

FOSTERING ACADEMIC EXCELLENCE AND PERSONAL TRANSFORMATION THROUGH COLLEGE-LEVEL LANGUAGE INSTRUCTION: A MIXED-METHODS RESEARCH FRAMEWORK

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ABSTRACT

Language education in higher education has evolved beyond the traditional goal of developing linguistic competence. Contemporary language instruction increasingly seeks to cultivate critical thinking, emotional intelligence, intercultural awareness, self-reflection, and lifelong learning skills among students. This study proposes a mixed-methods research framework to examine the role of college-level language instruction in fostering both academic excellence and personal transformation. The research integrates quantitative measures of academic performance with qualitative investigations into students' personal growth experiences. Through surveys, achievement tests, interviews, classroom observations, and reflective journals, the study aims to explore how transformative language pedagogy contributes to holistic student development. The proposed framework provides educators, researchers, and policymakers with a comprehensive methodology for evaluating the academic and personal outcomes of language education in higher education institutions.

KEYWORDS: *Language Instruction, Academic Excellence, Personal Transformation, Higher Education, Transformative Learning, Mixed-Methods Research.*

Article History

Received: 07 Aug 2025 | Revised: 10 Aug 2025 | Accepted: 16 Aug 2025
