



EFFECTIVENESS OF STATION ROTATION MODEL OF BLENDED LEARNING IN LEARNING ENGLISH GRAMMAR AMONG THE STUDENTS OF UNDERGRADUATE

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ABSTRACT

The present experimental study was undertaken with two objectives in view: (i) to apply Station Rotation Model blended learning in learning English at Undergraduate level and (ii) to measure the effectiveness of Station Rotation Model of blended learning among B.A students, Bon Secours Arts and Science College for Women . Two matched groups of students were constituted for the purpose of this experiment. Each group consisted of above average students, average students and below average students. The control group was taught through the traditional lecture method while the experimental group learnt through Station Rotation Model blended learning. The obtained results show that the Station Rotation Model blended learning was more effective than the traditional lecture method in learning English at B.A level and it enabled the below average students to cope with average students and above average students to a considerable extent.

Keywords: Station Rotation Model of blended learning, Average students, Bachelor of Arts, Traditional method

INTRODUCTION

Blended learning is a method that combines traditional face-to-face teaching and digital training. It is a method in which the student uses both online learning and self-directed access. It is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008)..It's a face to face approach that can build skills, mindsets and behaviors needed for success in

the class room transactions. Unlike other blended learning models, the Station Rotation model takes place within the physical classroom or training room. During the classroom, students rotate on a fixed schedule among various modalities, which usually include 3 learning stations: 1) online learning; 2) face-to-face instruction; 3) group projects. Traditional methods of learning were ineffective to the students in learning English grammar at undergraduate. Station Rotation Model of Blended Learning is a challenging innovative method can be helped to enhance the learning of the students of Undergraduate in English grammar.

NEED AND SIGNIFICANCE OF THE STUDY

English is an international language and window of the world. Acquiring English language skill is need of the hour. Many students face the problems in acquiring knowledge in English due to difficulty in learning grammar in English. As per problems inventory of the teachers, students of Undergraduate have hurdles in learning English grammar. Traditional methods of teaching English grammar is ineffective and monotony which fails to achieve the expected scoring of marks of the learners in grammar.. Hence the researcher endeavoured to find a suitable method named Station Rotation Model of Blended Learning for simplifying English grammar for the students of Undergraduate.

STATEMENT OF THE PROBLEM

Students have learning impediments in (a)Kinds of Nouns (b) Kinds of Sentences (c) Identifying subject and verb (d) Kinds of pronouns (e)Kinds of Adjectives (g) Verb forms(h) Tenses (i) Reported speech (j) Clauses.. Students could not understand specific grammatical items by adopting conventional methods which made ineffective in learning English. Hence the Researcher adopt Station Rotation Model of Blended Learning to eliminate the problems of the students in selected college. Hence the researcher selected the topic entitled as “EFFECTIVENESS OF STATION ROTATION MODEL OF BLENDED LEARNING IN LEARNING ENGLISH GRAMMAR AMONG THE STUDENTS OF UNDERGRADUATE”

OPERATIONAL DEFINITION OF THE KEY TERMS

Effectiveness –refers to the effectiveness by adopting Station Rotation Model of Blended learning in learning English Grammar among the students of first year B.A.

Station Rotation Model of Blended learning – The Station Rotation model allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station.

Learning – Learning English grammar at First year B.A.

English grammar – English grammar of Bharathidasan University Syllabus at First year B.A.

Students –Students of First year B.A studying in Bon Secours Arts and Science College for Women Mannargudi,

Undergraduate – First year B.A is considered those who are studying first year in English.

GENERAL OBJECTIVES

1. To identify the difficult areas in Learning English Grammar of the students of B.A English in the selected Bon Secours Arts and Science College for Women college
2. To findout the effectiveness of Station Rotation Model of Blended Learning in learning English grammar among the students of First year B.A.

SPECIFIC OBJECTIVES

1. To find out whether there is any significant difference in achievement means score of the students between the Pre-test of Experimental groups and the Post- test of Experimental groups in learning English Grammar in Bon Secours Arts and Science College for Women
2. To find out whether there is any significant differences in achievement mean score of the students between the Pre-test of Control group and the Post- test of Control group in Bon Secours Arts and Science College for Women

HYPOTHESES

1. There is no significant difference in achievement mean score of the students between the Pre-test of Experimental groups and the Post- test of Experimental groups in learning English Grammar in Bon Secours Arts and Science College for Women
2. There is no significant difference in achievement mean score of the students between the Pre-test of Control group and the Post- test of Control group in Bon Secours Arts and Science College for Women
3. Station Rotation Model of Blended Learning is more effective than traditional methods in learning English Grammar.

DELIMITATIONS OF THE STUDY

1. The study was confined to Grammar from English First Year undergraduate syllabus from Bharathidasan university, Trichirappalli syllabus only.
2. The sample covered only B.A English Students of selected college.
3. The homogeneity among the control and the experimental groups were established with respect to the scores as measured by the monthly test.

VARIABLES

Independent Variables: Station Rotation Model of Blended Learning, Bon Secours Arts and Science College for Women and Conventional method. **Dependent Variables:** 1) Achievement scores in English grammar. 2. Retention test Scores. **Intervening variable:** Fear.

METHODOLOGY

Method: Equivalent group Experimental Method was adopted in the study. **Sample:** One hundred and eighty students studying in First year B.A were selected from Bon Secours Arts and Science College for Women .Equal strength of both control groups(90 students) and experimental groups(90 students) for the study.**Tools:** Three researcher-made tools were used in the study. One is Problems Inventory from the teachers to diagnose the problematic area of the students in learning English grammar. Another tool is an achievement test which is used for testing the effectiveness of Station Rotation Model of Blended Learning in learning English grammar among the students . Pilot study was administered for the three tools. After establishing Reliability (0.76) using test-retest method and validity (Face validity, Content validity and Construct validity)of the two tools by, they were considered for the Final study.

DATA COLLECTION FOR THE FINAL STUDY

The researcher approached principal of the selected Bon Secours Arts and Science College for Women for collecting data and using the Station Rotation Model of Blended Learning and conventional methods in learning English grammar. Researcher prepared a problems inventory, administered among the teachers of selected college in English and identified the problems of the students in learning English grammar. Researcher prepared activities for preparing a Station Rotation Model of Blended Learning with help of a educationist for creating effective learning .After preparation of the Station Rotation Model of Blended Learning , it was validated by the Faculties of college those who were handling English at undergraduate level. Achievement test was prepared on the basis of the blue print. After getting consent of the college for administering the study to find out the effectiveness of conventional method and effectiveness of Station Rotation Model of Blended Learning in learning English Grammar.

Table No :1

Difference in achievement mean score between Pre test of Experimental groups and Post test of Experimental groups in learning English grammar

Grammatical items	Groups	Number of Sample	Mean	SD	t- Value	Significant
Phrasal Verb	Pre Experimental Group	90	4.79	1.78	7.26	Significant
	Post Experimental Group	90	6.47	1.24		
Transformation of Voice	Pre Experimental Group	90	4.58	1.80	7.76	Significant
	Post Experimental Group	90	6.37	1.28		

Transformation Simple, Compound and Complex	Pre Experimental Group	90	4.83	1.67	7.02	Significant
	Post Experimental Group	90	6.32	1.12		
Sentence Pattern	Pre Experimental Group	90	4.90	1.88	6.82	Significant
	Post Experimental Group	90	6.52	1.24		
Intonation	Pre Experimental Group	90	4.21	1.89	6.01	Significant
	Post Experimental Group	90	5.79	1.63		

The calculated t value of Phrasal verb between Pre-Experimental and Post- Experimental is 7.26 greater than tabulated value 1.99. Null hypothesis is rejected at 0.05 level. Hence there is significant difference Pre-Experimental and Post-Experimental in Phrasal verb of English grammar of the Students of Undergraduate. The calculated t value of Transformation of Voice between Pre-Experimental and Post-Experimental is 7.76 greater than tabulated value 1.99. Null hypothesis is rejected at 0.05 level. Hence there is significant difference Pre-Experimental and Post-Experimental in Transformation of Voice of English grammar of the Students of Undergraduate. The calculated t value of Transformation of Simple, Compound and Complex between Pre-Experimental and Post-Experimental is 7.02 greater than tabulated value 1.99. Null hypothesis is rejected at 0.05 level. Hence there is significant difference Pre-Experimental and Post-Experimental in Transformation of Simple, Compound and Complex of English grammar of the Students of Undergraduate. The calculated t value of Sentence pattern between Pre-Experimental and Post-Experimental is 6.82 greater than tabulated value 1.99. Null hypothesis is rejected at 0.05 level. Hence there is significant difference Pre-Experimental and Post-Experimental in Sentence pattern of English grammar of the Students of Undergraduate. The calculated t value of Intonation between Pre-Experimental and Post-Experimental is 6.01 greater than tabulated value 1.99. Null hypothesis is rejected at 0.05 level. Hence there is significant difference Pre-Experimental and Post-Experimental in Intonation of English grammar of the Students of Undergraduate.

Table No:2

**Difference in achievement mean score between Pre test of Control groups and Post test of Control groups
in learning English grammar**

Grammatical items	Groups	Number of Sample	Mean	SD	t- Value	Significant
Phrasal Verb	Pre Control Group	90	4.62	1.95	1.52	Not Significant
	Post Control Group	90	5.04	1.73		
Transformation of Voice	Pre Control Group	90	4.20	2.02	1.82	Not Significant
	Post Control Group	90	4.73	1.87		
Transformation Simple, Compound and Complex	Pre Control Group	90	4.72	1.74	1.85	Not Significant
	Post Control Group	90	5.22	1.87		
Sentence Pattern	Pre Control Group	90	4.86	1.99	1.67	Not Significant
	Post Control Group	90	5.32	1.96		
Intonation	Pre Control Group	90	4.23	2.01	1.67	Not Significant
	Post Control Group	90	4.73	1.99		

The calculated t value of Phrasal verb between Pre-control and Post-control is 1.52 less than tabulated value 1.99. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference Pre-control and Post-control in Phrasal verb of English grammar of the Students of Undergraduate.. The calculated t value of Transformation of Voice between Pre-control and Post-control is 1.82 less than tabulated value 1.99. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference Pre-control and Post-control in Transformation of Voice of English grammar of the Students of Undergraduate. The calculated t value of Transformation of Simple, Compound and Complex between Pre-control and Post-control is 1.85 less than tabulated value 1.99. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference Pre-control and Post-control in Transformation of Simple, Compound and Complex of English grammar of the Students of Undergraduate. The calculated t value of Sentence pattern between Pre-control and Post-control is 1.56 less than tabulated value 1.99. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference Pre-control and Post-control in Sentence pattern of English grammar of the Students of Undergraduate. The calculated t value of Intonation between Pre-control and Post-control is 1.67 less than tabulated value 1.99. Null hypothesis is accepted at 0.05 level. Hence there is no significant difference Pre-control and Post-control in Intonation of English grammar of the Students of First year B.A.

FINDINGS

1. There is a significant difference in achievement mean score of the students of B.A first year between the Pre-test of Experimental groups and the Post- test of Experimental groups in learning English Grammar in Bon Secours Arts and Science College for Women
2. There is no significant difference in achievement mean score of the of B.A First year students between the Pre-test of control group and the Post- test of Control group in learning English Grammar in Bon Secours Arts and Science College for Women
3. Station Rotation Model of Blended Learning is more effective than conventional method in learning English Grammar.

EDUCATIONAL IMPLICATIONS

1. The academicians and the authorities may work out the practicability of the Blended learning method for students and it may help them to overcome the difficulties faced in learning English grammar.
2. Pre-service Teachers may be trained to prepare Blended learning method for different subjects.

3. It may be implemented to high college, primary college, Higher secondary college and for some other subjects also. It may be helpful to improve the language skills in English.
4. Station Rotation Model of Blended Learning are essential for effective teaching and learning process of English grammar at undergraduate level
5. It increases the scoring marks of the learners. It can be supplemented to improve the grammatical skills which can be helpful to achieve laudable future.

SUGGESTIONS FOR FURTHER RESEARCH

1. Preparation and validation of Station Rotation Model of Blended Learning for learning English grammar and implementation for the students of other colleges.
2. Effectiveness of Station Rotation Model of Blended Learning for learning English grammar among the students of graduate in Science and Commerce.
3. Preparation and validation of Station Rotation Model of Blended Learning for English grammar and implementation for the students of Second paper in English.
4. Impact of Station Rotation Model of Blended Learning for learning English grammar among the students of all levels.
5. Effectiveness of Station Rotation Model of Blended Learning in teaching English for the teachers of preservice and in-service.
6. Effectiveness of using Station Rotation Model of Blended Learning in learning English grammar in all the other types of college.

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