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.

Sundary (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 learns 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 Gauhata 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.

Pleasant (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

Pleasant (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.