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.