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Patent Search

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Inventor

| Name | Address | Country |
|---|--|---------|
| Dr.K.Geeta, Assistant Professor / Department of English, Anurag University. | Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088. | India |
| Dr.Nidhi Mishra, Assistant Professor / Department of H&S, CMR Technical Campus. | CMR Technical Campus, Kandlakoya, Hyderabad, Telangana-501401. | India |
| Katta Jan Reddy, Assistant Professor / Department of H&S, Keshav Memorial Engineering College. | Keshav Memorial Engineering College, Parvathapur, Peerzadiguda, Hyderabad, Telangana-500039. | India |
| Kishore Kumar Gopoji, Assistant Professor of English / Department of English, Anurag University | Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088. | India |
| A.Vishweshwara Sharma, Assistant Professor / Department of English, Tara Government College (Autonomous). | Tara Government College (Autonomous), Prashanth Nagar, Bypass Rd, Sangareddy, Telangana-502001. | India |
| Rufus Ruth Livingston Jakki, Assistant Professor / Department of English, Anurag University. | Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088. | India |
| P.B. Esther Rani, Assistant professor / Department of English, Institute of Aeronautical Engineering. | Institute of Aeronautical Engineering, Dundigal, Hyderabad, Telangana-500043. | India |
| Dr.R.Sucharan Reddy, Professor / Department of H&S, Sreyas Institute of Engineering and Technology | Sreyas Institute of Engineering and Technology, Bandlaguda, Nagole, Hyderabad, Telangana-500068. | India |

Applicant

| Name | Address | Country |
|---|--|---------|
| Dr.K.Geeta, Assistant Professor / Department of English, Anurag University. | Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088. | India |
| Dr.Nidhi Mishra, Assistant Professor / Department of H&S, CMR Technical Campus. | CMR Technical Campus, Kandlakoya, Hyderabad, Telangana-501401. | India |
| Katta Jan Reddy, Assistant Professor / Department of H&S, Keshav Memorial Engineering College. | Keshav Memorial Engineering College, Parvathapur, Peerzadiguda, Hyderabad, Telangana-500039. | India |
| Kishore Kumar Gopoji, Assistant Professor of English / Department of English, Anurag University | Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088. | India |
| A.Vishweshwara Sharma, Assistant Professor / Department of English, Tara Government College (Autonomous). | Tara Government College (Autonomous), Prashanth Nagar, Bypass Rd, Sangareddy, Telangana-502001. | India |
| Rufus Ruth Livingston Jakki, Assistant Professor / Department of English, Anurag University. | Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088. | India |
| P.B. Esther Rani, Assistant professor / Department of English, Institute of Aeronautical Engineering. | Institute of Aeronautical Engineering, Dundigal, Hyderabad, Telangana-500043. | India |
| Dr.R.Sucharan Reddy, Professor / Department of H&S, Sreyas Institute of Engineering and Technology | Sreyas Institute of Engineering and Technology, Bandlaguda, Nagole, Hyderabad, Telangana-500068. | India |

Abstract:

Abstract This study examined the influence of an inverted learning approach (ILA) on first-year college students' writing abilities, dispositions, and stress levels. Sixty students were split into two groups: one attended lectures and completed assignments in class, while the other watched lectures online and completed assignments at their own pace. A well-structured questionnaire was used to evaluate students' perspectives, stress levels, and writing performance to determine the model's efficacy. Cronbach's alpha was 0.818, the T-test, and the Chi-square test are only some of the rigorous statistical analyses used in this thorough review. It was found that ILA significantly affected students' perspectives, levels of stress, and writing abilities. Students in the ILA group had a more positive attitude towards the method, felt less stressed, and demonstrated higher writing proficiency. The ILA model's emphasis on hands-on activities like writing analyses, conversations, and group problem-solving helped students become more engaged in learning. It allowed them to brainstorm ideas before committing them to paper. In conclusion, the study's results demonstrated that the ILA classroom approach effectively improves students' English writing skills in the first year of college. Incorporating interesting practical tasks enhanced students' perspectives, stress levels, and writing performance while facilitating efficient language acquisition.

Complete Specification

Description: The Correlation Between Engineering Students' English Writing Proficiency and Their Attitudes towards the Inverted Learning Approach

Field and Background of the Invention

Especially in language teaching, the ILA Model classroom framework is gaining popularity. This approach prioritizes using instructional videos outside of class, followed by student participation in class. This research aims to determine whether first-year college students' writing performance, attitudes, and stress levels improve as a result of using the ILA approach. Teachers are inspired to try new approaches to classroom management by the difficulties their students face while learning English. The ILA classroom style is popular because it encourages student participation. Students can get a head start on hands-on classroom exercises by watching video lessons before class. The structure allows students to learn independently while encouraging classroom discussions and clarifications. The study took place in a complete writing course at Simhapuri University during the academic year 2021–2022, with the researcher as the classroom instructor. The students were offered the conventional classroom and the ILA classroom model for ten weeks. When compared to its ILA counterparts, traditional programmes place a greater emphasis on in-class lectures and exercises. Students' attitudes, levels of anxiety, and writing skills were evaluated with the help of a well-designed questionnaire. Expert researchers reviewed it extensively to ensure its precision and accuracy. In conclusion, the rise of the ILA model is fascinating for teachers, especially those who work in language education. This research guides the implementation so that its effects on first-year college students' writing outcomes, mindsets, and stress levels may be assessed. The method's adaptability shows promise for creating a more vibrant and engaging classroom setting.

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