VOL. 06 NO. 8,
NOVEMBER, 2024
E-ISSN 3026-8893
P-ISSN 3027-1061



African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

Effect of Flipped-Classroom Method on Grammatical Performance of National Diploma Students in Kaduna State, Nigeria

Abubakar Sadiq Musa; Eric Ogheneochuko Bosin; & Iowar Esther Ashiemar
Department of Languages, Kaduna Polytechnic, Kaduna.

Abstract

The study examined the effect of flipped-classroom on National Diploma grammatical performance of students in Kaduna Polytechnic, Kaduna, and Nuhu Bamalli Polytechnic, Zaria, all in Kaduna State, Nigeria. Quasi experimental research design involving two groups (one experimental and the other control group) was used. The population of the study comprised National Diploma (ND II) students of Kaduna Polytechnic and Nuhu Bamalli Polytechnic. The sample of students for the study comprised 121 students from two intact classes selected by the simple random sampling technique from ND II in two schools – Kaduna Polytechnic and Nuhu Bamalli Polytechnic. Two (2) instruments: EPC and Video Clips (flip lessons) were validated and had reliability coefficients of 0.78 and 0.72 respectively. The objective of the study is to use the FCM to improve the use of concord among ND II students. The study was guided by four research questions and four hypotheses: What is the difference between the mean performance scores of students taught using the FCM and those taught using TLM in the use of SVA, pronoun/antecedent concord, proximity and Notional concord; there is significant difference between the mean performance score of students taught the rules of concord using the FCM and those taught using the TLM. The research questions were answered using the mean, standard deviation and mean rank scores while the research hypotheses were tested using the t-test and Mann-Whitney U-test at $p \leq 0.05$ level of significance by the aid of the Statistical Packages for Social Sciences (SPSS Version 23). The results obtained showed a significant difference in performance in the use of concord in favour of the students exposed to flipped-

classroom. Attitude of students have also improved positively. The study concluded that the flipped-classroom method is effective in the teaching and learning of grammatical rules (concord). The study recommended that teachers should employ the use of flipped-classroom method in the teaching of grammar among the National Diploma students to enhance and improve their grammatical performance and attitude respectively. The study also recommended that workshops and seminars for English teachers/lecturers should be organized by the National Board for Technical Education (NBTE) on the use of the flipped-classroom method.

Keywords: Effect, Flipped-Classroom, Grammatical Performance, National Diploma, Kaduna State, Nigeria

Introduction

English language in Nigeria serves as an official language, second language (SL) as well as the medium of instruction and communication in educational institutions. Its importance is attested to by the requirements set by various examination bodies that English has to be passed at credit level before a candidate is admitted to most Nigerian institutions of higher learning. Therefore; the need to improve proficiency in English has led to many studies on the use of English among students. Concord is a major aspect of grammar and its use could present any written work or speech either as literate or illiterate. Concord as a concept has a number of rules that must be obeyed. Thus, learning the rules and applying them in written or spoken English is very necessary. The basic rules of concord are expectedly learnt right from the primary school, and continued to be improved upon at the secondary school and higher institution of learning. Despite the vast amount of materials available about the flipped approach, empirical evidence in support of the approach is seemingly lacking. Even less is available regarding the ESL/EFL classroom because much of what flipping entails is similar to what language teachers have been doing for decades. Besides, Petty (2015) and Cockrum (2014), there are few sources that ESL/EFL teachers can turn to for hints and concrete lessons for using in a flipped classroom. These limited resources, while good starting points, offer no empirical support of the flipped model. In particular, while research into student perceptions of the flipped model have been undertaken, few researchers have questioned the effects of the approach on student achievement. This study uses the Flipped Approach (FA) to

help improve the performance and attitude of students in the use of concord.

Statement of the Problem

It is impossible to overstate the significance of English language proficiency for Nigerians' social, academic, political, and economic lives. Nigeria is a multilingual country where English is the official language for business, government, and education. It is the medium of instruction used by students at every educational level to acquire knowledge and skills. It is well known that students perform poorly in English language classes, and efforts are being made to find a solution.

There is a decline in students' achievement in English communication. The poor performance and even attitude deteriorates with the passage of each day. It is like they (students) have not been taught anything anywhere before coming to the polytechnic. Many lecturers from polytechnics at "The Communication Skill Project Workshop" held at Ahmadu Bello University, Zaria, some years ago, expressed their discontentment over the general performance of their students' English. They explained that students do not communicate effectively and their sentence structures were very poor. Subject and verb agreement – rules of concord were hardly observed. All learned people with whom these students have contact complain of their ungrammatical expressions; discord forms a major part.

Objectives of the Study

The overall objective of the study is to use the FCM to improve the use of concord among NDII students.

The objectives of the study are to:

i. investigate the impact of FCM on the grammatical performance of ND II students in the use of subject-verb agreement;
ii. ascertain the impact of the use of FCM on the grammatical performance of ND II students in the use of pronoun concord;
iii. determine the impact of the FCM on the grammatical performance of ND II students in the use of proximity concord: and
iv. establish the impact of the FCM on the grammatical performance of NDII students in the use of notional concord.

Research Questions

The following research questions are formulated to guide the study:

i. What is the difference between the mean performance (SVA) scores of students taught using FCM and those taught using the traditional lecture method (TLM)?

ii. What is the difference between the mean performance score in English (pronoun concord) of ND TI students taught using the FCM and the traditional lecture method (TLM)?
iii. What is the difference between the mean performance score (proximity concord) of students taught using the FCM and those taught using the traditional approach?
iv. What is the difference between the mean performance score (Notional Concord) using FCM and those taught using the TLM?

Null Hypotheses

The following null hypotheses formulated for the study will be tested at $P< 0.05$ level of significance:

HO1: There is no significant difference between the mean (SVA) performance score of students taught SVA using the FCM and those taught using the traditional lecture method.

HO2: There is no significant difference between the grammatical performance scores of students taught pronoun concord in the flipped and non-flipped methods.

HO3: There is no significant difference between the mean performance (proximity concord) score of students taught using the FCM and those taught using the traditional lecture method (FLM).

HO4: There is no significant difference between the mean performance (Notional Concord) scores of students taught using the Flipped classroom model and those taught using the conventional method.

Significance of the Study

The study is expected to improve the attitude of students and also enhance their performance in written performance (competence) in the use of concord. The researcher is hopeful that the findings from this study will inform and support both new and experienced teachers who are unfamiliar or even intimidated by the realm of technology in their classroom. This study wants curious teachers to be inspired to flip and explore the benefits of this teaching model, with a well-informed background. The researcher hopes the education community may recognize the potential of the flip teaching for student learning, and be more open-minded to reconsidering the traditional teaching practice.

Scope of the Study

The study is carried out to determine the effect of the flipped classroom on the

grammatical performance and attitude of NDII students in Polytechnics in Kaduna State – Kaduna Polytechnic and Nuhu Bamalli Polytechnic, Zaria. The explored area is the use of concord - the subject and verb agreement (Grammatical Concord), pronoun/antecedent, proximity and notional concord. Other types of concord such as: the indefinite pronoun concord, measurement concord, etc. are not directly discussed in this study. The total number of used for the study is one hundred and twenty (120).

REVIEW OF RELATED LITERATURE

Flip Classroom

Globally, educators of all stripes and levels are becoming more and more interested in the flipped classroom model. A flip classroom, as defined by the Flipped Learning Network (2014), is an instructional strategy in which direct instruction shifts from the group to the individual learning spaces. The outcome is a dynamic, interactive group space where students apply concepts and engage creatively with the material, guided by the teacher.

The flip model uses videos to teach students outside of the classroom, freeing up class time for individualized instruction, group projects, hands-on learning, and creative expression to meet learning objectives. By using these techniques, students are exposed to a large amount of language and can able to work at their own pace. Although the flip classroom was originally a pedagogical approach used in the K-12 system, it has become widely applicable to the tertiary level.

Therefore, one can say it is also an andragogical approach to teaching and learning. For language learning, the skills that children use are different from those that adults use, so it is important to make this distinction and show that the flip approach is applicable to both contexts.

What is Flip Teaching?

The practice of flip teaching is currently receiving a considerable amount of attention within the education field, despite its short history, only having been established in Colorado, United States in 2007. The “flip” or “reverse” the traditional lecture-based classroom model is to have students learn subject content outside class hours, and come to class prepared to work on their “homework” during the class period. Proponents of the model assert that it allows teacher to maximize their face-to-face time with individual student, and to offer more one-on-one assistance while students complete their school work. While efforts to challenge the traditional “lecture-homework” approach to teaching have been more predominant since the 1970’s, the modern flip classroom is unique in its emphasis on using video as the primary source

of content delivery (Springen, 2013).

Concept of Concord

There are various approaches to the treatment of concord, Quirk, et al (1972) looks at concord under the sentence. Allerton (1979) defines concord as:

> *A kind of harmony between elements in question .... sensitivity requires that a particular sub-class or syntactic feature should be chosen by reference to another subclass or syntactic feature elsewhere. The sub-classification will generally involve what is normally called a grammatical category like number, case gender, voice, aspect, etc.(p 42)*

For Allerton (1979) the focus is number, case, gender and aspect. Hartman & (1972 Stork*)* define concord as "agreement" and go on to define agreement as "the determination of the morphological form of one word". Although, there are different approaches to the definition of concord, grammarians agree that concord occurs when a structure changes its form because of the influence of another structure. In English nominal subjects influence the forms of finite verbs; they also change the forms of pronouns. Bada (2000) says the basic notion or underlying principle behind sentence construction must be considered in forming grammatical and meaningful sentences. According to Adeyeye & Nwabuwe (2000), "agreement or concord is used to describe the relationship (harmony) between the inflectional forms of different elements within a sentence". In relation to the above definition, concord deals with the subject and verb of a sentence which can be inflected. It also means that a verb agrees in form with its subject and that a verb has more than one form, in which each form matches with a particular kind of subject (Hefferman & Lincoln, 1982). Aremo (1987) observes that 'concord' is the term used to refer to the relationship between two grammatical items whereby a certain feature in the form of one requires a corresponding feature in the form of the other. This therefore means that a singular subject said to be grammatical should be accompanied by a singular verb likewise, a plural subject has a plural verb.

Types of Concord

Grammatical Concord (Subject Verb Agreement)

According to Quirk and Greenbaum (1985), "the most important type$ of concord in English is concord of number between subject and verb". This type of concord is referred to by Greenbaum (1995) as 'grammatical' concord. Eka (1994) and Wiredu (1998) give four rules which guide this type of concord.

i. Singular subject requires a singular verb e.g.
   a. *My son reads novels after school.*
   b. *John dislikes watching films.*
ii. Plural subject requires a plural verb e.g.
   a. *My Sons read novels after school.*
   b. *John and Shehu dislike watching films.*

Notional Concord

Notional concord according to Quirk (1987) is the agreement of verb with the subject according to the idea of number rather than the actual presence of the grammatical maker for the idea". According to him "*The governments have broken all their promises".* Here, government is seen as being made up of more than one person, hence the choice of plural verb **have,** and the pronoun **their.** Furthermore, collective nouns, notionally plural but grammatically singular, obey notional concord for example:

a. *The public are tired of demonstrations.*
b. *The audience were enjoying the show*

Proximity Concord

According to Qiurk, Leech and Svantvk (1975), the principle of proximity denotes agreement of the verb with whatever noun or pronoun that closely precedes it---- in preference to agreement with the headword of the subject. For example:

a. *No one except his supporters agree with him.*
b. *One in ten take drugs.*
c. *Neither the people nor the king has appeared.*

Previous Studies on Flip–Classroom

Similar studies have been conducted by various researchers:

Dr. Jehan Mahmoud El-Bassouny (2016), in Port Said University, Egypt, conducted a study on "Effectiveness of Flipped Learning in Developing English Grammatical Performance of Underachieving Language Learners at the Secondary Stage". The two groups pre-post-test quasi-experimental design was used. The instrument of the study included the verbal intelligence test for youths prepared by Hanmmed Zahran and the pre-post grammatical performance in speaking test and grammatical performance in writing test. The result of the study revealed that flipped learning significantly developed English grammatical performance in speaking and writing of both underachieving learners and their normal peers.

However, in this study, the type of flip model adopted by the researcher remains the guesswork of the reader.

Amy Bajourny (2014) of the University of Toronto, Institute for Studies in Education conducted yet another study- "An Investigation into the Effect of Flip Teaching on Students Learning." The researcher interviewed Ontario high school teachers about their experience with, and perspective on, flip teaching. Findings suggest flip teaching increases students' motivation, students' knowledge of curriculum content and student self-regulation.

This study has a robust literature review, however, the entire study is based on others experiences - the teachers and not even the students that the flip model is meant to help improve their performance.

Marrie Webb of San Diego State University and Evelyn Doman of the University of Guam (2016), conducted a study on "Does the Flip Classroom Lead to Increased Gains on Learning Outcomes in ESL/EFL Contexts?" in Macau, China and the U.S?" A pretest quasi-experimental mixed-methods design was used to determine any differences in student achievement that might be associated with the flipped approach (FA). The effectiveness of the FA on students' in achievement grammar - student learning outcomes was evaluated with pre-test and post-test grammar test, along with students perceptions of their increased comfort and confidence using English grammar through a grammar survey. The findings suggest that although both the controlled and experimental groups showed increased comfort in the self-report data, gains on actual achievement were significant only for the experimental groups.

Theoretical Framework

An eclectic approach is to be adopted as the theoretical framework for the study. This is because the variables that may lead to effective use of concord and improved attitude in an individual are numerous and may not be adequately explained by a single theory. Therefore, the theoretical frameworks adopted for this study are the Zone of Proximal Development (ZPD) theory by Lev Vygotsky (1978), Scaffolding and the Krashen's Affective Filter hypothesis.

Zone of Proximal Development (ZPD)

The Zone of Proximal Development theory which is part of Vygotsky's work on theory of social development has a lot of implication for learning. Vygotsky believe that a learner's development level consisted of two parts: 'the actual development level' and 'the potential development level'. The findings of this study will once again prove the usefulness of the affective hypothesis. However, the affective filter is

unconscious, the lack of confidence or anxiety or low attitude level hinders the performance of language learners in the form of deep impression. Thus, learners cannot be comfortable in communication of combinations of linguistic forms. Moreover, Krashen opines that emotional factors such as character, emotional state and emotional barriers do impact learning or acquisition.

METHODOLOGY

Research Design

The research design used in this study is the quasi-experimental design of non-randomized group type. The design is adopted from Moudumogu and Unwana (2013) who used it in their study. The quasi-experimental design is adopted because it is the most appropriate to determine the effects or impact of the independent variable (flipped-classroom method) on the dependent variable (performance and attitude) It also helped to facilitate the reasonable control of extraneous variables.

The design has two groups, one is tagged 'experimental' and the other, control'. Both groups are pretested (Oi) each on grammatical performance before the administration of treatment.

Population

The population of the study comprises all the students of National Diploma (NDII) of the College of Business and Management Studies (CBMS), Kaduna Polytechnic and School of Management Studies, Nuhu Bamalli Polytechnic, Zaria. The College of Business and Management Studies (Kaduna Polytechnic) is made up of six (6) departments: Business Administration, Accountancy, Cooperative Economics and Management, Office Technology and Management, Procurement and Supply Chain Management, and Banking and Finance.

The School of Management Studies (Nuhu Bamalli Polytechnic) is made up of five (5) departments: Business Administration, Accountancy, Public Administration, Banking and Finance and Office Technology and Management. These five departments have a total population of about 754 students.

Sample and Sampling Technique

The two are randomly selected using the simple random sampling technique from the five colleges in Kaduna Polytechnic - College of Business and Management Studies (CBMS), College of Administrative Studies and Social Sciences (CASSS), College of Science and Technology (CST), College of Environmental Studies (CES) and College of Engineering (COE). This is to check bias and facilitate comparison of performance.

The departments selected are Business Administration in CBMS and Nuhu Bamalli Polytechnic – Business Administration. These two colleges are in two different towns, well separated hence there is less interactional effect.

Instrumentation

These instruments used to collect data for this study: English Performance in Concord (EPC) and video clips (flip lessons and review questions). The EPC is developed by the researcher. The video clips (lessons) are downloaded from You Tube (Khan Academy).

Validation of Instruments

The instruments for the study are presented for validation to experts in the field of Teaching English as a Second Language (TESL) in the Department of Arts and Social Science, Faculty of Education, Ahmadu Bello University, Zaria. The validation takes the form of content/construct validation.

Pilot Testing

A pilot test has been conducted using 15 students (National Diploma - NDII) in the Department of Purchasing and Supply, Kaduna Polytechnic, to facilitate the testing and determination of the reliability of the research instruments namely: English Performance in Concord (EPC) and the flip lessons (video clips). EPC was administered twice in the interval of two weeks to the students. The flip lessons were sent to the student's phones to listen to at their own convenience. The results obtained from the two instruments are used in the determination of their respective reliabilities.

Procedure for Data Collection

The procedures for collection of data are stated below:

The sixty (60) sampled students from the Department of Business Administration (NDII) Kaduna Polytechnic are tagged the experimental group while the sixty-one (61) sampled students from the Department of Business Administration, Nuhu Bamalli Polytechnic, Zaria are tagged the control group. The two (2) groups of students are pretested to ensure homogeneity of equivalence between the groups.

The experimental group are taught using the flip lessons (the lessons on selected topics) while the control group are taught the same concepts using the conventional approach. The researcher contracted the services of a colleague as a research assistant (Sadiq Abubakar Musa, B.Ed. Language Arts, M.A. English) who teaches English Language (Use of English/Communication in English - GNS 201/202) in the

Department of Business Administration Nuhu Bamalli Polytechnic, Zaria.
The control group is taught by the research assistant while the researcher observes/watches the lessons on a regular basis.

Data Presentation, Analysis and Discussion
This section presents the answers to the research question asked in section 1.4.

Research Question 1
What is the difference between the mean performance (SVA) scores of students taught using FCM and those taught using the traditional lecture method (TLM)?

Table 4.1: Descriptive Statistics for Performance (SVA) between Experimental and Control Groups

Group	N	Mean Pretest	SD Pretest	Mean Posttest	SD Posttest	Mean Gain
Experimental	60	4.95	0.83	7.28	0.96	2.33
Control	61	4.62	0.84	5.26	1.08	0.64

Table 4.1 is the descriptive statistics on SVA between the experimental and control groups. The table shows that the experimental group had a higher posttest mean score of 7.28 compared to that of the control group who had a posttest mean score of 5.26. The table also reveals that the experimental group has a higher mean gain of 2.33 compared to the control group that gains 0.64. This implies that there is a difference in the mean performance (SVA) in favour of the experimental group that was taught using the Flipped strategy.

Research Question 2
What is the difference between the mean performance score in English (pronoun concord) of ND TI students taught using the FCM and the traditional lecture method (TLM)?

Table 4.2: Descriptive Statistics for Performance in English (Pronoun Concord) between Experimental and Control Groups

Group	N	Mean Pretest	SD Pretest	Mean Posttest	SD Posttest	Mean Gain
Experimental	60	4.75	0.75	6.57	0.70	1.82
Control	61	4.38	0.78	4.97	0.80	0.59

From Table 4.2, the mean posttest Pronoun Concord for the experimental group is observed to be 6.57 while that of the control group is 4.99. The respective mean gain for the experimental and control groups are 1.82 and 0.59. This means that the experimental group outperformed the control group in pronoun concord.

Research Question 3

What is the difference between the mean performance score (proximity concord) of students taught using the FCM and those taught using the traditional approach?

Table 4.3: Descriptive Statistics for Performance in Proximity Concord between Experimental and Control Groups

Group	N	Mean Pretest	SD Pretest	Mean Posttest	SD Posttest	Mean Gain
Experimental	60	3.57	0.91	6.23	0.81	2.66
Control	61	3.70	0.76	4.93	0.68	1.23

Table 4.3 revealed that the posttest performance scores (Proximity Concord) for the experimental group (6.23) is found to be higher than that of the control group (4.93). Their respective mean gain is 2.66 and 1.23. This implies that the FCM group are better than the TLM group in terms of proximity concord.

Research Question 4

What is the difference between the mean performance score (Notional Concord) using FCM and those taught using the TLM?

Table 4.4: Descriptive Statistics for Performance in Notional Concord between Experimental and Control Groups

Group	N	Mean Pretest	SD Pretest	Mean Posttest	SD Posttest	Mean Gain
Experimental	60	3.25	0.84	6.45	0.77	3.20
Control	61	3.41	0.69	4.87	0.85	1.46

Table 4.4 shows that the mean posttest performance (Notional Concord) for the experimental group is 6.45 while that of the control group is 4.87. It is also observed

that their respective mean gain is 3.20 and 1.46. This means that the experimental group are better due to exposure to the FCM.

Summary of Major Findings

The data collected were analyzed to answer four research questions and test four null hypotheses formulated in section 1.4 and 1.5 of this study. From the data analyzed, the following findings were observed:

1) Students taught using the FCm were able to identify and use the subject and verb appropriately in their sentences.
2) Those who were treated using FCM were able to use the appropriate pronoun in sentences.
3) Students were able to use proximity and notional concord in their sentences.
4) The FCM encouraged students' participation and aroused their enthusiasm to ask questions and contribute to classroom discussions.

Discussions of Research Findings

The aim of this study is to assess the impact of Flip Classroom Method on the academic performance in the use of concord among ND II students in Kaduna Polytechnic. The findings of the research reveal that the performance of students in terms of use of concord – the Subject Verb Agreement, Pronoun, Proximity and Notional Concord is better with the exposure to the Flip Classroom. Students taught using the Flip Classroom Method are found to be better in the use of concord. This follows since the atmosphere for scaffolding and Zone of Proximal Development (ZPD) is enabled. This confirms the finding of Sam and Bergmann (2012) that flip classroom method allows for stronger class discussions and the opportunity to better assist struggling students. Furthermore, in the flip classroom, class begins with question and answer session to allow students seek clarification on any confusion from the video – this actually results better performance of students taught with the flip classroom method.

It is realized that students in the flipped classroom master and complete tasks at different times. This agrees with Ash's (2012) assertion that students are expected to complete units at their own learning pace, along with teacher's support.

The flip classroom method actually frees more time for students interaction, and student teacher interaction. This agrees with Fulton (2012) and Semple (2013) who believe that with class time freed up from lectures, teachers can develop cross-curricular projects that actively engage students and bring real life relevance and that this availability of time means that teachers are able to provide individual and personalized support for students.

Students exposed to the flip classroom method have improved grades. This agrees with Horn (2013) and Sams and Bergmann (2013) that flip classroom has effect on students grades, which they believe is related to maximized hands-on learning activities.

From the treatment, discussions and interactions had with the students, it has become clearer for students to identify the singular or the plural subjects in sentences and this has gone to help them select the appropriate verb to match the subject 't'.

The students are now able to identify the pronoun in terms of number, person and gender. They are also able to identify the first, second and third person pronoun – and select the appropriate verb as in: I write, we write, you write, she writes, he writes, they write. Additionally, students are able to match appropriate the pronoun with the preceding noun (gender) in the sentence as in John wrote his name on the board, Alice wrote her name on the board, Alice and John write their names on the board.

Furthermore, students are now able to write better grammatical sentences taking into account the rules of proximity concrd. The students are now able to identify that where the subject is made up of more than a noun (and with different numbers) the verb agrees with the one nearest to it. Examples: Neither the Vice Principal nor the Teachers honour the Principal.

Students now recognize that when the subject is made up of words joined by 'with' together with, or 'as well as' etc., the verb agrees with the first subject.

Examples:

a) The Prime Minister with all the members of his cabinet has arrived.
b) Bilha as well as her friends was punished.
c) The children together with their father are buying some sweets.

Finally, students are now able to identify and use the appropriate verb when a collective noun is thought of as a whole (it takes a singular verb) and when the individuals are separately thought of, (it taken the plural verb) as in: there is a large audience. (But) the audience are requested to dress decently.

CONCLUSIONS

The study is on the impact of flip classroom method on the performance of ND II students in Kaduna Polytechnic. From the findings of the study, which is based on the descriptive and statistical analyses of data collected and presented in chapter four, the following conclusion is arrived at.

The flip classroom is more effective at improving grammatical performance compared to the traditional method. This is evident in the higher mean performance scores for subject verb agreement, pronoun/antecedent, proximity and notional concord obtained by students who were exposed to it. It is also observed that the flip classroom creates a positive attitude of students exposed to it.

Contributions to Knowledge

The flip classroom strategy is a result oriented pedagogical approach for improving the performance of students in grammar. Due to the nature of the flip classroom strategy which encourages scaffolding and enhances the ZPD, collaborative efforts among students can lead to the development of better performance in the use of concord.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. Teachers should employ the flip classroom strategy in the teaching of grammar (concord) to enhance students' performance in English. This will help students develop confidence in the Use of English as a second language.
2. Students at the National Diploma level should be encouraged by their teachers/lecturers to participate in the flipped classes because it is a result-oriented strategy that has the potential of helping them. Listening to the flipped lessons regularly has the capability of reducing the frequently made mistakes in the use of concord.
3. Workshops and seminars on how to use the flip classroom method should be organized by the National Board for Technical Education (NBTE), it should officially make flip classroom a valid method for teaching and learning English Grammar in the Polytechnics.

REFERENCES

Ash, K. (2012). Educator evaluate 'flip classroom', benefits and drawbacks seen in replacing lectures with on-demand video. Education Week, 32(02).

Bergmann, J. & Waddell, D. (2012). To flip or no to flip? Learning and Leading with Technology, 39(8).

Bergmann, J. & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. Washington, DC: International Society for Teaching in Education.

Bergmann, J. & Sams, A. (2014). Flipped Learning: Gateway to student engagement. Washington, DC: International Society for Technology in Education.

Bergmann, J, Overmyer, J., & Willie, B. (2011). The flipped class: Myths Vs Reality. Retrieved from http://www.amee.org/..../flipped-classroom-leaflet-v3.

Bergmann, J.; Overmyer, J. & Willie, B. (2011). The flip class: What it is and what it is not. Retrieved from http://www.thedailyriff.com/articles/th-flipped-classconversation-689.php.

Cockrum, T. (2014). Flipping your English class to reach all learners. New York, NY.

Doman, E. & Webb, M. (2014). The flipped and non-flipped EFL classroom: Initial Reactions from Chinese University Students, Thai TESOL Journal (1), 13-43.

Norton, B. & Toohey, K. (2001). Changing perspectives on good language learners. TESOL Quarterly, 35, 307-322.

Nunan, D. (2005). Practical teaching: Grammar, New York: McGraw Hill.

Nzerem, J.K. (2004). Better English for Universities and Colleges, Owerri: House Concept.

Nzerem, J.K. (2008). Rules of Concord in English. Journal of Nigeria Language and Culture, Vol. 10 (4) Lang, Imo: Owerri.
Onuigbo, S. (2005). "Concord in English" English Language: A Grammatical Description. Ed. Sam Onaigbo, Nsuka. Afro-Orbis.
Osasona, M.O. & Onjewu, M.A. (2003). Essential English for All Students. Salient Ventures Ltd., Kaduna - Nigeria.
Payne, 0. (1997). Applied Educational Assessment. CA: Wadsworth Publishing Company.
Pearson, C. & The Flipped Learning Network (2013). Flipped learning professional development. Retrieved from: http,//www.pearsonschool.com/flippedleaming
Washburn, G.N. (2001). Using situation comedies for pragmatic language teaching and learning. TESOL Journal, 10(4), 21-26.
Widodo, H. (2004). English students' ability in analyzing the English sentences. Fenomena, 3(2), 27-38.
Yemma, D. (2015). Impacting learning for 21st century students. A phonological study of higher education faculty utilizing a flipped learning approach. Unpublished Doctoral Dissertation, School of Education and Social Sciences.
Yule, G. (2007). Interactive Conflict Resolution in English.