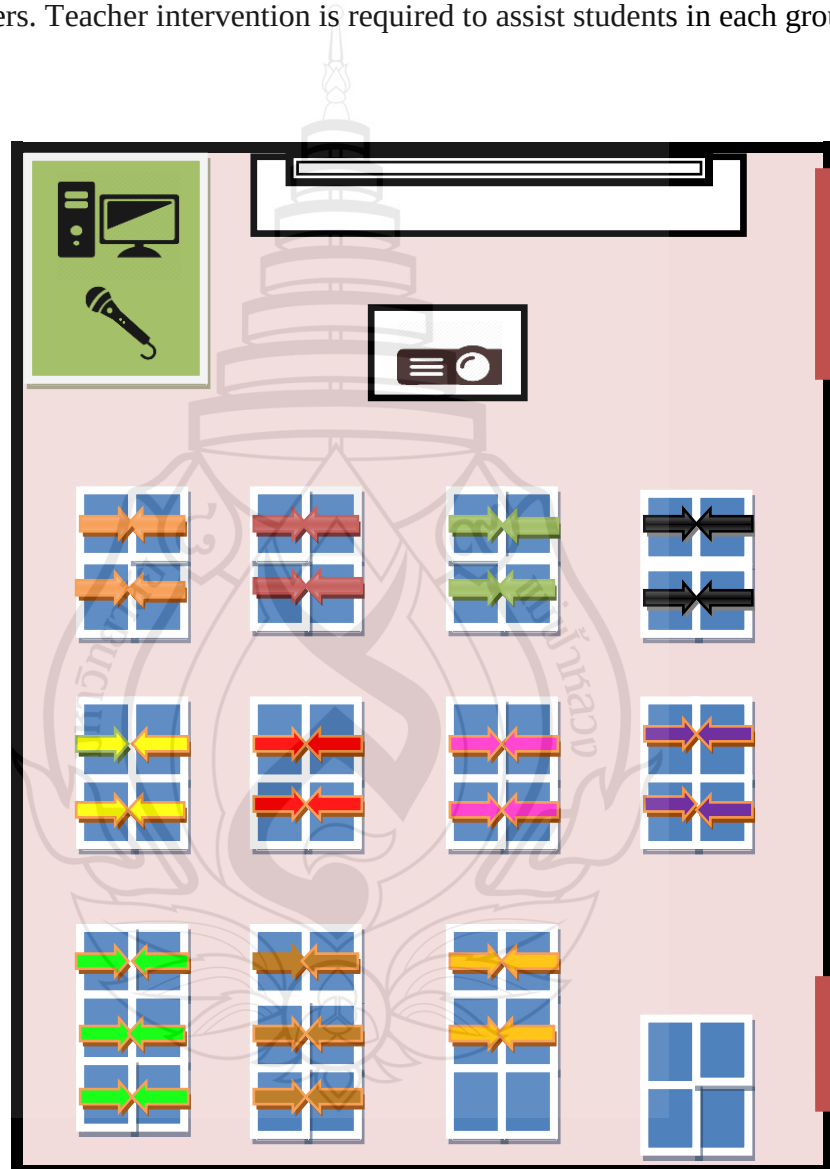


Figure 3.6 Small Group Instruction Seating Arrangement

3.6.8 SRM Classroom Seating Arrangement for Pair Work

In the last stage, students do not have to change their seating arrangement. Students paired up with peers who are seated in front of them. Students performed role play and asked each other some questions. This stage encouraged students to communicate and interact with one another in real context. Teacher could observe students' participation and assist them if they needed help.

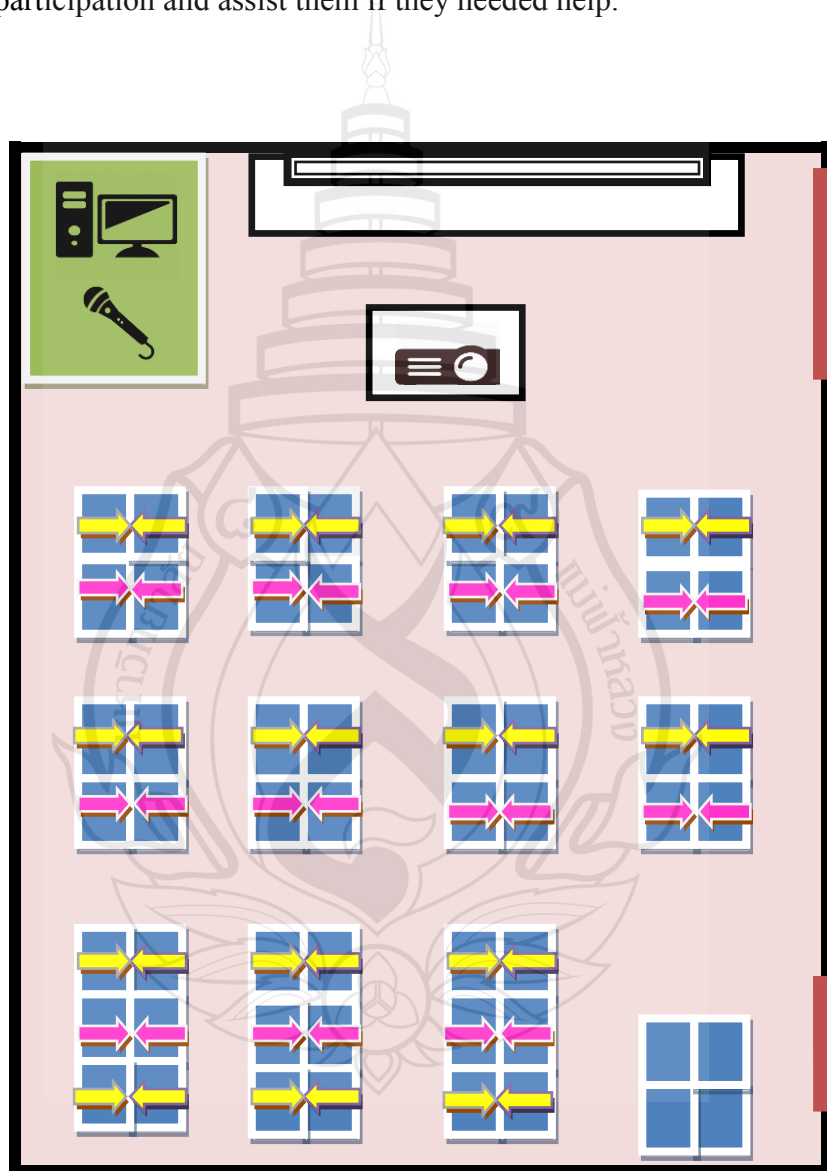


Figure 3.7 Pair Work Seating Arrangement

3.7 Ethical Considerations

Much of the findings in this study are obtained primarily from the target school. Prior to conducting this research, permission has been obtained to investigate and apply the case study at PPK School. An official permission letter from Mae Fah Luang University administrative department was written in both Thai and English to request research permission at the school. The request letter included the purpose and objectives of the study, and numbers of participants required for the study. PPK school's Foreign Language Head Department has henceforth granted the permission to conduct this study. During the focus group interview, all student interviewees were informed of the confidentiality, and that their names shall be kept confidential and the information that they have given will be strictly used for this research study only.

3.8 Summary

This chapter is believed to have met the characteristics of a qualitative case study. The collection, analysis and interpretations have been illustrated with elaborative non-numerical visuals of the tables and figures. It is conducted over a long period of time, the research issues and methods evolve as the understanding of the topic is amplified. There is an extensive interaction with the participants transcribed during the focus group interview as well as activities conducted during the SRM application. There is no manipulation of context. Primary data are collected from PPK School, while secondary data about blended learning and SRM used in this research to articulate new findings when applied to Thai students and in Thai provincial schools. In the next following chapter, the study will reveal the issues of the blended SRM into the traditional classroom as well as positive substantial key findings.

CHAPTER 4

FINDINGS

4.1 Qualitative Data Source

The purpose of this qualitative study is to blend SRM into an ELT listening and speaking class at PPK School. The paper wants to find out if SRM could become a supportive learning approach in ELT in listening and speaking and if it could address ELT issues found in Thai context. This chapter provides the results of the qualitative analysis from the data collected from structured classroom observation, observation report, pre test and post test quizzes and focus group interviews. It outlines findings and analysis from each of the data collection phases: Phase One, Phase Two and Phase Three. The findings in this chapter discussed students' background, students' proficiency, students' responses to SRM; its benefits, barriers and challenges in implementing SRM. These findings substantially answered the following objectives of this research:

1. To find out the learning responses and attitudes of PPK Thai students toward SRM.
2. To find out the benefits and barriers of SRM in traditional ELT listening and speaking classroom setting at PPK school.
3. To find out the challenges of SRM at PPK provincial school context setting.

This chapter provides significant key findings on the learning responses and attitudes of students towards SRM. These findings generally elaborated positive responses from students and obtained substantial answers for the research questions. It is valuable paper that was able to obtain both primary and secondary data. Although the findings also depicted some major limitations in adapting SRM into the traditional

classroom setting, this allows reflection upon many challenges and real context issues of the school for further findings and planning improvement.

The analysis of the data collection was provided on Chapter 3. The following Table 4.1 summarized the types of data sources that were collected and analyzed from:

Table 4.1 Summary of Data Sources

Types of Data Instrument	Quantity & Time
Classroom Observation Reports (Used in Phase One)	Observation Report 1 (Appendix A) Observation Report 2 (Appendix B)
Quizzes (Used in Phase One & Phase Three)	45 sets of quiz 1 (Before SRM) 45 sets of quiz 2 (After SRM)
Classroom Observation/ Teacher	50 minutes lesson per class per week/ 2 lessons per week/2 months
Observation Notes (Used in Phase Two & Phase Three)	16 SRM lessons
Focus-group interviews (Used in Phase One and Phase Three)	15 students Total 3 groups/5 participants each 30-45 minutes

According to Table 4.1, there are two sets of structured classroom observation reports being used during the pre-test. The data is required to record and analyze classroom settings, students' behaviours & attitudes, students' listening skill, students' speaking skill, and available classroom materials before planning and designing the SRM lesson plan. There are 45 sets of quiz 1 for pre test results in traditional teaching and another 45 sets of quiz 2 for post test results of SRM. These results are evaluated to determine the effects of student's performance before and

after SRM. The quiz is not aiming at comparative studies but to view the difference or gap of responses. Classroom observation is done throughout the 16 SRM lessons for a period of 2 months. The most important data is collected from focus-group interviews, which is conducted before SRM and after SRM application. Most of the substantial key findings are transcribed from the focus group interviews.

4.2 Student Backgrounds

According to the interview findings on the participants' demographic and background information, most of the participants in this study are local students living in the city of Phayao province. Only a few numbers of participants live in nearby suburban which is further away from the city area. The participants who came from rural primary schools often have very low English proficiency background, prior to studying at PPK School. Rural primary schools often lack of English teachers and therefore their curriculum is focused on other subject areas. This is the reason why there are certain primary schools which focused on either English or Chinese subjects. Schools often focused on the proficiency of other subject categories according to the availability of their human resources, funds and material resources. Therefore, the participants came from various primary backgrounds and their level of English proficiency is not at the same level. Only very few participants have personal preferences for English media and books. Given the general case, it is usually the privileged students living in the city area, who are given the opportunity by their parents to study private English tutoring class outside school. Concerning the Internet accessibility, not all students have the access privileged. This is why many of the participants in this study do not have Internet access in their homes. Often, in most cases, students who have well-do to backgrounds can often afford a private computer and Internet accessibility at home. These are the participants who can afford to have smart phone with pre-paid mobile-Internet. Albeit the privileged groups, many students may own mobile phone but they do not have the accessibility to pre-paid mobile-Internet.

4.3 Students' Proficiency

Finding out students' level of English listening and speaking proficiency was crucial as it is the main focus skills for this study. The random classroom introductory and pre-test quiz assessment provided an overview of the listening and speaking proficiency of the students. From this study, it is found that majority of the students have very limited exposure to English language. When asked about their favourite music or movie interest, only a few students in the entire class admitted to listening and watching English media and the rest of the class preferred Thai and Korean or Japanese media. During the classroom learning with the teacher-researcher, it is apparent that students were not able to catch long phrases or sentences. Their speeches were redundant and very slow. For example, when giving out instructions, students did not understand vocabulary such as "assign" or "complete", instead they understood simple instructional words such as "do" and "finish". Many students lack speaking confidence, most appeared to be very shy, reserved and soft spoken. When impromptu questions were thrown at them, they often paused for a moment and often initiated the response in Thai first before translating it to English. Students mentioned that they do not have the confidence to speak because they cannot construct the sentences with the appropriate vocabulary and grammatical structure. Their sentence structures are confusing, with no word stress, using only basic vocabulary, with long pause in between speech, and hence delivering a very slow speed of speech. In some cases, there is no relevance to what they are trying to transcribe into speech. It is very well to conclude that the level of students' English proficiency is very low as per claimed by EF English Proficiency Index's ranking of Thailand. Students' characteristic is also consistent with Weerawong et al., (2004)'s claims, and that low listening and speaking proficiency is a prolonging dilemma that still existing.

4.3.1 Listening

The listening quiz consists of fill in the blanks and comprehensive questions. (refer to Appendix B). The quiz is used to evaluate their listening skill and their understanding of what they have transcribed from the dictated news excerpt. The following Table 4.2 shows the key highlights and findings:

Table 4.2 Pre-Test Listening Assessment Key Highlights and Findings

Key Highlights	Pre-Test Findings
Understand and interpret meaning/purpose	Students were able to understand the spoken text at a very slow speed of delivery and able to interpret only some meanings.
Identify details of the spoken texts	Students misspelled vocabulary, they cannot really identify all the details of the spoken texts
Understand speakers accents/pronunciation/ intonation/word stress	Students were not able to catch some pronunciation/intonation and word stress when speak too quickly.
Level of understanding range of language features (sentence structure, noun group/phrase, vocabulary, punctuation, figurative language)	Students' level of understanding range of language features is at a pre-intermediate.

The pre-test results concluded that the students' general level of listening proficiency is at pre-intermediate level. This information helps to design the appropriate level of SRM task for the students. According the findings, speed of receiving and delivering seems to be issue and limited interpretation is due to limited vocabulary. Lack of vocabulary knowledge led to inability to interpret the details of the news. One of the major issues was not able to understand the accent and

pronunciation of the speaker in the audio. This also indicates students not being exposed to real language used. Although students were not able to grasp the whole elaborative details of the news, they are able to at least obtain the general understanding and use simple keywords to describe their understanding.

4.3.2 Speaking

Based from the answers of the students who were randomly selected for the oral comprehension quiz, the assessment key highlights and findings are provided in Table 4.3 as following:

Table 4.3 Pre-Test Speaking Assessment Key Highlights and Findings

Key Highlights	Pre-Test Findings
Express information: with imaginative ideas and personal opinions	Students not able to express much opinion, giving very short answers
Convey meaning: using appropriate vocabulary and grammar	Students cannot really convey meaning with correct grammatical structure and pause for a very long moment, trying to translate their thoughts into English.
Clear speech presentation: pronunciation, intonation, volume word stress	Speech was not clear, and they were very intimidated and shy to speak, thus their speech volume is very low.
Coherent and relevance sentence structure: clearly present and developed	Answers are not clearly presented, some contain irrelevant vocabulary.

From the assessment, the study is able to confirm that the dormant issues mentioned in previous chapters are still valid. Students are not confident in expression themselves, either because they are shy or afraid of making mistakes or perhaps it is consistent with culture power as critiqued by Hallinger and Kantamara (2001), therefore hesitated to doubt or give opinions. There is a clear issue with first language

interference as well because students could not convey meaning in English but have to translate to Thai back and forth. When students were unconfident about their speech, it depicted in their overall body language and tone of speech, thus without clear speech. In addition, it is believed that students were not taught with the correct pronunciation and have little or lack of exposure to conversational English. There are many redundant answers given by the students because of the lack of vocabulary knowledge and therefore giving irrelevant speech from their memorized knowledge.

4.4 Students' Responses to Station Rotation Model

The responses of SRM were transcribed from the students' perspectives on the blended methodology that was applied into their traditional classroom for a period of two months: totaling 16 SRM lessons, 2 SRM lessons per week, 50 minutes per lesson. The SRM application includes multimedia content that was integrated into the lesson plan such as video and audio aids to support the blended learning instruction. The significant modification or alteration that was applied into the traditional classroom involves the re-arrangement of the classroom seating and assigning of rotating tasks or task stages among students. This section outlines the findings of participated students' point of view.

4.4.1 Students' View of Station Rotation Model

Focus group interviews were held with 15 students from the SRM blended class. The focus group was divided into 3 groups with 5 participants in each group. The students' responses to these questions are transcribed in the following points accordingly. Only some of the related and relevant responses have been selected accordingly. The focus group interview questionnaires were in English, however, some of these responses have been translated from Thai into English, as most students were not able to express their views in descriptive English. Therefore, the researcher considered that it is necessary to rephrase these responses with correct grammatical format and vocabulary in order to evaluate the data. Students' names were given initials for ethical reasons and to keep confidentiality.

The following explained the students' views about the SRM classroom seating arrangement:

"I like the seating arrangement even though I was lazy to move the heavy and tables around every time we have the lesson. I wish we can have permanent seating like this in every other class" (TK)

"I like to change the seating position. It is fun" (JL)

"I like the class arrangement because I like to work with my friends." (UH)

"I like my new seat but I also think it is very noisy when they move the tables and chairs." (DB)

"I think it's difficult for me to squeeze in at the back of the class. It is not good for me." (IY)

The following explained the students' views about the benefits they received and difficulties they experienced from the audio lessons during the SRM application:

"I like to do activities with my friends." (DH)

"I think I learn more from this class because teacher helped me. I don't feel left out." (GB)

"I understand better because my friends share ideas together I like group discussion very much. We learn new animals vocabulary." (FI)

"I don't feel stress in the classroom anymore. I like learning with my best friend." (JH)

"I like sharing with my friends the dictionary application. I can practice English sounds and learn with my friends." (DT)

"I remember vocabularies from animals' news." (BB)

"I like SRM because it is not boring" (RA)

"I think the time is too short, I cannot finish all tasks on time. My English is also no good." (JN)

"I think it would be better if the classroom is bigger because it is too crowded. I feel very cramped at the back of the classroom" (SE)

"Pair work is difficult for me and my friend because we don't know how to help each other as our English is not good." (HD)

The overall responses the participants were fairly positive, and most participants liked SRM better than traditional class. One of the very positive signs that

were observed is that students were very participative, excited and attentive during the application of SRM. There were no monotonous facial expressions, and even the most likely troubled students were attentive enough when it comes to group discussion rotation stage. They were all eager to put effort into every stage of the tasks. Students' feedback revealed that SRM could work and it was appreciative. However, the major concern is the limited class hours and classroom setting which is indeed too cramped. Based from the observation, most of the students prefer group discussion because they like the interactions with their peers. However, knowingly that there may be issues of students interacting about things which are not concerning the lesson or some would interact with each other in Thai, stringent classroom rule was set up to prevent these classroom misconducts. Whichever group which fails to communicate in English will be dismissed from classroom and their grades will be deducted by their homeroom teacher. There were more positive interactions in English over the next classes.

4.5 Students' Attitudes and Learning Outcomes from SRM

Students learn through conversation with their classmates and the teacher-researcher. The face-to-face interaction allows helpful interactions with the teacher-researcher, while independent learning also allows scaffolding, which supports them with a deeper level of understanding by their own level of cognitive understanding. Each stage in the SRM rotation differs according to the student's learning pace. Some students may prefer whole class rotation, or group discussion or pair work. Nevertheless, they are all allowed to experience each rotation task and work on the rotation task which fits their learning style. The following are the observational findings of the learning outcomes from each rotation tasks:

4.5.1 Whole Class Instruction Led by Teacher

Students showed attentive signs and remained alert throughout the lecture stage because they knew they must complete this stage before they can move on to the next task. It promoted them to listen more intently as it indicated that they showed more enthusiastic ownership of their learning task. This very much agreed to what Woods and Chiu (2003) mentioned about more ownership of learning pace and

direction of class lecture and discussion. The students also felt the competitive sense that they had to complete the task and move ahead of their peers. It stimulates healthy competition in the classroom and a challenging learning environment, thus driving the lower proficient or disinterested students into actions. In addition, the audio presentation provided them an auditory learning which aids their learning more than usual text books.

4.5.2 Small Group Discussion with Teacher-Led

All students in the class are actively participating in this stage. None of the student was left out, and every student had the chance to speak in English with their peers and the teacher-researcher. They helped each other to transcribe what they heard from the audio-video in the previous rotation stage. They were able to freely discuss and most importantly use English with their peers without fearing of making sentence mistakes or being judged by the whole class. This is the stage where most students prefer because they were able to share ideas and opinions with one another, and also learn to speak with peers who have better proficiency in English. Students however, cannot receive self-directed learning with individualized computers such as in KIPP Empower Academy's classroom settings. Therefore, the availability of students' smart phone was used as alternative technological tools. Students are allowed to use their own tools for learning, such as using their own smart phones to access to learning materials. Such would not have been allowed in normal classroom as mobile devices are often prohibited from classroom. Students received a personalized learning that creates collaborative learning environment and motivate one another to learn. They have fun taking turns to mimicking sounds and pronunciation of the vocabulary. Teacher-researcher's intervention also helped guide students to achieve their task goals while leading them to finish their task independently. In addition, the stage acted like a game environment, therefore creating a peer pressure for the students to complete the vocabulary task and encourage higher level of attention to contribute to the success of the group. Most of the students were very energetic and attentive during this rotation. Students with different levels of proficiency, ones that were able and those there were less able felt a sense of achievement while completing the task.

4.5.3 Pair Work

Students showed more enthusiastic interactions when they work in pairs. The pair work allows students to apply comprehensive skills together without distractions from too many members. This rotation stage suited those students who were still shy to speak during the discussion stage. During this stage, the students felt that they have a sense of confidence in the lesson because they are the ones asking each other questions, and thus do not fear making mistakes as they do not need to answer from the teacher's perspective questions. The pair work allows the students to teach and learn on their own. Students also mentioned that they are motivated to apply it to a real context and think more deeply about the subject matter. As Thai students are often spoon-fed, this stage pressed them to think more and promoted them to speak to each other. However, some lower proficient students may not like this stage as both might not be able to communicate with each other, thus was the loophole in this stage.

4.6 Limitations of Station Rotation Model

Majority claimed that the benefits of SRM are such that it requires little adjustment to teacher contracts and the design of the classroom facility. Secondly, it allows teachers to work with smaller groups of students and more importantly it can help improve the issue of high student-teacher ratios. This is the reason why schools have implemented SRM to deal with large classroom size (JeffCo Public School, 2012).

In this study, however, the findings are somewhat contradictory because of hindering limitations, mainly due to the classroom setting and Internet accessibility. It obstructs SRM from achieving full effectiveness. True enough, that there is little adjustment that is required to do so. However, the fixed furniture setting in PPK classroom is the main obstacle and is not adjustable. Also to integrate online materials is limited by the low WIFI connectivity. However, when focused only the SRM lesson plan, and not the classroom seating arrangement, it certainly works on personalizing large classroom more effectively than traditional classroom teaching.

Another limitation is time constraints. ELT lesson hours are very limited, and are only allocated for 50 minutes per lesson. This constraint in timing affected the

effectiveness of the application model. Teachers, therefore need to be very spontaneous, flexible with alternative lesson plans in hand, and they should be able to solve issues immediately in all stages of the rotation. As previously concerned in Chapter 2, there are many ELT teachers who do not have the appropriate qualifications in English language, and thus might create characteristic conflicts to teachers whose first language and second language are not English, and those who are still accustomed to traditional teaching style. Therefore professional training and development is crucial for effective teaching and the use of SRM application.

The limitations will affect any blended learning approach and not just SRM. It will hinder any disruptive approach being introduced. If schools are serious about the implementation, administrations are required to place the importance on teacher training, IT infrastructures, remodeling of their language classroom settings and changing policy in lesson hours. These would help the school to put forward to a higher blended learning continuum.

4.7 Barriers to Implementing Station Rotation Model

Many case studies schools claimed that SRM is a very supportive pedagogical approach that answers to the school's limited budget pressures and among other lacking issues. This is certainly true to an extent. Although SRM is deemed as cost effective, and does not require any extra cost to implement or to purchase any profligate teaching materials, however, according to the findings in this research, there are actually complicated barriers to implement SRM in traditional classroom. The barriers were seemingly more crucial to address because Thai schools have very different environmental context settings and Thai students' reticence affects their learning. By studying these barriers, further studies on this blended learning approach can help improved the outcome.

The barriers found in this study are classroom setting, lesson time and students' barriers. Classroom setting is an immovable barrier that is rather difficult to be solved because it would involve changing the building infrastructure which would involve a lot of cost, and would lead to a contradicting benefits claim of SRM. Lesson time on the other hand is also a stagnant issue that is rooted deep into the general

educational policy. Students' barrier is a complicated issue that is rooted deep within the culture, characteristics of students and their limited exposure to English language.

4.7.1 Classroom Setting

The traditional classroom setting at PPK School is unfitting for SRM application or any other blended learning models. The arrangement of the furniture such as chairs and tables are very cramped and the classroom spacing is too small. Although when previous benefits claimed that it is applicable for large classroom size, it does not indicate that it is suitable for small classroom space. It is therefore the main barrier found in this study.

Base from the class setting observation, figure 4.4 is an illustration of a seating direction at traditional classroom in PPK School. The school uses the same type of classroom for almost all subjects. A traditional classroom in PPK School occupies maximum of 45-55 students and such classroom is very cramped. The far left and right rows of furniture set are positioned against the wall to provide enough space. Teacher's corner provides limited space for electrical cables and devices which all clamped together either on the desk or side-desk. The students' chairs and tables were made from heavy wooden materials which make it inconvenient to shift the tables and chairs around.

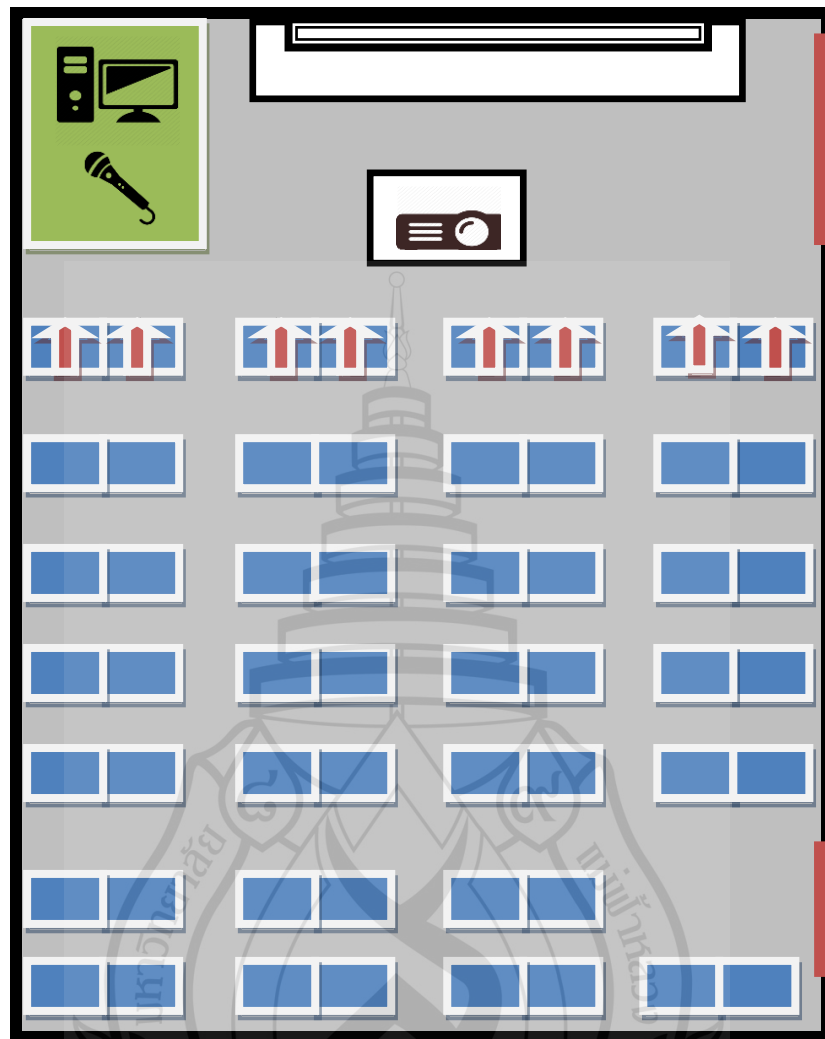


Figure 4.4 Traditional PPK School Classroom Seating Direction

In order to implement SRM into its traditional classroom setting, a re-arrangement of the classroom seating is taken into consideration. The only movable furniture is students' chairs and tables, thus re-arrangement of the classroom could provide more space for SRM tasks. It is illustrated in figure 4.5 on the following page:

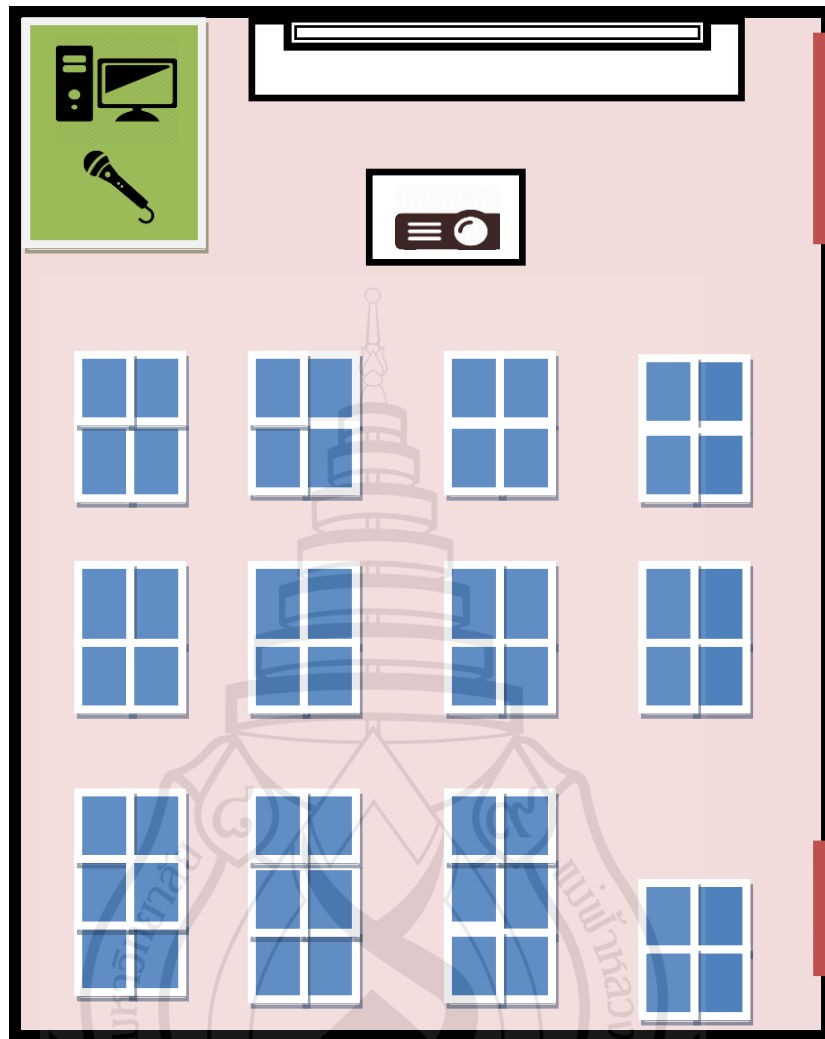


Figure 4.5 SRM Classroom Seating Re-Arrangement at PPK School

This study tested every possible convenient ways to re-arrange the seating arrangement several times before applying SRM into the class. The space was indeed cramped and became a major problem in this study. During the SRM application class, it became very time consuming for students to move the tables and chairs around. It must be noted that this obstruction is due to the fact that the typical classroom is not built for a blended learning settings such as in KIPP Empower Academy or ATAMS. In order to decrease the consumption of time, the seating re-arrangement was made only during small group discussion rotation in Stage Two. During the pair work rotation in Stage Three, students do not have to move around but

simply paired up with their peers sitting in front of them (refer to figure 3.6 and figure 3.7 in Chapter 3).

Classroom setting at PPK School is obviously not as technologically equipped as the case studies schools in the USA. However, as much as it is equipped, there is still an audio and visual system with some accessibility to the Internet. Therefore, SRM lesson is still applicable even if the seating arrangement were too cramped. Classroom setting is an obstacle or a barrier that is difficult to be changed as it would involve costly renovations, unless the school plans to revamp their ELT classrooms. Therefore instead of focusing on the arrangement of the classroom, the study focused on the outcome of the activity stages of SRM, to determine if personalized learning could be achieved out of a large classroom size and immovable settings.

Even though the students enjoyed shifting from their usual seating arrangement to an SRM seating arrangement, however, they also feel quite troublesome to move the heavy wooden tables and chairs after a few lessons. It must also be noted that each class is not allocated for a fix subject. Therefore, once the class is completed, another teacher who teaches another subject will continue to use the classroom. Therefore, students are required to re-arrange all the heavy furniture back to the original positions which could be redundantly inconvenient. Despite the inconvenience of seating arrangements, the classroom materials were able to facilitate SRM lesson plan. Therefore, this study could conclude that a typical classroom setting and furniture arrangement in PPK School is not conveniently suitable for SRM arrangement, and it could be time consuming which will result in incomplete lesson plan. However, SRM rotational activities could still be implemented and blended into the traditional seating arrangement as the classroom has technological devices such as the projector and Internet accessibility to run the lesson objectives.

4.7.2 Lesson Time

Due to different levels of English proficiency, the able and less able students participated according to their paces. Some students could not finish all the rotating tasks on time, the other half of the participated students were able to complete all the tasks and the rest of the less able students are slowly taking their time as their proficiency is very low. A 50-minute lesson per class is too short to accomplish all the

tasks effectively. Students have very limited time to use the application during the discussion stage. Some groups did not have time to use the software because their mobile-Internet was too slow and WiFi is not accessibility in classroom areas, except for authentication login by teachers and staff members of the school only. Lesson hours were too constraining. Some students took longer time in each stage. The station in which the students took most of their time was the discussion stage. Due to slow Internet connection speed on their mobile-Internet, they lost track of their timing as the discussion goes on. Female students would often take much longer time in discussion because they like to interact more than male students. Group and pair work approach was still a new concept to majority of students who were still accustomed to traditional classroom teaching. Hence they took their time as they were still adapting to the new concept of learning approach with their peers. There was almost no time for class-wrap up.

4.7.3 Students' Barriers

The interpretations from the pre-focus group interviews suggested that the main problem mentioned by many students is that they could not understand the spoken vocabulary because they have never or rarely heard of the pronunciation of the word. Their speech deliverance therefore is hindered by limited vocabulary knowledge. Secondly, the students also mentioned that the traditional classroom learning is not motivating and interesting enough because they do not like the grammatical structure focus lessons. Students find English class difficult and not approachable. When asked about activity preference, they prefer in-classroom activities more than homework, as they are overloaded with homework assignments from other subjects. In addition, it is a common educational trend for Thai students to attend private tutoring classes for subjects such as mathematics, physics, biology, chemistry and other subjects after school hours, therefore limiting their time to interact and expose themselves to English as their out of classroom hours have been used up in learning other subjects.

Some pre-intermediate students explained that as much as they would like to learn and improve their English, they are however limited to exposing themselves English as they do not know whom to use the language with, and would feel awkward

to speak English with their friends or family members. Majority of the low proficiency students also find themselves being shy and unconfident to speak English with their foreign teachers because they are afraid of making mistakes. Students often fear talking to their foreign teachers because they do not want to be questioned and do not know how to make an impromptu conversation. It can be concluded that Thai students' barrier to effective English communication is therefore the fear and lack of confidence. Interestingly, with a local patriotism point of view, and with ignorance of the importance of English, few students mentioned that they do not speak English because they do not feel the importance or the need to speak the language. One of the very patriotic responses was "...because I am Thai".

4.8 Challenges of Station Rotation Model Application

There may be many effective claims from previous blended learning case studies in the Western education. However, according to the results of the findings, there are certainly major challenges for Thai provincial public schools, such as in this study, to be able to implement a successful blended learning. These challenges will be overcome when all parties involve are supportive of the new pedagogical approach and work towards to achieve positive outcomes of implementing blended learning into the education system. This study finds that the main challenges in implementing SRM in Thai provincial public school are such as:

4.8.1 Small Classroom Setting with Large Classroom Size

Classroom setting plays a very crucial role in the implementation of blended learning, no matter what pedagogical approach is used. To keep the students number small may be quite impossible to achieve in many years to come, unless the national educational curriculum is resolute in imposing stricter policy reform of teacher-student ratios, until then, large classroom size is deemed to be a stagnant issue in Thai schools. However, teachers should not wait to upon this costly reform, but rather focused the lesson approach that would fit into a small classroom setting with large classroom size. SRM has proven itself to show quite positive results from the students' viewpoint, attitudes and learning outcomes. There is only a barrier with the

physical settings. Teacher could experiment with new tasks in the rotation stages to see what kind of rotation tasks fits appropriately for their class.

4.8.2 Limited Facilities and Lack or Low Internet Accessibility

The classroom facilities at PPK School are considerably quite adequate for a provincial school. However, many other provincial schools in the suburban areas might not have the same classroom facilities such as the latter. PPK School, being the biggest secondary high school in Phayao province, could enjoy the privilege use of equipped classroom with a desk top computer, a projector, an audio sound system and a white board. However, not every school could afford such facilitated settings. Therefore, it could be quite a challenging task to implement blended learning into less privileged schools. The challenging issue found at PPK School is the limited Wi-Fi connection and slow Internet speed on teacher's desktop computer in the classroom. This could affect the SRM lesson timing. Albeit the limited facilities and technology issue, the flexible thing about SRM from other higher blended learning models is that SRM does not necessarily require for students to be online, but it is required to be presented with online materials. Teacher could plan for an offline alternative lesson plan for students when the Internet is not working. Whereas in the case of limited accessibility or low connection speed, this can be alternatively done by using a project-based learning in the rotation stage to complement with using alternative tools such as in this case study, students' smart phones, to access online materials. However, this method could be taken as a dim view of catering only to the privileged students who can afford the gadget. Therefore, if provincial school administrations are considering blended learning approach, it is crucial to help create a learning management system to support teachers and students achieve their goals.

4.8.3 Short Lesson Time

As previously mentioned, one of the most challenging factors is the lesson time, which is only 50 minutes per class per lesson. The SRM practiced at KIPP Empower Academy are approximately 90 minutes long. They were able to accomplish many tasks with such given length of time. Short lesson timing could therefore be quite a challenging issue to deal with as the responses from some of the

participants have stated that they were not able to complete the task on time. Teachers must act as timing moderators for the students, but should never force them to move on to the next stage because it would be forcing students to learn out of their pace, which is not the aim of the SRM. Considering time constraints, teacher should create an easy but appropriate learning station for students so that they can work with minimal supervision from the teacher. It is therefore important to assess the students' level before the application in order for most students to achieve the tasks. In the case where students' proficiency is low, teacher should help intervene in such group or individual. There should be no hard and fast rules when it comes to helping the students to achieve the best they can, as every context is different.

4.8.4 First Language Interference

The interference of first language (L1) could contradict and prevent the class from achieving the lesson's objective in listening and speaking if stages are not managed and supervised properly. Although this study has applied stringent classroom rule to strictly using English as a means of communication, but it was undeniable that many students have difficulties and could not communicate in using 100% English language in the tasks. It could be seen as contradicting itself with the objective in English listening and speaking. However, L1 is required during the process of learning because it was unachievable for the low proficiency students to complete the task without the interference of L1 with their peers. Henceforth, L1 was domineering and it consequently led students to perform double tasks by translating from L1 to English language in every stages of the rotation, wasting the time in each stage of the rotational activities. It is however, impossible to eliminate L1 interference from the tasks given to EFL learners. In fact, the advantageous outcome from this action is that students are trying to understand the lesson. Hence, if they translate correctly, it means that they are achieving results. However, to meet the lesson objective and in order to minimize the use of L1, this study suggested on English to English dictionary translations. Bhela (1999) cited from Blum-Kula and Levenston that the mastery of L2 involves the abandonment of translation. This factor would be quite a major challenge for Thai EFL teachers in provincial schools who are still generally switching between using Thai and English instructions.

4.8.5 Noise Disruption

Both participated classes show similar noise disruptions. Group work and pair work in the rotation stages could build up much noise disruption. It would be understandable that many teachers might be reluctant to use an approach that would create noise disruption in the classroom because fear of arising disciplinary problems and out of control class management. However, noise disruption must be distinguished between a “positive noise” and a “negative noise”. The positive noise occurs as such when students are making communicative noise when discussing with their peers and turning on the learning tools that they used to process their task. These students are very much concentrated on their tasks that they will not hear other groups. On the other hand, negative noise derived from students who want to get the teacher’s attention because they are bored from their task assignments. This could also very well disrupt the whole class and could cause misbehavior in the classroom. Therefore, it will be quite a challenging task for the teacher to implement a positive noise SRM stages. The tasks should be clear and concise, and it must not go on for too long.

4.9 Summary

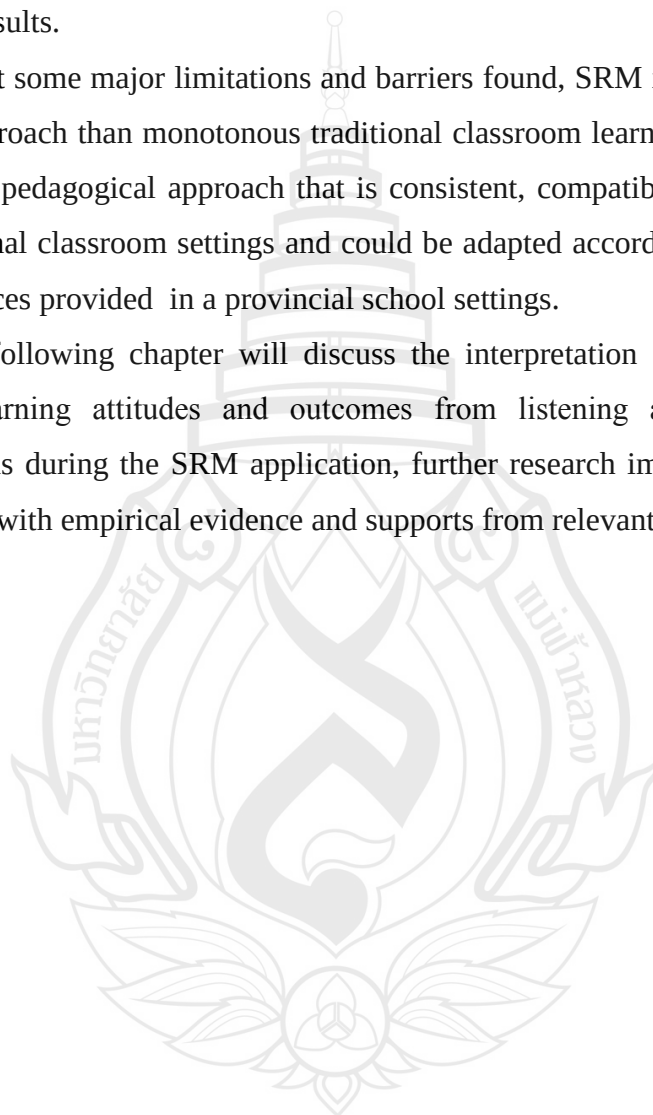
This chapter has obtained satisfactory key findings of the qualitative data analysis collected throughout Phase 1, Phase 2 and Phase 3. The research framework and research questions guided the patterns of the findings, which represented the most relevant results to the research’s objectives. Each data collection tools gathered appropriate findings about students responded toward SRM, the main obstacles faced by Thai ELT context. Also, the study was able to determine the contradictory results that could help extend further research and make improvement to the implementation.

As reviewed in Chapter 2, blended learning claimed to accommodate students’ individual learning pace and style and served advantages to schools which are facing budget pressures and assigning over loaded work for teachers. It also convinced that teachers could save time with unnecessary time consuming evaluation and assessment. However, not all blended learning models and continuum classifications could be applicable and be standardized for all schools. From the findings of this

research study, it is clear that the beneficial assumptions of SRM were challenged. While there were positive views from the students, some dormant issues and limitations which existed in the traditional ELT class system such as hindrance in classroom settings, limited internet accessibility, and students' vary level of proficiency affects the advantages of SRM, and therefore create barriers to achieving successful results.

Albeit some major limitations and barriers found, SRM is still portrayed as an effective approach than monotonous traditional classroom learning as it is practically a supportive pedagogical approach that is consistent, compatible and in conjunction with traditional classroom settings and could be adapted according to the availability of the resources provided in a provincial school settings.

The following chapter will discuss the interpretation of major findings on students' learning attitudes and outcomes from listening and speaking results interpretations during the SRM application, further research implications, as well as key findings with empirical evidence and supports from relevant literatures.



CHAPTER 5

CONCLUSION

5.1 Conclusion

This research paper has addressed many dormant issues and concerns on the relatively low English proficiency of Thai students, especially in speaking and listening. The study was determined to investigate an approach that would be effective for ELT listening and speaking class, and which would also support a learner-centered approach. It focused in applying a case study at a provincial public school because majority of Thai students living in provincial cities and suburban areas generally have lower English proficiency than students living in bigger cities and metropolitan areas. To design an implementation that would be appropriate for Thai provincial school contexts, the approach must be cost effective, able to accommodate large size classroom, appropriate for schools which have lack or limited Internet accessibility and ICT development, and most importantly able to improve students' listening and speaking skills in ELT.

The findings allowed this study to design and implement SRM appropriately into ELT traditional classroom. This study is believed to have obtained significant and substantial key findings about SRM according to the context setting at PPK School. However, the process was challenged with relative obstacles, and the outcomes resulted in assertion of the benefits and barriers of SRM application in Thai ELT listening and speaking classroom.

In the final chapter of this research paper, the major key findings of the research is summarized and reviewed. The limitations of the study are examined before discussing the recommendations and concluding with the implication of enhanced SRM and future directions of this study.

5.2 Summary of Highlighted Findings

This section discusses about the significance of key highlights in the findings of SRM blended learning implications and concludes the listening and speaking beneficial learning attitudes and outcomes that are derived from the implementation.

5.2.1 Highlighted Findings

One of the major findings in the initial stage of the study predicated about the students' poor English proficiency background, especially in listening and speaking. This dilemma concurred with the other existing research findings and is very evident in provincial schools. Due to students being educated in different rural primary schools prior to attending their secondary school years at PPK School, participants in this study possessed different levels of English proficiency. The participants' understanding affected each stage of the rotation tasks with their inconsistency. There was a slight scoring difference between the less able and able participated students, but they showed similar feedbacks and better positive learning outcomes.

The findings although has led to positive learning outlook, but it also left contradictory results against previously reviewed case studies by the Western educations. There were some limitations and barriers found concerning Thai students and Thai provincial school context settings. Unlike students in Western culture, Thai students are still very much depended on their teachers and the interference of L1 is very dominant. Although SRM stages were designed to boost independent learning, however, most students are still dependent on instructions and guidance from the teacher-researcher. Nonetheless, the key findings also revealed substantial beneficial learning outcomes and outlook on SRM from the students.

The beneficial learning attitudes from SRM are summarized in each stage of the rotation tasks respectively: whole class instruction led by teacher, small group discussion with teacher intervention and pair work such as the following findings on table 5.1:

Table 5.1 Summary of Beneficial Learning Attitudes from SRM

Whole class instruction led by teacher	Students were attentive to listen and anticipated to instructions. Students showed enthusiasm in listening and ownership of their own assignment. Students felt challenged and motivated to move on to the next rotation task
Small group discussion with teacher-intervention	Students who appeared to be reserved participated more actively in speaking than when they are during pre-test observation. Lower proficiency and disinterested students were more alert than in traditional class. It enhanced personalized interactions between teacher and students in a large class size. Students learned new words and vocabulary/speech/pronunciation through their own personalized learning tools; tablets and smart phones (sharing with their peers).
Pair work	It encouraged reserved and lower proficiency students to speak with their close peers. It motivated students to think independently and apply to real life context.

There are certainly positive learning attitudes that were produced from SRM than traditional classroom approach. Students felt the sense of achievement after completing all three rotation tasks. It also allows the teacher to monitor all the students in the classroom, personalizing interactions with the students, and not making them feel that they were left out, especially students who were sitting at the back of the classroom, unlike in traditional classroom. During the observational study,

the teacher was also able to listen to the language the students produced in terms of speech structure, pronunciation, intonation, word stress etc. It certainly personalized teaching and learning in a new level.

The most beneficial stage of SRM application in this study that answers the objective of listening and speaking is the group discussion and pair work. It allows students to have the opportunity to speak English in the classroom. Students were able to express themselves during group discussion and use more language functions. Krall (1993) also mentioned that group work provides learners the exposure to a range of language items and functions. Students were able to use and experiment with their own learning tools that they already know in order to develop their fluency. As a result, when a few classes went by, they became more confident and were motivated to achieve on their own task with lesser supervision. According to Norman (1986), foreign language learning is achieved better when learning with others, rather than on their own.

The following Table 5.2 summarized how SRM affects the students' learning attitudes and outcomes during SRM application in listening and speaking class accordingly.

Table 5.2 Summary of Key Highlights of SRM Learning Attitudes and Outcomes in Listening and Speaking

Listening Key Highlights	During SRM Application
Understand and interpret meaning/purpose	Student independently transcribed down immediately what they heard. Meaning is interpreted later but with much better accuracy.

Table 5.2 (Continued)

Listening Key Highlights	During SRM Application
Identify details of the spoken texts	Students still misspelled vocabulary but they seek to find correct spellings from their peers in later stage of the group discussion.
Understand speakers accents/pronunciation/intonation/word stress	Students still cannot catch some of narrator's pronunciation/intonation and word stress. Students share mobile dictionary application as a learning tool to find out the correct soundings and words.
Level of understanding range of language features (sentence structure, noun group/phrase, vocabulary, punctuation, figurative language)	Students' level is still pre-intermediate. However, students showed signs of improved learning attitudes.

Table 5.2 (Continued)

Speaking Key Highlights	During SRM Application
Express information: with imaginative ideas and personal opinions	Students were more participative although they still replied short conversation.
Convey meaning: using appropriate vocabulary and grammar	Students still cannot really convey meaning on their own but in group discussion, however they were able to help each other translate L1 to English correctly
Clear speech presentation: pronunciation, intonation, volume word stress	Speech was still not clear but both able and less able students enjoyed mimicking the audio dictionary sound in their mobile application in discussion process
Coherence and relevant sentence structure: clearly present and developed	Better relevancy although with grammatical and spelling error

Another factor to note while planning the lesson is to understand the students' proficiency levels. Some students could take their time in completing the stations because of their proficiency. Students who were not able to complete all the rotation tasks may not help each other because the pair has very low proficiency. This could be one of the main issues in this model implication for PPK School or any other public provincial schools with the similar situations. However, this problem could be easily solved with easier lesson topic, but it must not be too easy for able students. Therefore, lesson plans must always be flexible and appropriately planned.

5.2.2 Significance of the research

According to the significance of this research, the initially plan was to suggest SRM as a blended learning approach that could help create cost effective methodologies, reduce unnecessary teaching materials cost, and help plan for commendable academic funds and effective resources. The findings have indeed resulted to be fairly evident although they were some limitations and barriers.

With these findings, this study proposed that SRM is practical to be adapted and blended into the current development of Thai provincial schools. It is not too complicated for teachers to implement this model into their classrooms. In addition, it also answers to their limited resources and circumstances in which they are not in control of. It does not have to take a teacher with a high caliber set of IT skills or use of full online learning and technology in order to implement SRM. It is how the teacher can manage with this model with interesting rotating assignments that would keep the students excited and motivated to learn the subject. We must also understand that majority of Thai students, especially in provincial schools, are not quite independent in learning, and are still dependent on their teachers' presence and knowledge feedings, let alone English subject, a language they are not familiar with. It would take a good reforming of attitudes towards learning before higher blended continuum could be successfully applied.

5.2.3 Teacher's and Students' Attitudes toward Teaching and Learning

Albeit given any state of the art technology to support learning, if there is an issue in teaching and learning attitudes, the planning of any trending pedagogical models to foster the new learning style and environment will not developed effectively, but could remained as dormant issues. There are many questions about the factors that lead to the ineffectiveness of ELT reform which have been set before the millennium. Researchers have been re-paraphrasing each others' work on the same problematic statements of ELT in Thailand over the last decades, but yet Thailand is still ranked as one of the world's lowest English proficiency countries (EF English Proficiency Index, 2015). What did the ELT system in Thailand fail to address?

It would probably too demeaning to accept the failure, but rather to conclude that the pedagogical approaches are not effectively performing. Problems faced by

Thai students mentioned by Wiriyachitra (2002) about “English lessons not challenging enough” and “being passive learners” are due to pedagogical problem and teachers’ incompetency in teaching. Relatively, other problems such as “first language interference”, “lack of opportunities to use English outside the classroom” and “too shy to speak English with classmate” is something to deal with social-cultural and psychological factor.

First language dominance plays the main issue in affecting target language teaching. The exposure to English language is limited and the social hierarchy dominance is also affecting the teaching and learning style, forming reticence and fear of mistakes. This study agrees with Noytim (2006), Hallinger and Kantamara (2001) on seniority power. How could a learner-centered approach be effective in Thai context if the students lack the characteristics, the willingness and the motivation to participate independently when the strong dominance of seniority power culture is still hovering over them? Teachers and students should cultivate a new open culture with each other and find their ways to meet each other’s objectives. Students should also be allowed to set their own motivational goals by having a role in determining the course objectives. Teacher should also learn to be an approachable facilitator who is willing to learn from the students’ perspective as well. Teachers and students must first form a new rapport. For SRM to be implemented effectively in Thai ELT context at a provincial school, it would require recognizing deeper issues of the limitations and barriers found in previous chapters. This would prompt further remodeling of SRM to effectively fit into the traditional context settings.

5.3 Recommendations

The key elements to a broader and successful planning and implementation of blended learning as advised by iNACOL are (1) strong and consistent leadership in both districts and schools, (2) professional development of teachers and administrators, (3) classroom teachers need to understand the teaching pedagogical of blended learning well (4) the use of appropriate digital operations is very important (5) lesson content must be decided appropriately whether to create, buy or use

available online content (6) reliable technology infrastructure and dependable network, software and hardware devices that should have full access and utilization.

The most important key element in implementing SRM is the role of teacher. Without the teacher, it cannot be called blended learning. Public Impact (2013) quoted that no technology can replace the role of the teacher even as technology will become prominent. Teacher guide students in making smart choices in the learning content and pace and they also facilitate relationship between students and their learning. Teachers also motivate students to engage in appropriate ways and overcome learning barriers. Therefore, in order to apply SRM blended learning, the teacher needs necessary skills sets to be able to know how to plan the task in each station rotation; the right small group, peers-to-peers, individual etc. Especially in ELT classes, the teacher needs to be flexible with the task because students' proficiency levels vary. Therefore, if the rotation task does not fit with the students' capabilities, teachers need to be able to shift these students to other alternative plan or tasks spontaneously without affecting the students. Teacher must therefore be familiar with online materials and be required to have appropriate computer skills in order to prepare the lesson plans and able to guide students in their tasks. Many teachers themselves are still adapting to the use of the new millennium technology. In order to take blended learning into serious consideration, schools need to conduct teacher training program in order to equip their teaching professionals with appropriate computer skills, language and online knowledge application. A survey conducted in the case studies schools in the US such as the Rocketship schools reported that they believed it is important for teachers to receive training on how to access and interpret student progress report provided by online instruction programs and how to use data to inform their instructions. In the case of our context, we might not be able to program to such advance training yet because blended learning is rarely a topic discussed in our educational context. However, if blended learning were to be implemented into the school system, there should definitely be a compulsory training program for all foreign and Thai teachers.

When adopting or implementing SRM blended learning into a Thai provincial school context setting, it is very important to study the students' background such as students' proficiency level, miscellaneous limitations as well as the classroom

settings. Not every stages of rotation are appropriate for all levels of students and all Thai schools settings. With the assumption that if the provincial school is located at a very rural area, and has only a small number of students, the teacher might want to consider implementing only small group rotations such as the KIPP Empower adaption. However, if the school does not have competent technology and facility to provide self-directed learning for individual students, alternative offline learning tools could be used to substitute online learning such downloaded materials such as pictures, movies or audio files. There should be no hard and fast rules when designing the rotations to fit with the appropriateness of the learning context. Hence, teachers must be spontaneously active in thinking of creative tasks to implement in each rotation stage. Teachers must equip themselves with knowledge of both academically online and offline materials, as well as adapting to the fast changing technological trend and put themselves in the students' perspectives. The most important question that all teachers must ask themselves before applying a blended learning approach is how do we blend the approach into our context settings?

This study would like to provide some recommendations for practical and useful insights for SRM implementations such as the following:

Plan the lesson carefully and consider the learning outcomes that the lesson wants to achieve. Teacher must look into the readiness of the technology available and the classroom constraints and limitation. It is good to have a pre-observational record of the classroom settings before developing or creating the stages of rotation.

Always be flexible and spontaneous to adapt to the students' needs. Be ready to make adjustment when needed. If the school has large classroom size such as in PKK School, the teacher should consider studying the general background of the students first before applying the approach by conducting a pre-test quiz to determine the general level of the class's proficiency so that the teacher could have other alternative tasks planned out.

During the first few lessons of the course, it is always good to build a consistent rapport with students and introduce students to the available technology and learning approach so that they can have an idea of what will be expected of the class.

Teacher must have clear lesson objective. Such as in this case, it is ELT listening and speaking, therefore the rotation task must allow students to get involve and engage in communication as much as possible.

During the first few implementations of the model, teacher should not expect immediate outcomes, and must be patient to monitor all groups, encourage students to ask questions and share opinions with teacher and peers. Especially in speaking and listening, the assessment scorings should be based on their participations rather than the completion of their tasks or the correct answers.

5.4 Limitations and Implications for Future Research

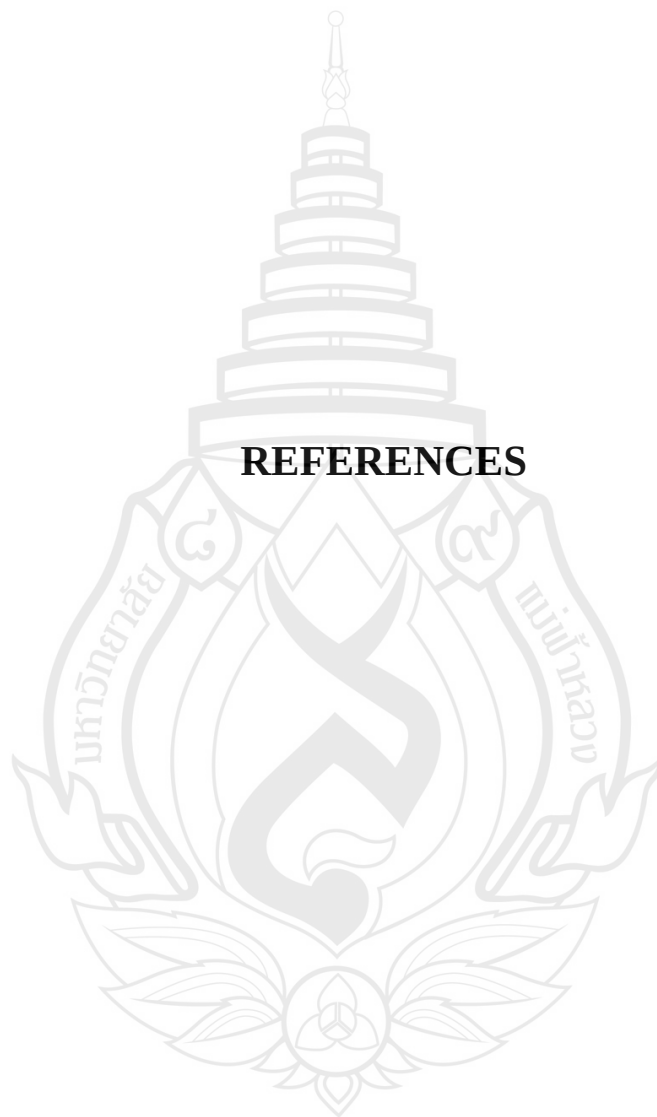
The sample of this study might be limited but it provided substantial insights which resulted in satisfactory findings. The main limitation is timeline constraint for this study. It is understandable that schools do not often give out convenient permission to conduct a longitudinal classroom study unless there is any affiliation and partnership involved between the academic institutions.

The claims of this case study are limited to qualitative insights of the outcomes, rather than drawing conclusions from quantitative results. While the results of the case study was relatively satisfactory from the student's positive attitudes, but the reference to other provincial school populations and settings may produced with different outcomes. The extent of limitations or barriers and challenges of SRM is only limited to PPK School settings. Therefore the generalization of the outcome certainly requires further research findings. Blended learning approach is still considerably a new approach and there is definitely much room to explore with other pedagogical models. Further research is definitely required to plan a successful SRM used for ELT classes. There could be further findings on remodeling of SRM to fit with different types of provincial schools in Thailand.

Predominantly, findings in this study will greatly impact on the researcher's own teaching strategy. The evidence of the limitations, barriers and challenges could be further studied in order to overcome them. This study also trust that it will encourage Thai provincial public schools, particularly in basic educations, to support

using blended learning that will promote cost effective approach, reduce their unnecessary teaching materials cost, and the schools help plan for commendable academic funds and effective resources for both teachers and students. This study is determined to pave way for further investigation of better enhanced SRM or other blended learning approach that would encourage students to have interest, enthusiasm, and motivation in learning English language. With the growing importance of English, it is time to promote English into the students' daily lives rather than just treating it as a prerequisite subject.





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APPENDICES



APPENDIX A

CLASSROOM OBSERVATION REPORT 1

Observation No:	Class Subject: ELT Listening and Speaking
Lesson:	Class Section:

Classroom Settings & Materials 1. Teacher's corner 2. Students' seating arrangement 3. Classroom size and spacing 4. Student's number 5. Audio materials 6. Visual materials 7. Availability of computer and Internet 8. Others	Notes:
Student Listening Proficiency 1. Sentences understanding 2. Phrases understanding 3. Grammar/Vocabulary understanding 4. Vocabulary understanding 5. Pronunciation/Phonics/Word stress 6. Appropriateness and relevance 7. Vocabulary 8. Speed of delivery	
Student Learning Behaviour and Attitudes 1. Independence 2. Enthusiasm/Motivation 3. Critical thinking 4. Class participation 5. Communication with peers 6. Communication with teacher	

APPENDIX B

CLASSROOM OBSERVATION REPORT 2

Target Student: _____ Teacher: _____
 School: _____ Grade: _____ Room No. _____
 Number of Students: _____ Boys: _____ Girls: _____ No. Absent _____

Number of Staff: _____ Teachers _____ Instructional Aides _____
 Other (Please Specify) _____

Classroom:

Approximate Size of Room: _____ ft. x _____ ft. Notes:

Does room appear crowded? yes _____ no _____, If no explain

Classroom appears neat and orderly: yes _____ no _____. If no, explain

Adjacent rooms :

Extraneous Noise (or other environmental distractions)

Is the classroom isolated from regular division classes? no _____ yes _____. If yes, please explain

Ventilation (comfortable, hot, cold, etc)

Lighting (type and adequacy)

Equipment:

Desk Size (or chairs if tables are used): Too large _____, Too small _____, Correct _____.
 Are the whiteboard/blackboard of adequate size and located appropriately?

Indicate what types of technology are available within the classroom (e.g., overhead projector, computers)

Other Information:

Are there any unusual features of the classroom (e.g., shape, location, excessive damage present, clutter) or the instructional materials (e.g., lack of text books, outdated materials, outdated technology) that might add or detract from the students ability to function successfully? If so, please describe.

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APPENDIX C

LISTENING & SPEAKING QUIZ 1

Instruction: Listen to the news audio clip carefully and fill in the blanks:

A man discovered high levels of radiation at a children's park in Japan. Four years after the _____ disaster, the Japanese are worrying about nuclear _____ again.

The playground is more than 155 miles (249 kilometres) from Fukushima. It is not clear why the radiation levels are high at the park, but _____ believe that it is not connected to the disaster at Fukushima. The _____ is now fenced off.

A man who lives in the area reported the high radiation. Families in eastern Japan measure radiation around their houses. They do not trust the _____ which says that most places are safe after the Fukushima disaster.

Instruction: Write True or False next to the following statements:

1. A man discovered uranium in the park. _____
2. The nuclear disaster was more than 10 years ago. _____
3. The park is only 1 kilometer to Fukushima. _____
4. The radiation is very high in the park. _____
5. The Japanese trust their government. _____

Comprehensive Questions:

- 1) Where was the radiation discovered? How?
- 2) The government said it is not connected to Fukushima. Why?
- 3) What were the Japanese worrying about? Why?
- 4) How far is the playground from Fukushima?
- 5) What is the radiation level? Why?

APPENDIX D

LISTENING & SPEAKING QUIZ 2

Instruction: Listen to the video clip presentation carefully and fill in the blanks:

A man took his _____ off the North Carolina coast to go fishing, but when rough weather prevented him from coming back, he had to survive out at sea. The weather also prevented him from using his communication electronics.

He had some _____ on his ship but resorted to using his fishing skills. He ate raw _____ and drank the _____ water that he collected.

After around _____ days, the Coast Guard found him and took him to hospital. His family was overjoyed to see him again.

Instruction: Write True or False next to the following statements:

1. A man took a car to go fishing. _____
2. The weather was very good. _____
3. The man has fishing skills. _____
4. The man eat raw fish and drank rain water. _____
5. The man died at the hospital. _____

Comprehensive Questions:

1. Where did the man go? Why?
2. What did the weather prevent him from using? What else?
3. What kind of skill does he has? Explain his skills.
4. What did he eat and drink while in the sea? How?
5. How was his family when they reunite? Who saved him?

APPENDIX E

FOCUS GROUP INTERVIEW 1(PRE-TEST)

Group No.:	Number of Participants.: 10
Interview Duration: 45 minutes	Class Section:

Introduction by Facilitator

Thank you for taking your class time off to participate in a focus group on the application of station rotation model in ELT listening and speaking. This is a blended learning case study at Phayao Pittayakhom School. The focus group interview is a part of the most important analysis of your learning in ELT listening and speaking class. I want to know how you might want to share your thoughts on class lesson conducted. I will speak very slowly and if you cannot follow me, please raise your hands. Please note that this session will be recorded and none of your names will be taken down shall you wish to share comments with your peers and teachers. Do you have any questions before we begin?

1. Let's do a quick self introduction. Can each of you introduce your name and age.
2. Do you like your traditional classroom? Please explain.
3. Do you understand what the teacher dictated to you in class? Is it too fast? Is the accent/pronunciation too difficult to understand?
4. What do you expect to learn from your listening and speaking class?
5. What kind of news topic do you want to learn?
6. How do you find about traditional classroom learning? Do you think it is approachable? Personable? Communicative enough? Motivating? Challenging? Interesting? Useful? Understanding? Clear? Collaborative? Creative?
7. What kind of assignment do you prefer teacher to give you?
8. What do you think about your classroom settings? Do you like your seating arrangement?
9. I would like to ask you a few questions from your comprehensive quiz: (Where did the man go? Why?/ What did the weather prevent him from using? What else?/What kind of skill does he has? Explain his skills/What did he eat and drink while in the sea? How?/ How was his family when they reunite? Who saved him?)

APPENDIX F

FOCUS GROUP INTERVIEW 2 (POST-TEST)

Group No.:	Number of Participants.: 10
Interview Duration: 45 minutes	Class Section:

Introduction by Facilitator

Thank you for taking your class time off to participate in a focus group on the application of station rotation model in ELT listening and speaking. This is a blended learning case study at Phayao Pittayakhom School. The focus group interview is a part of the most important analysis of your learning in ELT listening and speaking class. I want to know how you might want to share your thoughts on SRM lesson conducted. I will speak very slowly and if you cannot follow me, please raise your hands.

Please note that this session will be recorded and none of your names will be taken down shall you wish to share comments with your peers and teachers. Do you have any questions before we begin?

1. Can you remember the vocabulary learned in previous classes? List few.
2. Do you understand what the narrator said in the audio clip? Is it too fast? Is the accent/pronunciation too difficult to understand?
3. How do you find about SRM classroom learning? Do you think it is approachable? Personable? Communicative enough? Motivating? Challenging? Interesting? Useful? Understanding? Clear? Collaborative? Creative?
4. What is the difficulties you experienced in SRM?
5. What do you like about SRM and not like about SRM?
6. What do you think about individual work, whole class assignment, group work or pair work? Why?
7. Do you like the re-arrangement of your seating in SRM class?
8. How and what does SRM class help you in your learning?
9. I would like to ask you a few questions from your comprehensive quiz:
(Where did the man go? Why?/ What did the weather prevent him from using? What else?/What kind of skill does he has? Explain his skills/What did he eat and drink while in the sea? How?/ How was his family when they reunite? Who saved him?)

APPENDIX G

NEWS AUDIO CLIP LESSONS

Month 1 (General News)	Month 1 (General News)
Fireworks factory explodes https://www.youtube.com/watch?v=LxksxDQ8jeA	Lava in Hawaii https://www.youtube.com/watch?v=exOle0GLm9Y
Students lost in Turkish mountains https://www.youtube.com/watch?v=x06-OcUlpbk	Saturn's moon Mimas https://www.youtube.com/watch?v=xh6KHKNQnvM
Plane crashed in Taipei https://www.youtube.com/watch?v=RYyD-ydQqyA	The Biggest Guitar https://www.youtube.com/watch?v=skTXl6wd_rA
Divers try to set a world record https://www.youtube.com/watch?v=SJh6NqsHUXA	Typhoon in Tokyo https://www.youtube.com/watch?v=PKb--T_OhRY

Month 2 (Animal News)	Month 2 (Animal News)
Ice fishing festival https://www.youtube.com/watch?v=0z-SJiEs-RI	Two Bears Meet https://www.youtube.com/watch?v=KfvQdkWSHtg
Little pandas meet their mother https://www.youtube.com/watch?v=dAWLCePP8ug	Wild Bear Relaxes https://www.youtube.com/watch?v=eAIXArmTdyI
Accident of a baby elephant https://www.youtube.com/watch?v=sBvsJZP3XJc	Animals Play the Keyboard https://www.youtube.com/watch?v=C6JYQ3mjrYA
Emu on a highway https://www.youtube.com/watch?v=SXQUJrH2EEg	Snow Leopard is Injured https://www.youtube.com/watch?v=txTGGMT183w

APPENDIX H

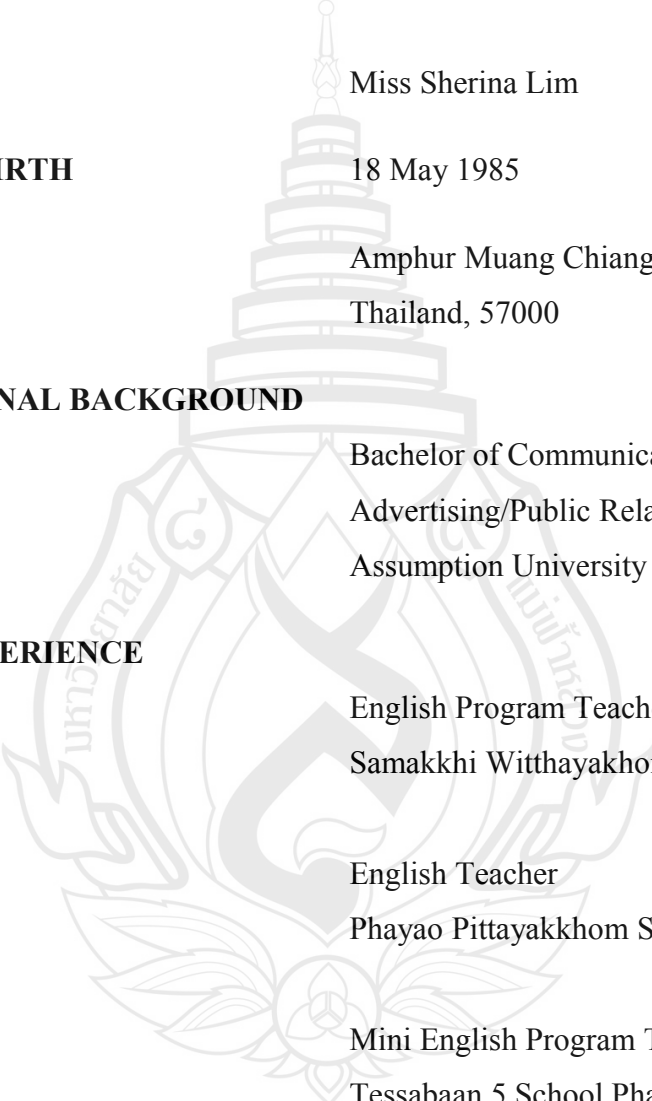
SRM LESSON PLAN FORMAT

Lesson 1	News (Stranded Sailor Rescued)
Objectives	Listening and Speaking
Materials	Microsoft Power point/ YouTube Audio Clip/Projector/Audio system/ Microphone/ Web information
Learning Activity	Stages of Rotations
15 Minutes	Whole Class: Audio clip x 3 times Pen & Paper assignment (Fill in the blanks/ Comprehensive questions)
15 Minutes	Small Group Discussion: Audio clip information discussion Vocabulary brainstorming/word search Look in online dictionary for synonym and word related to vocabulary
15 Minutes	Pair Work: Role Play: reporter *role play can be change according to the news context in each different lesson
5 Minutes	Wrap-up Discussions
Class Modifications	Seating arrangement is shifted during small group and pair work stage.
Technology	Desk top computer/ projector
Sources	http://www.newsinlevels.com/products/stranded-sailor-rescued-level-2/



CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

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WORK EXPERIENCE

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2014- 2015 English Teacher
Phayao Pittayakkhom School

2011-2013 Mini English Program Teacher
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