COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ENGINEERING COLLEGES: AN ANALYTICAL STUDY

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ABSTRACT

The globalised modern world has multiplied the importance of interpersonal connection in countless ways. Since the ability to communicate effectively has become a prerequisite for success in the professional and technical worlds, communicative language instruction (CLT) has gained considerable prominence. Today, CLT is widely used and adopted in universities, colleges, and vocational schools all around the country. Even though its implementation would seem to be relatively easy, an examination of the relevant literature reveals that significant setbacks have occurred due to a wide variety of problems. Teachers of English as a second language often find that helping their students with even the most fundamental aspects of the language takes up a significant amount of their time and effort. The process of learning a new language seems to be stuck in a rut despite the fact that both students and instructors put in a lot of work. A lot of holes and hiccups exist in the country's actual implementation of CLT. Taking into account the current state of English classes in Punjab's engineering schools, it was decided that a need analysis of engineering students and teachers was in order. Teaching and learning English as a second language presents many difficulties for both students and instructors. Being non-native speakers, they both face challenges when it comes to communicating in English. While specific difficulties may differ from learner to learner, the overall challenge of teaching and learning a new language effectively remains the same. Moreover, the scenario of learning a foreign language is fraught with various specific issues.

Keywords: *Communicative Language Teaching (CLT), Technical Education, English Teaching and Learning Styles.*

1. INTRODUCTION

The purpose of this research is to evaluate the growing relevance of English language education in the modern day. The goal of the study is to identify and uncover the actual difficulties encountered by engineering students when studying English. These problems impede educators from employing effective strategies for helping their pupils develop exceptional communication skills in English. These requirements for Communicative Language Teaching (CLT) in engineering education in Andhra Pradesh (India) are highlighted in the context of the current assessment. English as a foreign language (EFL) instruction and study will also be examined for their underlying difficulties.

Modern day educational systems around the world place a strong emphasis on language instruction and study. In order to accommodate a wide range of learners, languages, regions, and financial situations, numerous educational hypotheses and systems have been developed over time. By the way, one of the most important and relevant teaching and learning hypotheses in the modern field of language instruction is the Communicative Language Teaching (CLT) approach. Since the late 1970s until the mid-1980s, the CLT method has been praised for its efficacy as an educational strategy. Despite the fact that many teachers in the field of teaching foreign languages try to use the CLT approach to manage their classroom situations as much as possible, many teachers genuinely don't see how to monitor and implement the methodology appropriately for their pupils.

Although some academics have argued how teachers can design lesson plans and schedules that can consolidate the CLT approach, it is clear that the CLT approach can interface with a wide range of classroom activities and tools such as discussion groups, problem-based learning, and even role-playing. The CLT strategy, for instance, is a way of thinking about games that use talk and make-believe. But can the CLT approach stand on its own as a school of thought or pedagogical tool? This paper provides a brief debate about the CLT approach, the benefits of the methodology, the disservices of the methodology, and the application in the contemporary language study hall climate. Because of the importance of being able to communicate effectively in English, there is a growing need for the most effective method of teaching English as a foreign language.

Specialists and teachers of languages face the challenge of bridging the gap between their theoretical understanding of methods and approaches to language instruction and their actual classroom practise. Analysts and language teachers concentrate on instructors' choices of language teaching methodologies and their study hall practises. Various classroom environments have an effect on which methods of language instruction are chosen. In such manner revealed that there is no optimum technique for anybody, the setting affects and chooses the suitable strategy.

From the viewpoint of, a method is neither fortunate nor bad from an objective standpoint, but it does have the potential to affect the emotional understanding of teachers. This way, teachers chose their own methods of instruction without regard to the advice of proponents of any one method, and students may witness how classroom strategies play out in practise at home. Many experts agree that in order to improve teachers' awareness with pedagogical options in language teaching, it is crucial to incorporate educators' hypothetical material into homeroom rehearses.

Admits that current knowledge is insufficient to ensure teachers are implementing effective homeroom procedures, but insists that teachers also possess the practical skills necessary to effectively direct students in the classroom and during study hall. He also demonstrated that understanding English is only the beginning of the required knowledge for an English teacher. Because of the unique challenges that come with instructing English as a foreign language, teachers need to improve their skills through theoretical understanding of teaching strategies and a keen awareness of their individual context.

Experts discuss which teaching method should be used in language classroom drills, how the implementation of such methodologies and strategies affects language instruction, and what challenges may arise as a result of the implementation of such methodologies and strategies. Researchers are unsure if these techniques can be used to teach a new language or a previously unknown language. More data is needed to fully understand language teaching practises in such contexts, as this problem highlights the perplexity of implementing a new methodology without careful consideration of individual circumstances.

Studies of English language teachers' study hall practises, from both the students' and teachers' points of view, can provide

researchers with more compelling confirmations of the idea of teaching English language teachers' homeroom works on with respect to the teachers' hypothetical agreement and execution of various methodologies. These sorts of investigations can reveal not only the variables that can affect study hall practises but also how the participants' hypothetical agreements and knowledge might represent those practises.

Specialists and teachers can use data gleaned from anecdotal reports of study hall practises regarding the standards and attributes of Communicative Language Teaching in English language homerooms to compare and contrast what they claim to know and what they actually do in the classroom.

Despite its seeming incomprehensibility, the English language remains a vital lifeline for many nations. Most people really want to be able to communicate effectively in English with others. There has never been a greater need for people to be able to communicate in the objective language than there is right now. A big number of people nowadays want to enhance their order of English or guarantee that their children get a reasonable order of English, and this has sparked a massive interest in English education worldwide to

keep up with the ever-increasing demand for good relational abilities in English.

A massive interest in high-quality language instruction and pedagogical tools has been stoked by the worldwide craze for the English language. Some methods, such as Audio-lingual, Grammar Translation, Suggestopedia, and Total Physical Response, have been around for as long as there have been teachers of foreign languages. All of these methods have been extensively analysed and evaluated by experts in the field. There are both weak and strong hypotheses at the core of each of these arguments.

In the end, theories like behaviourism, structuralism, constructivism, and universal grammar form the basis for the development of tactics. Neither does CLT (Larson & Freeman, 1986; Ellis, 1994) stand out as an exception. The Communicative Language Teaching (CLT) method, developed in Britain, is now widely used in classrooms teaching English to speakers of other languages. Several etymologists and language teachers, like Barnaby and Sun (1989) and Ellis (1996), view CLT as a groundbreaking hypothetical model in ELT. In this brief analysis, I'll do my best to sketch out the theoretical underpinnings and salient features of the Communicative

Language Teaching (CLT) methodology. The benefits and drawbacks of using CLT will also be elucidated.

As the need for fluent English communication grows, so does the responsibility of language teachers of the language. In the context of teaching English to non-native speakers, the implementation of Communicative Language Teaching (CLT) has met with challenges and resistance. Language learning strategies have been shown to positively correlate with communicative competence. Examining the use of a CLT approach in teaching English at the higher auxiliary level in Pakistani schools and universities, where the Grammar Translation Method (GTM) has been used for a long time, was the rationale for the study.

2. BACKGROUND ON CLT

Communicative language teaching (CLT), also known as the communicative methodology, is a strategy for approaching language instruction that places an emphasis on collaboration as both a methodology and an end goal. Cooperation between students and the teacher, the exploration of "real messages" (those written in the objective language for purposes other than language learning), and students' use of the language both in and out of class are all ways in which students in CLT settings learn and practise the objective language.

In the long run, it became clear to the advocates of communicative language teaching, who have been at the forefront of the field since the late 1960s, that having students master syntactic structures first doesn't prepare them well to use the language they are learning successfully when speaking to others.

Thus, British etymologists tackled the issue of situational language teaching and its reliance on educated guesswork. Some etymologists were tasked with creating a standard curriculum for teaching languages other than English on behalf of the Council of Europe. One of them was D. A. Wilkins, whose contributions have had a significant impact on the state of the art in language textbooks. He evaluated the present schedule types (linguistic and situational) and the communicative implications that a language student needs to comprehend.

Wilkins suggested a hypothetical schedule as an alternative to the current one. This programme was not planned with language structures in mind, but rather with the connotations the pupils needed to convey in mind. Since the mid-1970s, what had once been a British innovation has spread over the world. At the moment, it is

considered an approach that has two main goals.

To "make communicative capability the objective of language teaching" (Richards and Rodgers) and "to create systems for the teaching of the four language abilities that recognise the reliance of language and communication". A. P. R. Howatt is yet another major figure in the field of communicative language instruction. He distinguishes between what he calls a "solid" and "frail" implementation of communicative language education.

Teaching a second language through the medium of communication is known as Communicative Language Teaching (CLT). In this approach, 'cooperation' serves as both the means and the end of language study. The communicative approach to second language instruction is also commonly referred to as the communicative methodology. It is believed that the first CLT panels were built in Britain in the 1960s.

Hymens's concept of communicative competence prompted important changes in the organisation of lesson plans for ESL classes and the methods used to teach the language to its students. The 1970s saw the introduction of the concept of "communicative capability," which has since been applied to the field of English

as a second language instruction. 'Capability' and 'execution' are essential concepts in modern phonetics thanks to Chomsky. According to Chomsky, "execution" is more concerned with the analysis and production of discourse, while "ability" refers to the phonological framework.

Many authors define Communicative Language Teaching (CLT) as a methodology for instructing students in the art of language acquisition. CLT is "an approach to foreign or second language teaching which emphasises that the goal of language learning is communicative competence" (1992:65), as defined by Richards, et al. in the Dictionary of Language instruction and Applied Linguistics. "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view," says an author who acknowledges that CLT has been defined and characterised differently by other authors in the field.

CLT proponents typically argue that students will acquire greater communicative competence in the target language if they are given authentic opportunities to use the language outside

of the classroom. The communicative method emphasises catering to the specific requirements of each student. By making the language useful outside of the classroom, students are more motivated to learn and progress more quickly.

2.1 The Theory Behind CLT

The central tenet of CLT is the idea that linguistic competence is a product of actual use. However, there are four facets to how we utilise language that might be categorised as skills. Strengthening these skills is the best strategy for students to build their communicative abilities. In the diagram, the learner's discourse, grammatical, sociolinguistic and strategic competencies overlap in places high in communicative competence.

- How successfully a student can mix and match grammatical forms and meanings to create novel ways of speaking and writing is a measure of their "discourse competence" in the target language. How well does the student use English's constituent parts to communicate orally or in writing? This skill is commonly referred to as the student's fluency by educators.
- Ability to use the language correctly; the extent to which one

has internalised the language's features and rules; this is what we mean when we talk about a person's grammatical competence. This pertains to the use of words, pronunciation, and grammar. How well does the student grasp English grammar? This is what is referred to as "accuracy in language use" in the classroom. Traditional indicators of successful language learning include fluency and accuracy. The other two skills are more subtle.

- The capacity to use language appropriately in different social contexts, such as an interview, is known as sociolinguistic competence. Considerations of social standing, conversational context, and participant expectations all play a role in determining the level of socio-linguistic ability required for successful engagement. How well does the person fit in with the target culture when speaking English? Appropriateness of language use is the focus of this competency.
- When a learner's vocabulary isn't sufficient for the task at hand, they need to be able to fall back on other

communication and learning tactics to get their point across. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can they (the student) figure out how to make up for their deficiencies? The student has effective communication if this is the case.

- It's true that some people have something against CLT. Michael Swann, an early critic of the technique, eloquently dismissed it in two academic pieces. It appears that his criticism is directed against the more fundamentalist, even evangelical, early CLT writings. Many early advocates apparently failed to recognise the efficacy of language instruction methods other than CLT.

3. ELEMENTS OF CLT

- **Ability-Specific Communication**

Whether CLT is best understood as a methodology or a philosophy is a more theoretical topic, and in this context I am tasked with juggling its more practical perspectives. It is precisely these parts that have been used to cast doubt on CLT's long-term importance, along with the term itself. Some may argue that this method can't be used effectively with low levels because there is no genuine communication due to a constrained vocabulary and limited scope of capabilities, which the name initially suggests.

A student's early expressions are likely to be rather standard. Consider, as an aside, how conventional our own English articulations are and how often we fall back on a stock phrase; just because something is communicated without irony or change in pitch does not make it novel. The student's ability to communicate clearly and effectively, as well as the length and complexity of their exchanges, will increase as their language skills develop.

There are implications that articulated trades should be genuine and important due to the emphasis on communication; sceptics claim that CLT is a contradictory statement due to the fictitious notion of study hall based (for instance, teacher-made) collaborations.

- **Consistency In Accuracy and Flow**

It may also be asserted that the degree of a part of the structures or capacities may never be utilised, in actuality. Example: "a solid, orange, Norwegian, canvas tent." This is a descriptor request, an assignment I have given my students in which they must offer an expression with a sequence of modifiers. This is really strange, as most of the time we just combine a few words of description. The alternative strategy involves "headings," in which pupils are instructed to follow a map and map out precise directions that evoke maze-like complexity. The truth is that many of us are just linked to a three-stage system of bearings. We are, in fact, exposing pupils to plans that they can put into action using these exercises.

One of the concerns rarely considered in a discussion of CLT is the trade-off between precision and familiarity. For example, if a teacher wants to manage students getting things right, accept an open door for rectification, or measure the success of their teaching, they can choose to focus on either end of this band, depending on the type of exercise or the phase of a specific exercise.

- **Enhancing Instruction**

This helps us consider our target audience and the goals of our instruction. How serious are our students in learning English? Is it more important that they be able to work together in English, or that they have a working knowledge of lexical items and semantic principles to go through a test? CLT is still relevant for individuals who are biased towards maintaining the polarity between learning and obtaining and who argue that our key centre is students. Examining CLT's original intent is a great idea. Richards and Rodgers in Guangwei Hu suggest that CLT is primarily concerned with improving education.

Mark Lowe suggests we take our cues from Halliday and do away with the caveat between education and purchasing, instead just referring to language supremacy. The kids, if that is their goal, will have every opportunity to improve their test scores if they master the language. Those who do learn English for reasons beyond the classroom will be better equipped to use it in real-world settings.

- **An Inspiring Idea**

How to motivate pupils was a topic of discussion that came up again during all of my teacher preparation groups. This suggests that focusing solely on passing the exam was not always adequate. Motivation is synonymous with luring in pupils, and inspiration also includes bolstering students' self-assurance.

Students are more likely to participate in class discussions when they feel safe and supported by their peers.

Allowing students to examine their work with a partner before submitting it to the whole class is one way to build this up. One alternative is to give pupils the chance to voice their opinions on a topic in smaller groups before raising their hands in front of the whole class. According to Evelyn Doman, "the requirement for continuous arrangement during connection expands the students' obvious participation..." It is this association we need to tackle and develop on.

3.1 Communicative Language Teaching Causes

In England, an ESL environment, Communicative Language Teaching (CLT) began. Second language teaching theories and hypothetical presumptions changed in the mid-1960s. CLT emerged during this reassessment. Galloway believes that instructors and etymologists were dissatisfied with Audio-lingual and Grammar Translation methods for foreign language instruction, therefore they developed the communicative approach.

The developments of situational language teaching, which dominated British language teaching practise until the late 1960s, are, according to Richards and Rodgers, where communicative language teaching first emerged. Then, Sauvignon insists that advancements in both Europe and the United States, for example, can be traced back to the rise of CLT. Language teachers and semanticists like Candling and Widows realised that it was more important to emphasise communicative competence in the classroom than rote memorization of grammatical rules. They felt that the pupils weren't getting a well-rounded education in the language using those methods (i.e., Situational Language Teaching, Audio-lingual, or Grammar Translation). The students had no idea how to transmit in the idiom that the language envisioned.

3.2 Important Aspects of Communicative Language Teaching

The communicative approach to language instruction is often a more modernised practise in the field of teaching foreign and second languages. A "half breed way to deal with language teaching, basically 'reformist' instead of 'conventional'," is what communicative language teaching is. From a multidisciplinary perspective that encompasses, at minimum, semantics, brain science, theory, humanism, and educational inquiry, CLT can be understood to originate. It is well known

that proponents of CLT view it as an approach rather than a tactic. In the words of Brown, "Communicative Language Teaching is a bound together however comprehensively – based hypothetical situation about the idea of language and language learning and teaching".

Teachers in the area, including Littlewood, Finocchiaro and Brumfit, Brumfit, Widdowson, Johnson and Morrow, Richards and Rodgers, Larsen-Freeman, Celce-Murcia, and Johnson, have identified some important aspects of CLT despite the fact that there are many interpretations and approaches to its interpretation and application. (a) It is believed that students need information on the semantic structure, which means and capacities. Nevertheless, CLT assigns primary importance to the language's ability to be used and secondary importance to its composition. (Johnson; Larsen-Freeman).

3.3 Objectives in Language Instruction

The goal of teaching a language in a communicative manner is to improve students' ability to interact with others. Language knowledge that contributes to communicative competence includes the following areas: Ability to use language in a wide variety of contexts and roles, including the ability to create and comprehend a wide range of written materials, and the flexibility to adapt our language use to suit the needs of the group and its members.

The ability to keep talking despite language barriers is a crucial life skill. Language instruction can be described as teaching folks a foreign language with the purpose that they can understand and communicate in the language. The goals of English as a Second Language (ESL) instruction are vast and highly individualised. This is due to the fact that the best explanations for why someone might wish to learn a second language come straight from the individuals themselves. Even though most people's motivations are likely unique to them, there are likely some that apply to everyone.

Some of these include the fact that English may be one of the global languages spoken in a huge variety of countries. In general, people say they are learning English for a wide variety of reasons, such as furthering their careers, expanding their horizons through travel (especially to English-speaking countries), better understanding the culture of those who speak it, or even

the possibility of permanently relocating to a country where the language is spoken.

3.4 Ambitions, Both Internal and External

The use of the academic language in contexts other than the classroom is at the forefront of the outer goals. This could include using the language on the street or while riding the rails. It's also visible when an individual travels to a foreign country for business or pleasure, or when an individual is living as an exile in their home country. Language is used in these contexts because it fits the external category. On the inward classification, the objectives are connected with the person's psychological turn of events. It's possible that after acquiring the next language, people may begin to think differently, approach language from a new perspective, and become better citizens as a result.

This is on account of the fact that learning a second language can have a profound effect on a person's mental faculties; while learning one language might prime the mind, learning a third can broaden one's awareness. The technique of teaching a language is often dictated by factors external to the classroom. One of the most compelling arguments for learning a new language is the opportunity it provides to better oneself. From this perspective, learning a foreign language can have a positive effect on a person's development because it opens up opportunities for social interaction and professional advancement in the country where that language is spoken.

3.5 Language Theory

The communicative methodology in language teaching originates from a hypothesis of language as communication. In other words, as Hymes (1972) put it, the goal of language instruction is to develop students' "communicative ability." This concept was coined by Hymes to distinguish a communicative linguistic approach from Chomsky's fitness hypothesis. Chomsky argued that the phonetic hypothesis is primarily concerned with a hypothetical speaker and listener in a completely homogeneous discourse network, where the speaker has perfect command of the language and the listener is unaffected by factors such as memory restriction, interruptions, shifts in focus, and trademark errors.

According to Chomsky, the main purpose of phonetic hypothesis is to describe the theoretical abilities speakers have that allow them to construct grammatically correct sentences in a language. A phonetic hypothesis, Hymens argued, should have

been seen as part of a larger hypothesis connecting communication and culture, and that such an approach to the semantic hypothesis was fruitless. Hymen postulated that speakers need a certain set of knowledge in order to be effective communicators in a discourse community. According to Hymen, someone who learns to communicate effectively gains not only linguistic knowledge but also the ability to effectively use that knowledge.

1. Regardless of official feasibility and amount;
2. Whether (and how much) something is feasible in terms of execution methods;
3. Regardless of whether (and how much) something is suitable (adequate, happy, fruitful) for a use and evaluation setting;
4. Whether (and how much) something is done, genuinely done, and what it involves.

3.6 Theory of Learning

Learning hypothesis has received less attention in Communicative Language Teaching than communicative language components. Brimful and Johnson and Littlewoods do not discuss learning hypothesis. In any case, several CLT practises contain hidden learning hypothesis components. The

communication norm is that authentic conversation improves learning. Using language for important tasks improves learning.

A third factor is the seriousness standard: Language that resonates with students enhances the learning process. Thus, learning exercises are chosen based on how successfully they engage students in meaningful and accurate language use. CLT practises should yield these benchmarks. They focus on variables that facilitate second language learning, not language cycles.

Later Communicative Language Teaching recordings have attempted to show communicative language learning metrics that are feasible. Savignon explores second language acquisition research, examining the role of semantic, social, psychological, and individual elements in language security. Researchers like Stephen Krashen, who isn't directly related to Communicative Language Teaching, have developed CLT-viable ideas.

4. EFFECTS ON SOCIETY

Historically, educating linguists was considered a mental challenge that centred mostly on the act of remembering. Later on, it became fashionable to call oneself a socio-intellectual, a label which implies

that language instruction might take place within the context of an ongoing social dialogue. Communicative language teaching (CLT) is currently the most widely used approach to instructing foreign languages.

Though communicative language teaching (CLT) can be traced back to the 1960s and the theories of Noam Chomsky, who focused on capability and execution in language learning, the theoretical groundwork for CLT was laid in the 1970s by etymologists Michael Halliday, who focused on how language capacities are communicated through grammar, and Dell Hymes, who presented the possibility of a more extensive communicative ability as opposed to Chomsky's smaller semantic skill.

CLT rose in the 1970s and 1980s, but only partially because of the rising demand for language instruction and because of the lack of success with traditional methods. The advent of the European Common Market, a financial prototype for the European Union, promoted migration within Europe and an increase in the number of people who anticipated needing to learn a foreign language for employment or personal reasons.

Concurrently, as a result of a worldwide trend towards expanding and modernising

educational offerings, more children were given access to language instruction in the classroom, and learning a second language was no longer reserved for the elite. The introduction of extensive schools in Britain, which made foreign language study available to all children rather than just a select few in elite grammar schools, greatly increased interest in the study of languages.

4.1 Effects of The Classroom

New scholarly ideas bolstered the development of communicative language instruction. Situational language teaching was the primary method of language instruction prior to the advent of communicative language teaching. This method was significantly less reliant on open dialogue and more clinical in nature. Applied etymologists in Britain have begun to raise doubts about the efficacy of language learning in real-world contexts.

Chomsky's shards of insight into language theory made this just partially possible. Chomsky had suggested that the prevalent theories of language at the time couldn't account for the variety seen in actual conversation. Moreover, applied etymologists like Christopher Candling and Henry Widows recognised the limitations of the conventional model of language instruction used in classrooms.

They recognised the importance of teaching students to develop communicative competence and practical expertise in spite of established linguistic norms.

In his analysis of language proficiency, Bachman divides it into two broad categories: "authoritative capability," which includes both linguistic and verbal (or literary) ability, and "down to earth fitness," which includes both sociolinguistic and "illocutionary" ability. The ability of the questioners to employ communication strategies is a crucial skill.

5. THE COMMUNICATIVE APPROACH TO LEARNING A NEW LANGUAGE

The "communicative way to deal with the teaching of foreign languages" (also known as Communicative Language Teaching (CLT) or the "communicative methodology") places an emphasis on learning a language through real-world interaction. Having a compelling reason to learn a new language makes the process much more manageable and enjoyable. Communicative language teaching (CLT) is an approach to second and foreign language instruction that views association as both a means and an end in itself when it comes to acquiring linguistic proficiency. It is also known as the "communicative approach" or "communicative methodology" to language teaching.

The term "communicative language teaching" (CLT) refers to an approach to the study of languages that places an emphasis on communication and interaction between students and teachers. Students in CLT-based language classrooms interact with one another and their teachers in the target language, read "legitimate writings" (texts written in the target language for purposes other than language learning), and integrate classroom and extracurricular language use.

Knowledge of a language's lexicon, grammar, and elocution norms are only the tip of the iceberg. Students should be able to use the language appropriately in a variety of contexts. Scholars agree that vital communication is the bedrock of language learning, and that classroom activities should focus on the student's actual needs to convey information and ideas.

The Communicative Approach, often known as communicative language teaching (CLT), places an emphasis on teamwork and analytical thinking as important to the language learning process generally and on English language

learning specifically. As a result, games, role-playing, and collaborative projects will be emphasised.

6. CONCLUSION

The purpose of this research is to assess the communicative language teaching (CLT) requirements, beliefs, and attitudes of engineering students and teachers in Andhra Pradesh. The focus will also be on investigating the obstacles that arise from using CLT in educational settings. The findings of the study provide suggestions for addressing the concerns of both students and instructors in the engineering field. instructors' perspectives on the challenges they confront in the classroom have been explored, and any differences between instructors' and students' perspectives have been looked at. Additionally, research has been conducted in an effort to identify regional learning disparities. This research therefore highlights several gaps in the current application of CLT.

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