

TRANSFORMATIVE LANGUAGE PEDAGOGY IN HIGHER EDUCATION: A RESEARCH METHODOLOGY FOR ENHANCING ACADEMIC ACHIEVEMENT AND PERSONAL GROWTH AMONG COLLEGE STUDENTS

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ABSTRACT

Language education in higher education has traditionally focused on linguistic competence, communication skills, and academic performance. However, contemporary educational paradigms emphasize holistic student development, integrating academic excellence with personal growth, critical thinking, emotional intelligence, and social responsibility. Transformative Language Pedagogy (TLP) represents an innovative instructional approach that utilizes language learning as a catalyst for cognitive, emotional, and social transformation among learners. This study proposes a comprehensive research methodology to investigate the impact of Transformative Language Pedagogy on academic achievement and personal development among college students. The proposed framework combines learner-centered approaches, reflective practices, collaborative learning, experiential activities, and technology-enhanced instruction. A mixed-method research design is suggested to evaluate the effectiveness of TLP in fostering academic success, self-awareness, communication competence, and lifelong learning skills. The study further presents a SWOT analysis of the approach and discusses potential implications for higher education institutions. Findings are expected to demonstrate that transformative language instruction contributes significantly to both academic performance and personal transformation, thereby supporting the development of well-rounded graduates prepared for the challenges of the twenty-first century.

KEYWORDS: Transformative Learning, Language Pedagogy, Higher Education, Academic Achievement, Personal Growth, Student Development, Reflective Learning

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