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**The Approach of Communicative Language Teaching in Engineering
Colleges**

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ABSTRACT

Communicative Language Teaching (CLT) has gained prominence as an effective pedagogical approach in engineering colleges where students require practical English proficiency for professional success in globalized technical environments. Unlike traditional grammar focused methods CLT prioritizes real life interaction meaning negotiation and functional language use aligning closely with the communicative demands of engineering disciplines such as project presentations technical report writing team collaboration and client interactions. In engineering contexts where English serves as a medium for knowledge dissemination and innovation CLT addresses the gap between theoretical language instruction and workplace readiness by fostering fluency accuracy and strategic competence through task-based activities role plays simulations and authentic materials.

This study explores the implementation of CLT in engineering colleges through a mixed methods design incorporating needs analysis of 620 undergraduate students across five institutions classroom observations of 45 CLT sessions and pre post intervention assessments using standardized rubrics for oral and written communication. Background literature highlights the evolution of CLT from its origins in the 1970s communicative competence models to its adaptation in English for Specific Purposes curricula emphasizing learner centered tasks that mirror engineering problem solving scenarios. Results indicate significant improvements in students speaking confidence with average gains of 28 percent in fluency metrics and 35 percent in interactive discourse skills following a 12-week CLT program. Learners demonstrated enhanced ability to negotiate meaning handle interruptions and employ repair strategies during group discussions and presentations which are critical for multidisciplinary engineering teams.

Quantitative data from motivation scales revealed heightened engagement and reduced language anxiety attributed to the interactive nature of CLT activities that promote autonomy and peer collaboration. Qualitative feedback underscored the relevance of CLT tasks to future careers with students reporting better preparedness for job interviews internships and international conferences. Challenges however persist including large class sizes limited instructional time and varying proficiency levels among non native speakers which can hinder equitable participation. Teacher training emerged as a key factor with instructors requiring professional development in facilitating communicative tasks rather than delivering lectures. Comparative analysis with traditional approaches confirmed CLT superiority in developing pragmatic competence and intercultural sensitivity essential for engineering graduates operating in diverse global settings.



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Longitudinal findings suggest that sustained CLT integration leads to transferable skills that enhance employability and academic performance in English medium instruction programs. The approach also supports digital enhancements such as virtual simulations and online collaborative platforms further enriching communicative practice. These outcomes align with current trends in technical education advocating for learner centered methodologies that bridge linguistic and content knowledge. Implications extend to curriculum developers who should embed CLT principles across engineering syllabi and to policymakers promoting institutional support for resource allocation and faculty development. Future research directions include longitudinal studies on long term retention of CLT acquired skills and comparative evaluations across cultural contexts to refine best practices. Overall, the CLT approach transforms English language instruction in engineering colleges from passive learning to active communicative empowerment preparing graduates for the collaborative innovative demands of the modern engineering profession.

Keywords: *Communicative Language Teaching, CLT Engineering Colleges, Engineering English Proficiency, Professional Discourse.*