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.