REVIEW OF FLIPPED CLASSROOM MODEL OF BLENDED LEARNING FOR IMPROVEMENT OF WRITING SKILLS OF STUDENTS

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Abstract

This study investigated flipped classroom model of blended learning for improvement of writing skills of students. The study adopted two theoretical frameworks or theories: theory of constructivism which is a learning theory found in psychology that explains how people might acquire knowledge and learn. It suggests that human beings construct knowledge and meaning from their experiences. It suggests that through processes of assimilation and accommodation, individuals construct news knowledge from their experiences; and the social learning theory propounded by Albert Bandura which anchors on modeling the behaviours of others alongside our environment. Social learning theory is of the view that attitudes and emotional reactions of others can inform learning and most human behaviour is learned through observing others; new behaviours can be formed or serve as a guide for action. The study concluded that flipped classroom model leads to academic success because it encourages students' engagement, boost collaboration among students and critical thinking ability in English language writing skills; increases retention as videos and other pre-recorded devices could be re-watched, rewound or fast forwarded outside the normal classroom environment. It is an instructional approach that requires students to do home study on the learning content while the class time is set aside for students to work in group to investigate and discuss the learning content with teachers serving as facilitators in the classroom. Lastly, the study suggested that: new technologies and innovations should be encouraged in our secondary schools so as to meet up our educational demands, parents, Government and stakeholders in education should provide required internet facilities and electronic systems for online information so as to enhance effective study of the students and ministry of education should share free computers and other electronic system as it brings good result in student's studying abilities and academic performance.

Introduction

English language writing skills promote the development of language use through classroom activities which lends itself to the promotion of social interaction among peers. The various aspects of English language writing skills such as: grammar, vocabulary, punctuation and spelling help to improve cohesion, understanding, easy flow of thought, and reduces ambiguities associated with writing. In general, the various aspects of English language writing skills enhance performance and make students or learners proficient writers.

Technology can be used to enhance English language writings skills, to create new and more powerful learning environment and to encourage creative and practice ideas for teachers and students. Many have also integrated technology into teaching and learning (Tafani, 2010). It helps students to be actively involved in the learning process.

Technology is used by both teachers and students as reference point to attain information get new ideas, knowledge, skills and competences. Technology makes teaching vivid and instructional processes easier (Dimitris, 2010). Media serve as entertainment sources and at the same time encourage students to write thereby improving their writing skills. It has fostered collaborative and cooperative work among students and thus encouraged good social

habit. Students improve on their English language writing skills as they read other people's writings (Bitchner & Knoch, 2010). Technology has brought several innovative teaching methods such as: Situated learning, Problem -Based Learning, Contextual Learning and Blended Learning among others. There has also emerged rotation model of blended learning which are: Station rotation, Laboratory rotation, Individual rotation and Flipped classroom (UNESCO, 2010).

Thus flipped classroom model is a rotation model in which students rotate on a fixed schedule between online delivery of content and instruction, generally outside of the classroom and face to face teacher guided practice (or projects) generally in a classroom setting (Christensen, Horn & Staker, 2013). Flipped classroom is one of the most recent learning models in which content attainment is shifted by the instructor.

The term 'flipped classroom' was first put forward by Bergmann and Sam. Bergmann and Sam in Colorado pioneered flipped classroom using screen casting and video pod casting to deliver the learning content of science course in high schools. The flipped classroom has since then become a teaching and learning approach in which the lesson content and materials are not presented in the class but are first experienced by the learners through the various alternative forms of technology prior to the classroom instructional session in which the concept is addressed for better assimilation (Gerstein, 2011). Normal classroom activities are done in a reversed order. Instructional contents are posted online outside the class and use class time for dwelling on gray areas in the online content. It is a pedagogy that involves moving direct instruction out of group to the individual learning space (Rosen, 2016). According to Teach Thought (2014), flipped classroom is regarded as an instructional approach that requires students to do home study on the learning content while the class time is set aside for students to work in group to investigate and discuss the learning content with teachers serving as facilitators or advisers in the classroom (Makice, 2012; Johnson & Koszaika, 2012).

Technology allows students to develop English language writing skills such as communications skills, technical skills, researching, brainstorming, exploring, sharing ideas, organizing and outlining ideas. Capitalization, paragraphing, correct spellings and good expressions are achieved using technology. These writing skills help students or learners to write their texts without ambiguity. The English language writing skills also improve coherence and easy flow of thoughts.

In general, proper integration of technology into face to face teaching and learning can result to the improvement of students' satisfaction, interests and students are allowed to read their classmates or other people's writings for improvement on their own work. Students can also attend the lecture more than once for better understanding (Graham 2006). But, in spite of the effectiveness of integrating technology into traditional method of teaching and learning, English language teachers still teach writing using only the traditional method which has adversely affected the performance of student in writing and in English language writing skills.

Review of Related Literature
Concept of Flipped Classroom/Blended Learning

Blended learning has been defined in different ways by different authors and skills, new definitions are evolving. Friesen and Norm (2012) define blended learning as a "formal education programme in which a student learns at least in part through delivery of content and

instruction via digital and online media with some element of student control over time, place, path or pace". Muthuchamy and Thiyagu (2011) describe blended learning as the integrated combination traditional learning with web based online approaches. They described it as combining off-line and on-line forms of learning where the online may be over the internet, intranet, computer and other software packages while the off-line is the traditional classroom where students and teachers meet face to face to engage in learning activities.

Friesen (2012) describe Blended learning as an instructional process where the internet is being used with digital media with an established classroom form that need physical co-presence of teachers and students. Mustafa (2015) point out that blended learning seems to have more achievement gains than the traditional face to face classes. Neumeier (2005) define Blended learning as a combination of face to face (FF) and Computer Assisted Learning (CAL) in a single teaching, and learning environment. While Sharma and Barrett (2007) generalized their understanding of Blended learning as a course which combines face to face classroom component with an appropriate use of technology.

Blended learning is describe by Thorne (2003) as "a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning Blended learning is a 'formal program in which a student learns': at least in part through online learning place, path or pace, at least in part in a supervised brick and mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience' (Christensen, 2015). Yong (2002) defined Blended learning as a situation where online education is combined with traditional classroom based instruction.

Singh and Reed (2001) also defined Blended learning as an instruction programme that uses more than one presentation method to improve the cost of program presentation and educational output.

Henze and Procter (2004) "argued that Blended learning must be viewed from the perspective of the learner and not the teacher". It is the learning that emphasizes the central role of computer based technology instruction with the aim of accommodating learning styles of the students. It is the learning styles that effectively combine different methods of teaching in order to have the desired outcome. Students in a traditional class can be given online assignment in order to give consideration to the subject matter, objectives of the instruction, individual characteristics and differences. Blended learning was necessitated because all instruction may not be achieved in traditional classroom and technological environment (Ike, Iwu & Onwuagboke, 2015).

Blended learning tends to achieve learning objectives by the use of technology to match the learning styles of individuals. It has gained ground in most enterprise as a way of delivering instruction, training people, giving out information and knowledge to large populations. Blended learning brings about success, satisfaction and retention if properly integrated. It provides and enhances good writing practice and it encourages peer collaboration. As an innovative teaching method, it offers students flexible teaching and learning environment so that learning takes place in the classroom and online (Shyamlee, 2013).

Furthermore, Blended learning gives opportunity to students to stay in touch with their teachers and classmates. It encourages interaction and communication. It is a learning that brings out the full potentials of students and gives supports by allowing students feel safe, ask questions and share ideas in order to develop (Faye & Andrea, 2014).

The spread of digital learning and it adoption has led to its integration into the traditional face to face (Vander, 2012). North American Council for Online Learning (2013) is of the view that "Blended learning is likely to emerge as the predominant model of the future and to become far more common than face to face or online learning alone". In general, Blended learning, when properly implemented, can result to the improvement of students' satisfaction and interest students are allowed to read their classmates' writing for improvement on their own; students can also visit the lecture more than once for better understanding (Graham, 2006).

Nature of Flipped Classroom

Flipped classroom model is a rotation model in which the students rotate between online delivery of content and instruction, generally outside of the classroom and face-to-face teacher guided practice (or projects) generally in a classroom setting (Christensen, Horn & Staker, 2013). This approach flips the way students use homework and class time, where in homework time (after traditional school time) is spent receiving content information online at the students' own pace and class time supports practice and problem solving. This is a typical blended learning model where normal classroom activities are done in a reverse order instructional content are posted online outside the class and use class time for homework assignment and dwelling on grey areas in the online content.

The audio or video content of the lecture are viewed by students at home and class times are used for project and discussion.

The underlying assumption of the flipped classroom is to engage students and direct their attention on conceptual knowledge. The advantages of flipped classroom like other blended learning models are that students have unrestricted asses to lesson content. They study at their convenience at home and accommodate different learning styles of the students. Also, the teacher can monitor the progress report of students irrespective of place and time (Aivarez, 2011; Grey, 2011). The concept of flipped classroom has been explained by many scholars. Flipped classroom is defined by EDUCAUSE (2012) as a pedagogical model where there is a reversion in course homework element and the typical lecture…… students view short view lecture in their houses before coming to class, they use their time for discussions, projects or exercise.

According to the flipped learning network cited in Rosen (2016) flipped classroom or learning refers to an approach to pedagogy that involves moving direct instruction out of group to the individual learning space, making the group space to be converted into a dynamic, interaction learning environment where the educator guide students as they apply concepts and engage creatively in the subject matter. Flipped classroom represent a situation where students are exposed to learning content at home while at school, they work it out (Teach Thought, 2014).

Flipped classroom can therefore be regarded as an instructional approach that requires students to do home study on the learning content while the class time is set aside for students

to work in group to investigate and discuss the learning contents with teachers serving as learning facilitators or advisors in the class. Panopto (2014) sees flipped classroom as a blended learning approach where independent study using technology is mixed with classroom face-to-face interaction. EDUCAUSE (2012) pointed out that video lecture serves as the ''flipped approach's major ingredients''. This is based on the fact that as student's carryout independent study at home and watch video lecture prepared by an instructor; they have sense of regard, value and motivation for the learning activities and become equipped with background knowledge on the lesson concept before class time.

The instructor can decide to transform his lecture notes into videos or select already made lecture video from online data base and post such to students who will then watch the video at home before coming to class for discussion, although the lecture can also be recorded into podcast or audio forms for auditory learners to benefit. Technology is indispensable in flipped classroom since they are needed by students to be able to search for online resources, download lesson contents and watch the video lectures. However, Lage Platt and Tregelia (2000) pointed out an argument raised by some educators that flipped classroom technique could be carried out without using technology.

Flipped classroom model emphasizes that students be first exposed to instructional content or material outside class environment to enable the teachers or instructors have enough time to discuss with the students or areas of difficulty in the class. Students use class period to do difficult concept and task, students explore topics in greater depth and create meaningful learning opportunities. This pedagogical model is called flipped' because what should traditionally be home work and assignment are done in the class and class work done at home with videos of lectures done by the teacher and assigned websites. The videos may be created by the teacher or found online or can be reading material put in compact disc (CD).

The underlying factor is the pre-exposure of instructional materials to the students using educational technological tools. The face-to-face method of teaching may not be compatible with some learning styles; therefore students are provided with and exposed to different learning materials prior to class time. In the works of Lage *et al* (2000), it ranges from textbooks lecture videos, smart board, power points and others. Students deepen their understanding during class period. Many have integrated flipped classroom model into teaching and learning and have found its usefulness and advantages outweighing its lapsed.

Bergermann and Sam (2012) remark that the notion behind flipped classroom model is to shift 'the energy away from the instructor and towards the students then leveraging educational tools to enhance the learning environment.' It is really to focus on students and fully involve them in teaching and learning processes. Flipped classroom model encourages students engagement and ownership, it boost collaboration among students and critical thinking ability. Students' voices are heard more than the teachers, thereby improving students led discussion. Flipped classroom should not be seen as distance learning; videos, vodcast cannot replace teachers-the human environment the teachers create make students responsible, interaction between the teachers and students, students engagements increased. Flipped classroom model increases success and retention as videos and other prerecorded devices can be re-watched, rewound and or fast forwarded depending on what is needed.

The concept of flipped classroom started about 17 years back with the intermittent usage of modern technology by a few advanced teachers, involving Baker (2000) who's depiction of the classroom teacher developing into the pilot on the side instead of the mentor on the stage. Thompson (2011) noted that flipped classroom increased popularity in the past few years. Salman Khan, the Khan Academy originator in 2006 endeavour to give tutoring to his junior family members online at a distance. He recorded his lessons on videos and uploaded it for them to watch and study on their own. These videos are so many in numbers catalog them and later came up with an academic website termed Khan Academy.

Flipped classroom makes use of technology which is adaptable and adequate for present learning situation. Brickman (2006) studied over 15,000 members of the National Centre for Case Study Teaching in Science Listserv to see if the FC approach was being applied by Science, Technology, Engineering and Mathematics (STEM) case study teachers. The result revealed that 200 case teachers reported that they taught in the flipped classroom and cited additional reasons for doing so. They said flipped classroom provides sufficient time to interact with learners on a genuine discussion. Learners have time to handle equipment that can be only available in the classroom. Also, learners who missed the lesson for debate, sports and so on can still get on with the class in FC. It was also added that FC method of teaching encourages thinking in and out of the class; learners participate more actively in the learning activities.

Auto-tutorials is a method of learning where learners will watch videos, read course contents on the internet and assess understanding of the contents through auto quizzes and get feedback automatically. Peer instruction is a method of giving instructions to a small group of students to interact with one another on the content given for better understanding of the subject matters. This enables learners to share ideas and knowledge during the class interaction. Inquiry learning is a fact finding method of learning that involves teacher giving learners task on a particular topic for study.

This could be in the form of assignment or project. Hybrid courses and blended classrooms have students learning their subject matters through combined methods of the traditional classroom and some form of Internet-based learning (Herreid & Schiller, 2013). The better the preparation of a student, the more the learning that will be achieved (Strayer, 2007). Instructors have always strived to get students to learn on their own, real learning occurs at this time, not when the teacher is doing all the talking while students making notes. The FC, with the application of videos that tailored towards student learning, gives a new model for the case study. Combining student-centered learning with the content mastery, real-world problems can be solved through the application. It is beneficial to all. This cannot be possible without the help of web resources for flipped classroom teachers like the Khan Academy.com; knowmia.com; Sophia.org; showme.com; ed-ted.com and educreations.com (Jacob & Mathew, 2013).

Fulton (2012) mentioned the following among others, as the benefits of FC: students learn at their pace; homework done in class which gives teacher better knowledge of students' difficulties in learning; Teachers can certainly brand and revise the curriculum and make it available to students at any time; Classroom time can be effectively and creatively used. Bergmann and Sams (2012) added that FC provides time for student centered learning where the teacher is less the sage on the stage and becomes more of a facilitator for inquiry-based learning as illustrated by Clark (2013).

Purposes of Flipped Classroom and Approaches

Jonathan Bergmann and Aaron Sams used flipped classroom for students who absent from the classroom. Lectures recorded by them on video cartridge or DVD with annotations, slide presentations and demonstrations sent online to students to study (Hamdan, McKnight, McKnight, & Arfstorm, 2013a). In addition, Bergmann and Sams (2012) asserted that FC reduced the time the teacher used in teaching while students take notes; class time used for activities and problem-solving not long time lecture as usual (Acton & Knorr, 2013). On the other hand, Strayer (2012) stated that studying the material before the class made the students becomes yawned when judged along with the students in a traditional classroom that received the lesson during the class.

Nevertheless, Bishop and Verleger (2013) opined that communicating through online videos much superior to the teacher on stage lecture system. In the Flipped classroom model, teachers move teaching/learning activities from the large group learning area into personal learning area with the use technologies. Teachers video and describe screencasts of their work on laptops or computer desktops and lunch these into internet sites such as Ed-ted and the Khan Academy (Bergman & Sams, 2013).

Several teachers flip their classroom through these readily available materials. The screencasts and the online videos are available to access by students wherever, any time it is convenient and as many times as they like. Furthermore, Kahu (2013) identified time on task, social and academic integration and teaching practice to be linked to student behaviour in addition to the students' satisfaction and achievement.

Therefore, favourable learning atmosphere and high behavioural engagement will result in active learning. Reeve (2013) showed that students' eagerness to engage was induced by instructor's actions and attitudes. Teachers that use simple exercises in the class did not encourage dialogue on problem-solving tactics and critical thinking (Smart & Marshall, 2013). But, Smart and Marshall (2013) opined that when teachers use tactical questions characterised by intricacy, learners had the privilege to describe and argue correctly with others in the class. Learners were cognitively engaged when questions asked in class and had the courage to answer them (Barr, 2013).

However, students do become behaviourally, emotionally, and cognitively included in the learning activities their teachers offer, and their level of the effort, enjoyment and strategic thinking does foresee important outcomes, like performance. Bouvier and Sehaba (2009) used activity theory and trace theory to describe behavioural engagement and identify races of relations in the performed activities, with the help of the learning atmosphere, high behavioural engagement will encourage active learning.

Taylor and Statler (2013) stated the link between emotions and knowledge: Less emotion leads to less knowledge and more emotion results in more knowledge. Though emotional engagement encourages students to accept responsibilities towards one another, and this encourages them to complete the given task (Jones, 2012). Also, Reeve (2013) argued that students' readiness to engage was influenced by educator's behaviour.

Concept of Writing

Writing is a skill of output. It is regarded as one of the four basic skills in language skills and also the most difficult of the four basic skills to master. This is due to its strict adherence to

rules of grammar, punctuation, spellings, organization, content and expression (Cao, 2015). Writing is intellectual activities that find ideas and thinks of ways to express and arrange them into statements and paragraphs that are clear to understand by the audience or readers. Writing demands intellectual efforts and cognitive ability as it involves generating ideas, planning, goal setting, monitoring, evaluating and expressing exact meanings thus Azikiwe (2007) asserts that "Since writing is a way of communicating with others, sharing ideas, educating and entertaining audience, there is need for the writer to make sure that he or she has written exactly what he intends to communicate to the readers for easy flow of communication" (Pham, 2016).

Writing is a productive skill that expresses feelings through written communication. Furthermore, writing is a craft and as with all craft, it needs constant and diligent practice to learn. Obi-Okoye (2004) considers writing as "Meaning made permanent in language." In order words, with writing one organizes one's knowledge and beliefs, into convincing arguments and to convey meaning through well-constructed texts. There are many definitions of wiring, no wonder Fischer (2010) asserts that "No one definition of writing can cover all the writing systems that exists and have ever existed." He further stresses that "A complete writing system should have as its purpose communication."

Importance of Writing

Writing is an important skill which has to be mastered by students. It helps students to think critically and deeply. Writing is a means of reinforcing language that has been taught. Teachers use writing skill to make a note about recently learnt grammar in learning process.

- It affords students the opportunity to write effectively, express ideas, and also share thoughts with anyone.
- Writing is not often time bound. In writing, students have longer time to think than in speaking activity. This gives students the opportunity to make use of appropriate words that will express ideas better and also have longer time to check their grammar patterns (Fistcher, 2010).
- Writing is used to make students perform a different kind of activity like in speaking and listening-students need to be able to write to make these activities (Cao, 2015).
- It helps students focus on accurate language use because they think as they write. This may spring up well development as they resolve problems which writing puts in their minds.
- It develops a healthy skepticism which leads to exploration of ideas, an enlarged world view and a confident imagination (Rao,2019).

Strategies for Improving Writing Performance of Students using Flipped Classroom

Good readers learn to read by reading and they learn to write by both writing and reading. English language teachers can help students become very proficient writers by:

- ❖ Exposing students to various genres of literature and their characteristics. Lead them to notice how structure, voice, word choice and conventions enhance meaning (Obi-Okoye, 2004).
- ❖ Showing students that writing is a process; it involves many decisions and activities that will finally support their intended meaning. In addition, students should know that the

first draft is not the final draft revision is an integral part of the writing process (Bitchener & Knoch, 2010).
- ❖ Letting students be aware that writing requires patience as with all crafts. Constant practice is required to improve on writing activity.
- ❖ Encouraging students to write on any given topic or whatever that interests them. They should write without limit (Obi-Okoye, 2004).
- ❖ Emphasizing the relationship between reading and writing. Do not teach reading and writing separately. They can apply what they read to a piece of writing. Most successful writers are keen readers; let your students understand the importance of everyday reading.
- ❖ Draw while they read-drawing pictures, maps or diagrams for important issues from reading can enhance your understanding of them.
- ❖ Plan your research and think about citation. If it is a library research, decide the strategy for collecting materials, remember to cite all quoted information.

Challenges of Writing
Students encounter a lot of challenges due to the following:
- ❖ **Lexical Difficulties: -** Proper linking of words and phrases may not be that simple. Writing of essays, reports and other require linking one idea to another and developing cohesion within a paragraph.
- ❖ **Grammar and Punctuation:** - Errors in grammar and punctuation are problems also associated with writing. The wrong use of punctuation, confusion in the use of preposition, conjunctions and auxiliary verbs (Cao, 2015).
- ❖ **Plagiarism:**- Some students find it difficult to get their thoughts and ideas down on paper. They cannot rephrase sentences and quotations hence the problem of plagiarism.
- ❖ **Capitalization Problems:** - The misuse of capital letter using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical problem which can be taken care of by professional teachers.
- ❖ **Poor Organization/Illogical Sequence: -** Some students find it hard to organize ideas, facts logically and sequentially.
- ❖ **Lack of Time:**- Writing requires patience as the first and or the second draft may not get it right; not time to sit and make such drafts (Crushman 2011).

How to Overcome Writing Challenges
- ▪ Take some rest. Students should get enough sleep and should not overstress themselves.
- ▪ Read, read and read- students need information to thrive. No one can produce without consuming.
- ▪ Exercise regularly- sometimes the problem of not writing well is from the students. The flow of blood through the brain can have a lot to do with how creative one can be. Exercise helps us to be healthy and physically fit and puts us in the right frame of mind.
- ▪ If you have been writing for some time, leave it, go out, refresh, see friends, the students/writer will be amazed how productive he can be at the end of the day.
- ▪ Observe nature- Take a look at things around your environment, they can give you some best ideas.

The Writing Process

The writing process involves a series of steps to follow in producing a finished piece of writing. By focusing on the process of writing, everyone learns how to write successfully. The mystery and difficulty in writing are removed or reduced by breaking down writing step by step. In the words of Richard, Platt and Platt (2000); writing process emphasizes the imposing processes writers make use in writing (such as: planning, drafting and revising) which of seeks to improve students' writing skills through developing their use of effective composing processes.

Writing process focuses on the process of writing in which students are encouraged to explore a topic through brain storming, exploring, researching, writing, shoring drafts with teachers next. Writing process allows students/learners write well through the dynamic, interactive and recursive stages of pre-writing, drafting and post-writing/evaluation stages. It is recursive and dynamic because at any stage, the writer may be gathering more information to build on the existing ones, the writer may be drafting and at the same time editing.

The writing process requires classroom activities which promote social interaction among students, activities that boost the improvement of language use and classroom activities that afford learners opportunity to express themselves better.

The teacher responds to the students' writing efforts in a positive way as this helps the learner/students since writing is a difficult and complex activity which can lead to frustration.

The Three Stages of Writing Process

Writing process can be broken down into three stages namely:
Pre-writing stage; the drafting or writing stage and the post writing/evaluation stage.

Pre-writing stage: Pre-writing exercise does not only help students to find something to write about a specific topic, they also help them with opportunities to generate ideas and write in confidence. This stage or activity includes; thinking, researching, discovering, jotting down points, exploring, and discussing/sharing ideas, barnstorming organizing and outlining ideas. This stage affords students the opportunity of gathering information on a given topic before writing. Students are also grouped in order to generate words and ideas before writing as getting started, especially in writing, can be difficult. It is also this stage that students or the writers decide their audience it could be students, teachers etc. as having your audience in mind will form the foundation of your writing (Chen-Hsieh, Wu, & Mareke, 2017). The arrangement and organization of ideas should not be paramount at this stage. The idea is to generate ideas as they flash through your mind before they disappear. Then, start arranging your ideas in a sequential order. It is also at this stage that the ideas are outlined to form paragraphs. The use of technology comes to play here as students use word processor to draw and list key thoughts and ideas. Students also outline their points using bullets.

The drafting or writing stage: Drafting is the physical act of writing. Drafting is the stage where the writer puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure. This entails that he students make the first draft. The students are required to make the second, third, fourth and final draft (as many draft as possible). Each new draft makes an improvement on the former draft. Students are encouraged to form writing groups it could be with peers, teacher, and friend's conferencing and peer

tutoring. It is at this stage that emphasis should be laid on expression grammar, spelling and punctuation. More ideas can spark off at this stage, hence, the dynamic and recursive nature of writing process. Computer tools like spell check can be accessed. With technology, grammatical errors and punctuations can be corrected. Capitalization and other features of polished writing are arranged by the use of word processor.

The post writing/evaluation stage: It is at this stage that the students' works get good ordering. The students are expected at this stage to proofread again to make sure that the piece of writing is error free. There must be self-editing checking whether it is organized well, good content and expression (Vikoo, 2013).

Writing Skills
There is various aspects of English language writing skills that could enhance students' performance in writing. These writing skills are: grammar, vocabulary, punctuation and spelling.

Grammar: Refers to a set of innate rules in language. Every language has a grammar, Igbo, Hausa, Yoruba, French; English etc. all have their grammar. Grammar is used for changing the forms of words and joining them into phrases, clauses and sentences (Richards & Renandya, 2010). The word "innate" means "inborn" which means that the rules reside in the minds of any competent users of a given language. According to Rao (2019) it refers to the description of language. Grammar is the rules that govern how we speak and or write. Languages are said to be rule govern because grammar is a tool for describing all the rules of a language that can generate all the well-formed sentences of the language. English language for instance, English language has rules concerning the order of words. *Car blue* is the wrong order while *blue car* is the correct order; *goes regularly Eze School to* is ill-formed or ungrammatical while *Eze goes to school regularly* is grammatical. Morpheme, word, phrase, plus and sentences are the basic units of grammar. The morpheme is the smallest meaningful unit of grammar. The morpheme may or may not exist in isolation. Examples of morphemes: small,- less, - ful etc.
The word refers to the single minimal unit of a language. It has identifiable meaning and grammatical function, examples; a, an, on, girl, etc.
Phrase is a group of words that has no subject and predicate. It's usually forms part of a sentence and it is equivalent to a single word. A clause is a group of words that contain both the subject and a predicate. Sentence is a group of words containing a subject and a predicate. It is the largest meaningful unit of expression that is capable of independent existence and can express complete thoughts.

Vocabulary: Proficiency in the use of English depends primarily on the possession of an adequate vocabulary. Vocabulary connotes how many words are in the speakers' possession. It means all the words that a speaker knows or uses while speaking or writing. Thus, it is very necessary for one to know the meaning of many words one would use correctly in speech or writing.
There is often confusion if a speaker is ignorant of difference in meaning words between words of similar sounds and spelling. Vocabulary encompasses word register, synonyms, antonyms, prefixes, suffixes, parts of speech and lexis and structure.

Punctuation: The Latin word for punctuation is *puntus* meaning *pointing*. Punctuation is the division of statements, collections of words into sentences, clauses, phrases, questions, quotations and exclamations. Punctuation is the correct use of the capital letter, full stop, coma, question mark, hyphen etc. These make what one reads or writes much clearer (Odiaka, 2013). It is used to mark off words one from another. Punctuation mark is used to show the grammatical relationships or to give emphasis to words. Punctuation is regarded as guidance to the reader or writer.

Theoretical Review

This study is anchored on Piaget's theory of constructivism and Social learning theory by Albert Bandura.

Theory of Constructivism

Jean Piaget (1950) is the founder of constructivism. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It suggests that human beings construct knowledge and meaning from their experiences (Alamina 2010). It suggests that through processes of assimilation and accommodation, individuals construct new knowledge from their experiences. Research shows that humans learn by doing (Alamina, 2010).

That is, by applying what we have learned in order to answer questions for example. Learning is therefore a constructivism according to Klobucher (2001)"is a theory of learning which described how learner builds on existing or prior knowledge to incorporate new knowledge based on their learning experience". Similarly, Vikoo (2013), remarks that "Constructivism emphasizes that individuals learn best when they actively construct knowledge and understanding."

To Buttress this point, Dimitris (2010) asserted thus: constructivism is knowledge considered to be socially and individually constructed; learning is the acquisition of meaningful competences in a realistic context; learning is advanced through interactive and authentic experiences that dovetail with the interests of the students through active learning.

In other words, constructivism lies its interest on how the students develop in a suitable social environment where the students can be actively involve and at the same time collaborate with others in order to improve and make meaning of their world. In the words of (Parkinson, 2009), Constructivism is the "learning of the product of interaction between existing understanding and new knowledge" constructivism has many features which include active learning, discovering learning and knowledge building.

Some instructional technologists and behavioral psychologists have tried to design programmed in such a way that learners/students will be lured to achieve pre-specified objectives. They suggest objectives be negotiated with students based on their personal needs and also programmed exercise should come from within, the context of their real world experiences, so as to help students work together with colleagues in the social construction of personal significant. Some strategies for teacher include having students work together and aiding students to answer one another's questions; making students act as experts on a subject and having them teach the class. However, allowing students to work in groups or pairs will

help them to incorporate in order to come up with a fact thereby improving their performance in the classroom.

Constructivism posits that learning is an active process. The students or learners are constructors of information. New knowledge, information or ideas are linked to prior knowledge. Constructivism prepares the students to tackle complex problems (Achuonye, Ezekoka & Ifegbo, 2019).

Vikoo (2013) posits that support from teacher and or a more skilled peer is needed for exploration of their world and discovers knowledge. The theory of constructivism explicated on the environment of learning and making learning to be more participative and active. It presents activities that ask students to analyze, classify or evaluate new understanding based on prior knowledge.

Social Learning Theory

Social Learning Theory propounded by Albert Bandura (1977) and modeling the behaviors of others alongside our environment. Social learning theory is of the view that attitudes and emotional reactions of others can inform learning and most human behavior is learned through observing others; new behaviors can be formed or serve as a guide for action. Social learning theory cuts across cognitive and behavioral framework (Achuonye et al., 2019).

Social learning theory has been used successfully in the field of psychology especially in modification of behaviour (Bandura, 1977) has focused his work on the concept of self-efficacy and has its principles as: transferring model behavior into works, labels, or images, gives concrete retention than simply observing.

Conclusion

Base on the findings, the study concluded that there is significant difference in the pretest posttest of flipped classroom blended learning and conventional teacher-centered method; hence the null hypothesis was rejected. Flipped classroom model leads to academic achievement because it encourages students' engagement, boost collaboration among students and critical thinking ability in English language writing skills. Flipped classroom model increase success and retention as videos and other pre-recorded devices can be re-watched, rewound or fast forwarded outside the normal classroom environment. It is an instructional approach that requires students to do home study on the learning content while the class time is set aside for students to work in group to investigate and discuss the learning content with teachers serving as facilitators in the classroom.

It has more achievement gains than the traditional face to face classes because it is a learning that brings out the full potentials of students and gives supports by allowing students feel safe, ask questions and share ideas in order to develop.

Flipped model learning results in the improvement of students' satisfaction, interest and students are allowed to read their classmates or other people's writings for improvement of their own, thereby leading to effective interaction and cooperation among students. Flipped model learning enhances English language writings skills, create new and encourage creative and practice ideas for teachers and students. It helps students to be actively involved in the learning process.

Suggestions

(a) New technologies and innovations should be encouraged in our secondary schools so as to meet up our educational demands

(b) Parents, Government and stakeholders in education should provide required internet facilities and electronic systems for online information so as to enhance effective study of the students.

(c) Ministry of education should share free computers and other electronic system as it brings good result in student's studying abilities and academic performance.

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