



**FLIPPED CLASSROOM LEARNING STRATEGY AND SS2
STUDENTS' ACADEMIC PERFORMANCE IN GRAMMAR IN
YENAGOA LOCAL GOVERNMENT AREA OF BAYELSA STATE**

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Abstract

The Study Investigated Flipped Classroom Learning Strategy and SS2 Students' Academic Performance in Grammar in Yenagoa Local Government Area of Bayelsa State. The study was guided with two objectives, two research questions and two hypotheses. The study adopted pre- test post- test intact class quasi- experimental research design. The population for this study was comprised of all the two thousand eighteen (2,018) senior secondary two (SS2) students in the 28 government secondary schools in Yenagoa, Bayelsa State. Simple random sampling technique was used to select 2 secondary schools for the study while stratified random sampling technique was used in selecting 100 students from two schools made up of 60 males and 40 females in the selected local government area. Two classes were used to teach with the following methods: flipped classroom learning strategy and discussion method. A pre test of English Grammar Performance Test (EGPT) was given to all the students before the treatment. Thereafter, the experimental group was subjected to treatment. Students in the experimental group were exposed to lessons developed using flipped classroom learning strategy. The instrument for the data collection was English Grammar Performance Test (EGPT) which was used to determine the academic performance of the students. To establish the reliability of the instrument, Kuder- Richardson 21(K-R) method was employed and the reliability coefficient of 0.85 was obtained. Data analysis was subjected to mean scores, standard deviation and analysis of covariance (ANCOVA) at 0.05 level of significance. The findings revealed that flipped classroom learning strategy is more effective than discussion method. Also, the findings indicated that gender has no influence on students' achievement in grammar using flipped classroom. Based on the findings, the following recommendations were made: the curriculum developers should consider adopting flipped classroom learning strategy to prescribe activities for topics in English language.



Keywords: Flipped Classroom, Learning strategy, English Language and Grammar.

Introduction

Education is widely recognised as a necessary instrument for the development of any human society. Every society fashions out the type of education it considers most appropriate for attaining its goals and objectives. A good and quality education is the bedrock of sustainable development in any nation. The value of education cannot be over emphasized as the link between education and a nation's development is very strong. Human capital development is necessary for a sustainable development in economy, politics, and industries. The Federal Government of Nigeria (FGN, 2013) as cited in Ijoko (2021) stated that secondary education is the form of education children receive after primary education and before the tertiary stage. The document stated that the aim of the secondary education within our overall national objectives should be: preparation for useful living within the society and preparation for further education.

Language is a means of social control; a collection of motor responses. It functions symbolically and so is used for verbal communication. Only human beings have evolved a communication system with the properties of natural language. The existence and use of verbalised language is therefore, one factor used to differentiate between man and animal. Language therefore is man's principal means of classifying things and it is this classifying function that goes further towards accounting for the role of language as an organiser of our representations of experience. Nevertheless, from which ever perspectives language is defined, it has the following levels or skills: listening, speaking, reading and writing.

It is clear that the English language plays a crucial role in human communication. It is the international language of commerce industry, politics and education. In many parts of the world, English language is being used as an official language in various aspects like the government, the law court, the media and the educational sector. It has been noted that, it is necessary to master the official language as early as possible in life. It is indeed described as a second language (L_2) in most parts of the world. This is because it serves as a complement to a person's mother tongue or first language (L_1) (Ijoko, 2021).

In Nigeria however, English language has some kinds of special recognition. It is not used as the second language (L_2) only but also used as an official language and the language of teaching and learning. The English language is Nigeria's Lingua franca which serves as a language of business, government, medium of instruction in schools, to mention a few. The Federal Republic of Nigeria policy on education (FRN, 2013) placed the English Language as a major and compulsory subject to be studied in the primary (upper primary 4 -



6), secondary and tertiary institutions. There is no doubt that, of all the subjects which candidates take in the West African Senior School Certificate Examination (WASSCE), no one is as prominent as the English Language. It is a subject which candidates must pass alongside mathematics, if their overall success in the examination is to have any value. A pass at credit level in English Language is a compulsory requirement for any student seeking admission into any known higher institution of learning in Nigeria (Ijoko, 2021).

According to Olagoke (2016) English language is the language of science and technology and a passport of educational advancement and prestigious employment as the language of commerce and administration of means of national and international communication. It is therefore, important and of necessity that products of our schools are proficient in English. The content of the secondary English curriculum consists of: speech, comprehension, vocabulary development, lexis and structures/ grammatical structures, mechanics and composition writing. However, the English content of this paper work is on grammar.

The definitions of grammar are legion. Different people have different opinions about the meaning of grammar. But, to the linguists, grammar is a model of a language. This type of grammar is simply a scientific representation of the internal knowledge possessed by a native speaker, technically termed by Chomsky as competence (Chomsky, 1975 as cited in Nwala, 2016). Going by what we have said so far, a grammar of a language is a mode of the linguistic competence of the fluent native speaker of the language.

Our conception of grammar here is far different from the notional definition of grammar. The definition of grammar in this study is psychological, since it portrays an abstract knowledge. It is a mentalistic description of the linguistic competence of a native speaker of a language, which enables him to speak and understand his language fluently. In so far as there is no doubt the quality of the internal ability of a native speaker of a language, the paper, uphold that grammar is the sum total of the rules and principles that have been formulated with respect to a language. This form of grammar is generative in nature. That grammar is the sum total of rules means that a grammar of a language may be written down or theorized. Any set of rules prescribed, as a grammar of a language must pass the test of linguistic measurement, so that it can adequately define and even classify language (Nwala, 2016).

To judge any grammar completely, the modern linguists place emphasis on adequacy. There are three basic types of grammatical adequacies: observational, descriptive and explanatory (Nwala, 2016). Who aim of grammatical adequacy is simply to define and distinguish those utterances that



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are acceptable from those that are not acceptable. The native speaker cannot adequately grasp the rules and principles that underline the utterances he produces, but he has an unconscious or tacit knowledge of such principles. This, at face value many look inconceivable, but it is obvious that a native speaker cannot introspect his knowledge since it is abstract; therefore, in the same token, he cannot account for this intangible knowledge. Accordingly Nwala, (2016) stated that the ability of a native speaker or a non-native speaker to point out acceptable or unacceptable utterances in his language is generally termed observational adequacy. This knowledge helps the linguist to define those bits and pieces of data in a language.

Grammar is defined as nothing used but rules and observations drawn from common speeches of mankind which teach us to speak and pronounce, to spell and write with propriety and exactness according to the custom of the native speakers. In other words, since language is human behaviour it has rules governing its use. The grammar of a second language should be taught to the learners for some reasons among which is that it will enable the learner master the essential grammatical patterns needed for meaningful use of the language, the correct use of tenses, nouns and other essential forms of the language.

There is a global movement towards achieving the vision of 21st century education. That is to say that collaboration, problem solving, information and economic literacy are needed in 21st century era. According to Arikan (2008) the duty of a teacher is not just to impart knowledge to the students rather it is expected that a teacher is meant to guide, discuss and measure the progress of students in order to know when more support is needed. In this case the teacher becomes a mentor, coach and designer of projects that show the real world relevance of subject material. Gone are the days when teachers were mandated to prepare their lesson plans without minding if the students have fully internalized the subject matter. School systems around the globe are shifting away from the conception of the lesson as rigid and subject specific unit of time that takes within the four walls of classroom to the learners' centeredness. Accordingly, Vikoo (2013) stated that "the global information society has initiated a shift of emphasis from the natural resources- based economic development model to that of knowledge- based resource development in creating wealth" (pp.23). Information and Communication Technology (ICT) is looked upon as a viable tool for uplifting the standard of education in any nation.

Infusing technology into learning by teaching the students how to surf the internet allows the students to gather enough information that no school library could give. Integrating technologies in which students are conversant with is a wonderful method to support independent, enquiry based learning and peer collaboration, thereby engaging them to learning experiences both inside and outside of the school environment. Learning management system came as a way of facilitating progress in teaching and learning process and



this gave way to emergence of blended learning as an instructional strategy (Okore, 2018). It is pertinent to take a look at instructional strategies before flipped classroom blended learning as an instructional strategy.

Learning strategy or style is an action or special way an individual learns. Hunt (2001) thought that learning style describes a student in terms of those educational conditions under which he is most likely to learn. Learning style describes how a student learns and not what he has learned. Sardarach, Saad and Boromand (2012) stated that learning style consists of distinctive and observable behaviours that provide clues about the mediation abilities of individual. In operational terms, Frisen (2012) described people through their characteristics set behaviour, inform us how their minds relate to the world and therefore how they learn. Gina et al, (2013) also opined that learning strategies as steps taken by the learner to aid the acquisition, storage and retrieval of information. It is also regarded as specific actions or techniques which may or may not be observed. Some strategies are consciously used, and can be modified and learned. In addition, it is generally agreed that strategies are present in both informal and academic settings. Learning strategies seem to be skills learners use to help them remember things better or to do tasks more efficiently. This notion agrees with the constructivist view that learning should involve the learner constructing his own knowledge from personal experience using his personal learning strategy. Several researchers such as Dwaik, Jeweiless and Shrouf (2016), and Olodude 2014 have studied what learning strategies are and why they are effective in learning process.

According to Micheal (2012), and Ololude (2014), a flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having students complete readings at home and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom, with a mentor's guidance (Abeysekera & Dawson, 2015).

Many studies have been carried out as regards to the use of blended learning in recent studies.

Kolawole (2017) conducted a study on effects of flipped classroom learning strategy and students' academic performance in English language in Kwara State. This study intended to investigate the academic performance of students in English to find out which of them is more effective learning strategy. Students sample for the study was 400 senior secondary school English students made up of 240 boys and 160 girls randomly selected from four out



five states in South West Nigeria. The finding revealed that there is no gender difference in flipped classroom strategy.

Nystrand and Gamoran (2016) conducted a study on blended learning in language arts and English classes in Mowestern Communities in the United States. They observed the practices used in 58 eight grade and 54 Ninth grade language arts and English classes in eight Mowestern Communities in the United States. In the research, there was a positive effect of blended learning strategy. The difference between the study and the current one is that the present study is conducted in Nigeria while the former was in United States. Similarly, the present study is on English grammar while the former is on language arts.

A study was conducted by Dwaik, Jeweiless and Shrouf (2016) on the adoption of blended learning technologies in selected secondary schools in Nigeria and Cameroon. It was viewed that blended learning seems to solve the problem of learning accessibility in secondary school especially for the disabled. Blended learning supported and improved academic performance of the disabled learners.

In the same vein, Dwaik, Jeweiless and Shrouf (2016) did a study on using blended learning to enhance students learning in American literature course aimed at finding out if the students use of blended learning can in any way enhance their learning. The study which is an experimental research had 26 participants from the University of Hebron who were taught partially with traditional method for a half of the semester and through the use of blended learning for the remaining period of the semester. Two instruments were used to generate or collect data from the experimental group, a questionnaire and the web-based instrument which had the recordings of the findings showed that 76% of the participants are on the internet on weekly basis, which in turn showed that it harnessed the learning-teaching process.

Adesoji and Ibrahim (2019) carried out a research on the use of blended learning in teaching English language education course at a University of Education in Nigeria. The research goals were to codify the opinion and beliefs of students concerning blended learning. It was an action research, data collected was through a six-point questionnaire designed to get information from the respondents. Six hypotheses were also tested and the findings revealed that blended learning paves way for opportunities for students and students' interaction, increase students' engagement in learning, add flexibility in the teaching and learning and creating opportunity for continuous improvement. This study is similar to the current study. However, the present study is on flipped classroom blended learning strategy and SS2 academic performance in English grammar in Yenagoa Local Government Area of Bayelsa State.

In the same development, Elani and Angelo (2016) carry out a study on the blended learning strategy and SS 1 students' academic achievement in English



language in Obia/Akpor local government area in Rivers State. The study employed quasi-experimental design. Instrument was administered to 100SS 1 students which lasted for 2 weeks. The findings revealed positive effect of blended learning strategy over traditional method. However, the present study is on flipped classroom learning strategy and SS2 academic performance in English grammar in Yenagoa Local Government Area of Bayelsa State.

In another development, Akpana and Oludo (2019) carried out a study on the effects of blended instructional strategy and SS 2 students' academic performance in English language in Akwa Ibom State. The study employed a Non-equivalent control group quasi Experimental design. The study used four intact classes from four secondary schools. The sample size of 200 students was used for the study. The instruments used for the study were validated by experts in department of Arts Education University of Uyo. Reliability coefficient of 88 was obtained. Mean and standard deviation, and Analysis of covariance (ANCOVA) statistics were used to analyze the data. The result of the study showed that there was significant difference between performance of students in English language taught with blended instructional strategy and those taught using discussion learning strategy. Similarly, the present study is on flipped classroom learning strategy and SS2 academic performance in English grammar in Yenagoa Local Government Area of Bayelsa State.

Statement of the Problem

Poor performance in English Language at the secondary and even tertiary levels is an issue of concern in the Nigeria educational system. The most noticeable indication of under- performance is in the WAEC conducted SSCE English examination. The WAEC chief examiners' report each year confirms this. In 2018, the report stated that: "This paper was well within the experience of the candidates and the standard in the previous years; the candidates' performance however was generally disappointing. The above assertion has remained a source of great concern to students, teachers, parents and government. The percentage passes in examination like WAEC, NECO, and GCE continue to decline despite increasing efforts by government to stem the trend.

The poor performance recorded in English language yearly is closely connected to the performance of candidates in the paper 11 of the subject. According to the West African Senior School Certificate Syllabus (2016-2021), the paper 11 of English language consists of the multiple choice objective questions on grammar/lexis and structure which is made up of 100 objective questions. This means that failure in comprehension passage(s) could therefore lead to failure in English language.

The poor state of learning grammar in our schools has been attributed to many factors. Among the factors that may have accounted for poor performance in



the subject are: quality of teaching techniques employed by the teachers, lack of knowledge of subject- matter, lack of interest and other students' related factors. In fact, many teachers of language in Nigeria are not aware of the current methods or principles of second language teaching. Experts have called for the use of instructional techniques that are student- centred and participatory in nature, which will enable the learners take ownership of learning in group context. It is against this backdrop that this study seeks to investigate flipped classroom learning strategy and SS2 students' academic performance in grammar in Yenagoa Local Government Area of Bayelsa State.

Purpose of the Study

The aim of this study is to investigate flipped classroom learning strategy and SS2 students' academic performance in grammar in Yenagoa local government area of Bayelsa State. Specifically, the objectives of the study are to:

1. determine the difference in the mean performance scores of students taught grammar using flipped classroom and those taught with discussion method.
2. compare the mean performance score of male and female students taught grammar using flipped classroom.

Research Questions

The following research questions were posed to guide the study:

1. what is the difference in the mean performance scores of students taught grammar using flipped classroom and those taught with discussion method?
2. what is the mean performance score of male and female students taught grammar using flipped classroom?

Hypotheses

Two (2) null hypotheses tested at 0.005 guided the study.

H₀₁.there is no significant difference in the mean performance scores of students taught grammar using flipped classroom and those taught with discussion method.

H₀₂. there is no significant difference in the mean performance score of male and female students taught grammar using flipped classroom.

Research Methodology

The study adopted pre-test post-test intact class quasi- experimental research design. The population of the study comprised all the twenty eight (28) senior secondary two (SS 2) co-educational public secondary schools in Yenagoa local government area of Bayelsa State.A sample size of 100 SS 2 students was used for this study. A simple random sampling and stratified random sampling techniques was used to compose the sample. Simple random sampling technique was used to draw two (2) co-educational secondary



schools from the twenty-eight (28) government secondary schools in Yenagoa Local Government Area of Bayelsa State. Thereafter, a stratified random sampling technique was used to draw a number of schools from the educational zones in the local government area for the study. Twenty (20) item multiple choice test entitled “English Grammar Performance Test” (EGPT) was used in this research to determine students’ academic performance. The face and content validity of the instruments was carried out by the two experts in the Department of Arts Education, Federal University Otuoke. The instrument was modified based on the suggestions of these experts before administering to the students. To establish the reliability of the instrument, Kuder- Richardson (K-21) method was adopted and the reliability coefficient of 0.85 was obtained. Meanwhile, the mean and standard deviation was used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 alpha levels of significance.

Results

Table 1: Mean, standard deviation of students taught grammar using flipped classroom and those taught with discussion method.

	Pre- test	Post – test	Mean Difference			
Method	N	Mean	SD	Mean	SD	
Flipped classroom	50	16.70	4.91	69.20	10.37	52.50
Discussion method	50	10.40	5.34	41.90	9.84	31.50

Table 1 revealed that students taught with flipped classroom strategy had a mean score and a standard deviation (\bar{x} = 16.70 and SD = 4.91) during the pre-test while students that were taught with discussion method had a mean and standard deviation (\bar{x} = 10.40 and SD = 5.34). After post-test, students taught with flipped classroom strategy had a mean and standard deviation (\bar{x} = 69.20 and SD = 10.37) while those taught with discussion method had a mean score and standard deviation (\bar{x} = 41.90 and SD = 9.84). The mean difference of the students taught with flipped classroom strategy is 52.50 while the students taught with discussion method have a mean difference of 31.50. The table result shows that flipped classroom strategy is more effective than discussion method in the performance of students in grammar.

Table 2: Mean, standard deviation of male and female students taught grammar using flipped classroom.

		Pre- test		Post – test	Mean Difference	
Gender	N	Mean	SD	Mean	SD	
Male	26	16.70	4.91	69.20	10.37	52.50
Female	24	20.50	4.76	72.70	8.28	52.20

Table 2: revealed that male students taught with flipped classroom strategy had a mean score and a standard deviation (\bar{x} = 16.70 and SD = 4.91) during



the pre-test while female students taught with flipped classroom strategy had a mean score and a standard deviation (\bar{x} = 20.50 and SD = 4.76). After post-test, male students taught with flipped classroom strategy had a mean and standard deviation (\bar{x} = 69.20 and SD = 10.37) while the female students taught with flipped classroom strategy had a mean and standard deviation (\bar{x} = 72.70 and SD = 8.28). The mean difference of the male students taught with flipped classroom strategy is 52.50 while the female students had a mean difference of 52.20. Based on the post test scores, it implies that both male and female student perform almost at equal level, although there is a slight difference in favour of male.

Table 3: Summary of ANCOVA of students taught grammar using flipped classroom and taught with discussion method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	19220.355 ^a	2	9610.177	97.874	.000
Intercept	29592.654	1	29592.654	301.383	.000
Pretest	588.105	1	588.105	5.989	.016
Method	10642.436	1	10642.436	108.387	.000
Error	9524.395	97	98.190		
Total	337325.000	100			
Corrected Total	28744.750	99			

The data presented in Table 1 showed that the students taught with flipped classroom strategy performed better than students taught with discussion method. At the same time, Analysis of covariance was used to test the hypothesis 1, Table 4.3 at the $F(1, 97) = 108.387$, $p < 0.05$ and confidence level of .05. The findings showed that flipped classroom strategy has great effect on students' performance.



Table 4: Summary of ANCOVA of male and female students taught grammar using flipped classroom.
 The research work was specifically designed to investigate flipped classroom

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8577.994 ^a	2	4288.997	20.630	.000
Intercept	19384.948	1	19384.948	93.240	.000
Pretest	8577.744	1	8577.744	41.258	.000
Gender	.076	1	.076	.000	.985
Error	20166.756	47	207.905		
Total	337325.000	50			
Corrected Total	28744.750	49			

The findings of the study in table 2 revealed that male students performed better than the female students in grammar although; there is a slight mean difference in favour of the male students. A further analysis was carried out using analysis of covariance (ANCOVA) in table 4.7 indicated which revealed main effects of gender, $F(1, 97) = 0.001, p = 0.985$. Meaning that gender has no influence on students' achievement in grammar. Therefore, the observed difference in favour of male students early identified occurred as a result of chance. This shows that flipped classroom strategy is not gender biased in teaching of grammar.

Discussion of Findings

learning strategy and SS2 students' academic performance in grammar in Yenagoa local government area of Bayelsa State. Therefore the findings of this study are discussed sequentially here below.

Students Performance in Grammar Using Flipped Classroom and Discussion Method

The data presented in Table 4.1 showed that the students taught with flipped classroom strategy performed better than students taught with discussion method. There was a statistically significant difference between the main effect of flipped classroom strategy and discussion method on students' performance in grammar. The implication of this finding is that students found flipped classroom strategy more effective and active than discussion method in improving their academic performance in grammar. The findings showed that flipped classroom strategy has great effect on students' performance. This is similar to the findings of Adesoji and Ibrahim (2019) who in their study found out that flipped classroom strategy significantly improved students' learning and also have a positive effect on the motivation and strategy of students.



Male and Female students Taught Grammar Using Flipped Classroom

The findings of this study revealed that male students performed better than the female students in grammar. This further explains that gender has no influence on students' achievement in grammar. Therefore, the observed difference in favour of male students early identified occurred as a result of chance. The study has proven that gender does not influence students' performance in grammar when taught with flipped classroom strategy. This shows that flipped classroom strategy is not gender biased in teaching of grammar. This is also in lined with the study of Kolawole (2017) on gender differences. Kolawole (2017) investigated the effects of flipped classroom learning on academic performance of students in English to find out which of them is more effective learning strategy.

Conclusion

The present study is an effort to improve English grammar. The findings revealed that flipped classroom strategy have positive effects on senior secondary school students' academic performance in grammar. There was no significant difference in the mean score of male and female students taught grammar using flipped classroom strategy.

Recommendations

Based on the results of this study, the following recommendations are made:

1. Flipped classroom learning strategy is effective in improving students' performance in grammar. Therefore, emphasis should be given to equipping students with the necessary skills in using the strategy.
2. Flipped classroom strategy is not gender biased in teaching of grammar. Therefore, the use of innovative teaching techniques should be encouraged in schools for content delivery.

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