

***Modified Lab Rotation Model: A Blended E- Learning Approach to Improve Student's Conceptual Understanding of English Verb Tense and Aspect***

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**Abstract**

In language Education, verb tense and aspect is one of the most difficult lesson in elementary grade. For the past three years, S.Y. 2015- 2016,2016-2017 and 2017-2018, English verb tense and aspect is consistently included in the least mastered skills topic in Grade Five English. This study aimed at investigating the use of Modified Lab Rotation Model in improving the conceptual understanding of English Verb tense and Aspect. This model is based on the concept of Blended E-Learning Approach, an integration of traditional “chalk-talk” and online learning in order to provide educational opportunities that maximize the benefits of each mode of delivery and thus effectively facilitate student learning. This paper offers a comparative analysis of students’ conceptual understanding and achievement in the Blended E-Learning Approach and traditional classrooms. A pre-test- post –test design was used, utilizing quantitative and qualitative methods of research. Data triangulation plan was used to further verify the results of the pre and posttest. The results revealed substantial improvements in the technical aspect of language and achievement of students from Group B. It also showed that students who used the Modified Lab Rotation Model were more likely to contribute higher perceptive ideas during class discussion. However, further analysis indicated that the Modified Lab Rotation Model is not certainly superior over the traditional “Chalk-talk” approach since we included chalk-talk in the MLRM processes, thus not all lesson can be blended.

Keywords: Blended E-Learning, chalk-talk method, Modified Lab Rotation Approach

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## **Introduction**

Learning English verb tense and aspect is one of the difficult lesson in the new K-12 English Curriculum. For the past three years, English verb tense and aspect is consistently included in the least mastered skills topic in Grade Five English.

Based on the comparative test results of the First Periodical Test, English verb tense and aspect got an average of 55% which is 15% lower than the Division standard of 75%.

According to some students, they find it hard to understand the concept because their teacher used “chalk and talk” method and they find it so dull and boring. For average students, “chalk and talk” method maybe effective. The teacher centers 'chalk and talk' approach with a focus on the average student in the class and this is the most common method of instruction. Among the various established method of instructions, the “chalk and talk” method is the easiest, the most accepted, the safest, the oldest and the most basic method. (Steel,2012)

Even though, the 'Chalk and Talk' method of Instruction remains the best according to some scholars, (Routledge,2010), it's still obvious that “chalk and talk” is not enough to engage learning especially to the elementary pupils.

Based on the feedback of students, teachers need to use more teaching aids that can inspire student's interests in learning and also assist students in concept formation.

The primary goal is to improve student's learning in order to increase the percentage of mastery of this certain topic. The objective is to use technology to enhance the traditional chalk and talk lecture, not to replace it. Specifically, the wish to improve the understanding about verb tense and aspect with the use of technology and the traditional “chalk and talk” approach.

Blended learning is an approach of teaching wherein they combine technology and traditional approach like “chalk and talk” method.

One way of teaching blended learning is by using a Lab Rotation Model. It allows students to rotate through stations on a fixed schedule. (Station1 – Chalk –talk with teacher, Station 2- learning through digital activities) However, in this case, online learning occurs in a dedicated computer lab. This model allows for flexible scheduling arrangements with teachers and pupils, and enables schools to make use of existing computer labs.

In this model, the teacher will provide and create activities about verb tense and aspect that may be used in the computer laboratory, provided that the first station is the “chalk and talk” station.

As students learn more during the lecture and take better quality notes in the chalk talk station, they will be more productive during their seatwork, homework and study time if it is improved with an appropriate technology.

As an English teacher for 5 years, I saw how pupils transformed, same with

technology. They changed their interest and without technology innovation, learning for them is boring and dull. I want to try this Modified-Lab Rotation Approach to improve the percentage of mastery of my pupils in understanding the concept of verb tense and aspect.

### Action Research Questions

- 1.How does the Modified Lab- Rotation Model improve the conceptual understanding of verb tense and aspect?
- 2.What are students' perceptions of the Modified Lab-Rotation model in an elementary classroom?

### Action Research Methods

The participants of the studies are 62 Grade 5 students. The researcher used the simple random sampling. To have a verifiable data, triangulation plan was made; student's perception questionnaires, pre-test and post-test, student's interviews.

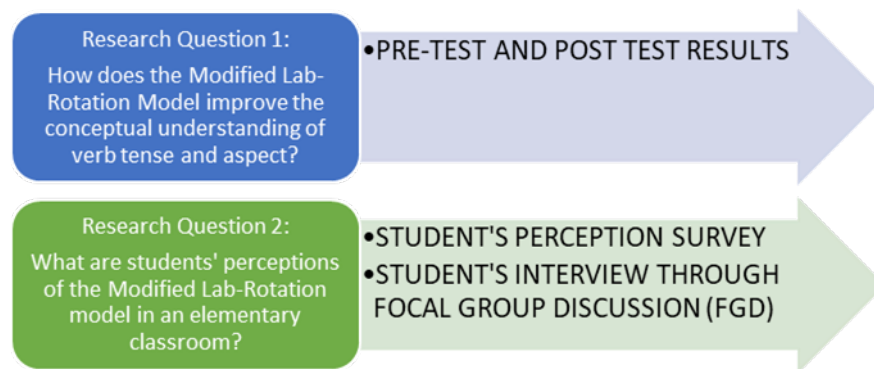


Figure 1  
Data Triangulation Plan

The pre-implementation phase of the study was the selection of 62 students. Parent's consent form where given to inform their parents of being part of the studies. The researcher used the true- experimental designs wherein the respondents were randomly assigned using the computer aided sampling. After assigning them into two group, Group A will not receive the treatment (control group) while Group B will receive the treatment (experimental group).

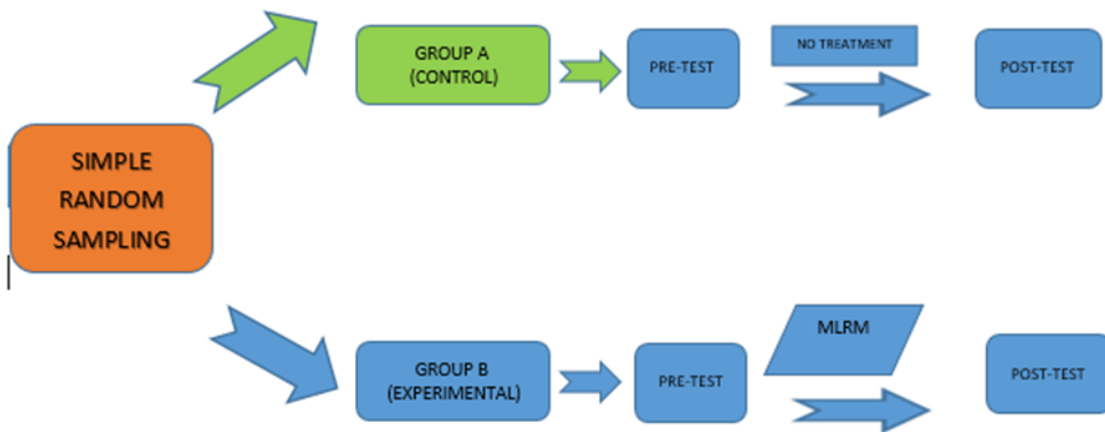


Figure 2  
Pre-test- Post –test Design

In the implementation phase, we conducted the studies for 2 weeks. First day will be the pre-test for both group. The pre-test/post-test where made and validated by the English Coordinator together with the six Master Teacher in our school.

For the next five days, the researcher, will teach the tenses and aspects of verb using the traditional “chalk-talk method” for 50 minutes. On day 7th day, they will have the post-test. Next in line is the Group B, for five days they will have the lesson of Aspects of verb using the Lab-Rotation Model for 50 minutes using a standard lesson plan, modified by the researcher. On their 7th day they will have the post-test.

The post-implementation phase, include the Focused Group Discussion, conducted in order to verify the Student’s Perception Survey.

All the collected data were charted, tallied, graphed and analyzed using the qualitative and quantitative statistics.

### Conclusion

All the collected data were charted, tallied, graphed, analyzed and treated statistically to find out how does Modified Lab-Rotation Model improve the conceptual understanding of students in the topic Aspects and Tenses of verb.

An English-based pre-test and post test was administered to the respondents to find out their baseline learning performance in the topic aspects and tenses of verb.

GROUP	PRE-TEST MEAN	PERCENTAGE OF MASTERY
A ( CONTROL )	10.78	35.94%
B ( EXPERIMENTAL )	10.44	34.79%

PRE-TEST mean and mastery level of both groups.  
Table 1

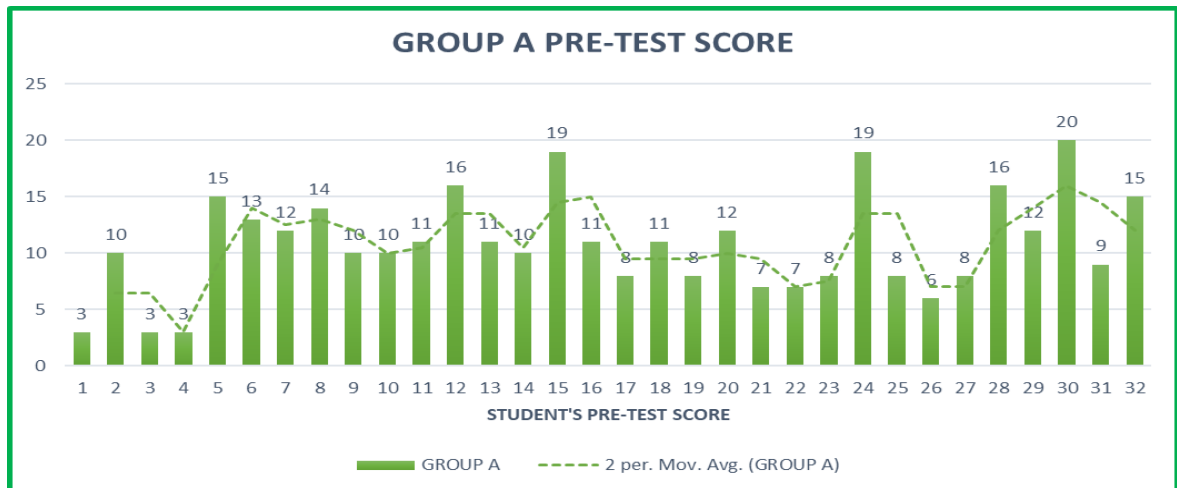


Figure 3

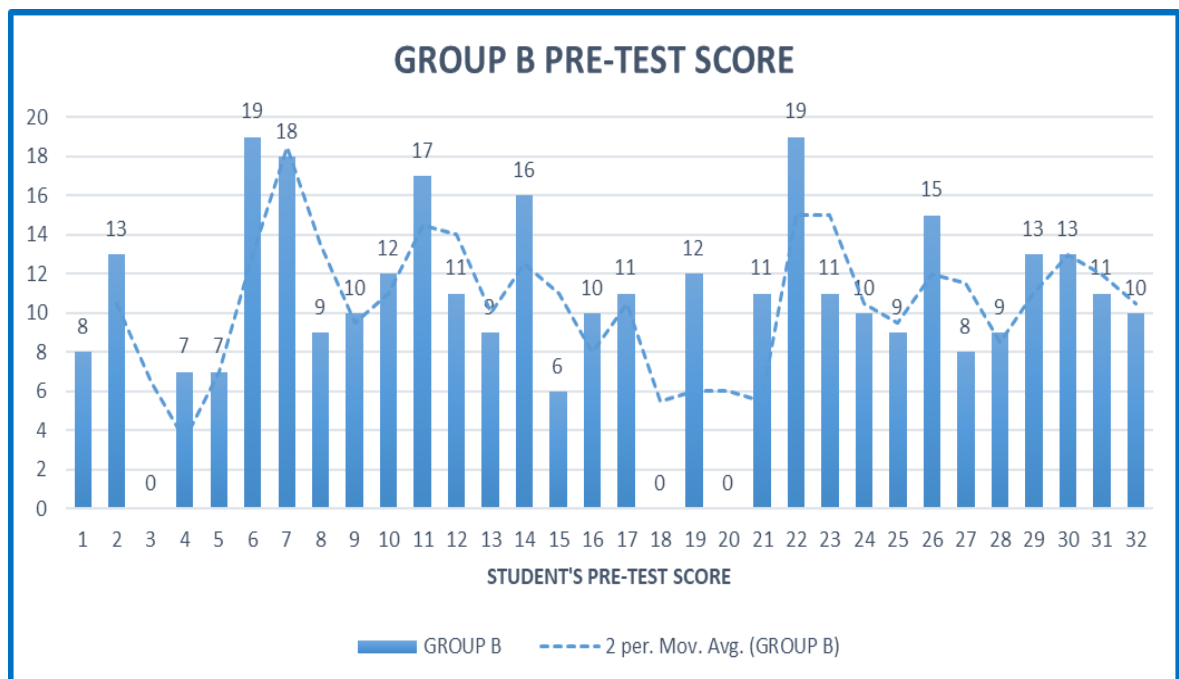


Figure 4

The above graph shows the individual score of the respondent from Group A and Group B. It reveals that only 1 student got 20 out of 25 items, and 3 of them got zero.

Mode reveals that most of the respondent got 10 ( n=10) out of 25 item pre-test. The results imply that at the beginning of the study the respondents (both groups) have a low conceptual understanding about the topic of Aspect and Tenses of verb.

### Post test

After the implementation of the Modified Lab- Rotation Model ( MLRM ), the same English test was given as post-test to assess the improvement of their conceptual understanding about the topic. Table 2 and Figure 5 a and 5 b show the post-test results of Group A and B.

GROUP	POST-TEST MEAN	PERCENTAGE OF MASTERY
A ( CONTROL )	12.03	40.10 %
B ( EXPERIMENTAL )	21.31	71.04 %

Post test Result of the Two Groups  
Table 2

The results of improvement were evident after the implementation of the MLRM. The Group A has a mean of 12.03 with the PM of 40.10, while Group B has a mean of 21.31 and a percentage of mastery of 71.04 %, which is 36.25% higher than their pre-test.

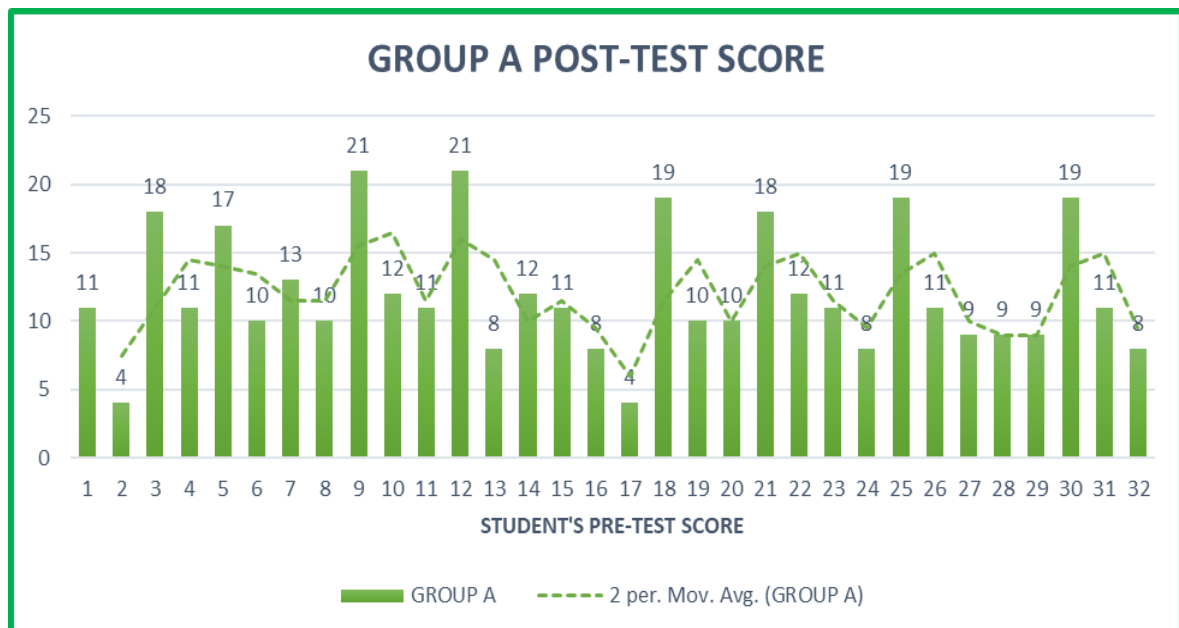


Figure 5 a

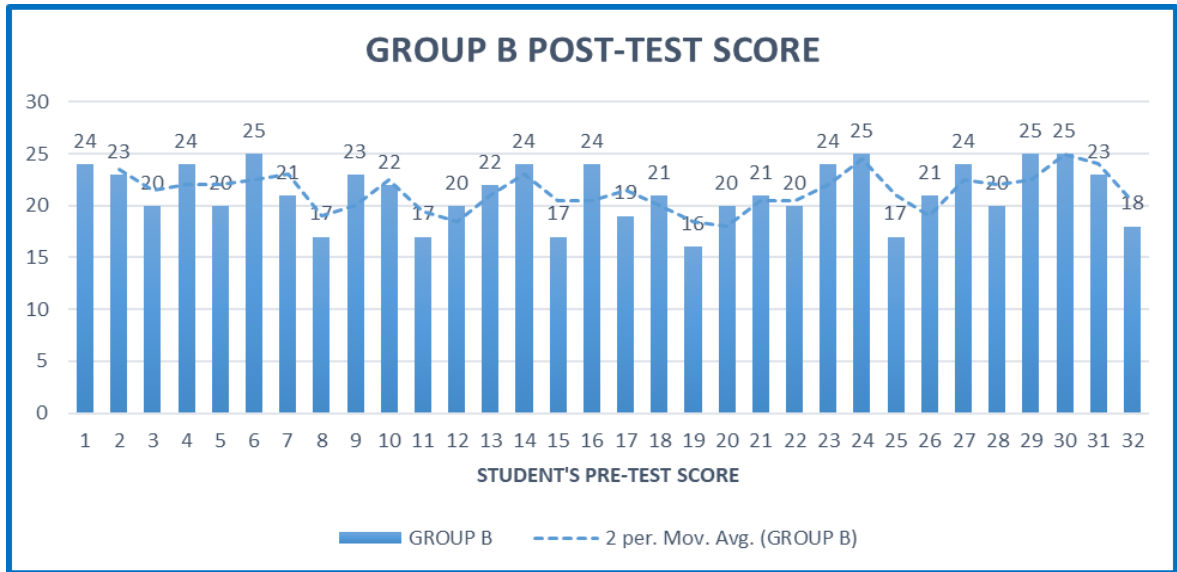


Figure 5 b

The figure above shows the individual score of the respondent, from the control and experimental group. Mode reveals that most of the respondent in the experimental group got 24 of 25 items. (n=24)

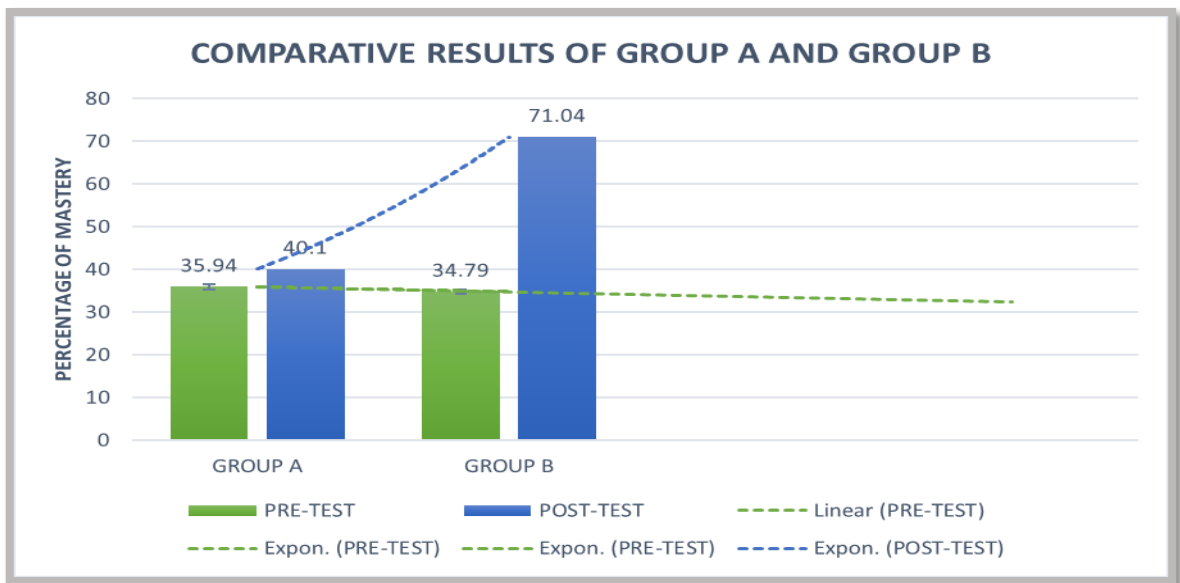


Figure 6  
Comparative Results of Group A and Group B Test

The figure 6 reveals the increase in the post- test of Group B. The used of Modified Lab-Rotation Model was able to improve the conceptual understanding of the Grade 5 students in the topic Aspects and Tenses of Verb. In order to validate the results of the post-test, the students, in particular gave their positive responses about their perception in MLRM through the reflective interview during the FGD or Focal Group Discussion, that the said approach improve their conceptual understanding about the topic.

In conclusion, the researcher found out that through the Modified Lab-Rotation Model: A Blended E-learning Approach, students registered a great improvement in

understanding one of the most difficult lesson in Grade Five English, which is the Aspects and Tenses of Verbs.

### **Reflection**

When beginning a blended learning model in any classroom, there are many things to consider and many things to learn. This was the case in this research as well. Looking back on the study, there were six lessons that I learned that are worthy of sharing with future blended educators.

First off, blended educators need to permit themselves to make mistakes and to learn with their students. Educators need to understand that they will not know how to do everything when they begin implementing a blended learning model.

Second, reflect on what they are doing, try something new, and understand that it will get easier as time goes on. It is difficult for a public school to do blended but since we are now in the 21st century we need to do some innovation using a low resource facility.

Third, it is important to make a lesson plan when using blended classrooms and teachers should be flexible and willing to accept change when it does not quite fit what their students need.

Fourth, the researcher has come to realize that blended-learning is happening in our classroom today. It just happened that we do not follow a certain procedure to achieve a better result. Blended learning is not laid-back. You need to check first if this kind of strategy will suit your learners. It not just merely using technology in teaching. It's the process and making the process standard. And how can you make the process standard? Making things standard we need to thoroughly review the needs, strengths, and weaknesses in a certain subject. After that make a concrete plan and follow the MLRM lesson plan that the researcher proposed.

Fifth, the researcher also realized that most of their students have difficulty in understanding the technical aspects of English lessons.

Lastly, not all subjects or topics can be blended.

### **Action Plan**

The researcher is planning to do the second phase of the action research, where in, we are going to encourage other teachers to do the blended learning in their respective subject area.

The researcher recommends the continuous implementation of this model in other learning areas.

Since, we used a modified lesson plan in this action research, we encourage our teachers to have a month long session in making a lesson plan for blended classroom. We encouraged other school to visit and observe the process of blended learning in our school.



The researcher, will incorporate other model that will suit the needs of the learner.

We encourage other schools to do the Modified Lab-Rotation Model in their school to assess the effectiveness of this model.

### **Acknowledgement**

Learning. In one word that is what research is all about. Last July 2018, I have been on a journey that has taught me a lot about Research and even more about perseverance. I did not make that learning experience alone, and for that I am thankful.

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Above all, thank you to our Almighty God, this will not be possible without him.

**L.R.B.C**

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## **Appendices**

### **STUDENT'S INTEVIEW QUESTIONS**

You have been working on blended learning for a long time now. When you are in modified lab-station-rotations, you have learned all about your computers and how to move from the computer laboratory to the blended classroom. You have also learned how to use the computers to learn new things. We have invited you here today to share what you have learned. You are the experts at this, and we want to use what you know to help other teachers learn about blended learning.

Let me explain how this is going to work today. In front of you, there is a netbook. This netbook is going to record our conversation, so Mrs. Cruz can hear your great ideas later. When she listens to it, she will want to know who is speaking, so I am going to give you a number. Before you answer the question, just say that number, so Mrs. Cruz will be able to keep track of who is talking. She won't know your name, but she will know your number. Be sure to speak loudly and clearly and only one person at a time. Also, don't be afraid to say the good and the not so good things that you know about blended learning. We want to learn as much as we can about blended learning. While we are sharing what we know about blended learning, we will also be sharing our opinions, so there is no right or wrong answer. Everyone's opinion does not have to be the same. It is okay to politely disagree with someone else's ideas.

Do you have any questions? (Answer any questions the students have.) Let's get started.

1. What is the best part of blended learning using the modified lab-rotation model?
2. What is the worst part of blended learning using the modified lab-rotation model?
3. Have you had any problems during blended learning using the modified lab-rotation model? How did you fix them?
4. What advice would you give to students who have never done blended learning before?
5. Do you have anything else you would like to share about blended learning using the modified lab-rotation model (MLRM)?

**Thank you for sharing your thoughts with us today.**