

**“TEACHING BIG WRITING USING REGULAR AND
FLIPPED ENGLISH CLASSES: A COMPARATIVE STUDY”**

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ABSTRACT

The thesis entitled “Teaching Big Writing Using Regular and Flipped English Classes: a Comparative Study” aimed at constructing a writing instruction for tertiary level learners, particularly the freshman students in Arts and Science colleges. The writing instruction designed for the study was adapted from Ros Wilson’s Big Writing approach, VCOP and named as VCCM approach, which involved teaching of Vocabulary, Connectives, Concord and Mechanics of Writing. The research study measured the efficacy of the Big Writing instruction for tertiary level learners, the VCCM approach, through regular and flipped English classes. Even though the study involved two distinct variables, Big Writing instruction and flipped English classes, the main thrust of the research work was to design a writing instruction for tertiary level learners.

The study was conducted at Hindustan Institute of Technology and Science and the participants were the first year students from BBA, the experimental group and B.Com, the control group. Data was collected qualitatively using questionnaires and quantitatively through pre-test and post-test. Feedback questionnaire and self-assessment questionnaire were the two types of questionnaire used in this study. The study involved 150 participants and the data collected through pre-test and post-test essay writing task was evaluated using the essay rating scale from the ESL Composition Profile and analysed for statistical significance using SPSS, version 24 model 2016.

The results of the analysis proved that the writing instruction, VCCM approach, delivered through regular and flipped English classes had developed the writing abilities of the participants. However, when the t-test was administered, it was proved that the Big Writing session through flipped English classes made relatively better impact on the writing abilities of the participants than the Big Writing session through regular English classes.

Key words: English Language Teaching, Writing Skills, Flipped English Classes, Big Writing Instruction.

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Chapter – I



Introduction

1.0 INTRODUCTION

English, the common language of communication between people of different nations, has evolved into a global language a few decades back, because of its universal demand. In India, English is the language of instruction in majority of the schools and universities. It also serves as the link language for people in jobs requiring inter-state association. Furthermore, the rapid advancement in the field of science, technology and electronic media has enhanced the importance of English for communicative purposes. English is also considered to be the language of opportunity that provides access to knowledge, power and better job prospects. According to Dhanavel (2012), English can be considered to stand for empowerment, novelty, globalisation, learning, internet, science, success and honour, which form the special characteristics of English that have made it into a global language. In the Indian milieu, English language is regarded as an employment tool that enables candidates to grab lucrative job openings. In support of this view, Chaudhary (2001) has reported that English is not just India's 'window on the world'; it is India's virtual highway to the global market.

English Language Teaching dates back to the dawn of British Raj in India and has a history of 250 years of English teaching as early as 1759 by the East India Company. The growth of English can be traced back to the advent of formal education in India during the first half of the 19th century. However, the significance of English language gained momentum after Macaulay's Minute in 1835. Lord Macaulay recommended the use of English to educate Indians as

he firmly believed English language as the only language to transfer scientific and technological knowledge to Indians. Macaulay's aim for initiating this recommendation was to bridge the gap between India and the western world by making English as the main medium of communication. However, it was also understood that the exclusive intention was to create a body of clerks to aid in the administration of the nation. Thus, English became the language of the government, public, administration, legislatures and law courts. More importantly, English was inducted as the medium of instruction at higher levels of educational institutions since Macaulay averred that the oriental languages did not possess any knowledge worth preserving. He had established, in his famous speech on education in India delivered on the 2nd of February, 1835, that the English language was the key to modern knowledge and hence, superior to Arabic and Sanskrit. The natives of the country could be made good English scholars. It was impossible to educate the body of people but it was possible through English education to bring about a class of persons Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.

Even though Macaulay's recommendation was a success, there was a section of Indian political class which protested the induction of English education in the country. Nevertheless, English emerged as the global language, the language common to all sections of people in the society, in spite of all obstructions.

Even after seventy years of independence, English language still continues to sustain its status as the associate official language of India despite continuous disputes from the nationalists. India is a linguistically and culturally diverse

nation and English acts as a link language for inter-state communication. English plays a pivotal role in administration, education, trade, commerce, mass media and so on. Hence, teaching and learning of English is predestined in our country.

English language teaching started in India decades ago with the experimental theories of teaching English through various methods and approaches, which underwent changes as per the needs of the learners. Many researches are being conducted to develop the learners' language needs. The rapid increase in the number of English medium schools and higher level educational institutions emphasise the growth of ELT in India. There are vernacular medium schools which teach all subjects through regional language other than English. In state-board schools, the subjects are taught in English or bilingually based on the learners' proficiency in English. On the other hand, CBSE schools, particularly in the semi-urban and urban areas, strictly adhere to English as the medium of instruction.

The significance of English, in India, has gained momentum due to the proliferation of IT sectors, which has created unlimited job opportunities in metropolitan cities like Delhi, Mumbai, Hyderabad, Bangalore and Chennai. English has thus become a tool for employability, in India. If men and women cannot comprehend and communicate in English they are either underpaid or unemployed. Therefore, there is a need for the learners to acquire English language skills to succeed in academics as well as in the highly competitive job markets. Dhanavel (2012) rightly asserts that English is a major language of

instruction and education throughout the world. It is a language of living in the sense that people who know English use it as a tool of employment. For without communication skills in English, it is almost impossible to get well-paid jobs.

In today's world, majority of the tertiary institutions in India are well established and attract students from all over the globe. This global outlook is made possible due to English which has become the lingua franca in such institutions. English, at universities, is the medium of instruction, the 'library language' and the language of assessment. Hence, possessing good English language skills is mandatory for students at tertiary level. It is generally assumed that students who enter into colleges hold sufficient English language proficiency to cope up with the syllabus. However, these students are from different backgrounds: rural, semi-urban or urban, are from different boards of school: state board or CBSE (Central Board of Secondary Education), are with different L₁, are of varied age group (17 to 21) and some are first generation learners and some are from vernacular medium schools. Despite these differences, there is no entry level exam to test the English language proficiency of students to ensure that each student entering into college will be able to handle the syllabus. Schools, including ones that instruct through regional languages, are expected to facilitate students to face tertiary level with ease in spite of varied syllabus. Nevertheless, the prerequisite to enter into college is that the students have to be passed in English at least with the minimum percentage of 33 (central board) to 35 (state board) at higher

secondary level. As a result, students with limited knowledge of English face lot of problems in understanding, comprehending and writing the major subjects in English at tertiary level. The difficulty faced by the ESL learners due to inadequate English language proficiency is becoming common in many of the tertiary institutions and, thus, there is a call for designing innovative strategies that cater to the varied language needs of students.

In India, there is a three-language system. However, Tamil Nadu follows the two-language system. In the Tamil medium schools, Tamil, the oriental language of the state is the first language and English is the second language. Many students from Tamil medium schools are first generation learners and they are socially and economically backward. Teaching English, to such learners is a demanding task. Even though, English has attained the status of second language in India, most of the learners' opportunity to learn the language is confined to classrooms. At secondary level, English is generally considered as a difficult subject rather than a language for communication and the prime objective, for the students, is to pass the board examination by employing rote learning techniques to memorise answers. When these students enter into tertiary level with poor English language proficiency they find it difficult to cope up with the higher level syllabus and get many arrears in the semester exams. Hence, the Government of Tamil Nadu has been taking varied measures to develop the English language competency of the students at different levels. There are many researches being done to investigate the effectiveness of various methods and approaches of ELT. Moreover, CALL has

made a tremendous change in the outlook of ELT experts and teachers. Studies are also being conducted on the integration of computer and internet in the curriculum, and the influence of technology in the English classrooms.

The major reason for regarding English as the most important language in Tamil Nadu at present is due to the mushrooming of IT companies, BPOs and other related organisations in the state. English in Tamil Nadu gives social status as well as provides better career opportunities. Importance of this global language has reflected even in schools. As a result, the number of international schools that follow Cambridge IGCSE (International General Certificate of Secondary Education) and IB (International Baccalaureate) curriculums and that require learners to possess excellent proficiency in English language skills to cope with the curriculum, is gradually increasing in the state. These schools even attract students from state board and CBSE schools as they are considered to be the right channel for higher education in the western countries. Moreover, the number of colleges and universities is also increasing exponentially attracting students from all over the globe. It was observed that at tertiary level, learners require extra attention to develop English language skills and hence, majority of the engineering colleges provide training for the learners in Business English Course (BEC) with the help of British Council, Chennai. Thus, English has established its status firmly in the state.

English has become the source of information and has taken branches as per the area of higher education. The three primary branches are English for

Specific Purpose (ESP), English for Academic Purpose (EAP), and English for Occupational Purpose (EOP). Thus, English is not limited to its study of literature as in earlier days but has become a language of communication in various fields including education, trade, commerce, science and technology. Since this study focuses on developing the writing skills of the first year students in Arts and Science colleges, it is essential to consider English for Academic purpose in particular.

English for Academic Purposes refers to the teaching of English language in the primary, secondary and tertiary level educational institutions. The main objective of this type of ELT is to enable students to be aware of the basics of English language and the use of English for common purposes. EAP has undergone rapid changes over the past few decades. From humble beginnings as a relatively fringe branch of English for Specific Purposes (ESP) in the early 1980s, today it is a major force in English language teaching and research around the world. EAP has gained momentum with the increase in the number of universities and international students undertaking tertiary studies in English language.

In India, students at tertiary level learn English for Academic Purpose or English for Specific Purpose [ESP] depending on the branch of study they choose. However, students who are getting admission in colleges are not tested for their English language proficiency even though the students are from different boards of school and different backgrounds. Due to this varied milieu, heterogeneity in today's classrooms is inevitable and it is one of the major

factors that impede teaching at tertiary level. Moreover, majority of the tertiary classrooms are overcrowded. Teaching a second language, particularly teaching writing, is a demanding task in an overcrowded heterogeneous tertiary classroom. Apart from these two factors, following traditional teaching methods and giving less importance to English classes at tertiary level compared to major subject classes and time constraint are the other factors that impede the teaching of writing skills at tertiary level. Therefore, it is the need of the hour to conduct extensive research on second language writing and to adopt strategies and techniques that develop the writing skills of the tertiary learners. In supporting this view, Evarisha (2012) has asserted that studies on second language writing are sadly lacking, and less research is done on the L2 writing process among indigenous populations. Students who have learnt to converse and write in vernacular but not in English at school level, will find communication at the University level rather difficult and exasperating, unless scaffolding is provided. These students will have a wide variety of purposes to write and they should be able to write fluently different forms of texts such as reports, process descriptions, formal letters, articles, and research papers. Becoming proficient in writing these texts is not an easy deal for every second language learner. Hedge (2000) has established the fact that writing, a complex process, is neither easy nor spontaneous for many second language writers. Due to the complexity of writing in English for second language learners, there is a need for teaching writing skills in schools and colleges through novel

strategies so that students are not only prepared to face exams but also to become efficient writers in English.

Nonetheless, the current ELT situation at tertiary level is observed to be less effective owing to various factors affecting teaching and learning processes which include heterogeneous and overcrowded classroom scenario, lack of English language proficiency of the learners and adoption of teacher-centric traditional methods namely Grammar Translation method. Consequently, the learners become incompetent in writing skills and they adopt rote-learning and memorisation techniques to get through the examinations. Teaching English through traditional methods, at tertiary level, prepare students to face their English exams instead of developing their efficiency in using the language for different academic purposes. At this level, specific strategies are required to develop the students' LSRW skills. According to Grabowski (2009) writing, when compared to speaking, can be seen as a more standardized system which must be learnt through special training. Mastery of writing skills is an important requirement for cultural and academic needs and to maintain one's rights and responsibilities.

Speaking skills is usually considered important for marketing one-self in today's job markets and this consideration seems to have reduced the importance of writing skills. Moreover, personal writing habits, in English, have become endangered and writing is considered merely an examination tool. Due to the importance given to the oral communication skills, more studies have been conducted on developing the speaking skills of tertiary learners

rather than writing skills as far as the Indian context is concerned. However, it is currently ascertained that effective written proficiency in English also plays a vital role in the job markets and it is quintessential for IT professionals and employees of other related organisations to sustain professional relationship between foreign and Indian companies. The requirement has accelerated the writing skills, which was once considered important only for academic success, to gain its magnitude as a means for better career opportunities.

Writing, unlike speaking, is rule bound and due to its orthographic system, the careful organisation of ideas and linguistic conservatism required, it is the most demanding of all the skills. Furthermore, it is a complex activity which involves cognitive and intellectual processes. Richards (1990) has asserted that learning to write in either a first language or second language is one of the most difficult tasks for learners and one that few people can be said to fully master. Many native speakers leave school with a poor command of writing. Even at university level, students require further training in writing.

The semester results of the first year students in majority of the colleges and universities are usually disappointing both in English and major subjects, and the number of arrears the learners possess increases exponentially. One of the major reasons for this situation is lack of English language skills particularly writing proficiency in English. At tertiary level, the medium of instruction, the books the learners need to refer and the language of assessment are in English. Hence, English is mandatory for all tertiary level learners in India even though some colleges allow learners belonging to certain branches to write the

semester exams in regional language. Mohamed Sathak Arts and Science College, which is situated at Sholinganallur, Chennai and affiliated to University of Madras, allow learners of few streams such as commerce to write in Tamil, the state language of Tamil Nadu. The benefit is restricted to learners whose first language is Tamil and furthermore this benefit is valid only in the UG level. At the PG level, English is the only language of assessment in both internal and semester examinations. Such benefit is not feasible for all tertiary institutions in India. In Hindustan Institute of Technology and Science, the context of the study, English is the language of communication and the medium of instruction since it has a linguistically diverse territory and admits students from all over the country and around the globe.

English, as a language of assessment, plays a vital role at the higher level of education because the students are graded by the way they demonstrate their knowledge and understanding of the various subjects through written tests in English. Thus, writing effectively in English is one of the pre-requisites for academic success at the university level. Barrass (2005) has established the fact that it is mainly by the quality of writing that assessors determine what learners know and understand and judge the quality of the learners' thinking. In any assessed written work, if two students are otherwise equal in ability and intelligence, the one who is better able to convey thoughts effectively in writing will be expected to score the higher marks. So it is important to recognise, from the start of the course, that the final grades will depend not

only on the knowledge and understanding of the subject but also on how well it is conveyed in writing.

It is appalling to observe that when a simple leave letter writing task is given to the subjects of the study: the first year B.B.A and B.Com students of Hindustan Institute of Technology and Science, not everyone could write the letter, which they have practiced sufficiently, without mistakes in the format, vocabulary, organisation, grammar and mechanics. Moreover, the tertiary learners hardly ever get opportunities to practice different writing tasks during the English classes due to time constraint and the less number of periods allotted for English. So the learners in majority of the tertiary institutions listen to the teachers' lecture during English classes and get writing experience only during the internal tests and semester examinations. There are also other factors that impede the teaching and learning of writing skills at tertiary level English classrooms in India. Therefore, there is a need for developing strategies that could cater to the language needs of the linguistically diverse, heterogeneous ESL tertiary learners' population and it is assumed that an attempt to teach Big Writing elements through flipped English classes could improve the writing standards of tertiary level learners.

Writing efficiently in English has also recently become significant because of the internet and globalisation. Earlier writing was considered as a skill difficult to acquire. However, in the last two decades attitudes towards writing in English have changed radically. Due to the rapid advancement of technology and the varied use of internet, acquiring this complex skill has become feasible.

Furthermore, possessing good writing proficiency in English has become a necessity for academic success. Therefore, it is mandatory for tertiary students to communicate clearly in their written texts. The need has also lead many researchers to investigate various time-tested methods that are already available and to try out novel techniques followed elsewhere to develop the writing abilities of ESL students in India. The investigations conducted so far were rarely based on linguistically diverse and heterogeneous tertiary level learners. Moreover, no researches have been conducted on the integrated approach of “Teaching Big Writing Using Regular and Flipped English Classes: a Comparative Study” till date to measure the effectiveness of the Big Writing elements on tertiary ESL learners in India or elsewhere. Hence, there is scope for the current research and the findings of the work can contribute to the field of English language teaching.

The context of the current study, Hindustan Institute of Technology and Science, which is established since 1985 and located in the prime locality of the Chennai city, within a serene and spacious campus, attract students from all over the globe. It offers engineering (B.Tech), B.Arch. and bachelors in B.B.A, B.Com, B.Sc. and B. LIS. There are students from all over the nation and from France, Japan, Korea and Bhutan studying in HITS (Hindustan Institute of Technology and Science). Hence, the medium of instruction is exclusively English and students need to possess good English language skills to comprehend their lessons and to score well in examinations. However, it is observed that students have varied proficiency level and many lack the required

writing competency in English language. It could be because of lack of personal writing practices in English, limited vocabulary knowledge, influence of technology, lack of extensive reading practices and so on. Even though the students have learnt English as a second language for more than a decade as the second language or the third language, they demonstrate difficulties even in constructing paragraphs on their own. It has also been observed that students fail in the semester exams due to the lack of proficiency in English language, particularly in writing skills. The situation, hence, calls for an investigation.

The students in HITS comprise a mixed group and majority of the students' English language exposure is limited to classrooms. These students think English as a difficult language and follow rote-learning technique to get through the major subjects. However, only few students can succeed in memorising long answers. Though the students know the content of the lesson, they fail to demonstrate the knowledge and understanding in English because of incompetent English language proficiency.

Language is learnt for communication. The main objective of teaching English is for communication both oral and written. Speaking a language involves, voice modulation, body language, gesture and eye contact. In contrast, writing to convey without these features to an audience is difficult especially for a second language learner. Second language teaching aims to develop learners' oral and written communication skill. Nonetheless, there are many factors that affect teaching writing skills, many students encounter various problems while writing in English and as a result, there is an increase in the number of arrears

in the university examination. Hence, the focus of the study is developing the writing abilities of the tertiary students.

The students who enter into colleges have varied language proficiency and those who are from rural background and vernacular medium schools struggle to write in English. It is, therefore, necessary to design a writing instruction that is feasible for a mixed ability group. Hence, for the current study, Ros Wilson's Big Writing approach which focuses on teaching vocabulary, connectives, openers of sentences and punctuations (VCOP) is chosen and adapted into VCCM approach as per the needs of the tertiary level learners. VCCM approach focuses on enriching students' vocabulary, connectives, concord and mechanics of writing. The four components of writing, VCCM, are chosen for the tertiary level instruction since it has been found out from the data collected through the questionnaires and in-depth interview that the tertiary level students struggle to use the right vocabulary, are unaware of the role of connectives in a discourse, have difficulty in writing concord and mechanics accurately. In addition, the four elements of Big Writing, VCCM, form the major assessment objectives in the standard writing tests at higher level of education. The study is justified in the sense that innovative pedagogical practices for developing writing skills will increase the interest and motivation level of the learners. Moreover, there are studies conducted to test the efficiency of Big Writing strategy at school level and found effective. More importantly, flipped classroom is found to be effective in imparting mathematics and computer subjects and recently the method is adopted in

schools in Bangalore. There are also few researches being conducted in the nation on the effectiveness of flipped English classes.

The study aims at measuring the efficacy of the Big Writing instruction designed for the tertiary level learners, VCCM approach, through regular classes and flipped classes in developing the writing skills of the students. The study is conducted for a period of one semester. It is evident from the findings of the study that Big Writing instruction for tertiary level develops the writing standards of the students and the flipped English classroom technique provides varied opportunities to develop learners LSRW skills holistically.

The study will help the ESL tertiary teachers to understand the language problems of the first year students of Arts and Science colleges. The study will also enable the students to understand the significance of using the four components of writing, VCCM, in written discourses, which can improve the standard of the tertiary learners' writing. Since, the study examines the language problems encountered by the learners of Arts and Science colleges, the study will benefit similar second language learning situation in general and teaching of writing in particular. Teachers and learners may be made aware of the factors affecting the ability to write in English. The research is the first and foremost in investigating the effectiveness of Big Writing instruction for tertiary level learners, VCCM approach, using flipped English classes in India. Furthermore, teachers of English and the subject teachers can consider using this shortcut method to improve the writing skills of the learners. The findings of the study may also help the syllabus designers and material writers to

understand the existing language problems of the current population in Arts and Science colleges. An attempt is also made to flip the English classes and the findings of the study related to students' perceptions on the classroom flip may contribute immensely a new dimension of ELT in tertiary institutions, in India.

The study tries to answer the following research questions:

1. Is there any statistically significant difference between the pre-test and post-test writing scores of the control group participants who received Big Writing instruction through regular English classes?
2. Is there any statistically significant difference between the pre-test and post-test writing scores of the experimental group participants who received Big Writing instruction through flipped English classes?
3. Is there any statistically significant difference between the post-test mean scores of the experimental group which received Big Writing instruction through flipped English classes and the participants of the control group which received Big Writing instruction through regular English classes?
4. Is there any statistically significant difference between the post-test mean scores of the male and female participants of the experimental group that received Big Writing instruction through flipped English classes?
5. Is there any statistically significant difference between the post-test mean scores of the experimental and control group participants who had

vernacular medium instruction and English medium instruction at the higher secondary level?

6. Is there any statistically significant difference between the post-test mean scores of the first generation learners and continuous generation learners of both the experimental and control group?

To carry out this study, an experimental research method was adopted. First, a survey was conducted by administering a feedback questionnaire manually and through online to 200 teachers of English belonging to engineering and Arts and Science colleges in Chennai and Kanchipuram. Out of 200 teachers, 108 teachers responded and of which two responses were incomplete and thus they were excluded from the study. The questionnaire given to the teachers of English was pertaining to the language problems faced by the students and the teachers' perceptions on flipped classroom method. To decide the subject of the study, after choosing Hindustan Institution of Technology and Science as the context of the study, an in-depth interview was conducted with the teachers of English in Hindustan Institute of Technology and Science. Based on the outcome of the in-depth interview, intentionally the first year B.B.A and B.Com students were chosen as subjects of the study. These two batches were suggested by the teachers owing to the lack of English language proficiency of majority of the students in both the batches and the students' lack of interest in attending English classes. Randomly, the B.B.A students were assigned into experimental group and the B.Com students formed the control group.

Subsequently, a self-assessment questionnaire was administered to the subjects of the study to observe the subjects' existing proficiency level in the LSRW skills, the proficiency level of different writing tasks, the level of stress, anxiety and attitude towards writing in English, and the perceptions on Big Writing approach. For the experimental group subjects, an additional section was included to find out the experimental group participants' perceptions on the flipped classroom method. The conduct and analysis of the diagnostic test was essential to identify the existing language problems of the learners, particularly in writing. Hence, a diagnostic test was conducted on a leave letter writing task for 40 subjects chosen at random, from both experimental and control groups, to find out the language needs of the first year Arts and Science students.

Having administered the research tools, interviews, questionnaires and diagnostic test, it was observed that the students had major problems in writing in English, and this had paved the way to decide the intervention programme. The VCOP technique was adapted as VCCM approach for tertiary level Big Writing instruction. Flipped classroom method was chosen as the mode of instruction after the informal discussion with the students, who expressed lack of interest in regular English classes and demonstrated keen interest in using technology. Moreover, essay writing task was chosen for the pre-test and post-test. An experimental group and a control group were formulated to measure the efficacy of teaching Big Writing instruction for tertiary level learners, the VCCM approach, through flipped English classes in developing the writing skills of the tertiary ESL learners.

A pre-test was conducted to the experimental and control group simultaneously to determine the existing proficiency in writing skills in English before the intervention programme. Concurrently, the intervention programme, Big Writing instruction for tertiary level learners: VCCM approach was administered through flipped English classes to the experimental group for a period of one semester. On the other hand, the control group had received the Big Writing instruction through the regular English classes that did not involve using technology. After the intervention programme, a post-test was conducted to the experimental group and the control group to determine the impact of Big Writing instruction for tertiary level learners: VCCM approach through flipped English classes that involve using computers and internet.



Chapter – II

Review of Literature



2.0 REVIEW OF LITERATURE

The review of literature was made on the significant contributions of previous researches and ELT practitioners from 1978 to 2017 on the major purposes of teaching English at tertiary level, writing skills for tertiary students, major approaches to teaching writing, flipped classroom method and Big Writing instruction.

2.1 MAJOR PURPOSES FOR TEACHING ENGLISH AT TERTIARY LEVEL

The key issues traced in the area of English for Specific Purposes and English for Academic Purposes were considered for the study since the main focus of the study was to measure the efficacy of a writing instruction designed for the students at tertiary level. Hence, it was essential to familiarise with the major purposes of teaching English at tertiary level to formulate the theoretical underpinnings.

2.1.1 ENGLISH FOR SPECIFIC PURPOSES (ESP)

Mackey and Mountford (1978) had investigated on English for Specific Purposes and found out that teaching English for Specific Purposes had three kinds of purposes. They were academic purposes for studying discipline-specific subjects namely engineering, medicine, law and commerce, occupational purposes for developing communication skills among employees including international telephone operators and civil airline pilots and for offering vocational training programs for members such as staff in hotel and catering services.

According to Hutchinson and Waters (1987), the growth of ESP, then, was brought about by a combination of three factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology. The three factors seemed to point towards the need for increased specialisation in language learning.

Byram (2004) had found out that English for Specific Purposes had a well-defined instrumental purpose that could be related to work or study.

Harding (2007) reported that English for Specific Purposes primarily came to eminence in the 1970s as a result of the escalating numbers of overseas students approaching to pursue higher education in the UK and other metropolitan nations and also owing to the establishment of new universities in Gulf States, Saudi Arabia, Iran, Malaysia and elsewhere. Hence, there was a call for courses to cater to the immediate needs of students to facilitate them to pursue their subject studies in English.

Sunday (2011) proved that teaching ESP through poems to students belonging to an engineering stream in South India could develop English language skills. The investigator used poems from the volume entitled "Sow the Spring" by Jandhyala Ravindranath (2009). It was established from the study that poems could motivate the learners of the target language to adapt their personal knowledge and experience which related to the topic. Moreover, from the study, it was found out that poems facilitated learners to share emotional experiences and developed interpersonal skills woven with language skills.

Javid (2015) found out that the responsibilities of students, teachers and teaching techniques were linked with the specific needs of ESP programmes. It was proved that the learners' personalities and the learning contexts were specific and varied and so it was inevitable to choose matching pedagogical methodologies.

Otilia (2015) investigated on the challenges faced by the English for Specific Purposes practitioners. It was found out that the learners of the ESP class required obtaining the real world objectives of the academic discipline or targeting profession and so the ESP teachers had to design teaching resources that cater to the professional needs of the learners.

2.1.2 ENGLISH FOR ACADEMIC PURPOSES (EAP)

Kennedy and Bolitho (1984) reported that English for Academic Purposes was taught in educational institutions particularly to students who needed English to study a specific subject at higher levels of education.

Gillett (1996) found out that EAP courses could be pre-sectional in which the learners took up a course before joining higher level of education or in-sectional where learners learn English while doing an academic programme. It was reported that the pre-sectional course taught English as Foreign Language focusing on the English language skills to facilitate learners to study discipline-specific subjects in English but the in-sectional course taught English as a Second Language to develop the learners' English language proficiency.

Flowerdew and Peacock (2001) established that English for Academic Purposes was a type of teaching English with the goal of scaffolding students to study, conduct research or teach in that language. It was also reported that EAP needed to prepare learners to read text-books, listen to lectures, write essays and do library research.

Jarvis (2001) evaluated the general usage of the internet as a tool for instructing English for Academic Purposes programmes. It was found out that network-based instruction was one of the challenges faced by EAP teachers in teaching EAP course, apart from the challenge of fulfilling the ICT expectations of the academic departments and at the same time providing students with the required language and study skills.

Ken Hyland (2006) ascertained the rationale for teaching English for Academic Purposes and found out that the aim of teaching EAP was to assist learners to study and research in English by covering the academic communicative practice at pre-tertiary and tertiary levels that include teaching, designing of teaching materials, giving feedback, writing research genres, writing essays, writing exam papers and administrative practice from course documents to doctoral oral defenses.

Afful (2007) investigated on the academic literacy and communication skills in the Ghanaian University and it was found out that the purpose for teaching English for Academic Purposes was to facilitate the learners to acquire the study skills necessary to learn a course in English medium universities.

However, it was reported that English for Academic Purposes course and the curriculum of EAP needed to be revised in the Ghanaian University. It was established that there were three issues needed to be addressed: general and discipline specific writing, foundation and remediation and the teaching approach.

Sharndama *et al.* (2014) found out that EAP, as a branch of English for Specific Purposes, catered to the needs of the learners in regard to the subjects of study or courses of study rather than general English. It was established that the learners' proficiency could be improved once the needs of the learners had been properly assessed. It was also found out that the EAP teachers should design syllabus and develop instructional materials based on the result of conducted needs analysis. Therefore, the teaching of EAP should not be based on a predetermined methodology but should employ a suitable method based on the course content and the context of situation.

Ijem, B. (2016) analysed the problems of time constraints in the teaching of English for Academic Purposes in large classes. It was found out that time constraints affect both the teachers and the students. It was reported that out of class group assignment, cooperative learning, mobile learning and distant learning were some effective ways of overcoming time constraints in large classes.

2.2 NEED ANALYSIS

Hutchinson and Waters (1987) reported that the purpose of an ESP course was to enable learners to function adequately in a target situation in which the learners would use the language they were learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features would form the syllabus of the ESP course and that process was usually known as need analysis.

Seedhouse (1995) found out that need analysis, which was rarely carried out in a general English class, was an instrument that could assist the English language practitioners to identify the needs, willingness and the level of understanding the tertiary level learners had for a course or program designed for them.

Dudley-Evans and St John (1998) reported that need analysis should be distinguished between the present situation analysis and target situation analysis to conduct an EAP course effectively and to facilitate the learners learn English successfully.

Harding (2007) established that, to understand the learning needs of the learners, it was mandatory to find out whether the course was intensive or extensive, assessed or non-assessed, meeting immediate needs or delayed needs and designed by the teacher or the institution or negotiated with the learner.

Dhanavel (2011) found out that identifying the learners' needs by the English educators alone would not serve the purpose but the learners needed to feel and fill the need. It was reported that the approach to ELT should create awareness among the learners about the need to learn the language and furthermore, it should create a learning environment with the aid of a textbook, a classroom and multimedia tools.

2.3 WRITING SKILLS AT TERTIARY LEVEL

Bryne (1979) found out that writing skills needed to be included in the pedagogic setting to introduce and practice forms of writing that cater to the different learning styles and needs of the learners, to present the learners with some tangible evidence that they were making progress in the language, to provide variety in the classroom activities and to conduct formal and informal assessments.

Lindemann (1987) had investigated on the correlation between writing skills and job requirements and found out that there was a significant relationship between writing abilities and promotions. It was found out that writing well might not guarantee, but writing poorly might jeopardize, success in the workplace.

Astika (1993) evaluated the analytical assessments of foreign learners' written products by native speaker ESL teachers. The study used 210 writing samples and followed the analytical scoring method from the ESL Composition profile, which comprised of the features, content, organisation, vocabulary, language

use and mechanics of writing to assess the writing samples. It was found out from the study that vocabulary was one of the most crucial elements for second language learners' difficulty in speaking and writing.

Chen (1996) investigated on the effect of 'Quick Business Letters' software and the computer created error feedback used in a Business English class with regard to gender differences. The participants of the study were 201 Taiwanese students who had completed schooling and had written a university entry level test that included English. It was found out that the male and female participants had differing rate of errors. Moreover, it was reported that computer application improved the students' writing ability in punctuation, grammar and spelling.

Blankenship (1999) analysed the outcome of computer assisted language instruction and the lecture-based instruction of college-level composition courses. It was found out that the students who were given computer aided instruction performed better than the students who were given lecture-based instruction.

Ting (2003) examined the cohesive ties in the essays of Chinese EFL learners by using Halliday and Hasan's (1976) taxonomy of cohesive devices. It was found out that the additive and adversative errors were more in the essays than the casual and temporal errors.

Abu Seileek (2004) proved the positive impact of a computer-based program on Jordanian first secondary grade students' writing skills in English language.

The study involved two groups: experimental and control. The control group received writing instruction through the conventional method and the experimental group received computer-based writing instruction. It was found out from the analysis of the data that there were statistical differences between mean scores of the writing task of the groups, which was in favour of the experimental group.

Tapper (2005) found out that the Advanced Swedish EFL learners were overusing adverbial connectives in argumentative essays compared to the American university students.

Dülger (2007) evaluated the use of discourse markers in 76 Turkish EFL learners. The essays written after the product-viewed and the process-viewed writing courses were compared and contrasted. The essays were assessed based on the number of sentences and the number and type of discourse markers. It was found out that there was an increase in the total number of sentences in the essays written after the process viewed courses, when compared to the essays written after the product viewed courses. Hence, from the results, it was established that the process view of writing was better than the product view in terms of sentence construction.

Narayanan *et al.* (2007) investigated on the gender differences and motivation factors towards learning ESL among engineering and technology students. It was proved that the female students had higher level of the motivation types namely integrative, instrumental and intrinsic than the male students.

Lemmouh (2008) ascertained the relationship between grades and the lexical richness of students' essays. The study had assessed the essays produced by 37 Swedish university students of English using a lexical richness measure that could calculate the portion of advanced vocabulary used in the text. It was found out that there was a relationship between the use of advanced vocabulary in student essays and the overall course grade. However, the study did not find any link between the lexical richness and the overall essay quality as reflected by the faculty teachers' ratings since the faculty's assessment was based on content and grammar rather than lexical richness.

Nayan (2009) found out that interference of the first language was one of the causes of subject verb agreement errors, by examining the subject-verb agreement in the written products of ESL learners. It was also reported that the participants who had studied English for nearly 12 years were making subject-verb agreement errors in the writing.

Victoria Verna (2009) investigated the efficacy of teaching English vocabulary through different approaches at the tertiary level. It was proved from the results of the study that the communicative approach was more appropriate than the behaviouristic and the cognitive approaches to teach vocabulary but the Eclectic approach offered more potential for vocabulary learning and teaching than each of the other approaches did.

Al Mansour and Al-Shorman (2009) proved that the computer-assisted language instruction was effective in teaching English to randomly chosen 60

Saudi students who were studying at King Saud University. The study compared the use of computer alongside the traditional method with using traditional method alone. It was found out from the study that computer assisted instruction together with the conventional method of teaching English was proved to be better than using traditional method alone.

Altunay (2009) examined the use of connectives in an impromptu argumentative written discourse by Turkish ELT department learners. It was found out that the students failed to use a wide range of connectives in essays and some connectives were misused. However, underuse and overuse of connectives were not so recurrent. It was also found out that the students were not able to use some cohesive devices appropriately and therefore, it resulted in the production of incomprehensible and incoherent texts.

Barbhuiya (2011) investigated on the use of CALL, especially word processor, in teaching English in the Polytechnics of Assam. It was found out that the frequency of the use of CALL had positive effect on developing students' writing skills.

Nadarajan (2011) explored the association between academic vocabulary and holistic scores of second language learners' essays and investigated the second language learners' ability to use words following instructions and also compared lexical richness of L1 and L2 academic writings. The study used 387 essays from 129 students and found out that there was no association between academic vocabulary and holistic scoring. Moreover, it was reported that

essays with academic vocabulary secured higher grades and second language learners could be trained to use academic vocabulary in writings over time.

Gonye *et al.* (2012) examined the writing weaknesses of the first year under graduation students in Zimbabwe. The investigation involved 550 students and 15 lecturers as participants and used document analysis, interviews, and questionnaires to collect data. It was found out that the first year under graduation students had made many errors in texts and furthermore, there should be an integrative approach to teach writing at universities.

Sapkota (2012) found out that peer correction followed by teacher correction could develop the students' level of competency in using grammatical components and mechanics of writing effectively. The word level and sentence level at grammatical units, number of paragraphs, punctuation and coherence as mechanics of writing were investigated from a random sample of a B.Ed. college.

Vijayakumar (2012) reported that the use of technology for brainstorming in a writing class needed to be used judiciously in the pre-writing stages and traditional methods of teaching could not be neglected because of its varied benefits.

Haridar (2012) evaluated the students' attitude towards the use of technology for English language enhancement and measured the impact and effects of technology-enabled language development specific to English. It was found out that the incorporation of technology could provide innovative and creative

ways of nurturing student learning potential and enhancement of language skills. It was also advocated that the prospective use of varied technological sources could definitely be tapped in order to provide novel ways of configuring and accessing language learning opportunities.

Goleman (2013) found out that computer-aided instruction, a current vogue in training, had limits in providing emotional competence but had real promise in terms of individualized instruction, self-pacing, private opportunities for rehearsal and practice, immediate feedback on progress and remedial assistance.

Khansir (2013) examined the types of written errors committed by EFL and ESL writers at tertiary level in English from a sample of 200 students belonging to the age group 20 to 24, who were studying under graduation at Mysore, South India. It was found out that maximum number of errors (22%) was made by both the Indian and Iranian EFL learners in punctuation. At the same time, the minimum number of errors (14%) in spelling was made by the Indian students, whereas 19 per cent of errors in spelling were made by Iranian students.

Salem (2013) found out that the writers' workshop approach had significant effects on developing the basic writing skills (mechanics of writing) of students from faculty of education. It involved forty prospective teachers of English from Huagada faculty of Education, Egypt. The study followed a pre-test and

post-test design and the participants were randomly chosen and assigned as the experimental group.

Sultana (2014) implemented an eclectic approach, a combination of the product and the process approach to develop the writing skills of professional learners by integrating some of the cognitive elements of the product approach into the writing process. It was proved that the use of connectives and transitional words and phrases was one of the significant cognitive elements of the product approach. It was also proved that the eclectic approach had motivated the first year engineering students to write better.

Mbau *et al.* (2014) found out that the subject-verb agreement errors in the paragraphs written by the second semester students of English department. Data was also collected through written tests, questionnaire and interviews for this study. It was found out that majority of the students had difficulty in using the basic subject-verb agreement.

Deshpande (2014) reported that training the under graduation course students to self-analyze the mistakes in writing, which was followed by revision, could develop writing skills, from a study conducted in a tertiary institution at Mumbai, North India.

According to Ashrafzadeh and Nimehchisalem (2015) 97 per cent of the first year students scored 'fair to poor' in vocabulary, in writing business report summaries, which had called for an urgent attention to develop the tertiary

level students' vocabulary knowledge based up on the analytical rating scale from the ESL Composition Profile.

Karahan (2015) investigated the use of connectives in impromptu argumentative essays by Turkish freshman ELT department students. The participants of the study were asked to write an impromptu argumentative essay. It was found out from the study that students failed to use a wide range of connectives in the essays. Moreover, there were errors in grammar, punctuation and in the relationship between the connectives used and the context. Hence, it was established that connectives were challenging for the freshman EFL learners, who were enrolled in the under graduation level.

Shahryari (2015) proved that the web-based collocation instruction was effective on two crucial tasks; essay writing and speaking ability. The evaluation involved 76 first year female students from JSS Law College for Women at Mysore, India. The study comprised of 35 participants in the experimental group and 31 in the control group. It was found out that experimental group that received web-based collocation instruction had performed significantly better than control group that acquired vocabulary through traditional techniques.

Vasu and Dhanavel (2015) found out that engineering students had considered vocabulary as an important aspect of language learning. The study, which involved 730 first year engineering students from Chennai, examined the attitudes of ESL learners towards vocabulary learning and the choice of sources

to learn new words. It was reported that gender had played a role in choosing sources to learn new words.

Priya (2015) investigated on the use of multiple intelligence theory to implement Fiction Integrated Language Learning (FILL) to develop the language proficiency of engineering students. The study focused on equipping the language learners with vital life skills by designing and implementing tasks based on real life situation. It was established from the study that the participants became successful in using language skills after the FILL session.

Asayeh and Prem Kumar (2016) reported the problems faced by Libyan University students in using punctuation marks in English writing. The study included a questionnaire for teachers and tests for students after teaching punctuation marks by a new method of using colours. It was found out that the students showed improvement in the understanding and application of punctuation marks after teaching them through the new method.

Sripada and Cherukuri (2016) found out that the explicit vocabulary teaching was more effective than the implicit vocabulary teaching for students in a second language context. The investigation involved the freshmen engineering students who belonged to the age group of 18 and 19 and were randomly assigned into experimental and control groups. The implicit vocabulary teaching, which involved only reading activities was administered to the control group whereas explicit vocabulary teaching that involved reading and vocabulary activities was given to the experimental group.

Barua (2016) had proved that collaborative writing could improve the process of writing. It was found out that there was a marked improvement in the writings of 60 post graduate students studying in the department of ELT at Gauhati University after the intervention.

Ponmani and Mekhala (2016) analysed the concord errors in the English as Second Language learners' writing. It was found out that the participants of the study had committed errors in four types of subject-verb agreement: subject-verb agreement of person, subject-verb agreement of number, subject-verb agreement of coordinated subject and subject-verb agreement of notional agreement and proximity but there were no errors found in the subject-verb agreement of indefinite subjects. It was reported that intra-lingual errors were the main reason for the cause of subject-verb agreement errors in the participants' writing. Further, it was established that learners need to master the subject-verb agreement rules to write error-free sentences.

Swaran Singh *et al.* (2017) analysed the grammatical errors made by 144 tertiary students in writing using content analysis. It was found out that subject-verb agreement, tenses and construction of complex sentence were the most common type of errors made by the students. The analysis of the students' grammatical errors established that the students had poor command of the English language. It was also reported that errors would occur in the process of learning but the cause of error needed to be identified.

2.4 MAJOR APPROACHES TO TEACHING WRITING

Caudery (1995) investigated on the ESL teachers perceptions regarding the process approach to writing. Data was collected through a survey of teachers' views by using electronic network for ESL teachers. It was found out that teachers had strongly differing ideas regarding process approach. It was concluded that the changes in the perceptions of the teachers might be due to the fact that the process approach was initially developed for L₁ teaching and later adopted to L₂ teaching.

Kim (2006) examined the impact of the genre-based approach to teaching writing in Korean educational context. It was reported that if the process and genre approaches were balanced in the curriculum, the learners could develop the writing abilities through practicing the whole writing process and discerning the social functions of genres and the contexts in which the genres are used. It was found out from the study that the integrated approach called the process-genre approach for the teaching of writing was effective since it enabled learners to use language creatively.

Sun and Feng (2009) proved that the process approach to teaching could be applied in different teaching models to obtain an optimal teaching effect. The study used two teaching models: the full open process teaching of writing and close process teaching of writing. The experimental group received the close process teaching model, whereas the control group received the full open process teaching model. It was found out from the study that the experimental

group made significant progress in their writing abilities whereas the control group made less progress.

Hasan and Akhand (2010) found out that collaborative approach was better than the product and process approaches to writing on learners' performance. The study involved 60 ESL university students, who were randomly assigned into two groups of 30 each. The first group was given product approach instruction whereas the other group was given process approach instruction. Later, a collaborative approach was also adopted for both the groups.

Hossein Hashemnezhad and Nasrin Hashemnezhad (2012) analysed the possible differences among Iranian EFL learners writing ability with regard to the product, process and post-process approaches. The study involved 60 sophomore students randomly selected and assigned to three groups of 20 participants. It was found out that the product approach did not show significant improvement over the process approach. However, the process approach and the post process approach had shown significant difference over the product approach.

Gupta (2012) analysed the problems faced by the vernacular medium students. It was reported that vernacular medium students had less exposure to English language and as a result, they lacked grammar, vocabulary and spelling skills. It was established that teaching of grammar should be made interesting by using power point slides and online exercises rather than the conventional methods.

Klimova (2014) examined the effect of product and process approaches in developing the writing skills of the third year students of Management of Tourism. The sample of the study was 14 students, who were divided into two groups of 7 each. One group was taught through product approach and the other through process approach. It was reported that neither the product nor the process approach had made any significant improvement in the writing abilities of the participants.

Sheir *et al.* (2015) proved that the process writing approach was effective in developing writing skills. The investigation was done on the effectiveness of process writing approach in developing EFL writing performance of 66 ESP college students. It involved two groups, in which the experimental group was taught process writing approach, whereas the control group was given regular instruction.

2.5 FLIPPED CLASSROOM METHOD

Baker (2000) investigated on the flip class by offering study materials on a web page, additional classroom discussions through online and used online quizzes in two of his courses. The objectives of his research were to lessen time used for lecturing, target on understanding and application, afford learners with more control over their own learning, create a sense of responsibility among learners for their learning, and promote peer learning. It was proved from the study that there was collaboration and an increased interactivity in both the courses under study when compared with other courses the learners had taken.

Moreover, it was found out that learners were benefitted both in the classroom and out of the classroom using technology, learning at own pace and was able to think critically.

Strayer (2007) found out that flipped classroom students were less satisfied with how the structure of the classroom familiarised them to the learning activities in the course. The study investigated the effects of the classroom flip on the learning environment by comparing the learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system.

According to Bergmann (2011) an article about the software that recorded a PowerPoint slide show including voice and any annotations and then converted the recording into a video file that could be easily distributed online was an inspiration behind the designing of a flip class. The potential of such software was realized as a way for students who missed class to not miss out on learning. The live lessons were recorded using screen capture software and posted online so that students could access them.

Marlowe (2012) investigated on the impact of the flipped classroom on student achievement and stress. It was found out from the study that the participants of the investigation reported lower stress levels in the flipped classroom environment compared to other classes. While semester grades showed progress, exam grades did not show noteworthy development. It was established from the findings that the students demonstrated positive attitude towards the experiment and enjoyed the related benefits of being able to choose assignments and investigate concepts that they found appealing more in-depth.

Johnson (2012) found out that there was no benefit in using the flipped classroom instruction in a secondary computer application. The study investigated the effectiveness of the flipped classroom technique on a secondary computer applications course, particularly the learners and teachers' perceptions regarding the flipped classes.

Davies *et al.* (2013) investigated on a college-level information system spreadsheet course to discover the benefits of flipped classroom. The study was quasi-experimental and followed a pre-test and post-test method. The study involved 301 students divided into three groups: a traditional classroom, a flipped classroom and a simulation classroom. The data was collected through surveys and assessments from the three groups. It was found out that the students in the flipped classroom had higher academic gains than those in the traditional classroom based on the scores of the post tests and the responses from the end of session survey.

Tally and Scherer (2013) proved that the students in the flipped classroom performed significantly better than the students in the traditional classroom from an investigation on an undergraduate hybrid flipped Physiological Psychology course for students in a university at Mid-Atlantic. The final course grades of the students in the flipped course were compared to the students' grades in the non-flipped course from the previous semester. A questionnaire was administered to students to find out their opinion regarding the effectiveness of the video lectures. From the analysis of the questionnaire, it was found out that majority of the students felt that the flipped classroom

method enabled them to comprehend the content easily, whereas only a meager of 4.4 per cent of the students responded that the flipped classroom method was not positive.

Butt (2014) investigated the effect of flipped classroom on the final-year actuarial course in Australia. It was established that the participants enjoyed learning through activities and that they had a preference for self-study rather than listening to lectures or involving in group studies. When the students attitudes at the beginning of the semester and then again at the end were compared, it was found out that the students who initially found the flipped classroom unfavourable began to change the views at the end of the semester.

Mani (2014) investigated on the flipped classroom in relation with learning theories. It was found out that there were learning outcomes of flipped classroom in conjunction with the learning theories and so flipped classroom could be adapted in Indian classrooms for successful teaching and learning.

Overmyer (2014) investigated on the flipped classroom method for teaching college algebra and studying the impact of the flip class on student achievement. It was found out from the study that there was no noteworthy progress in the scores of the participants of the two groups. However, students in the flipped sections did score slightly better than student in the conventional method of instruction.

Kumar (2014) evaluated the benefits of the flipped learning technique. It was reported that flipped classrooms developed learners' academic and social skills and they could be adopted to teach any subject at any level.

Amutha and Balakrishnan (2015) analysed the experiences and challenges faced by the post graduate students of two Asian countries, India and Malaysia, in using the flipped classroom. The participants of the study were 53 post graduate students, 30 from Tamil Nadu, India and 23 from Malaysia. Data was collected through a survey. It was found out from the study that there was much similarity with very slight differences between the two countries. It was reported that both the countries scored higher in experiences than in challenges and seemed to accept the use of flipped classrooms.

Ramani (2015) had investigated on flipped classrooms and found out that due to flipping classes students could actively engage in self-learning and students possess the ownership of learning. It was observed that the key elements of a flipped classroom were creating learning atmosphere for learners to gain first exposure to content, providing an encouragement for students to prepare for class through appreciation and marks / grades as part of continuous assessment, providing a system to assess students' knowledge and providing in-class activities that focus on higher order thinking skills.

Lal (2016) investigated on the flipped classroom model using the Moodle facility on the Virtual Learning Centre of the University of Kerala. There were 36 participants involved in the study, who were teachers from schools/colleges and research scholars. It was found out that the experiment on the flipped

classroom method was a big advantage and students could learn at feasible pace, in comfort zones and get together for the actual practice.

2.5.1 RECENT RESEARCHES CONDUCTED ON FLIPPED ENGLISH CLASSES

Baranovic (2013) evaluated the impact of flipping the first-year composition course at a university in the United States. The study involved the usage of multimedia lecture videos instead of traditional lectures. It was found out that the course had facilitated English as a Second Language / English as a Foreign Language learner to learn the language in a realistic manner. It was reported that the participants scored better than the standards set by the university.

Wang and Zhang (2013) proved that flipped English classes had shown significant improvement in the listening, speaking, writing and translation skills of the students. The study examined the effectiveness of the flipped classroom on four students belonging to the English for Educational Technology class. The data was collected using tools such as questionnaires, interviews and observations.

Li (2013) investigated on the application of the flipped classroom method in English Language Teaching. It was found out that flipped classroom instruction helped the teacher to personalize instruction, gave students more opportunities to take part in the four language skills, made students responsible and active in class, lessened students' time on note-taking in class, and reduced teacher load to create materials as they could share online. As a result, it was reported that

the flipped classroom could be considered as a practicable teaching method in China.

Engin (2014) proved that the student-created videos on academic writing enhanced second language learning and academic writing skills through research, simplification and explanation. Moreover, it was found out that the videos motivated the participants to concentrate well on form which in turn promoted accuracy in English.

Mireille (2014) investigated on the efficacy of the flipped classroom model on the writing performance of the twelfth grade Emirati female students and the opinions of students about the flipped classroom model. The study included instructional videos and differentiated class activities for the experimental group and the control group had conventional instruction. Both groups completed a pre-test and post-test. It was found out that the participants of the experimental group performed better than the control group. In addition, it was reported that the female participants' attitude towards the flipped classroom instruction proved to be equally positive.

Hung (2015) found out that the flipped classroom facilitated better learning in the coursework compared to the traditional classroom. The investigation was done on a flipped classroom for 75 English language learners taking a communicative English course at a university in Taiwan to foster a Web Quest active learning strategy. The study investigated the educational implications of flipping the classroom on English language learners' academic competency, learning attitudes and participation levels.

Sung (2015) investigated a flipped English content-based class where 12 participating college students were enrolled and completed all the course requirements in an elective course. It was found out that the students demonstrated positive attitude towards flipped learning despite the initial difficulties of adjusting themselves to the new method. The students also experienced that flipped teaching had a good momentum for change in current English language teaching.

Al-Harbi and Alshumaimeri (2016) investigated on teaching English grammar through flipped classes and the effect of flipped classroom on the secondary school students' abilities, perceptions and attitudes toward learning English independently. The study involved 20 participants in the experimental group and 23 participants in the control group. The experimental group participants learnt grammar through flipped classes that used videos whereas the control group participants were taught grammar in the traditional way. It was found out that the flipped classroom strategy enhanced the students' grammar competency effectively. The students' responses to a questionnaire and semi-structured interviews proved that their attitudes towards using the flipped English classroom method were positive.

Hsieh *et al.* (2016) explored the benefits of the flipped classroom method for EFL learners. The flipped learning technique and Wen's Output-driven/Input-enabled model was used to design a holistic oral training course. The course included widespread online written and verbal interaction for learning English idioms by using the LINE smart phone app and by conventional instruction.

The participants of the study were 48 sophomore English-major students. The data were collected through pre-test and post-test on idioms, questionnaires, observations and semi-structured focus-group interview. It was proved that the flipped learning was successful in achieving the instructional goals of the class. Ali Said Ahmed (2016) investigated the effect of a flipped classroom on writing skill in English as a foreign language and the students' attitude towards flipping. The participants of the study were 60 students at Qassim University and were divided into two groups: 30 students for the experimental group and 30 students for the control group. After that the experimental group was taught using flipping while the control group was taught using the traditional method, the data was collected through an EFL writing test and a questionnaire to know the participants' attitude towards flipping. The result of the study had established that the experimental group who were taught through flipped classes outperformed the control group participants in the post-test of EFL writing. Moreover, there was statistically significant difference between the mean scores of the pre and post application of the questionnaire of the experimental group in favour of the flipped classroom method.

Alakawi (2016) investigated on the impact of CALL on Egyptian EFL learners' listening skill in the flipped classroom. The study was based on the use of technology inside and outside the class to develop the learners' listening skill. The study had involved 40 participants who belong to English department studying EFL at Alexandria University. The study was quantitative and had two groups: experimental and control. The experimental classes were flipped

and hence, they were given audio or video recording of the lecture to prepare for the next lecture activities which included listening comprehension questions. It was found out that the implementation of CALL in the flipped classroom was effective in developing the Egyptian EFL learners' listening skills.

Florence and Sherine (2015) proved that the writing instruction VCCM approach that involved teaching vocabulary, connectives, concord and mechanics of writing, designed for the tertiary level had developed the writing abilities of the tertiary students. A sample of 150 students pursuing first year B.B.A and B.Com was involved in the study which compared the impact of teaching VCCM approach through regular and flipped English classes. It was found out that the VCCM instruction through both the regular and flipped English classes had made a significant improvement in the writing abilities of the tertiary students.

2.6 BIG WRITING APPROACH

Big Writing was an approach formulated by Ros Wilson, a highly experienced English educationist, and marketed by Andrelle Education, a literacy based education company which had provided professional development to teachers and educators, to raise the writing standards of primary school students in the UK (Harland *et al.*, 2014)

According to Andrelle Education (2015) Big Writing was a methodology for raising the standards in writing across all ages and ability levels and it sought to address the reasons for the falling standards in writing.

Wilson (2012) established that Big Writing was an approach to teaching writing and raising writing standards that focused on accuracy in spelling, punctuation, grammar and handwriting. Furthermore, it was giving writing a purpose and making it enjoyable.

Pleasants (2007) found out that one of the specific aspects of Big Writing practice to be accredited was that it provided pupils with a consistent, structured framework to develop the skills required for successful writing.

2.6.1 RECENT RESEARCHES CONDUCTED ON BIG WRITING

Pleasants (2007) investigated on the Big Writing strategy at Lomeshaye Junior School, Lancashire. It was established that the Big Writing strategy made an impact on the pupils' learning, achievement and enjoyment. It was found out that the participants became more confident in writing, gained knowledge on the use of the VCOP pyramid, were aware of self-assessment and could say what the next writing target would be. Moreover, the writing assessment tracking data showed improvements and from the lesson observations it was found out that the participants used a higher level of language in both speaking and writing.

Harland *et al.* (2014) investigated the Big Writing approach and its implementation with 635 students belonging to 9 primary schools in the UK. The aims and objectives were to investigate the teachers' experiences of using Big Writing and the perceptions of teachers on its impact, compare teachers' confidence and competence before and after the use of the Big Writing approach, compare pupils' writing performance before and after the exposure to the Big Writing approach, compare pupils' confidence and enjoyment of writing before and after the exposure to the Big Writing approach. From the findings and the implications of the study, it was proved that the teachers and students were highly positive about the Big Writing approach and its effectiveness in enhancing teaching writing for primary students and the students' writing performance and attitudes.

Florence and Sherine (2015) proved that the Big Writing instruction was effective in developing the paragraph writing abilities of the secondary students. It was an experimental study that measured the efficacy of Big Writing elements in developing the secondary students' writing ability. The participants of the study were fifteen secondary students, who were at an average level of language proficiency and belonged to the age group of 14 and 15 years.

2.7 RESEARCH GAP IDENTIFIED

From the review of literature, it was understood that the challenges faced by the ESL students at tertiary level in writing in English was a burning issue due to the increase in the number of rural students, vernacular medium students and

first generation students getting enrolled in colleges. Moreover, it was found out that, in majority of the colleges, there was no ‘writing classes’ offered to the students who were in need of attention in enhancing the writing skills. However, there were researches conducted on the time-tested methods in developing the English language skills of the tertiary level learners. The previous researches focused on developing the writing skills of tertiary students by enriching one of the components of writing: vocabulary, grammar or mechanics of writing. There were also few researches conducted on the students from rural area and vernacular medium institutions. Research conducted on the use of CALL and computer technology had also proved effective in developing the writing skills of the learners. Furthermore, it was evident that the few studies that were conducted on Big Writing instruction that involved teaching of a group of writing components: vocabulary, connectives, openers of sentences and punctuations were solely at school level and rarely research had addressed the impact of teaching a group of components in developing the writing skills of the tertiary learners. In addition, flipped classroom method had recently gained momentum in Indian educational institutions but only meager studies are being done. Usually, science, mathematics and computer classes were flipped and this method had reached very less English classes. Therefore, from the review of literature, it was found out that so far there was no study conducted on “Teaching Big Writing Elements Using Regular and Flipped English Classes: A Comparative Study.” Hence, there comes the scope and relevance for the present study with strategy update.



Chapter – III



Objectives

3.0 OBJECTIVES

In this study, an attempt has been made to evaluate “Teaching Big Writing Using Regular and Flipped English Classes: A Comparative Study”. The study includes the following aspects:

1. To determine the efficacy of teaching Big Writing elements adapted for tertiary students through regular English classes.
2. To determine the efficacy of teaching Big Writing elements adapted for tertiary students through flipped English classes.
3. To measure the difference in the efficacy of teaching Big Writing elements adapted for tertiary students through regular and flipped English classes.
4. To determine the difference in the effectiveness of teaching Big Writing elements adapted for tertiary students through flipped English classes for the experimental group with regard to gender of the participants.
5. To determine the difference in the improvement of the writing abilities of the vernacular medium (at higher secondary level) students in both groups after the Big Writing instruction adapted for tertiary students through regular and flipped English classes.
6. To determine the difference in the improvement of the writing abilities of the first generation learners in both groups after the Big Writing instruction adapted for tertiary students through regular and flipped English classes.



Chapter – IV

***Materials and
Methods***



4.0 MATERIALS AND METHODS

Pre-intervention, intervention and post-intervention were the three stages involved in the study. The data for the study was collected and elicited through questionnaires, diagnostic test, semi-structured interview, in-depth interview with the students, pre-test and post-test.

4.1 MATERIALS

4.1.1 FEEDBACK QUESTIONNAIRE (Weir and Roberts, 1994)

A feedback questionnaire was administered to the teachers of English belonging to engineering and Arts and Science colleges in Chennai and Kancheepuram districts, personally and through online. The questionnaire was administered to obtain the teachers' opinions about the first year students' proficiency level in English language and the perceptions of teachers in using computers to teach English, particularly the flipped classroom method. Out of 180 teachers, 108 teachers responded and out of the 108 responses, two responses were incomplete and hence excluded from the study. Hence, the study involved responses from 106 participants. The questionnaire consisted of three sections and totally nine questions. The first section gathered the personal information about the teachers of English from engineering and Arts and Science colleges, the second section focused on the English language proficiency of the learners and the third section collected the perceptions of the teachers on using computers particularly flipped English classes. The questionnaire prepared was to know the teachers' personal profile, the skill the

tertiary level students lack most in English, how efficient the students write, whether the students write different type of texts, whether the students write grammatically correct sentences and whether the students are good at mechanics of writing.

4.1.2 PRE-INTERVENTION SELF-ASSESSMENT QUESTIONNAIRE

(Weir and Roberts, 1994)

A self-assessment questionnaire was administered to the participants of the experimental group and control group before the intervention. The pre-intervention self-assessment questionnaire provided to the control group elicited details about the respondents' personal information, proficiency level in English language skills, the attitude of the respondents towards writing in English and the opinions about the Big Writing instruction. In the control group, out of 70 participants 3 participants were absent and so the pre-intervention self-assessment questionnaire was given to 67 participants. For the experimental group, apart from the above mentioned four sections, one more section was included to gather information regarding the perceptions of the participants on the flipped classroom method. In the experimental group, there were 3 absentees on the day of administering the questionnaire; hence 77 participants participated in the questionnaire survey. The student questionnaire given at the beginning of the study targeted to know the participants' personal and academic profile, level of proficiency in English language skills, level of proficiency in the selected components of writing, level of proficiency in the

selected writing tasks, opinions about Big Writing session and the participants' attitudes toward flipped English classes.

4.1.3 ESSAY RATING SCALE OF ESL COMPOSITION PROFILE

(Jacobs *et al.*, 1991)

The essay rating scale, an analytical scoring tool, from the ESL Composition Profile was adopted to evaluate and score the pre-test essays collected from the participants from the experimental and the control groups. The essay rating scale contained explicit descriptors and weighting system, which made possible the isolation of the specific features of a text for assessing and scoring. Hence, for the current study, the criteria namely vocabulary, organisation for assessing connectives, language use for assessing concord and mechanics of writing were selected as the assessment objectives. Each assessment objective was assessed based on the four levels, excellent to very good, Good to average, fair to poor and very poor, which had scores ranging from 7 to 20 for vocabulary and organisation, 5 to 25 for language use and 2 to 5 for mechanics of writing. The essays of the pre-test and post-test were assessed and the total score was calculated.

4.1.4 POST-INTERVENTION SELF ASSESSMENT

QUESTIONNAIRE (Weir and Roberts, 1994)

A self-assessment questionnaire was provided to the participants of the experimental group and control group after the intervention programme. The post-intervention self-assessment questionnaire administered to the control

group elicited details about the respondents' personal information, proficiency level in the English language skills, attitude towards writing in English and opinions about the Big Writing instruction. In the control group, out of 70 participants 5 participants were absent and so the post-intervention feedback questionnaire was distributed to 65 participants. For the experimental group, apart from the above mentioned four sections, one more section was included to gather information regarding the perceptions on the flipped classroom method. In the experimental group, there were 6 absentees on the day of administering the questionnaire; hence 74 participants participated in the questionnaire survey. The objectives of the student questionnaire given at the pre-intervention programme were the same as the objectives of the student questionnaire given at the pre-intervention.

4.2 METHODS

4.2.1 IN-DEPTH INTERVIEW

(Carolyn Boyce and Paleana Neale, 2006)

An in-depth interview was conducted with five teachers of Management department and eight teachers from English department in Hindustan University regarding the first year students' English language proficiency level, students' attitude towards learning English and, in particular, writing in English. Through the in-depth interview, the English teachers' insights into different teaching methods they adopted during English classes were elicited. The teachers of English suggested the first year students of B.B.A and B.Com for the subjects of the study since these two batches were demonstrating poor

performance in English and more importantly, they did not display a positive attitude towards English classes and were seemed to be less confident and less motivated. However, the batches for experimental and control groups were decided randomly. From the in-depth interview, an insight into the background of the learners and the learners' language issues was elicited.

4.2.2 DIAGNOSTIC TEST (Alderson, 2005)

A diagnostic test was conducted to identify the existing proficiency level of the students, particularly in writing and to identify the language needs of the learners. A letter writing task was chosen for the diagnostic test task to evaluate the English language proficiency of the learners, to identify the errors the learners make in writing and to adapt a method that will cater to the needs of the learners. The test was conducted by selecting 20 students from the experimental and the control group at random in a formal setting. The topic of the diagnostic test was, 'Write a letter to your class teacher seeking three days leave.' The students were given 15 minutes to write the letter in a formal setting. The data collected through the diagnostic test was analysed, particularly for the errors the students had committed in the various language components such as vocabulary, sentence structure, grammar and mechanics of writing. Hence, the diagnostic test was not scored. The error analysis of the diagnostic test substantiated the fact that majority of the students made mistakes in the different language components under study.

4.2.3 PRE-TEST (Angelo and Cross, 1993)

Pre-test, an important research instrument was used at the beginning of the experiment to collect data from the participants belonging to both experimental and control groups. The main objective of conducting a pre-test is to identify learners' existing level of proficiency in the given writing task before the intervention. Essay writing task was chosen as the pre-test since it was one of the significant writing tasks at tertiary level. The topic of the pre-test essay was Advantages and Disadvantages of Using Internet. The word limit was fixed as 300 and the duration of the task was 30 minutes. The pre-test was conducted simultaneously for both the experimental and control groups in a formal setting. In the experimental group and control group, there were three absentees respectively and hence, the pre-test was conducted for 77 participants in the experimental group and 67 participants in the control group. The essays were collected and assessed using the essay rating scale of ESL Composition Profile.

4.2.4 INTERVENTION PROGRAMME: BIG WRITING SESSION FOR TERTIARY LEVEL LEARNERS, THE VCCM APPROACH (Harland *et al.*, 2012)

The intervention programme, Big Writing instruction, VCCM approach, adapted from Ros Wilson's Big Writing approach, was designed particularly to develop the tertiary level learners' writing skills. For the intervention programme, various types of interactive tasks that focused on enriching the learners' knowledge of vocabulary, connectives, concord and mechanics of writing were constructed which in turn would develop the overall writing

abilities of the learners. Most of the tasks involved either pair work or group work so the participants had immense opportunities to learn from peers particularly to develop the knowledge on the writing components: VCCM. The control group participants underwent regular English classes that did not involve using technology, during the intervention tasks. The materials for the control group were given as handouts and read in the class for understanding and comprehending the content. On the contrary, the experimental group participants were given Big Writing instruction through flipped classroom method.

4.2.5 INTERVENTION PROGRAMME: FLIPPED CLASSROOM METHOD (Bergmanns and Sams, 2012)

For the experimental group, the English classes were flipped and so a group mail was created at the beginning of the intervention programme to send the out of class materials. The materials related to the topics selected for teaching the Big Writing elements under study were sent to the experimental group participants in the form of videos, audio-files, PPT, images, articles, and posters.

4.2.6 VOCABULARY INSTRUCTION (Takac and Singleton, 2008)

The vocabulary learning strategies established by Tatakand Singleton were used to teach vocabulary. The materials for teaching vocabulary included worksheets on grouping words, finding the odd man out, matching meaning and words, and sentence completion. Apart from these materials for writing

activities, oral activities that involved productive use of words in conversations and vocabulary quizzes were also conducted. The vocabulary taught to the students was taken from the topics decided to teach the different learning objectives formulated for the instruction. The oral activities on vocabulary were conducted in groups. The worksheets were given to each participant of both groups individually and the completed worksheets were collected, evaluated and returned with constructive feedback. In both the groups, there were few absentees every day. However, active participation was observed in the experimental group rather than the control group since the experimental group's classes were flipped and the out of class material that they had received gave the participants the language input to take part in the in class activities. For the control group, the materials were given as handouts and the participants read and discussed in the class.

4.2.7 TEACHING CONNECTIVES (Garcia-Belina, 2012 and Crosson And Lesaux , 2013)

Connectives used for different purposes namely adding, cause and effect, sequencing, contrasting, emphasising, illustrating and comparing were taught in the intervention programme. The experimental group participants were sent a power point slide on the types of connectives with explanation and examples. Moreover, videos on native speakers such as speeches by Steve Job were also sent and the participants were instructed to identify the connectives used as sign post language. However, the control group participants were taught through the regular classroom instruction. The activities for teaching

connectives included both oral and writing tasks, which were conducted in groups and individual. Sorting out the connectives as per the types, sharing a recipe using connecting words, just a minute speeches using sign post language and group discussions using functional expression and transition words were the oral activities conducted in the classes. Worksheets on sentence combining exercises and paragraph writing were given as writing tasks for both the groups.

4.2.8 TEACHING CONCORD (Rhalmi, 2009 and Benner, 2000)

The participants of both the experimental and control groups were taught Subject-Verb Agreement rules and usage; the experimental group participants received the materials in the form of PPT, web links to know about the rules and usage of subject-verb agreement and online exercises to write error free sentences. On the other hand, the control group participants were given lecture based on the subject-verb agreement rules and usage followed by worksheets for homework. Activities on subject-verb agreement included matching subjects and verbs, choose the correct form of the verb that agrees with the subject and gap filling exercises.

4.2.9 MECHANICS OF WRITING INSTRUCTION (Whitaker, 2005)

Rules for capitalisation, punctuation and spellings were taught as a part of the intervention programme for both the experimental and control groups. To teach the different punctuation marks, power point slides on punctuations and articles as reading materials to model writing were sent to the participants of the

experimental group. However, the participants in the control group received instruction for mechanics of writing through regular classroom method. Activities to teach mechanics of writing included punctuate the sentences and paragraphs exercises, spelling bee, dictation tests and peer correction tasks.

4.2.10 POST-TEST (Bond, 2005)

Post-test, one of the principle research instruments was used at the end of the intervention programme to obtain data from the participants to measure the progress in writing in English after the Big Writing instruction. The post-test in this study aimed at ascertaining the effect of teaching Big Writing elements adapted as per the needs of the tertiary learners through flipped English classes to the experimental group and traditional English classes to the control group. The post-test essay writing task topic was Effects of Pollution on the Environment. The word limit and the duration were 300 and 30 minutes respectively similar to the pre-test task. The post-test was administered to both the experimental and control groups simultaneously at the end of the intervention programme in a formal setting. In the experimental group, out of 80 participants 6 participants were absent so a total of 74 participants took part in the post-test essay writing task. Likewise, in the control group, out of 70 participants 5 participants were absent. Hence, the post-test essay writing task was conducted for 65 participants in the control group. The essays were collected and evaluated and assessed using the essay rating scale from the ESL Composition Profile, which was used for assessing the pre-test essays. The

assessment variables of the post-test were vocabulary, connectives, concord and mechanics of writing, similar to the assessment objectives of the pre-test.

4.2.11 SEMI-STRUCTURED INTERVIEW

(McDonough and McDonough, 1997)

The semi-structured interview was selected as one of the research methods to elicit data and to stimulate for further details. The interview was conducted at the end of the intervention programme and it involved both the experimental and control groups since the main rationale of the interview was to gain insights into the perceptions of the participants regarding the existing teaching methods, writing in English, VCCM approach and flipped English classes. There were five participants in each group who were selected randomly out of the population. The semi-structured interview enabled the participants to respond to the questions comfortably as the informal environment of the interview liberated them from tension and anxiety. The questions asked in the interview are listed below.

1. Did the writing instruction you receive in your higher secondary level help you to cope with the writing at tertiary level?
2. Can you write logically organized essays?
3. Do you willingly take part in writing impromptu tasks?
4. Did you have the knowledge of the key components of writing in English before the Big Writing instruction?
5. Are you satisfied with the teaching methods followed in English classes?

6. Are you satisfied with the teaching aids used during English classes?
7. Do you think the VCCM approach will help you to write better in English?
8. Were the out of class materials used during the flipped Big Writing classes effective?
9. Do you think flipped classes are better than regular classes?
10. Did you find the flipped class activities interesting and effective?

4.3 STANDARDISATION OF RESEARCH TOOLS

The standardisation of research materials, a significant process, was done for validity and reliability to collect data before the administration of the materials for efficient data collection. The various research materials and methods including the questionnaires, diagnostic test, pre-test, intervention tasks, interview and post-test were given to language experts and got back the comments, feedback and suggestions. Then, the feedback questionnaire and the self-assessment questionnaire were piloted.

4.3.1 PILOT STUDY (Baker, 1994)

The first draft of the feedback questionnaire prepared for teachers was piloted to ten teachers of English belonging to Hindustan Institute and Technology and Science. The self-assessment student questionnaire was piloted to seventeen first year aviation students in Hindustan Institute of Technology and Science. The students selected for pilot study were akin to the subjects of the study in the English proficiency level and the age group.

4.3.2 ALPHA RELIABILITY TEST (Lee Cronbach, 1951)

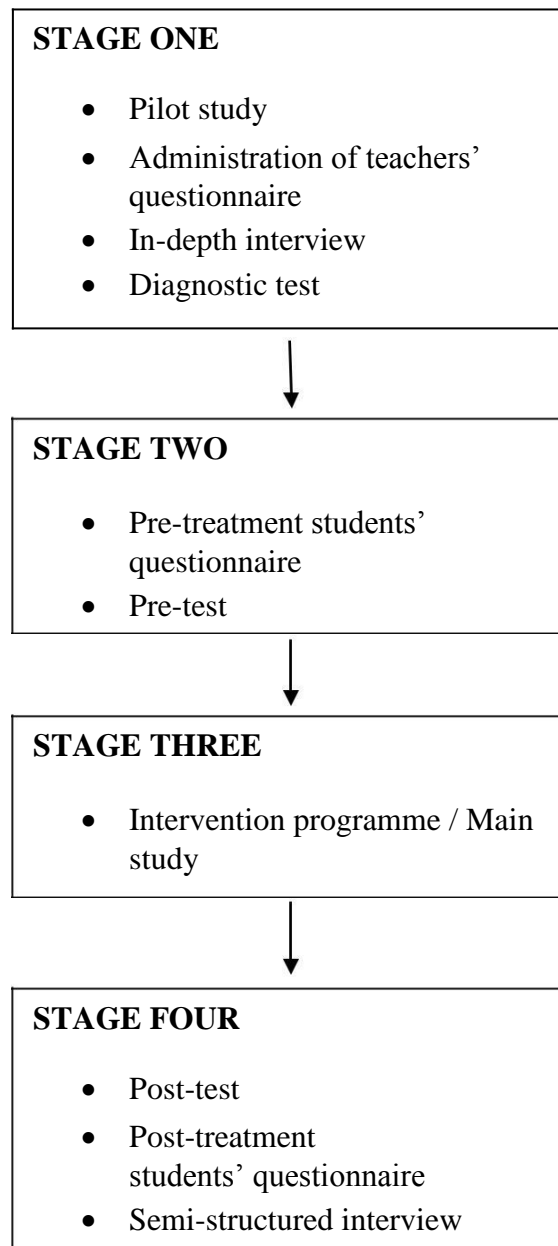
The Cronbach's alpha test was conducted to measure the reliability of the questions, which were based on the opinions and attitude of the participants, used in the students' self-assessment questionnaire. The alpha test was also employed to measure the reliability of the questions included in the teachers' feedback questionnaire.

4.4 DATA COLLECTION

The process for data collection was divided into four stages (Table 1). In the first stage, a survey was conducted through a feedback questionnaire, for the teachers of English belonging to engineering and Arts and Science colleges to know about the first year undergraduate students' learning difficulties in English and also the teachers' perception on the flipped classroom method. An informal discussion with the teachers of English in Hindustan Institution of Technology and Science was also conducted after setting the context of the study. Then, a diagnostic test was conducted to the subjects of the study, the two batches from Hindustan Institute of Technology and Science, B.B.A and B.Com, to identify the language issues faced by the first year students.

In the second stage, randomly the experimental group and the control group were chosen, as the research was primarily experimental in nature, to measure the efficacy of teaching Big Writing elements adapted particularly for tertiary level learners through regular and flipped classes. A group mail ID was created for the experimental group to flip the class and send materials for out of class

learning. The students' self-assessment questionnaire was administered at the beginning of the intervention programme to both the control and experimental groups. Moreover, a pre-test on essay writing task was conducted simultaneously for both the groups and a feasibility study was conducted for the experimental group to inspect whether teaching Big Writing elements through flipped classes was possible. The third stage was the main study stage which involved the intervention programme designed for the experiment. Various interactive intervention tasks were constructed for the in-class activities based on the vocabulary, connectives, concord and mechanics of writing. Finally, the post-test was conducted for both the experimental and the control groups, followed by the post-treatment questionnaire, which was given for the participants of both the groups, and the semi-structured interview at the end of the intervention programme.

Table 1: Stages of data collection process

4.5 DATA ANALYSIS

The data elicited from the various sources had been analyzed in accordance with the objectives laid down at the time of research plan. The hypotheses of this study were subjected to statistical tests of significance to determine the validity. For this purpose, Statistical Package for Social Sciences (SPSS) Version 24, 2016 was used in the study. Statistical techniques such as frequency distribution, percentage analysis, means, standard deviation, independent samples t-test and paired t-test were employed depending on the type of the data collected from the participants.

The summary of the data analysis is given below.

- The teachers' feedback questionnaire was analysed and interpreted qualitatively using frequency and percentage.
- The students' pre-treatment and post-treatment self-assessment questionnaires were analysed, compared, and interpreted using frequency, percentage, means, and t-test analysis.
- The pre-test and post-test essay writing scores of the control group were analysed and compared using the means, standard deviation and *t* test to find out whether there was any significant difference in the essay writing abilities of the participants before and after the Big Writing instruction through the regular classroom method. To examine the difference in the writing abilities of the participants between the pre-intervention and post-intervention, the mean scores of the pre-test and the post-test scored by the participants in the control group were

compared and then the t test was administered to ascertain if the difference was statistically significant.

- The pre-test and post-test essay writing scores of the experimental group was analysed and compared using the means, standard deviation and t -test to find out whether there was any difference in the essay writing abilities of the participants before and after the Big Writing instruction through flipped classroom method. To examine the difference in the writing abilities of the participants between the pre-intervention and post-intervention, the mean scores of the pre-test and the post-test scored by the participants in the experimental group were compared and then the t test was administered to ascertain if the difference was statistically significant.
- The post-test essay writing scores of the control and the experimental groups were compared using t test means and standard deviation to determine whether there was any difference in the essay writing scores between the two groups. The difference in the writing abilities of the participants between the pre-intervention and post-intervention, the mean scores of the post-test scored by the participants in the experimental and control groups were examined and compared and then the t test was administered to ascertain if the difference was statistically significant.
- The pre-test and post-test scores of the participants belonging to the experimental group were analysed to determine whether there was any

difference in the effectiveness of the flipped English classroom method between the female and male participants. Frequency, per cent, means, standard deviation and *t* test were used to analyse the difference. In order to examine the difference in the writing abilities of the female and male participants, the mean scores of the post-test scored by the female and male participants in the experimental group were compared and then the *t* test was administered to ascertain if the difference was statistically significant.

- The pre-test and post-test scores of the participants, who had higher secondary level through vernacular medium instruction, belonging to the experimental and control group were analysed to find out the difference in the writing abilities of the participants after the intervention programme. The difference in the writing abilities of the vernacular medium participants of the experimental and control group, the mean scores of the post-test scored by the participants were examined and compared and then the *t* test was administered to ascertain if the difference was statistically significant.
- The pre-test and post-test scores of the participants, who were first generation learners, belonging to the experimental and control group were analysed to find out the difference in the writing abilities of the participants after the intervention programme. To examine the difference in the writing abilities of the first generation learners of the experimental and control group, the mean scores of the post-test scored by the participants were compared and then the *t* test was administered to ascertain if the difference was statistically significant.



Chapter – V



Result

5.0 RESULT

The outcome of the present study were based on the feedback questionnaire for teachers, diagnostic test, self-assessment questionnaire for students, semi structured interview with students, in-depth interview with teachers, pre-test and post-test. The data collected and elicited through the various research tools were statistically analysed and scientifically recorded. The result showed the goodness of fit and was highly significant.

5.1 TEACHERS' FEEDBACK QUESTIONNAIRE

Teachers' feedback questionnaire, before administration, was tested for reliability using Cronbach's Alpha test. The reliability obtained for the 12 statements on the teachers' views regarding the students' English language proficiency was 0.885, which was considered to be highly reliable (Table 2). Similarly, the reliability value obtained for the teachers' perceptions on using computers and internet to teach English was 0.658. It was, thus, proved scientifically that it was a good reliability and hence, the questionnaire was reliable.

The teachers' feedback questionnaire was administered personally and through online survey. Out of 200 teachers of English, belonging to engineering, and Arts and Science colleges in Chennai and Kancheepuram, 108 teachers responded. However, the responses of two teachers were incomplete and hence, excluded from the study. Therefore, a total of 106 responses were used for this study. Out of which, 54 responses were from teachers of engineering colleges

and 52 from teachers of Arts and Science colleges. The teachers' questionnaire consisted of three sections and a total of 9 questions. The first section of the questionnaire obtained the personal details of the teachers, gender, qualification, designation and years of experience. The second and third sections of the questionnaire contained a set of statements each. Each statement was measured on a four point Likert scale, which consisted of the responses, Strongly Agree, Agree, Disagree and Strongly Disagree.

5.1.1 PERSONAL PROFILE OF THE RESPONDENTS

It was evident from the analysis of the questionnaire that there were 69 (65%) female respondents and 37 (35%) male respondents (Figure 2). Moreover, the study found out that the number of female teachers was more than that of the male teachers in tertiary institutions.

The findings of the study brought out the fact that the majority of the teachers (92.5%) who had responded to the questionnaire were Assistant Professors. However, only 4.7 per cent of Associate Professors and 2.8 per cent of Professors had responded (Figure 3). It also emphasised the fact that the number of Assistant Professors were usually higher than that of the Associate Professors and Professors in tertiary institutions.

5.1.2 VIEWS ON STUDENTS' ENGLISH LANGUAGE

PROFICIENCY

The Section B comprised of two questions. The first question aimed at identifying the English language skills that the first year students, at tertiary level, needed to develop based on the existing English language proficiency.

In response to the question, which language skill do your students lack most?, it was found out that the respondents had chosen more than one language skill. Percentage analysis was done to find out the respondents' views on the students' language skill deficiency and the per cent of responses for each language skill. It was evident from the analysis that a majority of the teachers, that is, 77 per cent of English teachers had stated that the students' writing skills needed improvement. More than half of the respondents, that is, 57 per cent claimed that the learners needed to develop the speaking skills. On the other hand, only 13 per cent of the respondents had asserted that the learners needed to develop the listening skills and 12 per cent had opined that reading skills of the learners needed improvement (Figure 3). However, to develop the active skills, speaking and writing, the passive skills: listening and reading should be enriched. Writing skills got prominence in the survey and in the study because of its role as the mode of assessment at tertiary level.

The second question in Section B consisted of ten statements, which focused on obtaining the teachers' feedback on the students' English language

proficiency and the respondents indicated the level of agreement or disagreement.

In response to the statement, My students can write impromptu essays, it was observed that 50 per cent of the respondents disagreed and 17.9 per cent of the respondents strongly disagreed, whereas only 31.1 per cent of the respondents agreed and 1.9 per cent strongly agreed (Figure 4). The statistics clearly indicated that majority of the teachers of English in tertiary institutions, particularly engineering and Arts and Science colleges, opined that students had difficulty in writing essays in English. The predominant reason for this situation could be the rote learning technique adopted by students for exams at their secondary level.

In response to the statement, My students know to write different types of texts effectively, only 10.4 per cent of the respondents had agreed, whereas 20.8 per cent of the respondents strongly disagreed and more than half of the respondents (68.9%) disagreed (Figure 5). The students were expected to write different types of texts such as essays, articles, reports and formal and informal letters, at tertiary level. It was found out from the survey that majority of the students showed ineptitude to write effectively in different types of texts. Few of the reasons behind this state were lack of opportunities to write in English in real life situations and lack of exposure to different types of texts, in particular lack of extensive reading habits.

Table 2: Result of teachers' questionnaire reliability test

Criteria focused	Alpha Cronbach's value	No. of items
Students' English language proficiency	0.885	12
Using computers and internet	0.658	10

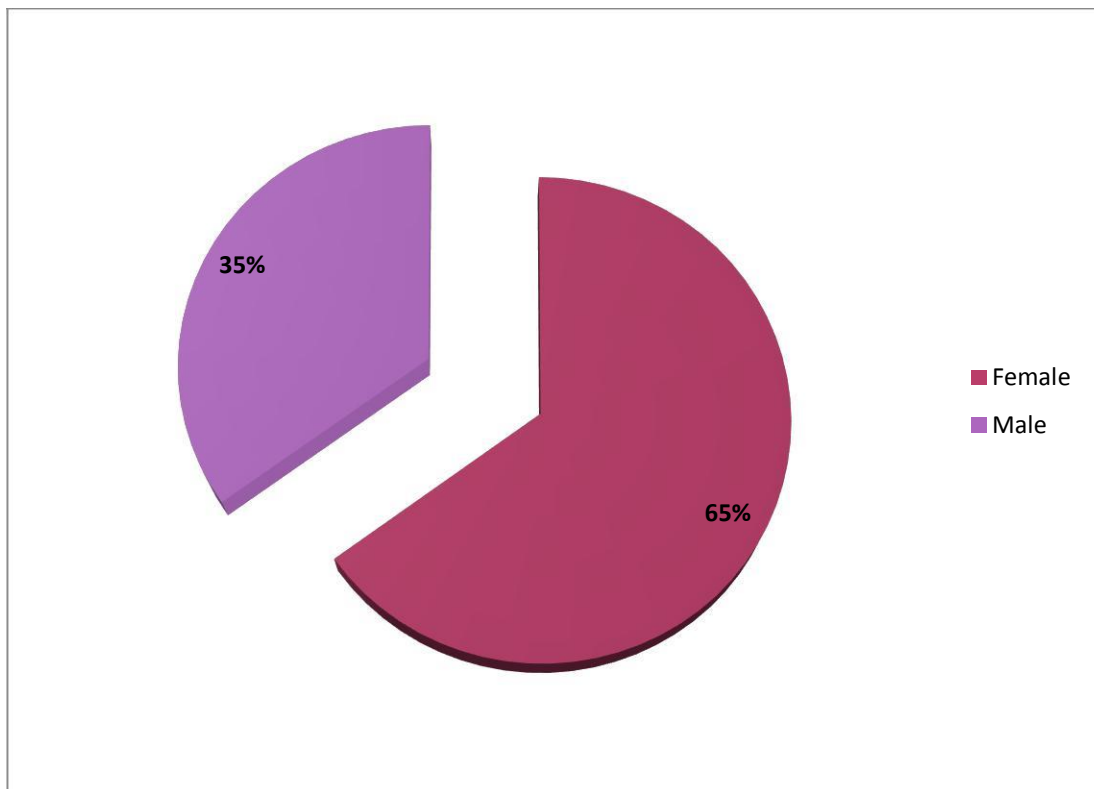
Figure 1: Per cent distribution of male and female respondents

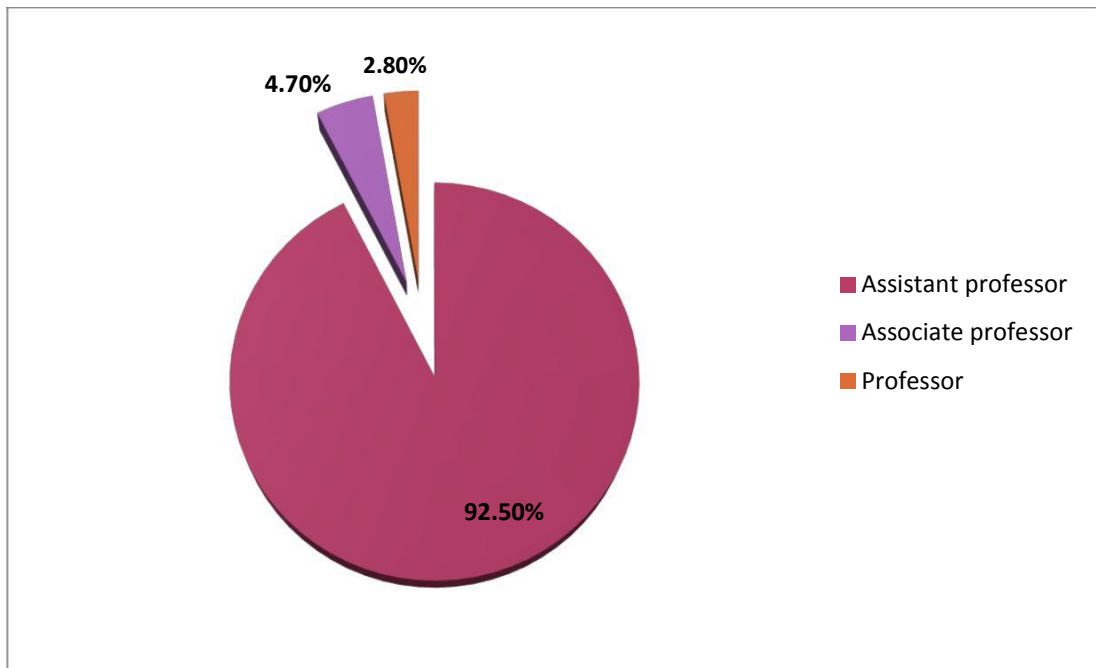
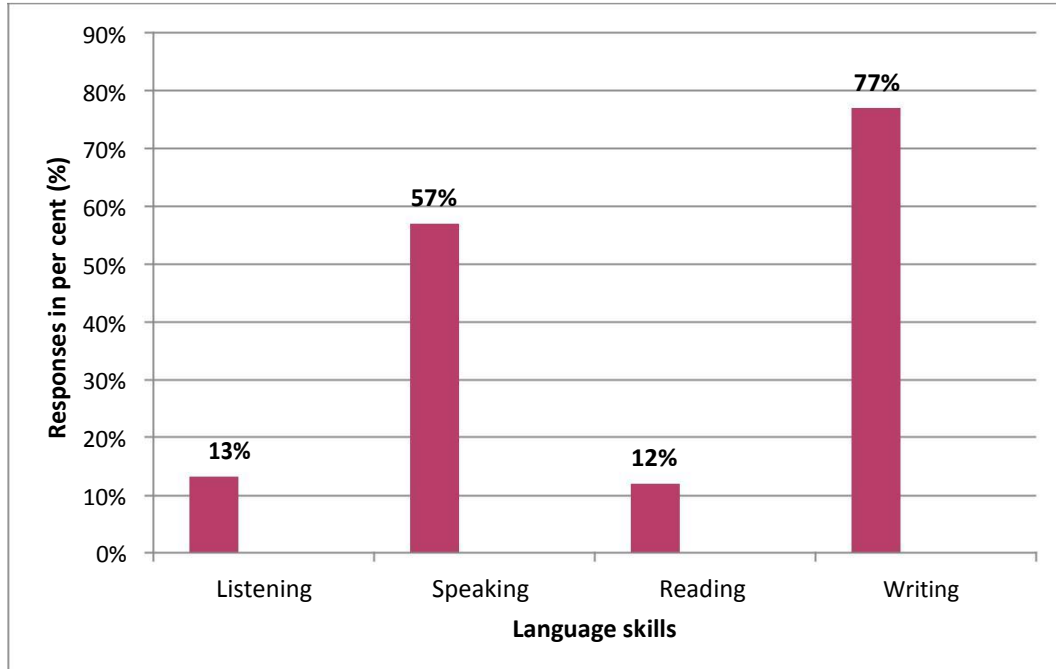
Figure 2: Per cent distribution based on designation of respondents**Figure 3: Responses in per cent for language skill deficiency**

Figure 4: Responses in per cent for students' ability to write impromptu writing tasks

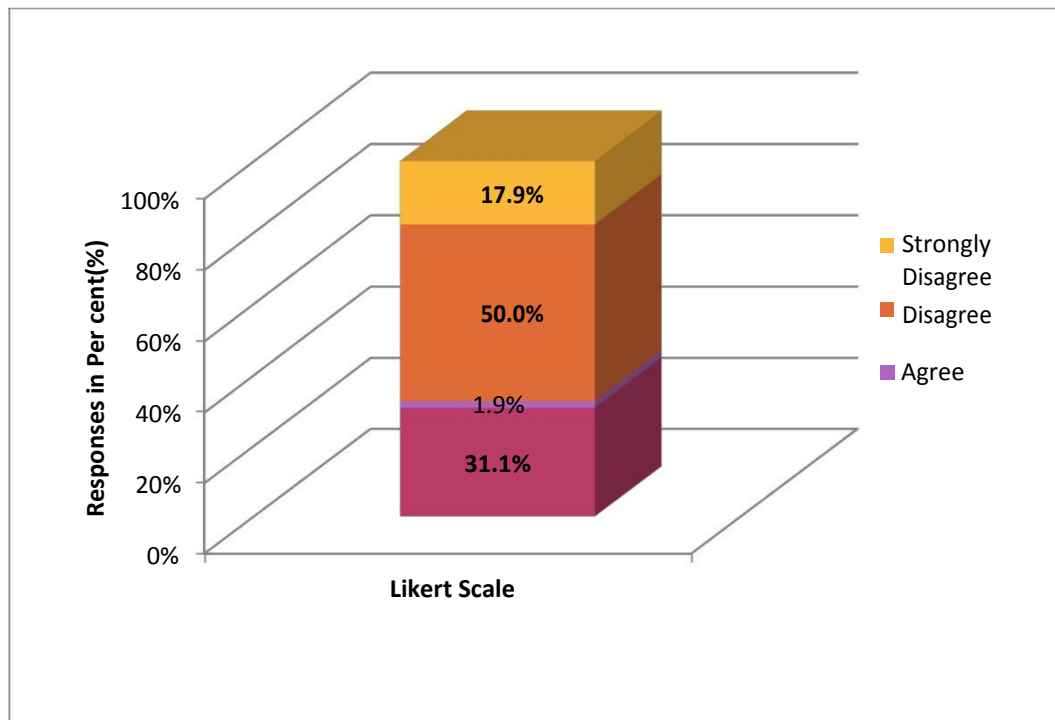
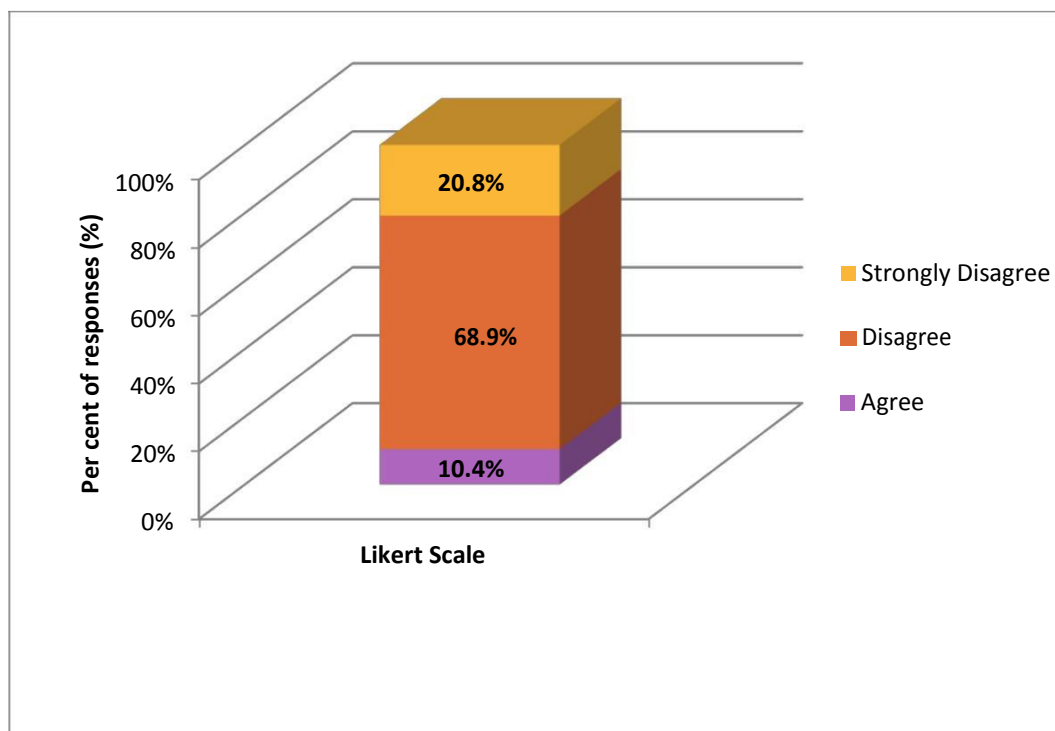


Figure 5: Responses in per cent for students' ability to write different types of texts



In response to the statement, My students know to write both formal and informal letters, 25.5 per cent of the respondents strongly disagreed, half of the respondents (50.9%) disagreed and 23.6 per cent of the respondents agreed to the statement (Figure 6). The reason for the statistics which indicated that many students were incompetent in writing both formal and informal letters was that writing letters in real life contexts had become an endangered habit after the advent of email service and furthermore, in many institutions instead of letters, forms were available for different reasons, which needed to be filled in with details.

In response to the statement, My students use right vocabulary and key words in their texts, only 24.5 per cent of the respondents agreed, whereas more than half of the respondents (57.5%) disagreed and 17.9 per cent strongly disagreed (Figure 7). It was found out that only one third of the respondents had claimed that the students had good vocabulary knowledge and use the right vocabulary and key words in texts.

In response to the statement, My students are aware of using coordinating and subordinating conjunctions in their writing, 1.9 per cent of the respondents strongly agreed and 17 per cent of the respondents agreed. On the other hand, nearly half of the respondents (49.1%) disagreed and 33 per cent strongly disagreed (Figure 8). It was, therefore, proved that majority of the students were not aware of the two types of conjunctions. The situation was owing to the fact that the students commonly used the coordinating conjunctions and

rarely used the subordinating conjunctions. As a result, they lacked the ability to create cohesiveness in writing. Hence, it was indispensable to train the students to use both the types of conjunctions in communication, both oral and written.

In response to the statement, My students can write sentences without making mistakes in subject-verb agreement, it was computed that only 2.8 per cent of the respondents strongly agreed and 13.2 per cent of the respondents agreed. However, more than half of the respondents, that is, 56.6 per cent disagreed and 27.4 per cent of the respondents strongly disagreed (Figure 9). The study could prove and establish the fact that majority of the students at tertiary level were struggling to use subject-verb agreement correctly in sentences.

In response to the statement, My students do not make mistakes in tense form, it was observed that 17 per cent of the respondents strongly disagreed and 56.6 per cent of the respondents disagreed, whereas only 26.4 per cent of the respondents agreed (Figure 10).

In response to the statement, My students know to use the right prepositions in their writing, more than half of the respondents, that is, 60.4 per cent disagreed and 8.5 per cent of the respondents strongly disagreed, whereas 28.3 per cent and 2.8 per cent of the respondents agreed and strongly agreed respectively to the statement (Figure 11). Therefore, the study could prove that majority of the students at tertiary level were having difficulty in using prepositions correctly.

In response to the statement, My students can punctuate sentences accurately, 30.2 per cent of the respondents agreed and 4.7 per cent of the respondents strongly agreed, while 10.4 per cent of the respondents strongly disagreed and 54.7 per cent of the respondents disagreed (Figure 12). It was found out from the analysis that the reason behind this statistics could be that accuracy in punctuation was taken into consideration only in English language assessments but not while assessing discipline-specific subject papers, even though inaccurate punctuation marks could affect the quality of the responses. Students, who did not possess good language skills, were not aware of the fact that incorrect punctuations could impede the meaning of the text. Furthermore, students were familiar with only the basic punctuation marks and yet they punctuated the sentences wrongly or wrote sentences without any punctuation marks.

In response to the statement, My students do not make spelling errors, it was found out from the study that 12.3 per cent of the respondents strongly disagreed and 55.7 per cent of the respondents disagreed. On the other hand, 28.3 per cent of the respondents agreed and 3.8 per cent of the respondents strongly agreed (Figure 13). It was proved from the study that even at tertiary level, there was a need to focus on teaching spelling skills.

Figure 6: Responses in per cent for students' participation in letter writing tasks

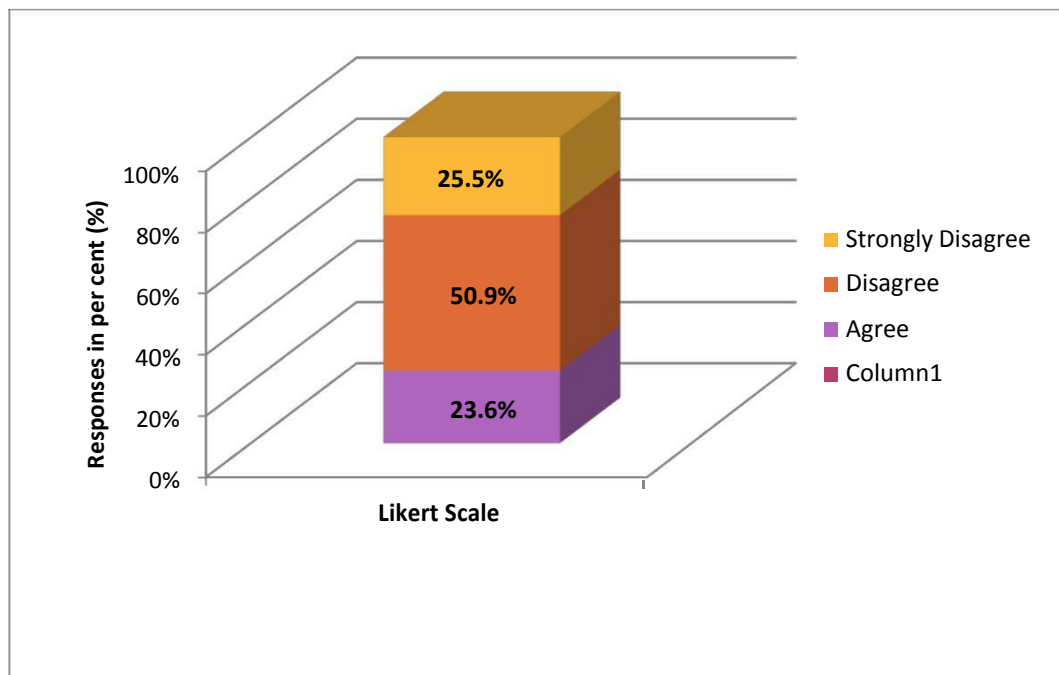


Figure 7: Responses in per cent for students' usage of right vocabulary and key words

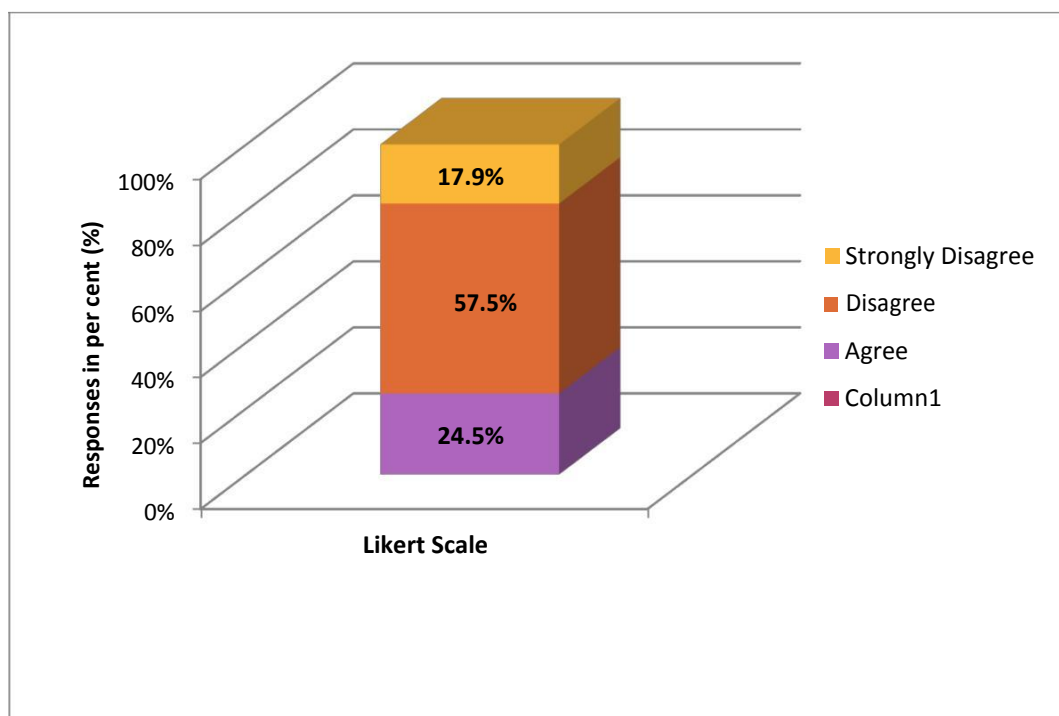


Figure 8: Responses in per cent for students' knowledge of subordinating and coordinating conjunctions

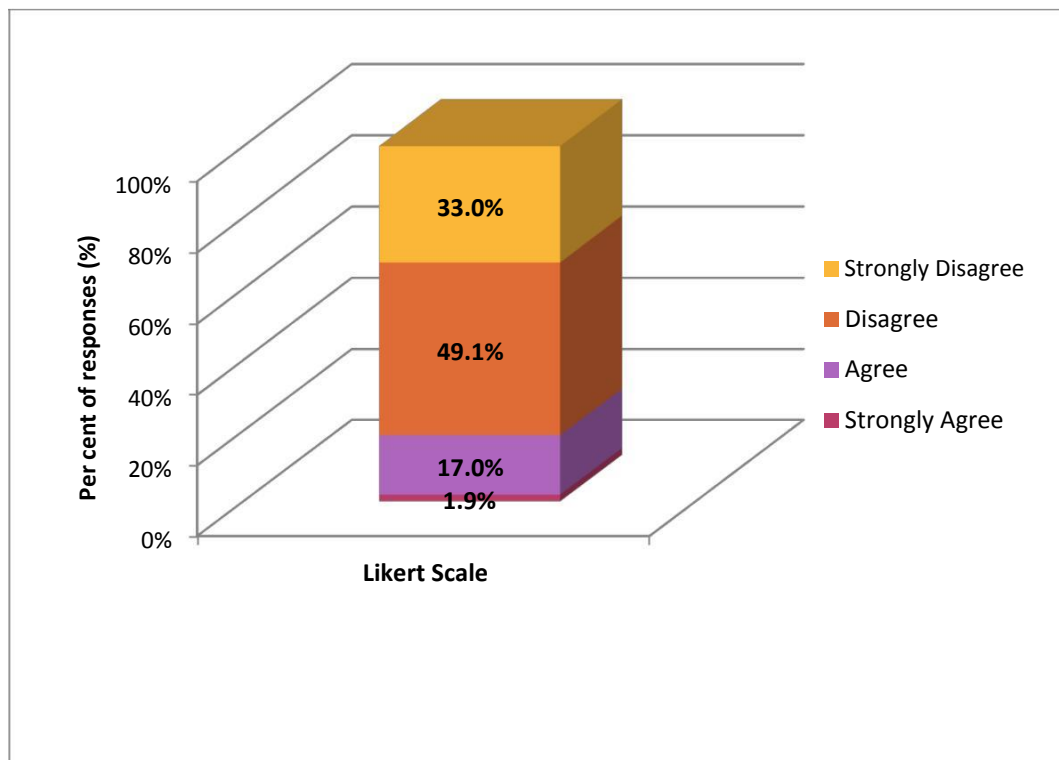


Figure 9: Responses in per cent for students' ability to write sentences without subject-verb agreement errors

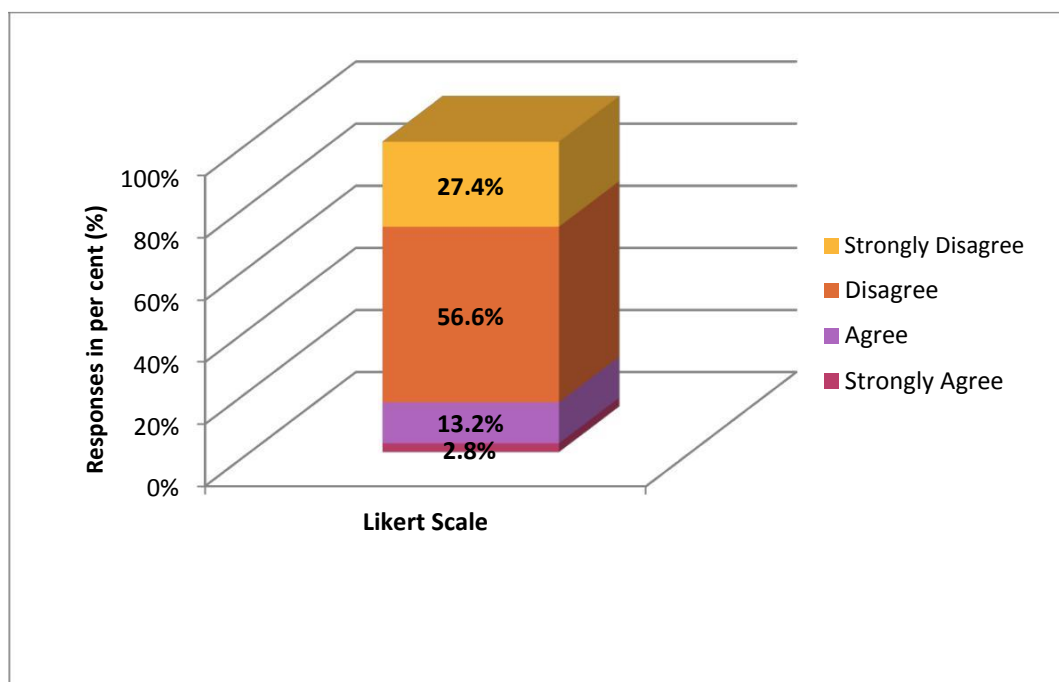


Figure 10: Responses in per cent for students' ability to be consistent in using tenses

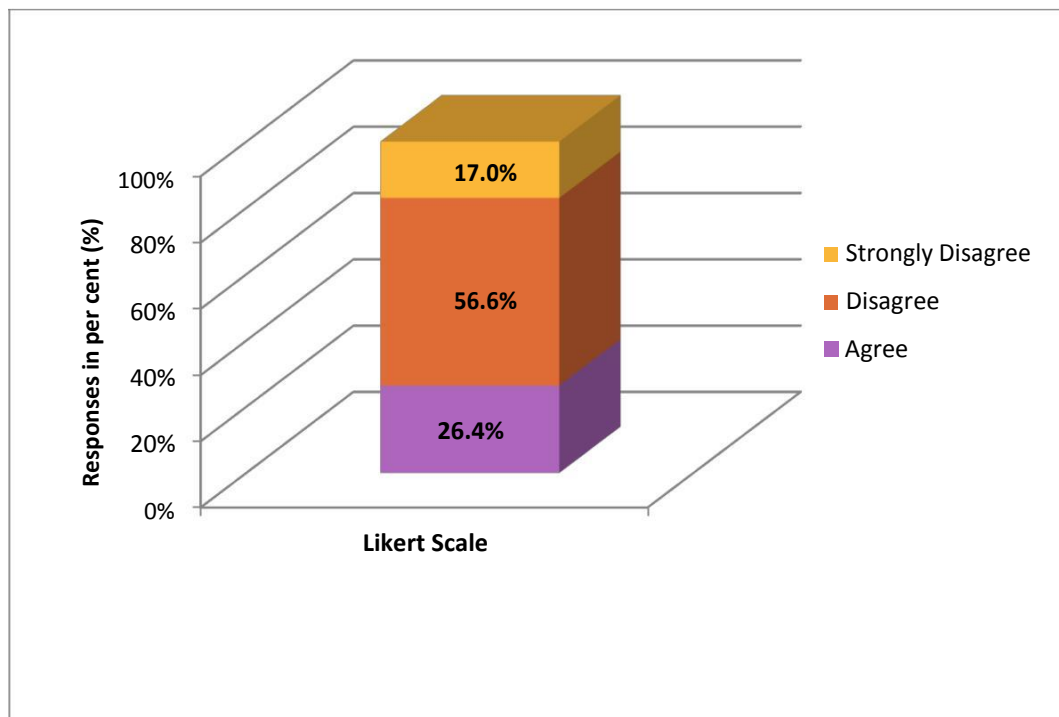


Figure 11: Per cent response of students showing ability to use prepositions correctly

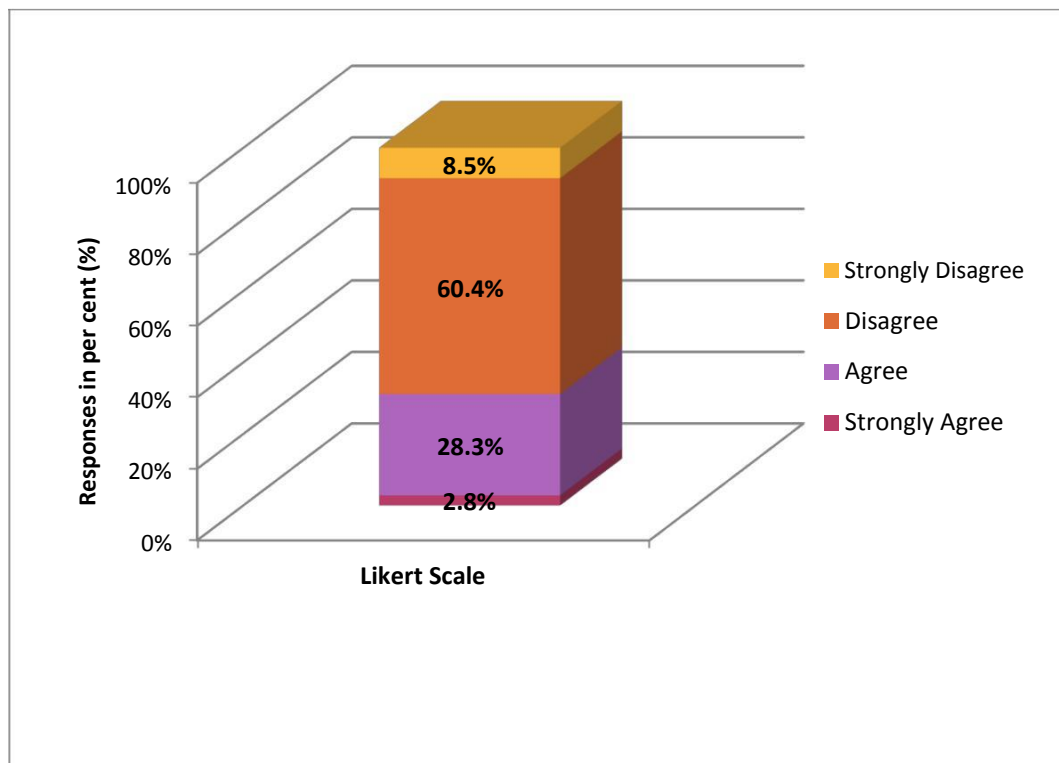


Figure 12: Students' ability to punctuate sentences accurately and per cent response

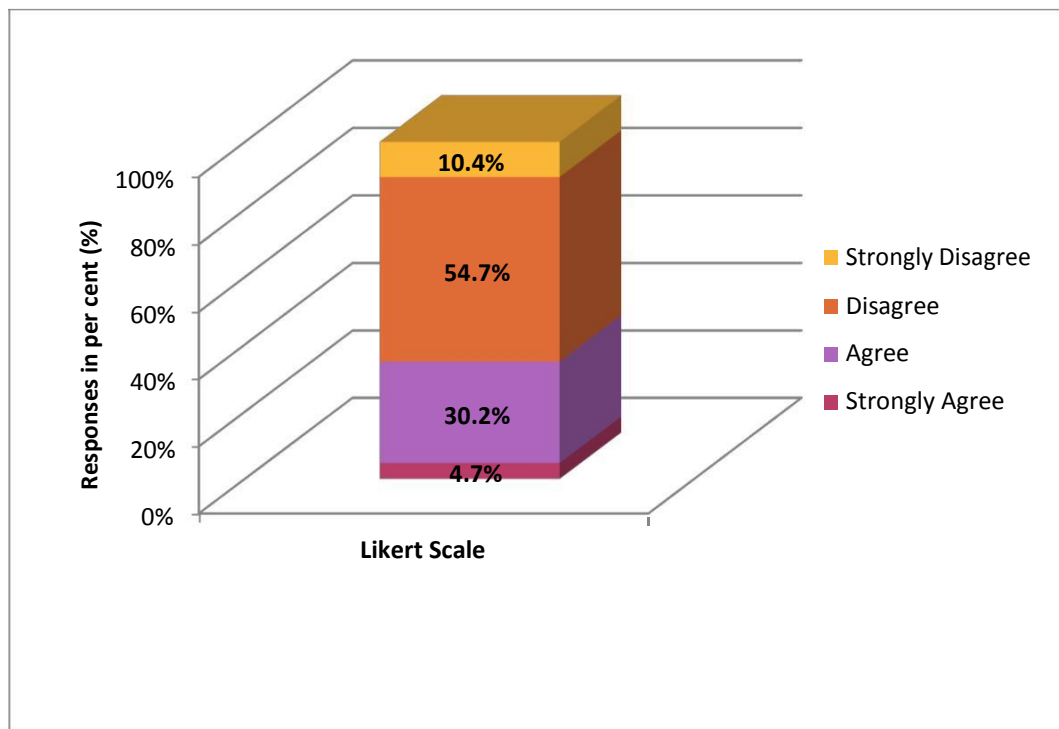
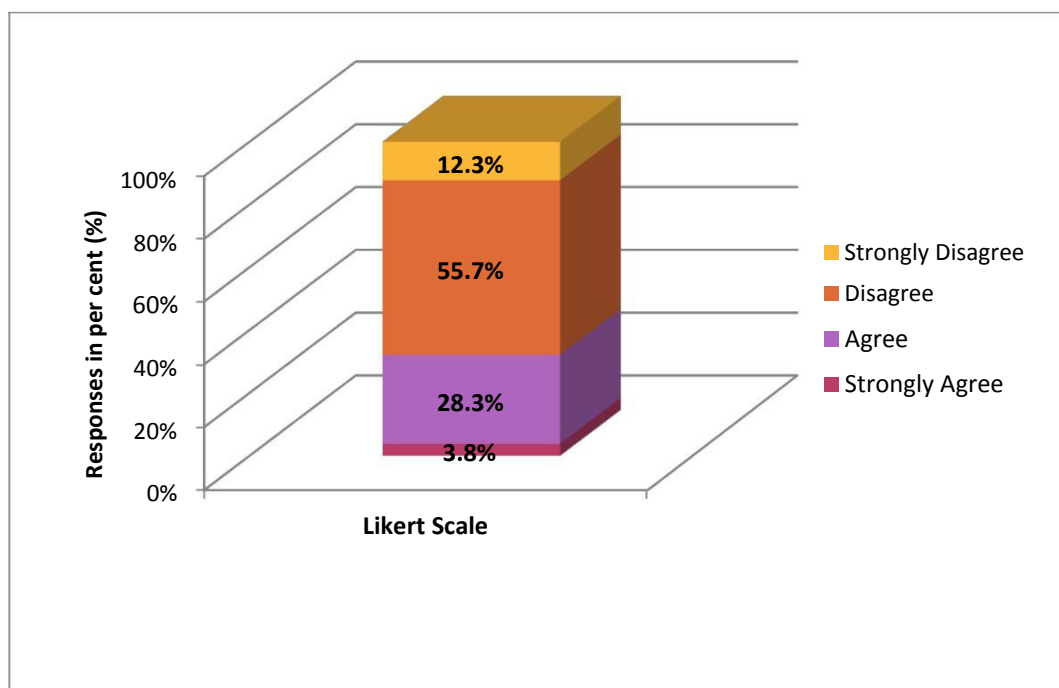


Figure 13: Per cent Response for students' ability to write accurate spellings



5.1.3 TEACHERS' PERCEPTIONS ON USING COMPUTERS AND INTERNET TO TEACH ENGLISH

The main rationale of Section C was to elicit the perceptions of teachers of English on using computers and internet to teach English, particularly the flipped classroom method. The section contained ten statements, which were measured on the four-point Likert scale, strongly disagree, disagree, agree and strongly agree. The responses were directly converted into per cent to be used in the analysis and interpretation of the data.

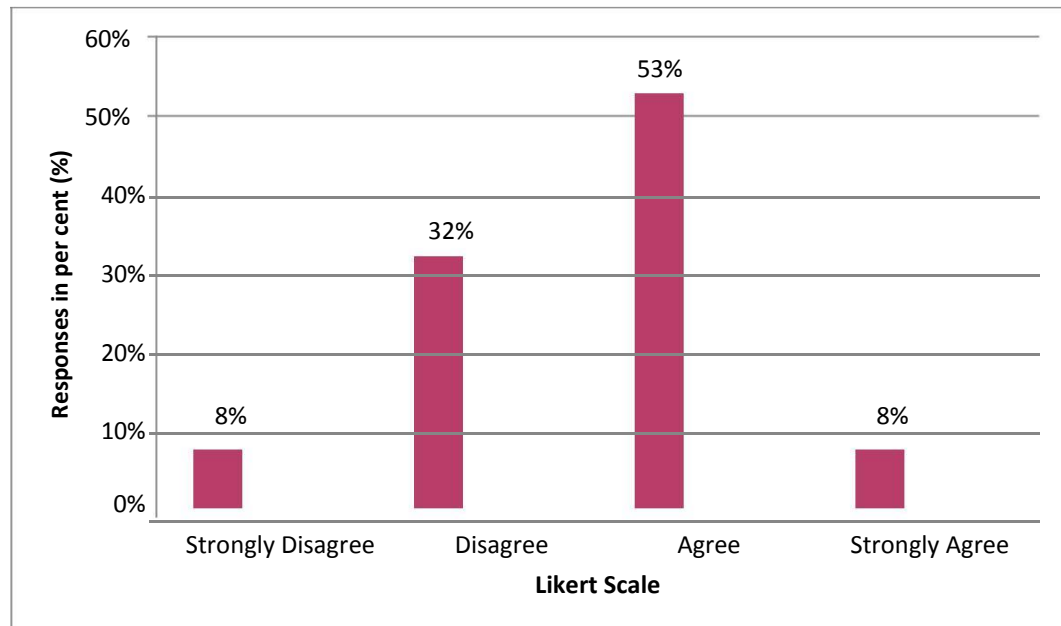
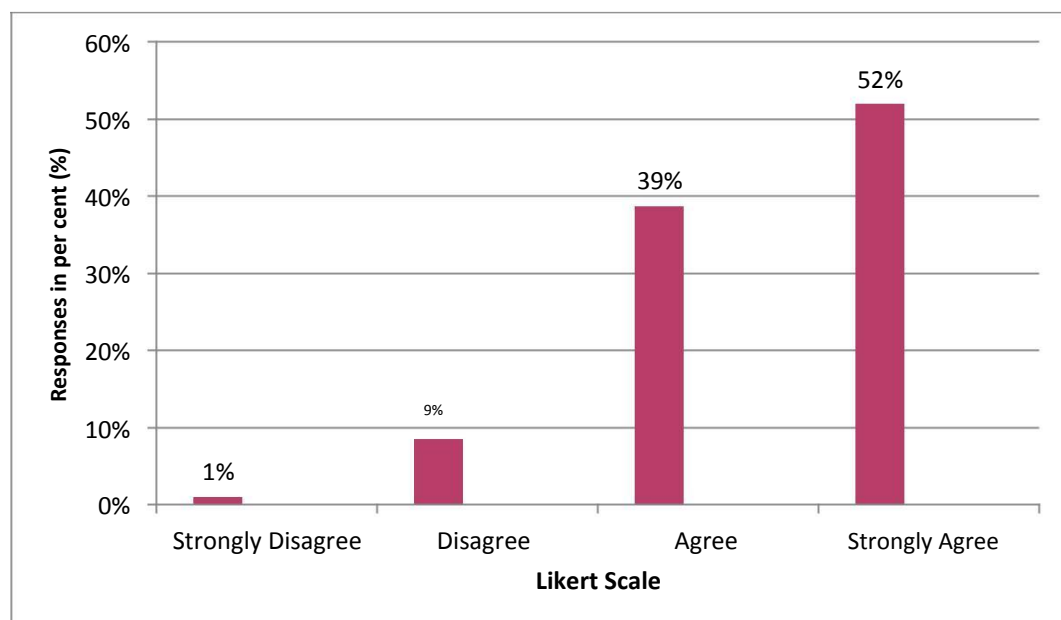
In response to the statement, I have facilities to use computer and internet in my classrooms, more than half of the respondents (60.4%) agreed and 8.5 per cent of the respondents strongly agreed. However, 28.3 per cent of the respondents disagreed and 8.5 per cent had strongly disagreed. It was found out from the statistics that majority of the engineering and Arts and Science colleges in Chennai and Kancheepuram had favourable infra-structure to incorporate computers and internet in the teaching and learning process.

In response to the statement, I use computers to teach writing skills, 18.9 per cent of the respondents agreed and 8.5 per cent strongly agreed. Nevertheless, 42.5 per cent disagreed and 30.2 per cent strongly disagreed. The study had found out that majority of the teachers of English were not using computers to teach writing skills in spite of the facilities available. In most of the colleges, software programmes were installed in the English language lab to develop the speaking skills of students rather than for teaching writing skills.

In response to the statement, I am aware of the flipped classroom method, more than half of the respondents (52.8%) agreed and 7.5 per cent strongly agreed whereas 32.1 per cent of the respondents disagreed and 7.5 per cent strongly disagreed (Figure 14). It was proved from the analysis that 60 per cent of the respondents were aware of the flipped classroom method.

In response to the statement, I have flipped my English classes, 4.7 per cent of the respondents strongly agreed and 31.1 per cent agreed, whereas 48.1 per cent of the respondents disagreed and 16.0 per cent strongly disagreed. It was found out from the statistics that more than half of the respondents had flipped the English classes.

In response to the statement, Students can be motivated by using internet in the classroom, 74.5 per cent agreed and 11.3 per cent strongly agreed. On the other hand, 0.9 per cent strongly disagreed and 13.2 per cent disagreed. From the statistics, it could be established that majority of the teachers of English seemed to believe that using computer technology in the classroom motivated students to learn English language.

Figure 14: Per cent responses for awareness on flipped classroom method**Figure 15: Flipped English class Vs regular English class and per cent response**

In response to the statement, Computers and internet provide opportunities for students to develop the writing skills, 59.4 per cent of the respondents agreed and 33.0 per cent strongly agreed whereas 6.6 per cent of the respondents disagreed and 0.9 per cent strongly disagreed. It was found out from the statistics that only meager number of respondents denied the fact that computer technology could provide opportunities to develop students' writing skills. However, even though teachers of English had agreed that computers and internet provide opportunities to develop students' writing skills, only less than 30 per cent of the respondents use computers and internet to teach writing skills.

In response to the statement, Flipped classroom method can provide better learning experience for students compared to the traditional classroom method, 51.9 per cent of the respondents agreed and 38.7 per cent of the respondents strongly agreed. However, 8.5 per cent of the respondents disagreed and 0.9 per cent of the respondents strongly disagreed. (Figure15). The study had proved that majority of the teachers of English were certain that flipped classroom model was better than the traditional classroom because of its varied benefits.

In response to the statement, Integrating computer technology in the existing curriculum can develop students' LSRW skills, 54.7 per cent strongly agreed and 43.4 per cent agreed, while only 1.9 per cent disagreed. From the statistics it was found out that almost all teachers of English firmly believed that

integrating computer technology in the curriculum could develop students' LSRW skills holistically.

In response to the statement, I would like to use Internet-based materials as much as possible in my classroom, 50.9 per cent of the respondents agreed and 41.5 per cent strongly agreed, whereas only 7.5 per cent disagreed. Internet-based materials help the teachers of English to be innovative in classes and also engage the students' attention during the teaching and learning processes. Hence, the statistics had shown positive responses from more than 90 per cent of the respondents for this statement.

In response to the statement, I would like to flip my English classes, 50.0 per cent of the respondents agreed and 44.3 per cent strongly agreed, whereas only 5.7 per cent have disagreed. Thus, it was proved that majority of the teachers of English were willing to flip their English classes even though only half of the respondents had tried this method in their English classes and 60 per cent of the respondents were aware of the method.

5.2 INDEPTH INTERVIEW

An in-depth interview with the teachers of Management department and teachers of English belonging to Hindustan Institute of Technology and Science, Chennai, after the institution was set as the context of the study and the students pursuing first year in the Management department as the subjects of the research study. The principle behind the interview was to elicit data regarding the teaching methods adopted in English, the first year students' level of English language proficiency, particularly writing skills and the attitude of students' toward writing in English. It was found out that the number of rural

students and vernacular medium students getting admission in the university had increased, especially in the Science and Humanities department. The rural and vernacular medium students were struggling to learn and cope with the syllabus since majority of the students had adopted rote learning technique to get through the higher secondary board examination. From the interview, it was understood that most of the students, who demonstrated poor English language skills, were from rural background, vernacular medium schools and first generation learners. Many of the students had difficulty to understand even simple instructions given in English. The state of poor competency in English language skills was reflected on their performance in the assessment of discipline-specific subjects as well. Moreover, the vernacular medium students were exhibiting very poor knowledge of English vocabulary and were making mistakes in grammar and mechanics of writing. It was also established that majority of the first year students demonstrated difficulty in both speaking and writing skills. However, teachers of English and major subjects were more concerned about the students' writing skills since many students failed in university exams and some students ended up having many number of arrear papers. Furthermore, the in-depth interview confirmed the fact that the students were irregular in attending the English classes because of lack of interest and confidence to learn in English. Majority of the students considered writing tasks as boring and strenuous and hesitate to write in English. The methods adopted by the teachers were found to be grammar translation method and direct method to teach English.

5.3 DIAGNOSTIC TEST

After administering the questionnaire and having an informal discussion with the teachers of Management and English departments in HITS, Chennai, the first year students of B.B.A and B.Com were chosen as the subjects of the study. To know these students' general English language competency and to decide an appropriate method for the study, a diagnostic test on a formal letter writing task was conducted. The test was administered to 20 participants randomly selected from each discipline. The test papers were not scored but evaluated to identify the common errors the first year students make while writing in English. There were errors in format, content, language use and mechanics of writing, identified commonly in the test papers.

The evaluation of the diagnostic test papers substantiated the fact that students had inadequate knowledge of grammar, coherence and mechanics of writing apart from vocabulary. In grammar, students made mistakes in using prepositions, tense forms and subject-verb agreement. Moreover, from the in-depth interview with the teachers of English, it was understood that many students made mistakes in concord and it was one of the chief concerns of the teachers. Hence, Ros Wilson's VCOP technique was adapted into VCCM approach (vocabulary, connectives, concord and mechanics) as per the language needs of the students for the research study. Thus, the result of the diagnostic test became the key to identify the language needs of the learners and to shape the research study effectively.

5.4 STUDENTS' SELF-ASSESSMENT QUESTIONNAIRE

Students' self-assessment questionnaire was tested for reliability using the principle reliability test procedure, Cronbach's Alpha test, before administration. The reliability obtained for the 8 statements on the students' performance rating on selected components of writing was 0.909, which was considered to be highly reliable (Table 3). The reliability value obtained for the students' performance rating on selected writing tasks was 0.912. In addition, for the students' anxiety towards writing in English, the students' attitude towards Big Writing instruction for tertiary level learners, the VCCM approach and the experimental group's participants' attitude towards flipped English classes, the reliability values obtained were 0.896, 0.782 and 0.988 respectively. The reliability values obtained were statistically analysed and scientifically proven good and hence, the students' self-assessment questionnaire was considered to be reliable.

The student self-assessment questionnaire, given at the beginning and end of the study, contained four sections for the control group and five sections for the experimental group to measure the constructs, personal information, English language proficiency assessment – Components of writing and Writing tasks, anxiety towards writing in English, attitude towards Big Writing for tertiary learners, VCCM approach and attitude towards Flipped English classes (only for experimental group).

5.4.1 PROFILE OF THE PARTICIPANTS

For the current study, 150 students from Hindustan Institute of Technology and Science, Chennai were selected as subjects. Of the 150 students, 80 students were pursuing the first year under graduation B.B.A programme whereas the rest of the 70 students were studying in the first year B.Com. Randomly the BBA students were assigned as the experimental group and the B.Com students as the control group. The experimental group contained 64 boys and 16 girls whereas in the control group, there were 53 boys and 17 girls. The age group of the participants of both groups was 17 to 21 years old. Out of eighty participants in the experimental group, three participants were absent for the pre-test and six participants were absent for the post-test. Similarly, out of seventy participants three participants were absent for the pre-test and five participants were absent for the post-test. Hence, the data analysis was carried on seventy four participants from the experimental group, which consisted of 57 males and 17 females, and sixty five participants from the control group, which consisted of 54 males and 11 females.

Out of the 139 respondents, 53 per cent of the respondents were the participants of the experimental group and 47 per cent of them were the participants of the control group (Table 4). It was evident from the study that 80 per cent of the participants were male and the rest of the 20 per cent were female. The study, thus, underscored the fact that the participation of male participants was higher in both groups as compared to their counterparts. The study had also signified

that percentage of female participants was higher in the experimental group than the control group.

From the study, it was obvious that more than half of the participants in the experimental group (78.4%) and control group (75.4%) were from English medium schools (Table 5). Moreover, the percentage of participants who had vernacular medium instruction at their higher secondary level were almost equal (21.6% in the experimental group and 24.6% in the control group) in both the groups.

The analysis of the students' questionnaire clearly indicated that in the experimental group more than half of the participants (60.8%) were continuous generation learners whereas in the control group, 50.8 per cent of the participants were continuous generation learners (Table 6). Furthermore, the statistics stated that the percentage of first generation learners in the control group (49.2%) was higher than the experimental group (39.2%). The reason behind eliciting this data was that the first generation learners are usually deprived of academic scaffolding from their parents and the researcher wanted to assess their writing abilities in English and to determine how extent the VCCM approach designed for the research study would develop their writing skills.

5.4.2 ENGLISH LANGUAGE PROFICIENCY SELF-ASSESSMENT

This section had two subsets, that is, English language proficiency self-assessment for selected components of writing such as vocabulary, connectives, concord and mechanics of writing, and writing tasks such as paragraph writing, letter writing, essay writing and report writing. The students rated the proficiency as Not Very Good (NVG), Not Good (NG), Satisfactory (S), Good (G) and Very Good (VG).

5.4.2.1 SELF-ASSESSMENT PROFICIENCY FOR SELECTED COMPONENTS OF WRITING

5.4.2.1.1 VOCABULARY PROFICIENCY

The statistics clearly indicated that both experimental and control groups had given positive rating for the vocabulary proficiency after the Big Writing session (Table 7). In the experimental group, none of the participants had rated the vocabulary proficiency after the intervention as 'Not Very Good' or 'Not Good'. However, in the control group, 18.5 per cent of the participants had felt that the vocabulary proficiency is 'Not Good' even after the treatment. This could be due to the fact that the control group, which had Big Writing instruction through the regular English classes, had limited exposure to English vocabulary than the experimental group which was taught through flipped English classes.

5.4.2.1.2 CONNECTIVES PROFICIENCY

From the computation, it was observed that the connectives proficiency rating of the experimental group was more positive than the control group when the post-treatment ratings were compared (Table 8). After the intervention, in the experimental group, none of the participants had rated the connectives proficiency as ‘Not Very Good’ or ‘Not Good’ but in the control group, 24.6 per cent of the participants rated ‘Not Good’. Likewise, the rating ‘Very Good’ was given by 24.3 per cent of participants in the experimental group wherein only 1.5 per cent of the participants in the control group rated the connectives proficiency as ‘Very Good’. It might be due to the fact that the experimental group was taught VCCM through flipped English classes which offered a wider platform for learning about the usage of different types of connectives in oral and written communication than the control group, which had VCCM instruction through regular English classes.

Table 3: Result of students' questionnaire reliability test

Objectives	Alpha Cronbach's value	No. of items
Students' performance rating for selected writing components	0.909	8
Students' performance rating for selected writing tasks	0.912	8
Anxiety towards writing in English	0.896	14
Attitude towards Big Writing	0.782	30
Attitude towards flipped English classes	0.988	16

Table4: Per cent distribution of male and female participants

Gender	Experimental		Control		Total	
	No.	%	No.	%	No.	%
Male	57	77	54	83.1	111	79.9
Female	17	23.0	11	16.9	28	20.1
Total	74	100.0	65	100.0	139	100.0

Table 5: Per cent distribution of medium of instruction of the participants

Medium of Instruction	Experimental		Control		Total	
	No.	%	No.	%	No.	%
English	58	78.4	49	75.4	107	77.0
Vernacular	16	21.6	16	24.6	32	23.0
Total	74	100.0	65	100.0	139	100.0

Table 6: Per cent distribution of first generation learners versus continuous generation learners

Type of learners	Experimental		Control		Total	
	No.	%	No.	%	No.	%
First generation	29	39.2	32	49.2	61	43.9
Continuous generation	45	60.8	33	50.8	78	56.1
Total	74	100.0	65	100.0	139	100.0

5.4.2.1.3 CONCORD PROFICIENCY

The study had reported that in the concord proficiency, overall both the experimental and control groups had shown positive rating after the Big Writing session (Table 9). Nevertheless, when the ratings of the pre- and post-intervention concord proficiency were compared, it was found out that 23.1 per cent of the participants in the control group had rated 'Not Good' and 3.1 per cent of the participants had rated 'Not Very Good' for their concord proficiency after the treatment. On the other hand, none of the participants in the experimental group had rated the concord proficiency as 'Not Very Good' and 'Very Good' after the treatment. The difference in the ratings between the experimental and control group participants could be due to the difference in the method of instruction followed for the intervention programme.

5.4.2.1.4 MECHANICS OF WRITING PROFICIENCY

From the analysis of the students' questionnaire, it was found out that there was a difference in the rating for the proficiency of mechanics of writing before and after the treatment in both the groups (Table 10). Nevertheless, the experimental group had given more positive rating compared to the control group after the treatment. In the control group, 9.2 per cent of the participants had rated the proficiency for mechanics of writing as 'Not Good' after the Big Writing instruction that focused on enriching the learners' knowledge of VCCM. It further emphasised that Big Writing instruction through flipped English classes was better perceived than the regular English classes.

Table 7: Comparison of vocabulary proficiency of experimental and control groups pre and post-treatment

Test	Group	Vocabulary Proficiency Level											
		NVG		NG		S		G		VG		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre	Experimental	0	0.0	26	35.1	38	51.4	10	13.5	0	0.0	74	100
	Control	12	18.5	23	35.4	32	49.2	19	29.2	2	3.1	65	100
Post	Experimental	0	0.0	0	0.0	8	10.8	37	50.0	29	39.2	74	100
	Control	0	0.0	12	18.5	32	49.2	19	29.2	2	3.1	65	100

Table 8: Comparison of connectives proficiency of the experimental and control groups pre and post intervention

Test	Group	Connectives Proficiency Level											
		NVG		NG		S		G		VG		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre	Experimental	0	0.0	44	59.5	29	39.2	1	1.4	0	0.0	74	100
	Control	15	23.1	20	30.8	28	43.1	1	1.5	1	1.5	65	100
Post	Experimental	0	0.0	0	0.0	18	24.3	38	51.4	18	24.3	74	100
	Control	0	0.0	16	24.6	26	40.0	22	33.8	1	1.5	65	100

Table 9: Comparison of concord proficiency of the experimental and control groups pre and post-intervention

Test	Group	Concord Proficiency Level											
		NVG		NG		S		G		VG		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre	Experimental	0	0.0	26	35.1	45	60.8	3	4.1	0	0.0	74	100
	Control	12	18.5	33	50.8	18	27.7	2	3.1	0	0.0	65	100
Post	Experimental	0	0.0	0	0.0	12	16.2	40	54.1	22	29.7	74	100
	Control	2	3.1	15	23.1	30	46.2	16	24.6	2	3.1	65	100

Table 10: Comparison of mechanics proficiency of the experimental and control groups pre and post intervention

Test	Group	Mechanics of Writing Proficiency Level											
		NVG		NG		S		G		VG		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre	Experimental	0	0.0	38	51.4	31	41.9	5	6.8	0	0.0	74	100
	Control	11	16.9	24	36.9	26	40.0	4	6.2	0	0.0	65	100
Post	Experimental	0	0.0	0	0.0	8	10.8	37	50.0	29	39.2	74	100
	Control	0	0.0	6	9.2	30	46.2	21	32.3	8	12.3	65	100

5.4.2.2. SELF-ASSESSMENT PROFICIENCY FOR SELECTED WRITING TASKS

5.4.2.2.1 PARAGRAPH WRITING PROFICIENCY

The participants' rating for paragraph writing task was very positive in both the groups after the intervention. However, the participants of the experimental group had given relatively higher rating than that of the control group. In the experimental group, 45 per cent of the participants rated the paragraph writing proficiency as 'Satisfactory' whereas, 16 per cent of the participants in the control group rated 'Satisfactory'. Similarly, 41 per cent of the participants in the experimental group rated the paragraph writing proficiency as 'Very Good' but in the control group, only 6 per cent of the participants rated as 'Very Good' (Figure 16).

5.4.2.2.2. ESSAY WRITING PROFICIENCY

When the pre and post intervention ratings for essay writing were compared, it could be observed that the experimental group had given relatively higher rating for the essay writing proficiency than that of the control group. In the control group, 2 per cent of the participants rated the essay writing proficiency as 'Not Very Good' and 22 per cent of the participants rated 'Not Good'. On the other hand, none of the participants in the experimental group had rated the essay writing proficiency as 'Not Very Good' and 'Not Good'. The number of participants, who rated the essay writing proficiency as 'Good', was almost equal in the experimental group (39%) and the control group (42%). Moreover, 46 per cent of participants in the experimental group had rated the essay

writing proficiency as ‘Very Good’ after the intervention but only 2 per cent of the participants from the control group rated ‘Very Good’ (Figure 17). Therefore, it was found out that the participants of the experimental group had provided relatively higher ratings for the essay writing proficiency after the intervention compared to the control group participants. It could be due to the fact that even though both groups were taught the four basic components of a text, VCCM, through the intervention programme, the participants of the experimental group had the opportunity to get exposed to better learning experience by the use of computers and internet. The materials sent as homework for reading and comprehending the content and learning the components focused for that particular day were in different forms and were interesting. The flipped English classes motivated the participants to learn and further participation in the interactive activities in class enhanced the participants’ understanding of the components under study. The knowledge, thus gained, reflected on the post-test essay writing task and also on the ratings on the proficiency level of different components and tasks after the intervention.

5.4.2.2.3. LETTER WRITING PROFICIENCY

While rating the letter writing proficiency, none of the participants in both the experimental and control group had rated ‘Not Very Good’ after the intervention. However, 11 per cent of the participants from the control group rated ‘Not Good’ for the letter writing proficiency. The percentage of participants who had rated the letter writing proficiency ‘satisfactory’ was

higher in the control group (55%) than that of the experimental group (5%) after the intervention. In the control group, 31 per cent of the participants in the control group and 43 per cent of the participants in the experimental group rated the letter writing proficiency as 'Good'. Likewise, the 51 per cent of participants belonging to the experimental had rated the letter writing proficiency as 'Very Good' whereas in control group only 3.1 per cent had rated as 'Very Good' after the intervention (Figure 18). From the ratings of the participants for the letter writing proficiency, it was proved that majority of the participants in both the groups had given positive rating after the intervention.

5.4.2.2.4 REPORT WRITING PROFICIENCY

When the ratings of the experimental and control group for the report writing proficiency after the intervention were compared, it was found out that none of the participants and 3 per cent of the participants from the experimental group had rated 'Not very Good' and 'Not Good' respectively. Conversely, in the control group 3 per cent of the participants and 19 per cent of the participants rated the essay writing proficiency as 'Not Very Good' and 'Not Good' respectively. It was also revealed that the percentage of participants who had rated the report writing proficiency as 'Satisfactory' was higher in both groups, experimental (42%) and control (52%), (Figure 19). Furthermore, 42 per cent of the participants in the experimental group and 20 per cent of the participants in the control group had rated 'Good' for the report writing proficiency. None of the participants from the control group and only 8 per cent of the participants from the experimental group had rated 'Very Good' for the report writing

proficiency. The analysis, thus, had proved that compared to other writing task, report writing did not receive positive rating from the participants of both groups, after the intervention.

5.4.3 ANXIETY TOWARDS WRITING IN ENGLISH

The paired samples statistics was used to analyse, compare and interpret the anxiety ratings of the participants in both the groups before and after the intervention. The t-test was administered on the mean anxiety scores pre-intervention and post-intervention of the experimental group to find out if there was significant difference in the anxiety ratings of the participants in the experimental group. The mean anxiety score of the pre-treatment was 23.31 and the post-treatment was 10.02 for the experimental group. The standard deviation of the anxiety score before the Big Writing session through flipped classes was 4.842 and the standard deviation of the anxiety score after the intervention was 2.214. Moreover, the t-test value was computed to be 31.0 with the p-value of 0.001 for the experimental group, which was significant at the level of 0.05 per cent (Table 11). Hence, it was proved that the anxiety level of the participants in the experimental group had decreased after the Big Writing instruction through flipped English classes.

Figure 16: Proficiency in paragraph writing task

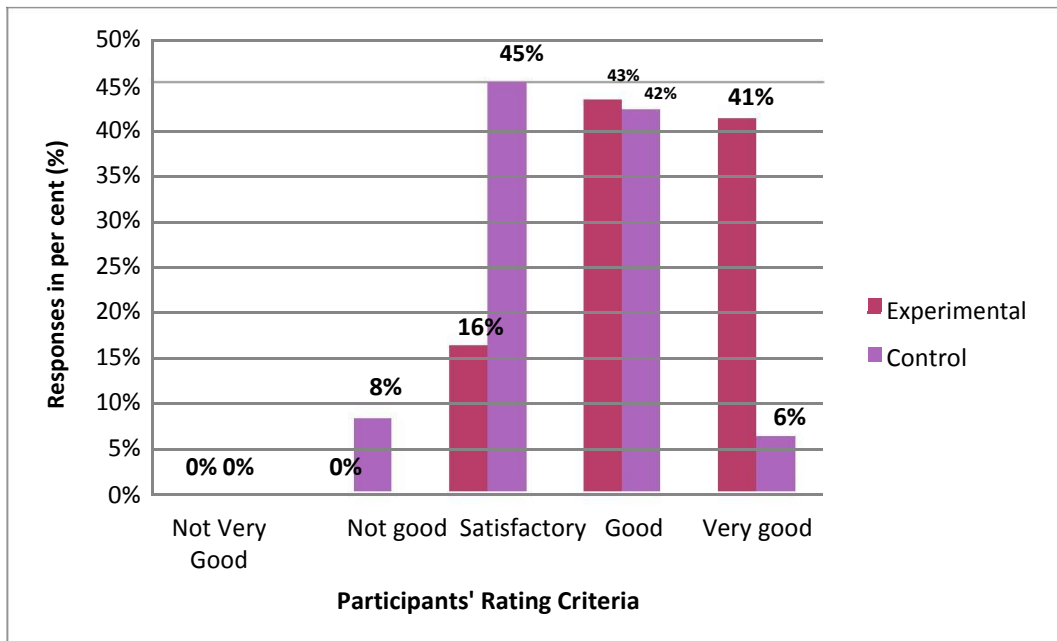


Figure 17: Proficiency in essay writing task

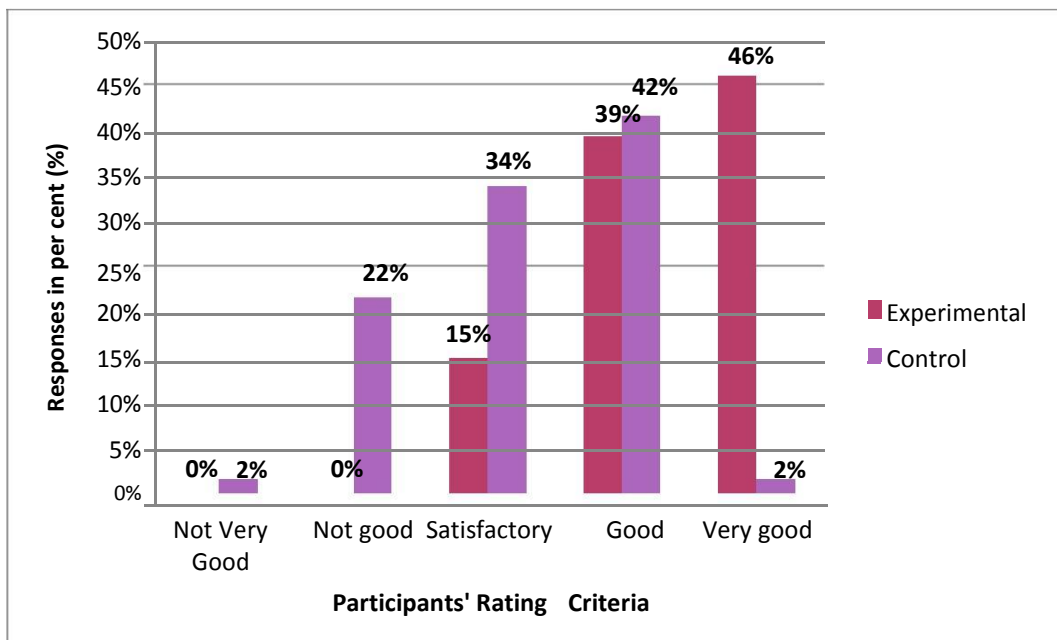


Figure 18: Proficiency in letter writing task

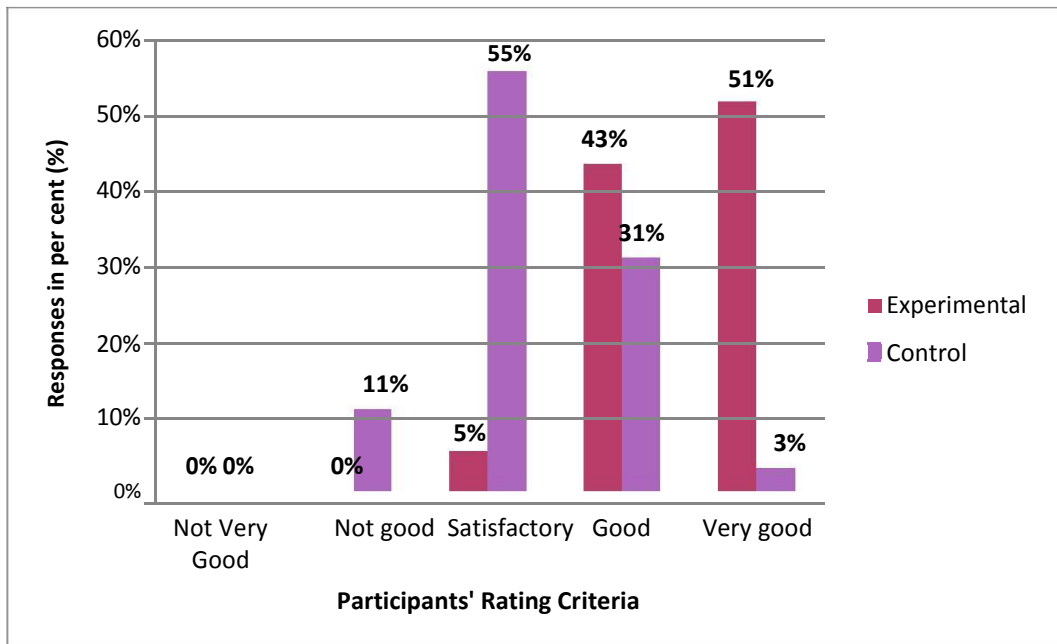
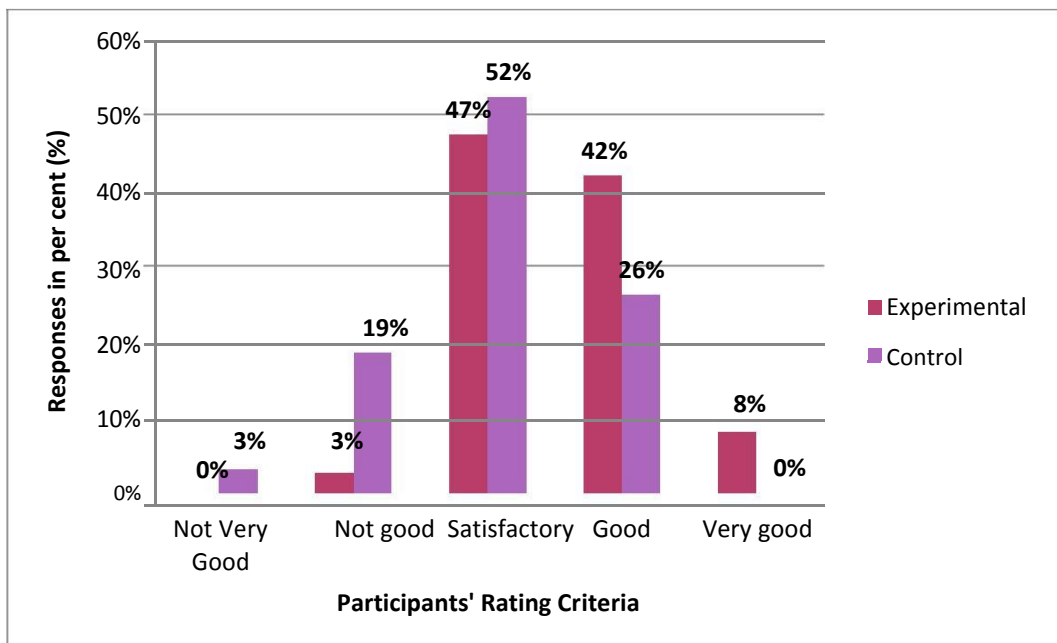


Figure 19: Proficiency in report writing task



Similarly, the mean anxiety score of the control group before the intervention was 20.15 and post intervention was 13.46, which was significantly higher than that of the mean score of the pre intervention (Table 12). The mean score difference between the pre intervention and post intervention was 6.69 in the control group which showed statistically significant difference. In addition, the t-test result was found to be 12.7 with the p-value, 0.003, which was statistically significant at 0.05 per cent. From the statistics, thus, it was found out that the control groups' anxiety level towards writing in English had decreased after the intervention.

However, when the post-treatment mean scores of the experimental group and the control group were compared, it was proved that the experimental group's anxiety level towards writing in English was lesser than that of the control group. This difference in the anxiety level of the participants suggested that the participants of the experimental had become less anxious towards writing in English due to the enrichment of vocabulary, connectives, concord and mechanics of writing through flipped English classes than that of the participants of the control group, who underwent regular English classes.

5.4.4 ATTITUDE TOWARDS BIG WRITING SESSION

The attitude scores of the participants of the experimental and control groups, towards Big Writing session were analysed, compared and interpreted using the paired samples statistics.

The t-test was employed on the total scores of the attitude of the experimental group to compute the mean score, mean difference and the test statistics. The

experimental group's mean scores for attitude towards the Big Writing session before and after the intervention were 28.87 and 47.67 respectively. The mean difference of the experimental group's attitude between pre and post intervention was computed to be 18.8, which showed statistically significant difference (Table 13). Furthermore, the t-test value was 21.6 with the p-value 0.001, which was significant at the level of 0.05 per cent. Therefore, it was found out that there was statistically significant improvement in the attitude of the experimental group participants towards the Big Writing session after the intervention.

The control group participants' mean attitude scores before and after the intervention were analysed. It was found out that the attitude mean score of the control group pre intervention was 31.72 and post intervention was 44.41. The difference between the pre and post mean score was 12.69 (Table 14). Besides, the t-test and p-value were 14.7 and 0.002 respectively, which was significant at the level of 0.05 per cent. The statistics clearly indicated that the participants of the control group had shown positive attitude towards the Big Writing session after the study.

However, when the post-intervention mean scores of attitude of the experimental and control groups were compared, it was found out that the experimental group's attitude towards Big Writing session was more positive than that of the control group. The difference could be due to the flipped classroom model which was used as the mode of instruction for the experimental group in this study.

Table 11: T-test result of the experimental group's anxiety scores

Test	N	Mean	Std. Dev.	t-test	p- value
Pre	74	23.31	4.842	31.0	0.001*
Post	74	10.02	2.214		

Note: significance *p <0.05

Table 12: T-test result of the control groups' anxiety scores

Test	N	Mean	Std. Dev.	t-test	p- value
Pre	65	20.15	5.483	12.7	0.003*
Post	65	13.46	3.674		

Note: significance *p <0.05

Table 13: Experimental group's attitude towards Big Writing session

Test	N	Mean	Std. Dev.	t-test	p- value
Pre	74	28.87	6.177	21.6	0.001*
Post	74	47.67	4.187		

Note: significance *p <0.05

Table 14: Control group's attitude towards Big Writing session

Test	N	Mean	Std. Dev.	t-test	p- value
Pre	65	31.72	6.697	14.7	0.002*
Post	65	44.41	5.261		

Note: significance *p <0.05

5.4.5 EXPERIMENTAL GROUP'S ATTITUDE TOWARDS FLIPPED CLASSROOM METHOD

The questionnaire given to the participants of the experimental group, before and after the intervention, contained an additional section, Section E. The main objective of the section was to elicit data regarding the perception of the experimental group participants on the flipped classroom method. The section had eight statements regarding the use of flipped English classroom method for tertiary level learners with regard to its usefulness in developing the English language skills, the flipped class activities and its impact on developing the sub skills, vocabulary, grammar, spelling and pronunciation.

The responses of the participants for the eight statements were measured using the four point Likert scale: Strongly Disagree, Disagree, Agree and Strongly Agree. The per cent analysis and t-test analysis were used to analyse and interpret the data. The percent of participants who had 'Agreed' to the eight statements in the questionnaire before and after the Big Writing session through flipped classroom was also computed (Figure 20).

The purpose of the section E in the questionnaire was to know the attitude of the participants in the experimental group towards the flipped English classes. The per cent of the participants' perceptions on the flipped English classes were analysed before and after the Big Writing session. From the analysis it was found out that for the first statement, Flipped classes provide better learning experience, 24 per cent of the participants agreed before the session whereas after the session 49 per cent of the participants agreed. Similarly, for

the second statement, Flipped English class materials will be useful, 32 per cent of the participants agreed before the session but 51 per cent agreed after the session. The per cent of the respondents who had agreed was higher and positive for all the eight items post experiment. However, the data was analysed further to determine whether the difference in the participants' attitude towards flipped English classes between the pre and post intervention was statistically significant using the paired samples t-test.

The mean score of the experimental group participants for the attitude towards flipped English classes before the intervention was 16.12, whereas the mean score after the intervention was 26.67. The difference in the mean score between the pre-intervention and post-intervention was found to be 10.55. Moreover, the t-test value was 22.1 with the p-value of 0.001, which was significant at the level of 0.05 per cent (Table 15). The statistics, thus, proved that the attitude of the participants towards the flipped English classes was very positive after the intervention and the difference between the pre and post intervention mean scores were statistically significant.

Figure 20: Per cent of participants who ‘agreed’ to the statements on the use of flipped English classes before and after the intervention

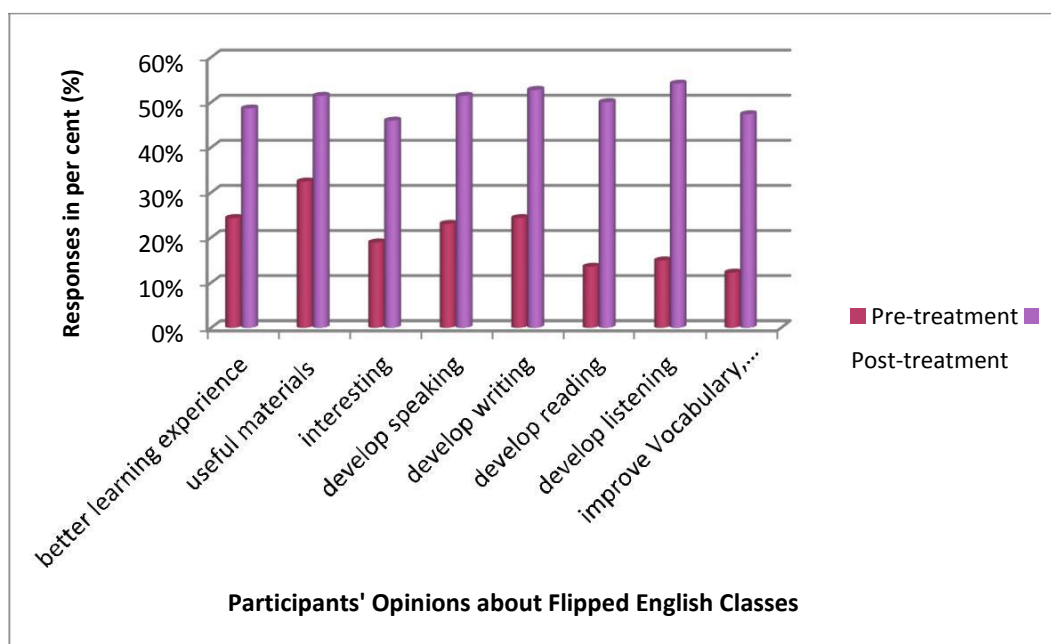


Table 15: T-test results of attitude score of experimental group on flipped English classes

Test	N	Mean	Std. Dev.	t-test	p- value
Pre	74	16.12	3.491	22.1	0.001*
Post	74	26.67	2.601		

Note: significance *p < 0.05

5.5 PRE-TEST AND POST-TEST SCORES

5.5.1 IMPACT OF BIG WRITING INSTRUCTION THROUGH REGULAR ENGLISH CLASSES ON CONTROL GROUP

The control group participants' mean scores of vocabulary, connectives, concord and mechanics in the pre-test and post-test were compared to find out if there was an improvement in the writing abilities of the participants who were taught Big Writing through regular English classes, over the period of time (Figure 21). The difference in the VCCM mean scores between the pre-test and post-test was found to be 1.28 in vocabulary, 1.08 in connectives, 0.79 in concord and 0.2 in mechanics (Table 16). In addition, the significant difference between the mean scores of the pre-test and post-test on the vocabulary ($t=4.861$, $p=0.001$), connectives ($t=6.378$, $p=0.004$) concord ($t=2.927$, $p=0.005$), and mechanics ($t=3.399$, $p=0.001$), was a clear indication of the progress made by the learners after the intervention.

5.5.2 IMPACT OF BIG WRITING INSTRUCTION THROUGH FLIPPED ENGLISH CLASSES ON EXPERIMENTAL GROUP

The experimental group participants' mean scores of vocabulary, connectives, concord and mechanics in the pre-test and post-test were compared to find out if there was significant improvement in the writing abilities of the participants who were taught Big Writing through flipped English classes, over the period of time. The difference in the VCCM mean scores between the pre-test and post-test was computed to be 3.72 in vocabulary, 4.1 in connectives, 4.51 in

concord and 0.72 in mechanics of writing. Moreover, the difference in the test statistics between the pre-test and post-test scores in vocabulary ($t=11.086$, $p=0.001$), connectives ($t=12.646$, $p=0.003$), concord ($t=10.294$, $p=0.001$) and mechanics ($t=8.893$, $p=0.002$) was found to be statistically significant (Table 17). Hence, it was proved that the participants of the experimental group scored better in the post-test than in the pre-test. The study had thus revealed that there was statistically significant improvement in the VCCM knowledge of the experimental group participants after the Big Writing session through flipped English classes. The difference in the mean score of the participants in the experimental group before and after the intervention programme evidently referred to the level of improvement demonstrated by the participants after the experiment (Figure 22).

5.5.3 COMPARISON OF PRE-TEST AND POST-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP

The post-test mean scores of the experimental and control group were compared to find out if there was any significant difference between the scores of both the groups. The data was then analysed using the independent samples t-test to determine whether there was statistically significant difference between the post-test scores of the experimental and the control group participants. The difference between the post-test mean scores of both groups was 1.91 in vocabulary, 0.76 in connectives, 5.02 in concord and 0.36 in mechanics of writing. From the analysis, it was found out that the highest difference in the overall post-test mean scores was found in concord, which

was followed by vocabulary. However, the t-test result suggested that there was statistically significant differences in vocabulary ($t= 3.598$, $p=0.001$), concord ($t=8.116$, $p=0.003$) and mechanics ($t=3.619$, $p=0.001$). Even though, for connectives the mean scores secured by the participants in the experimental group are higher than the participants in the control group, there was no statistically significant difference (Table 18). It was obvious from the t-test (1.360) and p-value (0.176) which was greater than 0.05. It testified the fact that Big Writing session through flipped English classes made relatively better impact on vocabulary, concord and mechanics, than the Big Writing session through regular English classes. However, both groups secured almost same scores in connectives (Figure 23).

Table16: Comparison of the pre-test and post-test essay writing scores of the control group

Elements	Test	Mean	N	Std. Dev	t-test	p-value
Vocabulary	Pre	10.92	65	2.814	4.861	0.001*
	Post	12.20	65	2.762		
Connectives	Pre	11.54	65	3.270	6.378	0.004*
	Post	12.62	65	3.339		
Concord	Pre	11.66	65	4.280	2.927	0.005*
	Post	12.45	65	3.933		
Mechanics	Pre	2.63	65	0.575	3.399	0.001*
	Post	2.83	65	0.547		

Note: significance *p < 0.05

Figure 21: Comparison of the pre-test and post-test essay writing mean scores of the control group

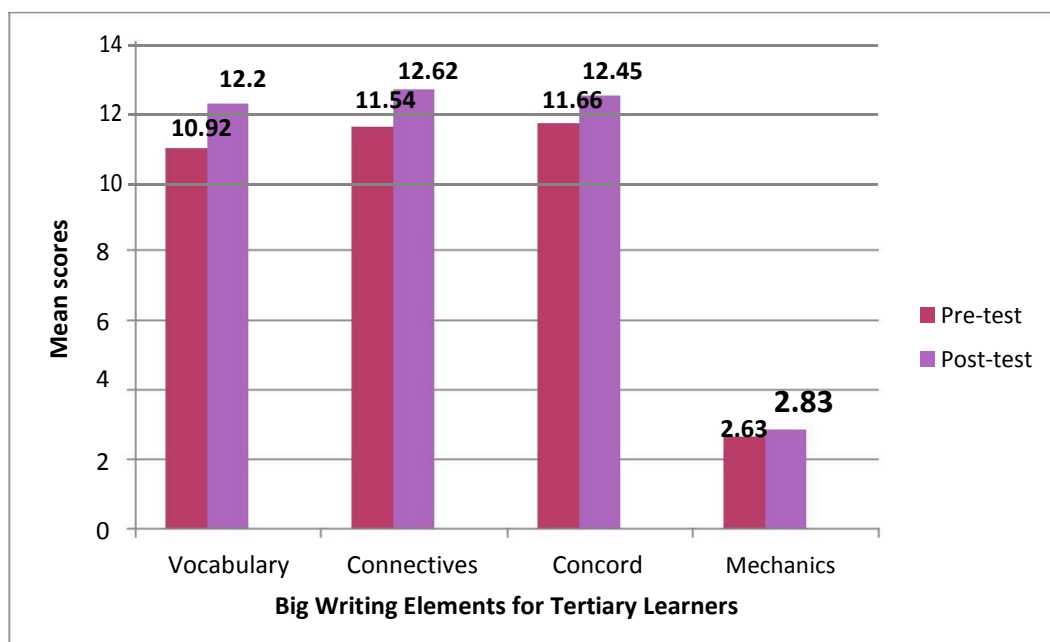


Table 17: Comparison of the pre-test and post-test essay writing scores of the experimental group

Group	Elements	Tests	Mean	N	Std. Dev	t-test	p-value
Experimental	Vocabulary	Pre	10.39	74	3.056	11.086	0.001*
		Post	14.11	74	3.403		
	Connectives	Pre	9.28	74	2.702	12.646	0.003*
		Post	13.38	74	3.268		
	Concord	Pre	12.96	74	4.433	10.294	0.001*
		Post	17.47	74	3.369		
	Mechanics	Pre	2.47	74	0.667	8.893	0.002*
		Post	3.19	74	0.612		

Note: significance *p < 0.05

Figure 22: Comparison of the pre-test and post-test mean scores of the experimental group

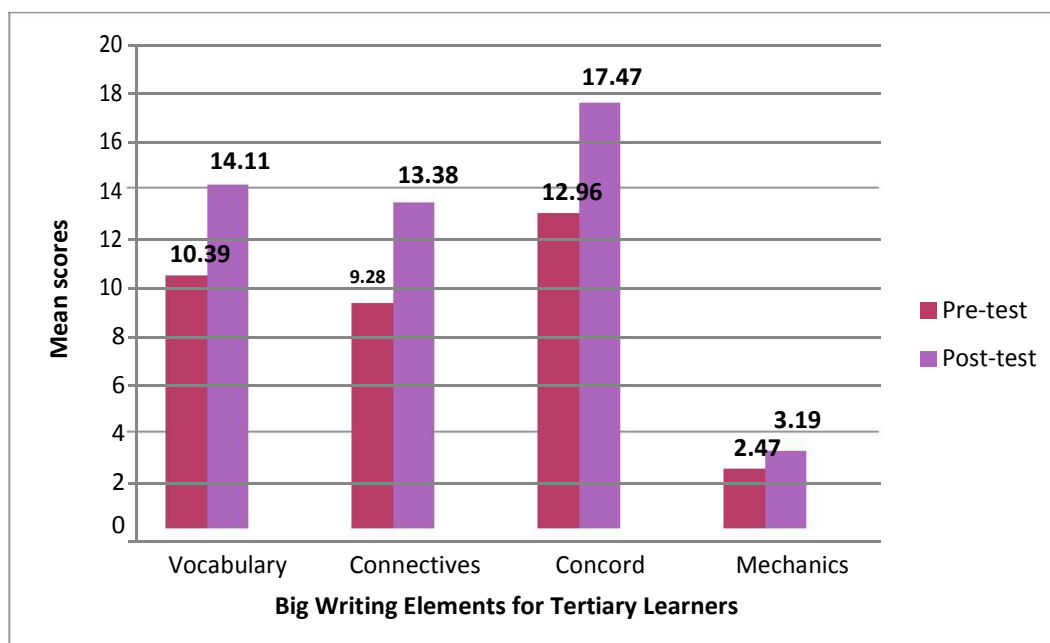
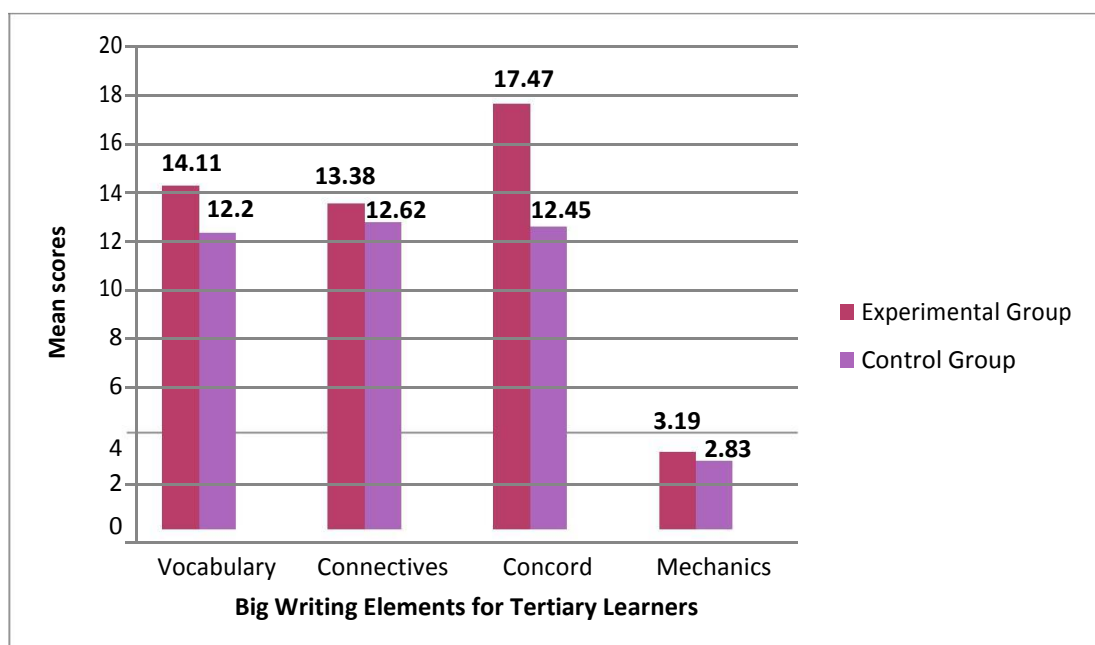


Table 18: Comparison between the post-test VCCM scores of the control and experimental groups

Elements	Group	N	Mean	Std. Deviation	Std. Error	t-test	p-value
Vocabulary	Experimental	74	14.11	3.403	0.396	3.598	0.001*
	Control	65	12.20	2.762	0.343		
Connectives	Experimental	74	13.38	3.268	0.380	1.360	0.176
	Control	65	12.62	3.339	0.414		
Concord	Experimental	74	17.47	3.369	0.392	8.116	0.003*
	Control	65	12.45	3.933	0.488		
Mechanics	Experimental	74	3.19	0.612	0.071	3.619	0.001*
	Control	65	2.83	0.547	0.068		

Note: significance *p <0.05

Figure 23: Comparison of the post-test mean scores of the experimental and control groups



5.5.4 IMPACT OF BIG WRITING INSTRUCTION THROUGH FLIPPED ENGLISH CLASSES ON FEMALE AND MALE PARTICIPANTS

From the computation, it was found out that in the experimental group, the pre-test mean scores secured by the male participants were 10.07 in vocabulary, 9.02 in connectives, 12.74 in concord and 2.47 in mechanics. Similarly, the average post-test mean scores secured by the male participants of the experimental group were 13.40 in vocabulary, 12.79 in connectives, 17.05 in concord and 3.14 in mechanics. The pre-test mean scores secured by the female participants of the experimental group were 11.47 in vocabulary, 10.18 in connectives, 13.71 in concord and 2.47 in mechanics of writing and in the post-test, the mean scores for vocabulary, connectives, concord and mechanics were 16.47, 15.35, 18.88 and 3.35 respectively (Table 19).

When the post-test mean scores of the male and female participants were compared, it was found out that the female participants had secured more than the male participants in all the four Big Writing elements (Figure 24). However, the t-test was administered to examine whether the difference in the mean score of each element was statistically significant or not. The t-test result showed that there was statistically significant differences in vocabulary ($t=3.505$, $p=0.001$), connectives ($t=2.989$, $p=0.004$), concord ($t=2.006$, $p=0.049$) but not in mechanics ($t=1.262$, $p=0.211$). The computed 'p' value of the post-test vocabulary score was 0.001, in connectives 0.004 and in concord 0.049, which were less than 0.05 and thus, significant at 5 per cent level. On the

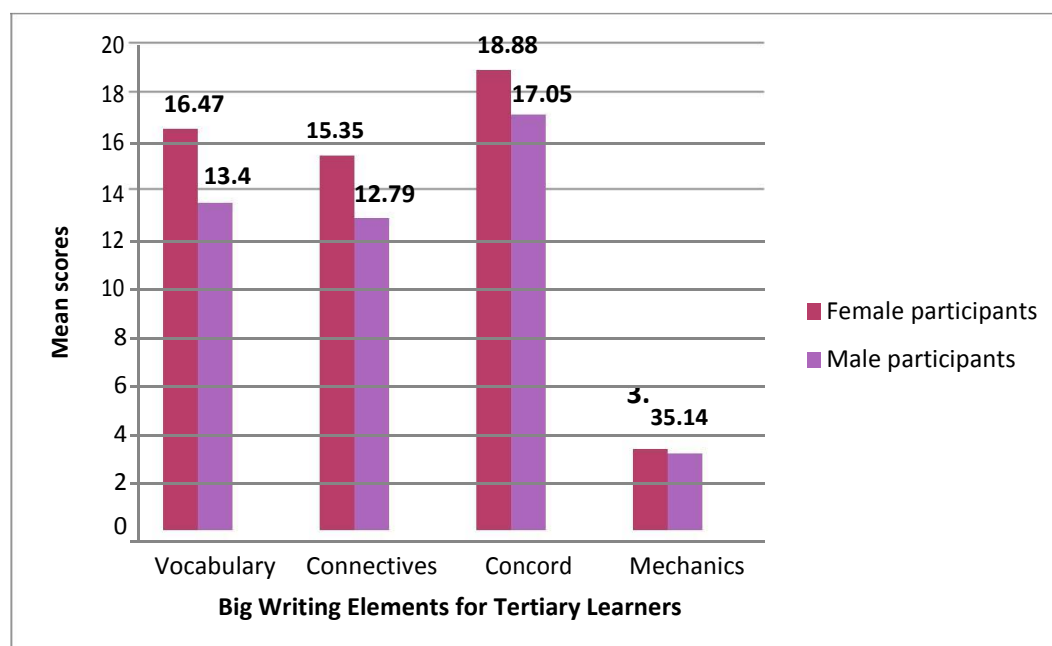
contrary, the computed 'p' value of the post-test mechanics score was 0.211, which was greater than 0.05 and hence, the study had found out that there was no significant difference in the average score of mechanics after the intervention in relation to gender. Thus, the findings of the study had proved that the female participants in the experimental group, which underwent flipped English classes, scored higher in vocabulary, connectives and subject-verb agreement than the male participants.

Table 19: Comparison of the mean scores of the female and male participants

Group	Elements	Gender	N	Mean	Std. Dev	t-test	p-value
Experimental	V_pre	Male	57	10.07	2.828	1.679	0.098
		Female	17	11.47	3.608		
	V_post	Male	57	13.40	3.178	3.505	0.001*
		Female	17	16.47	3.125		
	C_pre	Male	57	9.02	2.453	1.567	0.121
		Female	17	10.18	3.340		
	C_post	Male	57	12.79	3.052	2.989	0.004*
		Female	17	15.35	3.278		
	C_pre	Male	57	12.74	4.307	0.789	0.433
		Female	17	13.71	4.896		
	C_post	Male	57	17.05	3.593	2.006	0.049*
		Female	17	18.88	1.965		
	M_pre	Male	57	2.47	0.630	0.017	0.987
		Female	17	2.47	0.800		
M_post	Male	57	3.14	0.581	1.262	0.211	
	Female	17	3.35	0.702			

Note: significance * $p < 0.05$

Figure 24: Comparison of the post-test mean scores of female and male participants



5.5.5 IMPACT OF BIG WRITING INSTRUCTION ON VERNACULAR MEDIUM PARTICIPANTS

It was observed that students who did the higher secondary level in English medium schools did better in English and discipline-specific subjects than the vernacular medium students, at tertiary level. Hence, the pre-test and post-test scores of the vernacular medium participants in both the groups were analysed and compared to ascertain the differences in the writing abilities of the participants before and after the intervention.

From the analysis of the questionnaire, it was evident that in the experimental group, 21.6 per cent of the participants did the higher secondary level in vernacular medium schools whereas 24.6 per cent of the participants in the control group were from vernacular medium schools (Table 20). Thus, it was obvious that the number of vernacular medium students considered for the study was almost equal in both the groups.

The t-test was administered on the mean scores of the pre-test and post-test of the vernacular medium participants in the experimental group to examine if there was any difference between the mean scores. The result of the t-test analysis had proved that there was a statistically significant difference at the level of 0.05 per cent between the mean scores of the pre-test (26.43) and post-test (39.31) of the experimental group vernacular medium participants with the t-value (5.812) and p (0.001) (Table 21).

Similarly, when the mean scores of the pre-test and post-test of the vernacular medium participants in the control group were compared, there was statistically significant difference found in the mean scores of the vernacular medium participants in the control group after the Big Writing instruction through regular English classes. The result, thus, favoured Big Writing instruction through regular classroom instruction indicated by the difference in pre-test and post-test mean scores (2.56), t-value (3.306) and p-value (0.004) (Table 22).

The comparison of the post-test mean scores of the experimental and the control group students showed a significant difference in the Big Writing elements: vocabulary, connectives, concord and mechanics, which was in favour of the experimental group (Figure 25). When the results were analysed using the independent T tests, it was revealed that t-test and p-value for vocabulary were 1.387 and 0.176 respectively and the p-value was greater than 0.05. Hence, it was proved that there was no statistically significant difference in the post-test scores of the participants of the experimental and control groups as far as vocabulary was concerned. It was observed that both groups had secured almost same marks in vocabulary. Conversely, the t value and p value of connectives (1.993, 0.055), concord (4.662, 0.005) and mechanics (2.513, 0.018) uncovered the fact that there was a statistically significant difference between the experimental and the control group (Table 23). The difference in the post-test scores of connectives, concord and mechanics between the experimental and control group students might be due to the flipped classroom method used for teaching the experimental group.

Table 20: Demographic profile of the experimental and control groups in relation to the medium of instruction at higher secondary level

Medium of instruction	Group			
	Experimental		Control	
	No.	%	No.	%
English	58	78.4	49	75.4
Vernacular	16	21.6	16	24.6
Total	74	100	65	100

Table 21: T-test results of the essay writing scores of vernacular medium participants in experimental group

Medium of instruction	Group	N	Test	Mean	Std. Deviation	Std. Error	t-test	p-value
Vernacular	Experimental	16	Pre-test	26.43	5.07	1.26	5.812	0.001*
			Post-test	39.31	8.69	2.17		

Note: significance *p < 0.05

Table 22: T test results of the essay writing scores of the vernacular medium participants of the control group

Medium of instruction	Group	N	Test	Mean	Std. Deviation	Std. Error	t-test	p-value
Vernacular	Control	16	Pre-test	27.25	4.89	1.20	3.306	0.004*
			Post-test	29.81	5.46	1.36		

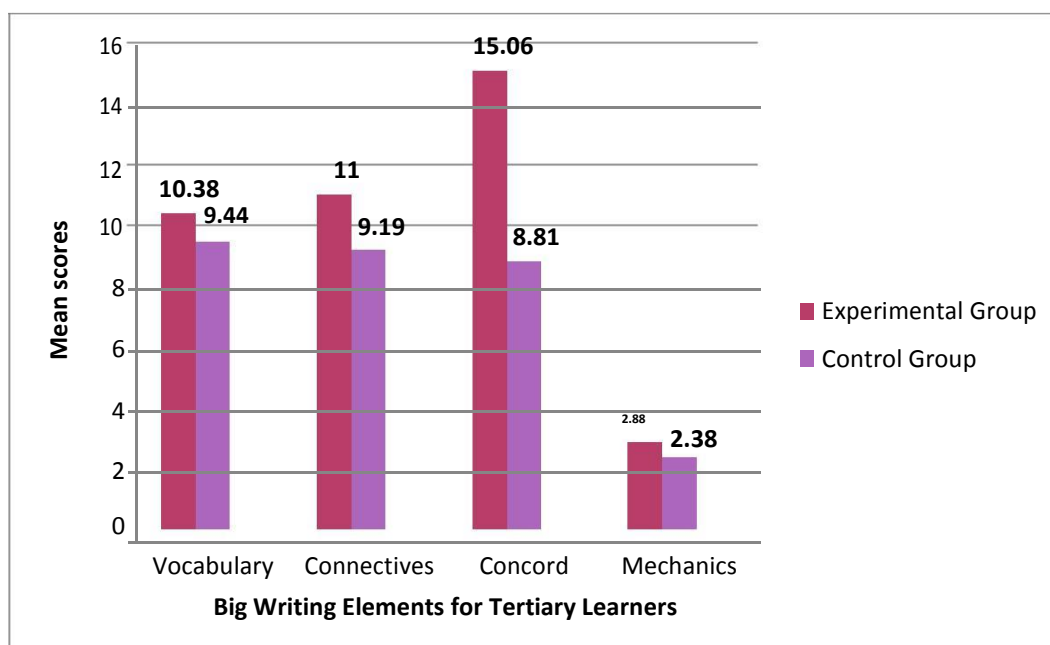
Note: significance *p < 0.05

Table 23: T test results of post-test VCCM scores of experimental and control Group – vernacular medium participants

Elements	Group	N	Mean	Std. Deviation	Std. Error	t-test	P-value
Vocabulary	Experimental	16	10.38	2.363	0.591	1.387	0.176
	Control	16	9.44	1.315	0.329		
Connectives	Experimental	16	11.00	2.805	0.701	1.993	0.055*
	Control	16	9.19	2.316	0.579		
Concord	Experimental	16	15.06	4.538	1.135	4.662	0.005*
	Control	16	8.81	2.857	0.714		
Mechanics	Experimental	16	2.88	0.500	0.125	2.513	0.018*
	Control	16	2.38	0.619	0.155		

Note: significance *p <0.05

Figure 25: Comparison of the post-test mean scores of the vernacular medium students in experimental and control group



5.5.6 IMPACT OF BIG WRITING INSTRUCTION ON FIRST GENERATION LEARNERS

From the analysis, it was found out that in the experimental group more than half of the population (60.8%) were continuous generation learners, whereas in the control group, 50.8 per cent were continuous generation learners (Table 24). Furthermore, the statistics stated that the per cent of first generation learners in the control group (49.2%) was higher than the experimental group (39.2%). The reason behind eliciting this data was that the first generation learners were deprived of academic scaffolding from parents. Hence, it was necessary to assess the writing abilities of the first generation learners in English and to determine how extent the VCCM approach designed for the research study had developed the writing skills.

From the computation, it was clearly understood that the first generation learners in the experimental group had scored better in the post-test essay writing task when the mean scores of the pre-test and post-test were compared. Furthermore, the test statistics also proved that there was a significant level of improvement in the writing abilities of the first generation learners with the t-test 8.747 and p value 0.004, which was statistically significant at the level of 0.05 per cent (Table 25).

When the mean scores of the pre-test and the post-test of the first generation learners in the control group were compared, the statistics clearly indicated that the first generation participants, who underwent Big Writing instruction

through regular classroom method, had scored better in the post essay writing test than that of the pre-test. Furthermore, the results of the t-test showed improvement of the writing abilities of the first generation learners, after the intervention, from the t-test value (5.010) and the p-value (0.003), which was less than 0.05 and hence the difference was statistically significant (Table 26).

Similarly, the comparison of the post-test mean scores of the first generation learners in the experimental and control groups showed that there was a statistically significant difference in the post-test mean scores of all the Big Writing elements: vocabulary, connectives, concord and mechanics in favour of the experimental group (Figure 26). The t-test statistics was performed to determine whether the differences were statistically significant for each writing component. When the mean scores of each component was analysed using independent t-tests, it was revealed that the t-value and p-value for vocabulary were 2.413 and 0.019 respectively and the p value is lesser than 0.05 (Table 27). Hence, it was proved that there was statistically significant difference between the post-test scores of the first generation learners of the experimental and control groups as far as vocabulary was concerned. Similarly, the t-test and p-value of the elements, connectives (2.046, 0.045), concord (7.379, 0.001) and mechanics (2.137, 0.037) uncovered the fact that there was statistically significant difference between the experimental and the control group. The difference in the post-test scores of vocabulary, connectives, concord and mechanics between the experimental and control group students might be due to the flipped classroom model used for teaching the experimental group.

Table 24: Demographic profile of the participants in the experimental and control groups in relation to the type of learners

Type of learners	Group			
	Experimental		Control	
	No.	%	No.	%
First Generation	29	39.2	32	49.2
Continuous Generation	45	60.8	33	50.8
Total	74	100	65	100

Table 25: T-test results of the essay writing scores of first generation learners in experimental group

Type of Learners	Group	N	Test	Mean	Std. Deviation	Std. Error	t-test	p-value
First Generation	Experimental	29	Pre-test	31.62	6.88	1.27	8.747	0.004*
			Post-test	45.48	8.68	1.61		

Note: significance *p < 0.05

Table 26: T-test results of the essay writing scores of first generation learners in control group

Type of Learners	Group	N	Test	Mean	Std. Deviation	Std. Error	t-test	p-value
First Generation	Control	32	Pre-test	30.91	7.32	1.29	5.010	0.003*
			Post-test	35.27	7.96	1.41		

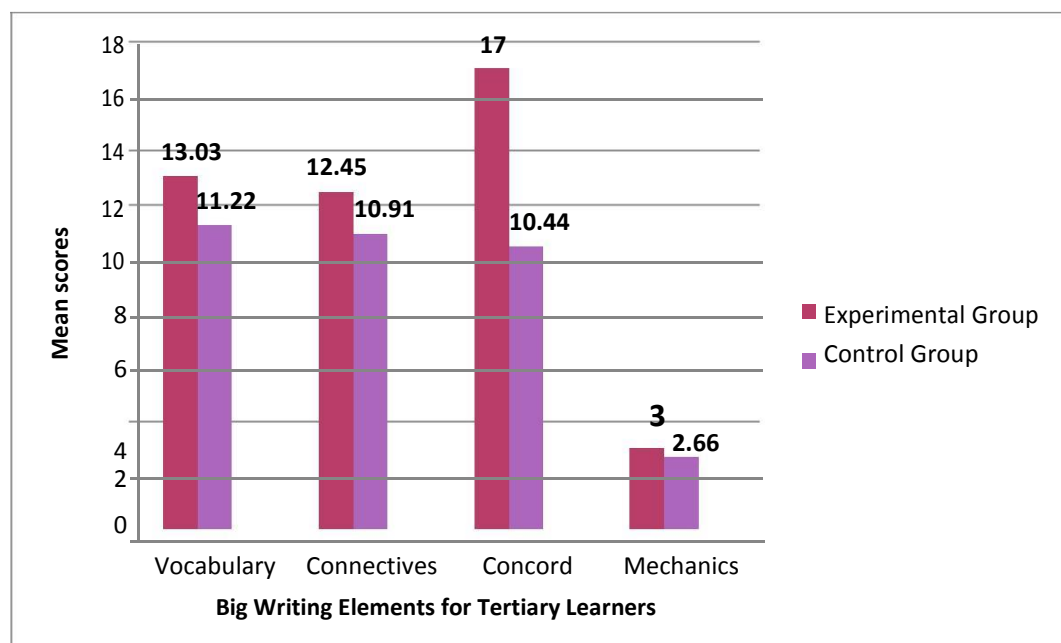
Note: significance *p < 0.05

Table 27: T-test results of post-test VCCM scores of first generation learners in experimental and control group

Elements	Group	N	Mean	Std. Deviation	Std. Error	t-test	p-value
Vocabulary	Experimental	29	13.03	3.268	0.607	2.413	0.019*
	Control	32	11.22	2.599	0.460		
Connectives	Experimental	29	12.45	2.836	0.527	2.046	0.045*
	Control	32	10.91	3.031	0.536		
Concord	Experimental	29	17.00	3.625	0.673	7.379	0.001*
	Control	32	10.44	3.321	0.587		
Mechanics	Experimental	29	3.00	0.655	0.122	2.137	0.037*
	Control	32	2.66	0.602	0.106		

Note: significance *p <0.05

Figure 26: Comparison of the post-test mean scores of the first generation learners in both the experimental and control groups



5.6 SEMI-STRUCTURED INTERVIEW

The questions used for the semi-structured interview were closed ended and were based on the writing instructions the participants had at the higher secondary level, the difficulties they faced while writing in English, the participants' perceptions on VCCM approach and flipped English classes.

5.6.1 IMPACT OF WRITING INSTRUCTION RECEIVED AT HIGHER SECONDARY LEVEL

In response to the question, Did the writing instruction you receive in your higher secondary level help you to cope with the writing at tertiary level?, a majority of the participants (70%) responded 'No', whereas, 30 per cent of the participants replied 'Yes' (Figure 27). The main rationale for the question was to find out whether the writing instruction given in school at higher secondary level was adequate and cater to the students' need at tertiary level or to know whether there was any gap existing between the secondary and tertiary levels. From the above analysis, it was found out that majority of the students felt that the writing instruction received at higher secondary level did not help to cope with the writing needs at the tertiary level.

5.6.2 ABILITY TO WRITE LOGICALLY ORGANISED ESSAYS

In response to the question, Can you write logically organised essays?', it was found out that 60 per cent of the participants said 'No', whereas only 40 per cent of the participants said 'Yes' (Figure 28). The prime focus of the second question was to find out if the students know to write logically organised

effective essays at tertiary level. Thus, from the study, it was proved that more than half of the participants expressed their inability to write logically organised essays.

5.6.3 IMPROMPTU TASKS AND ITS PER CENT RESPONSE

In response to the question, Do you willingly take part in writing impromptu tasks?, most of the participants (80%) responded 'No', whereas only 20 per cent of the participants responded 'Yes' (Figure 29). The main rationale of the third question was to find out their attitude towards writing long answers for impromptu questions in English. It was found out from the study that a majority of the students did not participate in long impromptu writing tasks willingly.

5.6.4 KNOWLEDGE DISSEMINATION AND KEY COMPONENTS OF WRITING IN ENGLISH

In response to the question, Did you have the knowledge of the key components of writing in English before the Big Writing instruction?, 80 per cent of the participants replied 'No', while 20 per cent of the participants responded 'Yes' (Figure 30). The objective of the fourth question was to know whether the students had the knowledge of the key components of writing in English at tertiary level, which would enable them to produce texts up to the standards. However, from the above analysis, it was understood that majority of the students were not aware of the key components before the Big Writing Session.

Figure 27: Writing instruction at higher secondary level and its per cent response

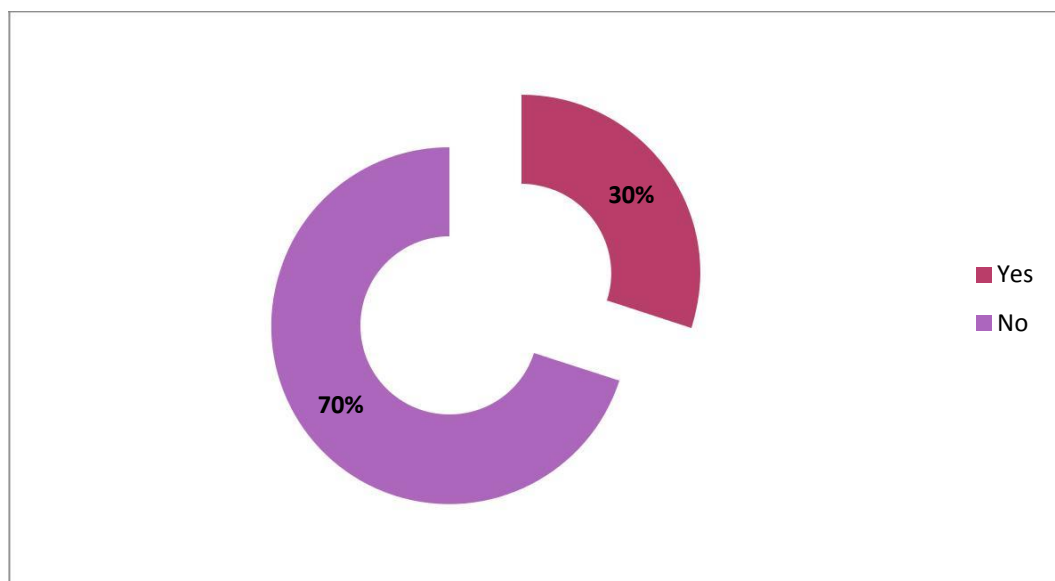
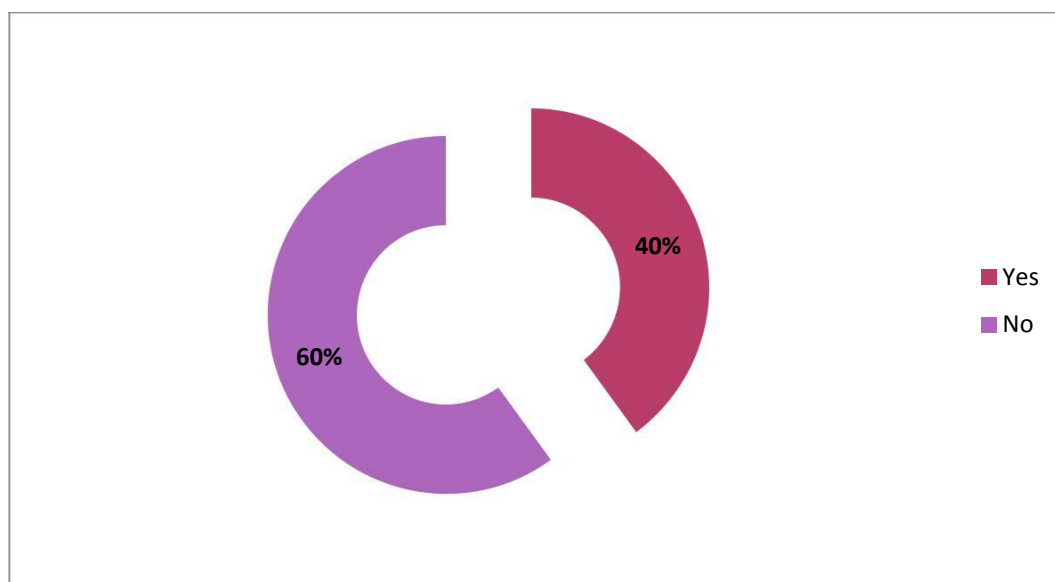


Figure 28: Students' ability to write logically organised essays and its per cent response



5.6.5 PEDAGOGY AND IMPACT APPEALING

For the question, Are you satisfied with the teaching methods followed in English classes?, more than half of the participants (60 %) replied 'No' but 40 per cent of the participants responded 'Yes' (Figure 31). The purpose of the fifth question was to elicit the tertiary students' views on the existing teaching methods. It was found out that only less than half of the students expressed their satisfaction regarding the existing teaching methods followed in English classes.

5.6.6 CHALLENGE FOR NEEDFUL TEACHING AIDS

For the question, Are you satisfied with the teaching aids used during English classes?, only less than half of the participants (30%) agreed that the materials used during English classes were satisfying. Conversely, more than half of the population (70%) replied 'No' (Figure 31). It was proved from the study that more than half of the students at tertiary level in the context of the study had shown dissatisfaction regarding the materials used in the English classes.

5.6.7 VCCM APPROACH AND PERCEPTION DIVERSITY

In response to the question, Do you think the VCCM approach will help you to write better in English?, a majority of the participants (80%) replied 'Yes', whereas only 20 per cent of the participants said 'No' (Figure 32). The main goal of the seventh question was to elicit the participants' perceptions on the Big Writing instruction for tertiary level learners, VCCM approach. From the study, it was found out that VCCM approach was perceived in a positive manner by most of the students.

Figure 29: Impromptu tasks and its per cent response

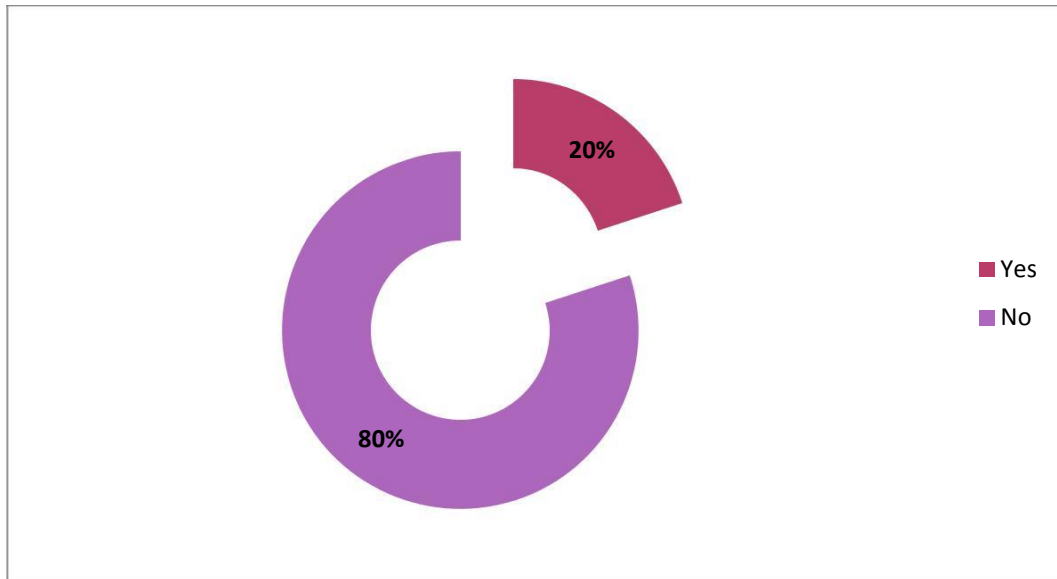
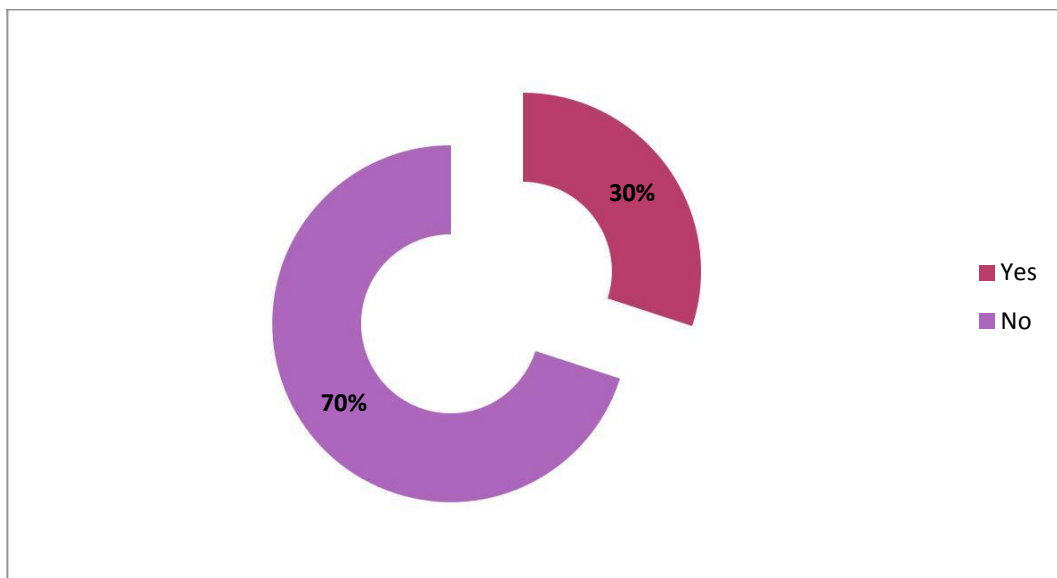


Figure 30: Students' knowledge on key components of writing in per cent response



5.6.8 EFFECT OF INSILICO BIG WRITING MATERIALS

In response to the question, Were the out of class materials used during the flipped Big Writing classes effective?, 90 per cent of the participants from the experimental group responded 'Yes' but a meager 10 per cent of participants replied 'No' (Figure 33). The main rationale for the eighth questions was to know about the experimental group participants' views on the materials sent online as home work. From the study, it was found out that it most of the students found the out of class materials effective.

5.6.9 MERITS OF FLIPPED OVER REGULAR ENGLISH CLASSES

For the question, Do you think flipped classes are better than regular classes?, all the participants (100%) from the experimental group responded 'Yes' (Figure 34). Therefore, it was found out that the flipped English classes were perceived positively by the tertiary level students, who participated in the research study.

5.6.10 FLIPPED ENGLISH CLASS FOR NOVEL EXCELLENCE IN PEDAGOGY AND EFFECTIVE COMMUNICATION

In response to the question, Did you find the flipped class activities interesting and effective?, a majority of the participants (90%) responded 'Yes', whereas, only a meager 10 per cent of the participants replied 'No' (Figure 35). The main objective of the question was to know the participants' learning experience about the various hands on activities conducted in the flipped Big Writing classes. It was, hence, found out from the study that the flipped Big Writing class activities were interesting and effective as a novel pedagogy in excellence for most of the students who took part in the experiment.

Figure 31: Teaching methods and students' response in per cent

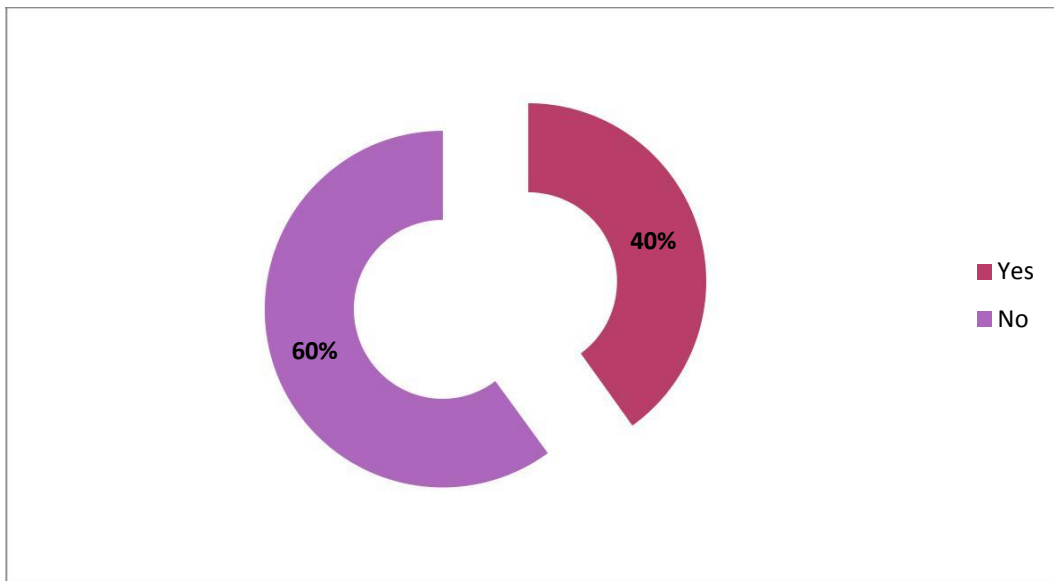


Figure 32: Teaching aids and student response in per cent

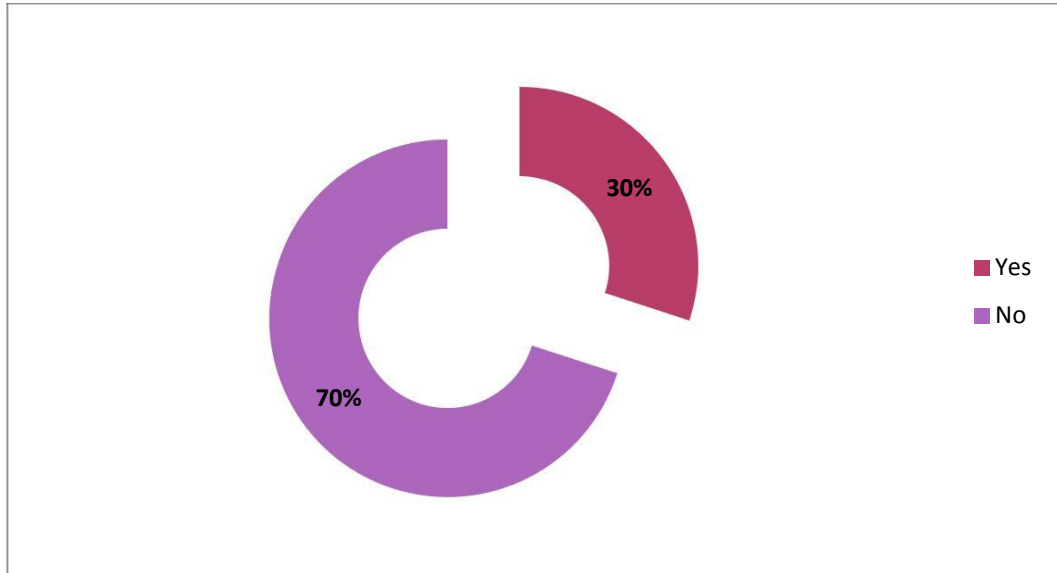


Figure 33: Effects of VCCM approach in per cent response

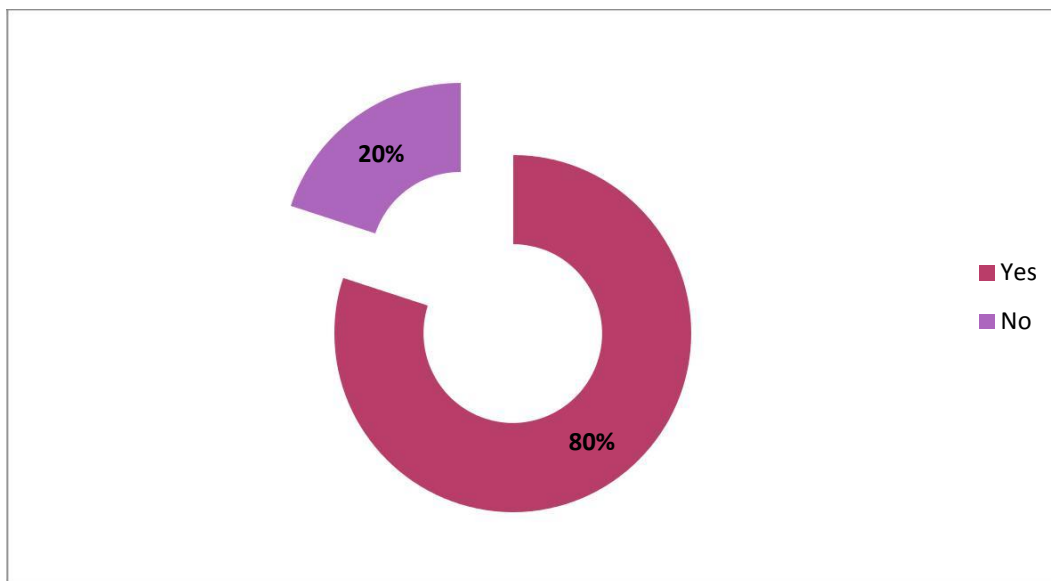


Figure 34: Responses in per cent for the effectiveness of insilico class materials

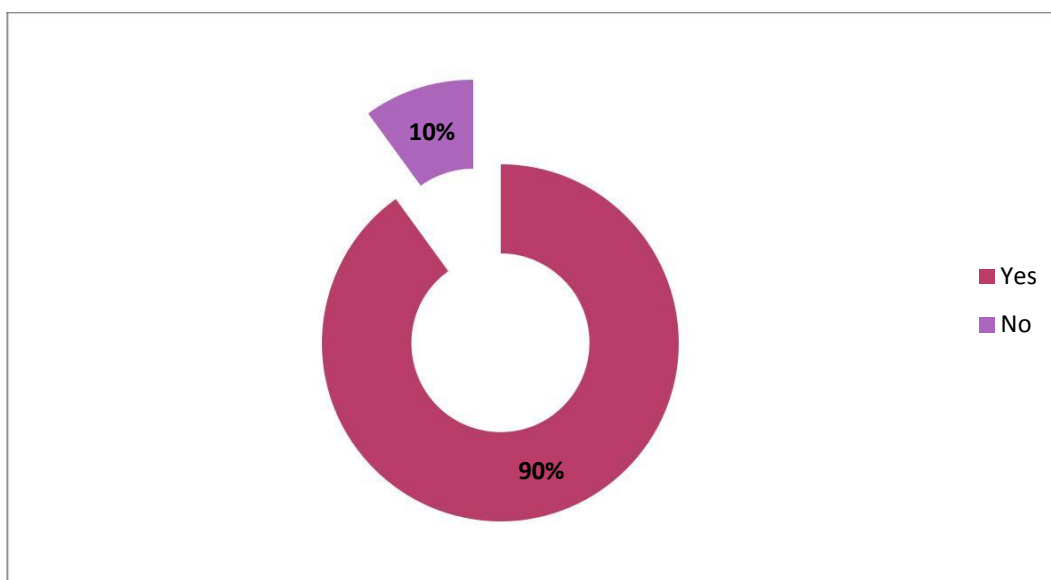


Figure 35: Responses in per cent for the opinion, flipped class is better than regular class

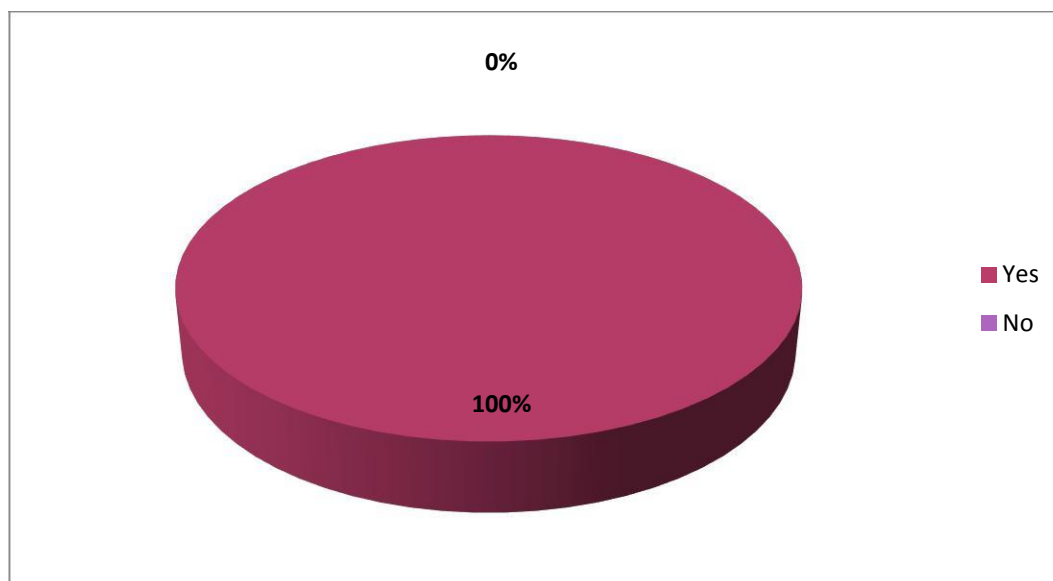
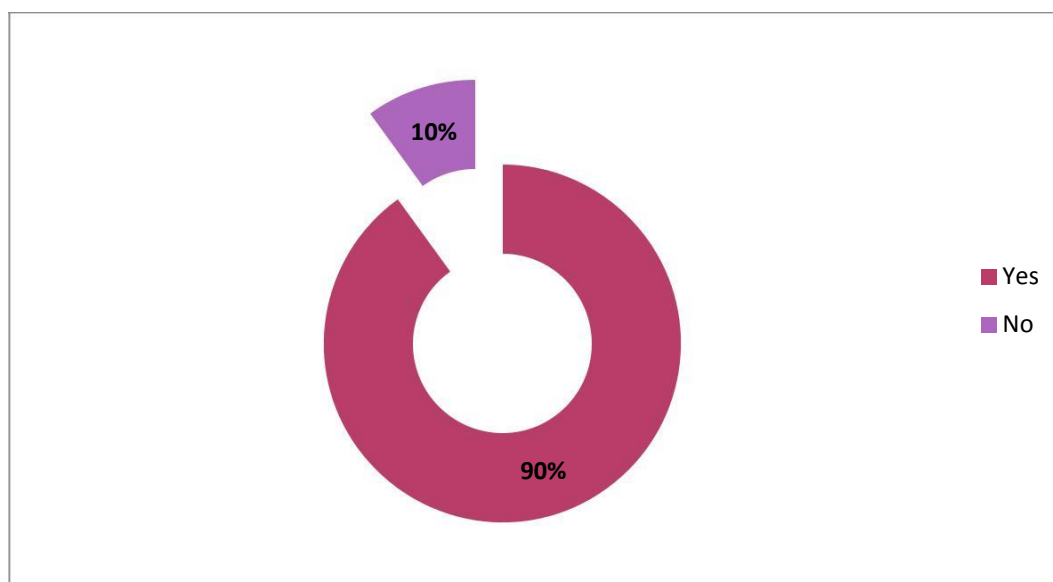


Figure 36: Per cent response for students' views on effectiveness of flipped English class activities





Chapter – VI

Discussion



6.0 DISCUSSION

The outcome of the current study proved improvement in the writing abilities of the participants belonging to both control and experimental groups. However, the experimental group's score was relatively higher than the control group's score. This could be due to the flipped classroom method, which was the mode of instruction for the experimental group.

6.1 PRE-TEST AND POST-TEST

The major research tools designed to test the hypothesis were the pre-test and post-test on essay writing task conducted to both the experimental and control groups before and after the intervention. The data collected through the pre-test and post-test was evaluated using the essay rating scale from the ESL Composition Profile and analysed using SPSS software. The results of the analysis were computed, particularly the results of different tests which were appropriate for the nature of the data. There were six objectives formulated in the study and the major findings of the pre-test and post-test analysis for each research objective were discussed below.

6.1.1 IMPACT OF BIG WRITING INSTRUCTION THROUGH

REGULAR ENGLISH CLASSES ON CONTROL GROUP

The first objective of the study was to examine the significant difference between the pre-test and post-test scores of the control group participants who received Big Writing instruction, which focused on teaching of components of

writing namely, vocabulary, connectives, concord and mechanics of writing through regular classroom that did not involve using technology.

The study analysed the impact of Big Writing instruction on the participants in the control group and the statistical analysis of the pre-test and post-test essay writing scores of the participants found out that the participants had scored better in the post-test in all the four components of writing than that of the pre-test and there was statistically significant difference between the two tests. Therefore, the study had proved that the participants of the control group had shown improvement in their writing abilities as a result of the Big Writing instruction.

The first component of the Big Writing instruction was vocabulary. Vocabulary instruction for tertiary level learners were studied by many researchers and the studies had found out that lack of vocabulary was one of the critical reasons for difficulty in speaking and writing tasks (Astika, 1993). The result of the current study indicated that one of the reasons for the improvement in the post-test essay writing scores of the control group participants was due to the improvement in the participants' vocabulary knowledge. The study had found out that the difference in the vocabulary mean scores between the pre-test and post-test was 1.28. Moreover, from the analysis of the t-test on the mean scores of the pre-test and post-test on the vocabulary, it was found out that the t-test value was 4.861 with the p-value 0.001, which showed a statistically significant difference. Hence, the study had reported that the participants' scores in essay writing task were directly linked with the vocabulary knowledge.

The finding of the present study was empirically supported by the findings of Lemmouh (2008) who studied the relationship between the grades and lexical richness of students' essays. The participants of the study were 37 advanced learners of English and the essays written by the participants were examined using a lexical richness evaluation tool that determined the amount of advanced vocabulary. The study of Lemmouh had proved that there was a relationship between the use of advanced vocabulary in the participants' essays and the overall course grade.

The second writing component focused in the present study was connectives. The result of the study revealed that the participants of the control group had shown improvement in the usage of connectives after the Big Writing instruction through regular English classes and hence, there was a significant improvement in the post-test essay writing scores. The difference in the mean scores of connectives between the pre-test and post-test was found to be 1.08. Furthermore, there was difference between the mean scores of the pre-test and post-test on the connectives with the t-test value, 6.378 and p-value, 0.004, which was lesser than 0.05 and hence, it was statistically significant. Therefore, the study had proved that there was relationship between the essay writing scores of the students and the use of connectives in essays.

Studies conducted on the relationship between the quality of essays and the cohesive devices had shown positive relations. The findings of the present study were similar to the findings of Jafarpur (1991), who found out that the quality of essays written in English was correlated with the number of cohesive

ties and cohesive types used in the essays. However, the findings of the current study contrasted with the findings of the study that examined the writing quality of impromptu essays by Crossley and McNamara (2012) who studied on the development and use of cohesive devices in L2 writing and their relations to judgments of essay quality. The samples of the study were 57 tertiary level L2 students enrolled for upper level EAP courses at Michigan State University. A 30-minute descriptive essay writing task was administered on the participants to analyse the relationship between the use of connectives and the quality of essays. The study had found out that the local and text cohesive devices between sentences were negatively correlated with the expert ratings of essay quality.

The third writing component of the intervention programme was concord, that is, subject-verb agreement. The finding of the study was related to the study conducted by Dorn (2000), who found out that subject-verb agreement was one of the grammar areas that second language learners needed to master to write effectively. It was also supported by Tan (2005) who reported that it was essential to learn the basic concepts of subject-verb agreement for second language learners to improve their language proficiency.

In 2016, Ponmani and Mekhala conducted an investigation on the concord errors in the ESL learners' writing. The analytical study was conducted to 58 rural ESL arts and science college students and it was reported that learners had limited knowledge in using concord within the target language and committed concord errors as they were not successful in learning the rules and usage of

concord. The findings of the study were related to the findings of the current research study, particularly in emphasising the importance of concord knowledge in students to write accurate sentence structure. In addition, it had also proved that concord was one of the common language difficulties identified in the ESL tertiary level learners of arts and science colleges in Tamil Nadu.

One of the reasons for second language learners to make mistakes in the mechanics of writing was social networking sites such as Twitter and Facebook, which had led to an increase in poor writing, usage of incorrect spellings, poor punctuations and bad grammar (Anurag *et al.*, 2015). Hence, mechanics of writing was the fourth component included in the intervention programme, Big Writing instruction. The findings of the current study had found out that the difference in the mechanics mean scores between the pre-test and post-test was 0.2. In addition, the t-test result proved that there was statistically significant differences in mechanics ($t=3.399$, $p=0.001$). Therefore, the study had established that the Big Writing instruction through regular classroom method had developed the participants' knowledge of mechanics of writing and hence, enabled them to score better in the post essay writing test.

The findings of the present study reported that explicit instruction of mechanics of writing, that is, spellings and punctuations lead to the improvement in the standard of writing. The finding was similar to the findings of Asayeh and Prem Kumar (2016), who studied the use of colours to teach punctuation marks. However, the improvement in the mechanics of writing observed in the

current study was meager with the difference in the pre and post-test mean scores, 0.2. The reason for the condition could be students' neglect of spellings and punctuations at tertiary level and furthermore, mechanics of writing get least importance in the assessment of discipline-specific subjects.

Over all, the study had found out that the participants of the control group had shown improvement in the writing abilities after the Big Writing instruction through regular English classes. The findings of the current study were similar to the findings of the studies conducted on the efficiency of Big Writing by Pleasants (2007), Harland *et al.* (2014) and Florence and Sherine (2014).

6.1.2 IMPACT OF BIG WRITING INSTRUCTION THROUGH FLIPPED ENGLISH CLASSES ON EXPERIMENTAL GROUP

The objective of the second research question was to examine the impact of Big Writing instruction through flipped English classes that involved using computers and internet on the experimental group participants.

The statistical analysis of the results of the pre-test and post-test essay writing scores of the experimental group that received Big Writing instruction through flipped English classes found out that the participants had scored considerably better in the post-test than that of the pre-test and there was statistically significant difference between the pre-test and post-test scores. The difference in the VCCM mean scores between the pre-test and post-test was computed to be 3.72 in vocabulary, 4.1 in connectives, 4.51 in concord and 0.72 in mechanics of writing. Moreover, the difference in the test statistics between the

pre-test and post-test scores in vocabulary ($t=11.086$, $p=0.001$), connectives ($t=12.646$, $p=0.003$), concord ($t=10.294$, $p=0.001$) and mechanics ($t=8.893$, $p=0.002$) was found to be statistically significant. Hence, it was proved that the participants of the experimental group scored better in the post-test than in the pre-test.

The results of the analysis favoured the flipped English classroom method that involved teaching and learning using computers and internet. The findings of the current study was concurrent to the findings of earlier studies conducted in other cultural and educational contexts of Kang (2015) and Han (2015), whose studies had found out that the flipped classroom developed students' grammar knowledge when compared to other teaching methods.

Furthermore, the findings were also akin to the findings of Al-Harbi and Alshumaimeri (2016) who conducted a study on the impact of flipped grammar class on EFL Saudi secondary school students' performances and attitudes. The study involved 20 participants in the experimental group and 23 participants in the control group. The experimental group participants learnt grammar through flipped classes that used videos whereas the control group participants were taught grammar in the traditional way. It was found out that the flipped classroom strategy enhanced the students' grammar competency effectively.

6.1.3 COMPARISON OF PRE-TEST AND POST-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP

The objective of the third research question was to examine whether there was any statistically significant difference between the post-test mean scores of the experimental group, which received Big Writing instruction through flipped English classes that involved using computers and internet, whereas the control group received Big Writing instruction through regular English classes that did not involve using technology.

The results of the statistical analysis of the current study proved that the participants of the experimental group had scored relatively higher than the participants of the control group in the overall mean scores. The study investigated the efficacy of teaching Big Writing approach designed for the tertiary level learners to develop the writing skills through regular English classes without using technology and flipped English classes that involved using computers and internet. The study could prove and establish that the experimental group participants of the flipped English classes had performed relatively better than the control group participants of the regular English classes in the assessment variables under study, vocabulary, concord and mechanics of writing except connectives. The difference between the post-test mean scores of both groups was 1.91 in vocabulary, 0.76 in connectives, 5.02 in concord and 0.36 in mechanics of writing. However, the t-test result found out that there was statistically significant differences in vocabulary ($t= 3.598$, $p=0.001$), concord ($t=8.116$, $p=0.003$) and mechanics ($t=3.619$, $p=0.001$).

Even though, for connectives the mean scores secured by the participants in the experimental group are higher than the participants in the control group, there was no statistically significant difference. It established the fact that Big Writing session through flipped English classes had made relatively better impact on vocabulary, concord and mechanics, than the Big Writing session through regular English classes. However, both groups secured almost same scores in connectives.

The findings of the current study was akin to the study on the impact of the web-based collocations instructions on ESL students' essay writing and speaking ability conducted by Negin Shahryari (2015) to compare the effects of traditional classroom method and web-based instruction. The study was designed to evaluate and explain the effect of web-based collocation instruction on two crucial tasks; essay writing and speaking ability. Statistical analysis of the study revealed that experimental group that received web-based collocation instruction had performed significantly better than control group that acquired vocabulary through traditional techniques.

The findings of the current study are also similar to the findings of Preet Haridar (2012) who had investigated on the effectiveness of using technology in developing the writing skills of the ESL learners at tertiary level. The results of the study could establish that the incorporation of technology could provide innovative and creative ways of nurturing student learning potential and enhancement of language skills. The results of the present study also supported the findings of Mireille (2014) and Ali Said Ahmed (2016) who examined the

effect of a flipped classroom on writing skill in English as a foreign language and students' attitude towards flipping. The outcome of these studies showed that the experimental group who were taught through flipped classes outperformed the control group participants in the post-test.

Similarly, the findings of the present study were in line with the findings of the study conducted by Sarah S. Al-Harbi and Alshumaimeri (2016), who did a study on the impact of the flipped grammar classroom on EFL Saudi secondary school students' performances and attitudes. The study involved two groups: experimental and control. The experimental group, which was taught grammar lessons through flipped classroom method, had 20 participants and the control group that underwent grammar lessons through traditional classroom method had 23 participants. The statistical analysis of the post-test results proved that adopting the flipped classroom method had seemed to play a role in enriching the students' grammar abilities, as the mean score of the experimental group was higher than that of the control group even though the difference was not statistically significant.

6.1.4 IMPACT OF BIG WRITING INSTRUCTION THROUGH FLIPPED CLASSES ON FEMALE AND MALE PARTICIPANTS

The objective of the fourth research question was to determine whether there was any statistically significant difference between the post-test mean scores of the female and male participants of the experimental group, which received Big

Writing instruction through flipped English classes that involved using computers and internet.

Studies had shown that gender differences affected students' academic interests and achievements. Macleod *et al.* (2002) had found out that gender differences played a pivotal role in certain academic subjects such as language, computer, science, and math to manipulate the learners' interests and outcomes in learning. As far as language learning was concerned, Second Language theorists believed that females performed better in second language learning than males (Ehrlich, 2001).

From the statistical analysis of the mean scores, it was found out that the female participants of the experimental group scored higher than the male participants. However, when the mean scores for each assessment variable was analysed for differences using the independent samples test, it was reported from the findings of the present study that female participants scored higher in vocabulary, connectives and concord than the male participants. In mechanics of writing, both the female and male participants scored almost equal. The t-test result proved that there was statistically significant differences in vocabulary ($t= 3.505$, $p=0.001$), connectives ($t=2.989$, $p=0.004$), concord ($t=2.006$, $p=0.049$) but not in mechanics ($t=1.262$, $p=0.211$). The computed 'p' value of the post-test vocabulary score was .00, in connectives 0.004, and in concord 0.049, which were less than 0.05 and thus, significant at 5 per cent level. On the other hand, the computed 'p' value of the post-test mechanics score was 0.211, which was greater than 0.05 and hence, the study had reported

that there was no significant difference in the average score of mechanics after the intervention in relation to gender. As a result, the findings of the study had proved that the female participants in the experimental group, which underwent flipped English classes, scored higher in vocabulary, connectives and subject-verb agreement than the male participants.

The findings of the current study directly linked to the findings of the previous study, which was carried out by Narayanan *et al.* (2007). It was reported that male students had less motivation to learn English language than female students. It was also found out that the female students demonstrated positive attitude towards learning English language and the male students had high anxiety than female students.

However, the findings of the current study was contrary to the findings of the study conducted by Lai and Kuo (2007), who found out that the male students demonstrated more positive learning attitude than the female students and moreover, the findings of the study had established that the male students expressed less learning anxiety toward the use of CALL programs for their English learning than the female students.

6.1.5 IMPACT OF BIG WRITING INSTRUCTION ON VERNACULAR MEDIUM PARTICIPANTS

The main rationale of the fifth research question was to examine whether the Big Writing instruction through regular and flipped English classes had made any improvement in the writing abilities of the participants who had done the

higher secondary level in vernacular medium schools. Hence, the study analysed to find out whether there was any statistically significant difference between the post-test mean scores of the vernacular medium participants of both the experimental and control groups.

It was found out from the results of the statistical analysis that both the group vernacular medium students had shown improvement in the post-test essay writing task. However, when the post-test scores of the experimental group vernacular medium participants were compared with the post-test scores of the control group vernacular medium participants, it was proved that there was statistically significant difference between the post-test scores of the two groups. The study thus had found out that the experimental group vernacular medium participants had scored relatively higher than the control group vernacular medium participants. The improvement could be due to the fact that the experimental students were taught Big Writing instruction through the flipped English classes.

There were no studies seemed to have conducted to investigate the efficacy of teaching English language skills on vernacular medium students through flipped English classes. However, there were studies that focused on the problems and difficulties faced by the tertiary level students who had undergone the higher secondary level at vernacular medium schools, which formed the basis for the fifth research objective. Manivannan (2005) had investigated on CALL for vernacular medium students of engineering colleges. It was reported from the investigation that the students from vernacular

medium schools faced academic challenges such as comprehending the syllabus for all the subjects in English in the freshman year and furthermore, the students' ability to interact with teachers and fellow students was crucially undermined. The findings of the study proved that CALL could facilitate learning English language in a feasible manner. Similarly, an investigation was conducted by Jayraj (2014), on the students of rural vernacular medium government schools and English medium private schools in developing the paragraph writing skills in English. It was reported that writing skill was the mode through which learners were trained and evaluated in Indian schools, colleges and universities. It was emphasised that writing skills should be acquired in schools and failing to which the learners will lack writing skill competency at the higher level of education.

6.1.6 IMPACT OF BIG WRITING INSTRUCTION ON FIRST GENERATION LEARNERS

The sixth research question aimed at examining the efficacy of Big Writing instruction through regular English classes and flipped English classes on the writing abilities of the participants who were the first generation learners. Hence, the study analysed whether there was any statistically significant difference between the post-test mean scores of the first generation learners and continuous generation learners of both the experimental and control group. It was found out that after the intervention the first generation learners in both the groups had shown improvement in the writing abilities. However, when the post-test scores of the first generation learners in both the groups were

compared, the analysis had reported that there was a statistically significant difference in the post-test mean scores of all the Big Writing elements: vocabulary, connectives, concord and mechanics in favour of the experimental group. When the mean scores of each component was analysed using independent T tests, it was found out that the t-value and p-value for vocabulary were 2.413 and 0.019 respectively and the p value is lesser than 0.05. Similarly, the t-test and p-value of the elements, connectives (2.046, 0.045), concord (7.379, 0.001) and mechanics (2.137, 0.037) established the fact that there was statistically significant difference between the experimental group and the control group. The difference in the post-test scores of vocabulary, connectives, concord and mechanics between the experimental and control groups might be due to the flipped classroom model used for teaching the experimental group.

Earlier studies did not seem to have investigated the impact of flipped English classes or Big Writing Instruction or any other similar method on the first generation learners. On the other hand, there were studies conducted on the problems and difficulties faced by the first generation learners in schools and colleges. Stebleton and Soria (2012) investigated on the barriers to academic success faced by the first generation learners in universities and had found out that one of the major challenges faced by the first generation learners was weak English language skills. It was reported that the first generation learners more frequently encounter hindrances that impede academic success. The study had

compared the data collected from the first generation and the continuous generation learners and had proved that there was statistically significant differences between the two groups on various factors including weak English skills ($d = -0.19$), which was a larger difference and which established the fact that the first generation students encounter greater challenges in academic growth and success than the continuous generation learners. Furthermore, Thayer (2000) had reported that the first generation learners would possibly enroll in a college with less academic grounding, and would have inadequate access to information about college experience either first-hand or from relatives. It was further emphasised that the first generation learners would get less support from families for attending college.

It was found out that the first-generation learners at tertiary level did not have English language support at home and they solely depended on the teaching instruction offered in colleges. The main rationale for the sixth research question was to determine how far the VCCM instruction through the regular classroom without using technology and the flipped classroom that involved using computers and internet, facilitated the development of the writing skills of the first-generation learners. The statistical analysis proved that the first-generation learners in both the experimental and control groups had scored better in the post-test than that of the pre-test. Nevertheless, when the post-test scores of the both the groups first-generation learners were compared, it was found out that the first-generation learners in the experimental group had performed considerably better than the first-generation learners in the control

group. This could be due to the flipped classroom method adopted for the experimental group that involved using computer and internet, which in turn had offered participants a wider exposure to English language and hence, it had yielded better result when compared to the regular classroom method.



Chapter – VII

Summary



7.0 SUMMARY

The present study “Teaching Big Writing Using Flipped and Regular English Classes: a Comparative Study” aimed to measure the efficacy of a writing instruction, Big Writing for tertiary level learners, the VCCM approach, in developing the writing skills of the tertiary level students, particularly the first year students of Arts and Science colleges.

Data was also collected through two types of questionnaires: feedback and self-assessment, which were administered to the teachers of English and the subjects of the study respectively. The study indicated that most of the teachers of English belonging to engineering and Arts and Science colleges are in the supposition that 50 per cent of the first year students enter into college with poor English language competency. The teachers firmly believed that speaking and writing were the deficient language skills for the first year students, which needed immediate attention. However, more priority was rendered to writing skills because of its role as the mode of assessment in academics. The teachers adopted traditional and contemporary teaching methods as per the needs of the learners to teach English. Nevertheless, there were factors such as heterogeneous classroom scenario, overcrowded classroom, time constraint to teach English at tertiary level and the attitude of the learners toward learning English challenge their professional skills. The study had revealed that 50 per cent of the teachers of English were aware of the flipped English classroom method and most of these teachers had flipped classes. Majority of the teachers agreed to the fact that using technology, particularly computers and internet

would facilitate the development of English language proficiency among the ESL learners.

Similarly, the study had found out that tertiary learners, particularly the first year students of Arts and Science colleges appreciated and benefited immensely the administration of English learning strategies such as VCCM approach to develop writing skills. The learners under study seemed to demonstrate positive attitude towards using computers and internet to teach English. The study had testified that the learners had shown positive attitude towards the writing components and the writing tasks in English after the intervention programme. Moreover, their stress and anxiety levels were rated low after the administration of the Big Writing intervention programme.

The present study was an experimental research and it involved two groups: experimental and control. The study followed the pre-test and post-test design and essay writing was chosen as the task for the pre- and post- tests. Before the intervention, the pre-test was conducted for both the groups. During the intervention programme, the experimental group was taught VCCM through regular classroom method that did not involve using technology whereas the experimental group was taught using the flipped English classroom method that involved using computers and internet. After the intervention programme, the two groups were administered a post-test. The pre-test and post-test were analysed using the SPSS software package. The results of the analysis proved that both the groups had improved in the writing abilities. However, when the results of both the groups were compared, it was observed that the

experimental group had scored better than that of the control group. There was statistically significant difference between the post-test mean scores of the experimental and control group and this could be due to the flipped English classroom method adopted for the experimental group participants. Therefore, the study had proved that the VCCM approach and the flipped classroom method were not only perceived positively by the students but also they were proved to be successful in developing the writing skills of the tertiary level learners.



Chapter – VIII

Future Directions



8.0 FUTURE DIRECTIONS

- The current study is an experimental study which is conducted on a medium size sample based on a single locality, which is restricted to Hindustan Institute of Technology and Science, Chennai. Hence, the same study can be carried out on a large sample size involving two or more institutions.
- The samples of the current study are the first year Arts and Science students and thus the study can be investigated in the future on polytechnic students. It can also be investigated on the engineering and technology students to develop technical writing skills.
- The study has not investigated its impact on the rural and urban background learners. Hence, the same study can be tested to compare its impact between rural and urban students as a large scale study.
- The study has not considered certain critical grammar parts such as tenses, articles and prepositions. Thus, a research can be taken up with a focus on strengthening the grammar aspects that are not focused in this study.
- Teachers of English belonging to polytechnic colleges, Arts and Science colleges and engineering colleges can design a syllabus using the study for a short term crash course on developing writing skills of the learners and the same can be investigated as an action research.
- The study can be designed as a remedial writing course for low achieving students at tertiary level.

- This study can also be designed as a part of the orientation programme to create awareness among the students regarding the significance of writing skills, importance of writing accurately with a focus on the various components of writing and also the assessment objectives of writing, in the beginning of a course.
- Flipped classroom model can be investigated on how far it facilitates the integration of LSRW skills in teaching English for tertiary level students.



Chapter – IX

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