

M.KUMARASAMY COLLEGE OF ENGINEERING

(An Autonomous Institution)

Thalavapalayam-639113, Karur



M.KUMARASAMY
COLLEGE OF ENGINEERING

NAAC Accredited Autonomous Institution

Approved by AICTE & Affiliated to Anna University
ISO 9001:2015 & ISO 14001:2015 Certified Institution

Thalavapalayam, Karur - 639 113.

COMMUNICATIVE LANGUAGE TEACHING POLICY

(Version -1.0)

Policy No: MKCE/CLT/2023/01

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Vision

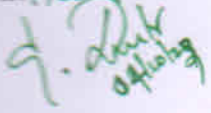


To emerge as a leader among the top institutions in the field of Technical Education.

Mission

Produce smart technocrats with empirical knowledge who can surmount the global challenges.

Create a diverse, fully-engaged, learner-centric campus environment to provide quality education to the students.

Maintain mutually beneficial partnerships with our alumni, industry and professional associations

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PRINCIPAL

**M. Kumarasamy College of Engineering,
THALAVAPALAYAM,
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1. Introduction:

In the context of global communication and employability, proficiency in the English language has become an essential skill for engineering graduates. Traditional grammar-based methods often limit students' ability to use the language effectively in real-life contexts. To bridge this gap, the institution adopts Communicative Language Teaching (CLT) as a learner-centered approach that emphasizes interaction, collaboration, and meaningful communication. This pedagogical shift focuses on developing students' ability to use English confidently and appropriately in academic, professional, and social settings.

In pursuit of excellence in education and in alignment with the vision of **M. Kumarasamy College of Engineering** — *to develop globally competent professionals with strong ethical values and social responsibility* — this policy adopts **Communicative Language Teaching (CLT)** as the core methodology for English language instruction. Recognizing that effective communication is vital for academic achievement, career success, and global engagement, the CLT approach emphasizes active participation, learner autonomy, and real-life communication over rote grammar learning. This initiative supports the institution's mission to provide holistic education, foster innovation, and equip students with the skills required to thrive in dynamic professional environments.

2. Preamble:

The **Communicative Language Teaching (CLT) Policy** is designed in consonance with the National Education Policy (NEP) 2020 and the institution's commitment to nurturing competent, confident, and socially responsible engineers. This policy underscores the integration of communication-focused pedagogy across English language courses to promote fluency, accuracy, and interpersonal competence. Through CLT, MKCE seeks to create a learning environment that encourages collaboration, critical thinking, and creativity—thereby enabling students to express ideas effectively in academic, professional, and social contexts. By embedding this communicative approach, the college strives to produce graduates who can engage meaningfully in multicultural and multidisciplinary settings, reflecting the institution's vision of global excellence and transformative education.

3. About Policy:

This policy aims to implement Communicative Language Teaching (CLT) as the primary pedagogy for English language instruction in the institution. The objective is to enhance students' communicative competence for academic, professional, and social success aligning with the National Education Policy (NEP 2020).

4. Objectives:

- ✓ To strengthen students' abilities in **listening, speaking, reading, and writing (LSRW)** through meaningful communication.
- ✓ To integrate **real-world communication tasks** relevant to engineering contexts (technical presentations, interviews, group discussions, workplace situations).
- ✓ To promote **student-centered, interactive learning** that builds confidence and fluency in communication.
- ✓ To develop the **employability skills** including teamwork, problem-solving, and digital communication.

5. Implementation Guidelines:

5.1 Teaching Methodology

To ensure a dynamic and learner-centered language learning environment, the following instructional strategies shall be implemented:

1. Communicative Activities:

- Incorporate *role-plays, debates, presentations, group discussions, simulations, interviews, and storytelling* sessions to enhance real-life communication skills.
- Encourage *peer collaboration and cooperative learning* to foster confidence and teamwork.

2. Task-Based Learning:

- Design classroom activities that reflect *real-world, industry-oriented contexts* such as project presentations, technical paper discussions, workplace communication, and problem-solving scenarios.

- Integrate *experiential learning tasks* that promote critical thinking, creativity, and practical language application.
- 3. Integration of Technology:**
- Utilize *language laboratories* for listening, pronunciation, and speaking practice.
 - Leverage *multimedia resources, virtual classrooms, and learning management systems (LMS)* for interactive sessions and self-paced learning.
 - Encourage participation in *online discussion forums, e-learning modules, and digital storytelling tools* to enhance engagement and digital literacy.
- 4. Interdisciplinary and Contextual Learning:**
- Link English language learning activities to students' core engineering subjects to make learning relevant and contextual.
 - Promote *English Across the Curriculum (EAC)* initiatives in line with NEP 2020.

5.2 Instructor Responsibilities

Faculty members play a facilitative role in the CLT framework by guiding students to use language meaningfully and effectively.

- 1. Facilitation Role:**
- Act as *facilitators and mentors* rather than traditional lecturers.
 - Encourage open communication, interaction, and peer feedback during learning sessions.
- 2. Lesson Planning and Delivery:**
- Develop *communicative lesson plans* with clear learning outcomes focusing on *fluency, appropriacy, and interactional competence*.
 - Incorporate *authentic materials* (articles, podcasts, videos, job interviews, technical talks) to simulate real communication contexts.
- 3. Assessment and Feedback:**
- Design *rubrics* that assess speaking, listening, reading, and writing in terms of *communicative effectiveness* rather than only grammatical accuracy.
 - Provide *constructive, formative feedback* focusing on pronunciation, coherence, vocabulary use, and interaction quality.

- Maintain records of student progress through *continuous and competency-based assessments*.

4. **Professional Development:**

- Engage in *faculty development programs (FDPs)* and *language pedagogy training* to stay updated on current CLT methodologies and digital tools.
- Collaborate with other departments and industry experts to integrate communication tasks aligned with employability skills.

5.3 Learner Responsibilities

Students are expected to take an active, responsible role in their language learning process.

1. **Active Participation:**

- Engage actively in *pair and group work, discussions, and presentations* to develop confidence and fluency.
- Participate in *communicative activities* both inside and outside the classroom such as English clubs, seminars, and language competitions.

2. **Self-Directed Learning:**

- Utilize institutional resources such as *language labs, online tools, and multimedia materials* for continuous improvement.
- Maintain a *learner portfolio* documenting self-assessment reflections, assignments, and feedback to monitor individual progress.

3. **Collaborative and Reflective Practice:**

- Provide *peer feedback* constructively during communicative tasks.
- Reflect on performance regularly and set personal learning goals for language proficiency enhancement.

4. **Professional Application:**

- Apply acquired communication skills in *academic presentations, group projects, internships, and placement interactions*.
- Demonstrate ethical, respectful, and culturally appropriate communication aligned with MKCE's core values.

6. Curriculum Integration:

The curriculum shall embed Communicative Language Teaching principles across all English language learning components throughout the engineering program. The CLT framework may include:

- ✓ **Foundation English** – Basics of communication, classroom interactions, LSRW enhancement.
- ✓ **Professional Communication** – Technical communication, verbal fluency for workplace settings.
- ✓ **Employability Skills / Soft Skills Training** – Interview, GD, presentation, workplace etiquette.
- ✓ **Communication for Engineering Practice** – Reports, proposals, email writing, client communication, project defense.

7. Faculty Development:

- ✓ Mandatory training on CLT methodologies and modern language pedagogy.
- ✓ Workshops on digital language tools, assessment strategies, and activity design.

8. Monitoring & Review

- ✓ Weekly classroom observations.
- ✓ Student feedback surveys.
- ✓ Annual review by IQAC to ensure quality enhancement.

9. Expected Outcomes

- ✓ Improved communication performance in placements and internships.
- ✓ Enhanced confidence in English usage in Team Collaboration, Technical Presentations, Interviews and Group Discussions.
- ✓ Increased student engagement and reduced fear of making errors.