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Redefining English language teaching curriculum in India: A Contextualized Multilingual Communicative Framework for Foundational and School Education

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Abstract
English possesses considerable educational, professional, and social significance in India; nonetheless, extensive formal education does not ensure that students can comprehend, articulate, read, and write it proficiently. This theoretical study consolidates an extensive examination of English language teaching (ELT) in India alongside a practitioner recommendation cantered on early oral language, structured phonics, and age-appropriate writing. Employing a critical narrative review of policy, curated scholarship, evaluative evidence, and intervention studies, it scrutinizes enduring obstacles: examination-driven pedagogy, restricted communicative engagement, inconsistent teacher training, disparate exposure, and inadequate consideration of students' native languages. It presents a Contextualized Multilingual Communicative Learning Framework (CMCLF) that integrates significant listening and interaction; strategic multilingual support; direct sound-symbol instruction; comprehension-focused reading; intentional speaking and writing; formative evaluation; and contextually relevant technology utilization. The document advocates for systematic phonics as a component of comprehensive literacy, while dismissing assertions that phonics in isolation, a singular emphasis, or a sole commercial product can address the diverse English Language Teaching requirements in India. The CMCLF represents a theoretical suggestion rather than an established intervention. Suggestions target early-childhood educators, school instructors, teacher-training institutions, curriculum developers, and scholars, alongside a suggested assessment framework encompassing diverse languages, educational environments, and student demographics.

Keywords: English language teaching, India, multilingual education, communicative competence, foundational literacy, synthetic phonics, teacher development, educational technology

Introduction

English holds a unique position in India's educational and societal landscape. It is linked to advanced education, scholarly inquiry, career advancement, digital engagement, and interregional and international communication. Families can thus perceive English-medium education as a pathway to prospects. The stated medium of instruction at a school, the inclusion of English in educational materials, and a student's proficiency in utilizing English are distinct issues. Learners can engage with the language for several years however encounter restricted chances to comprehend impromptu discourse, maintain a dialog, interpret novel literature, or articulate original thoughts in writing.

This disparity cannot be attributed to a singular flawed approach or by assigning fault to educators, students, or families. The process of acquiring English is influenced by the duration allocated for teaching, the languages spoken by children, educational resources, class dimensions, teacher training, evaluation motivations, accessibility for those with disabilities, and the exposure to English outside of school. Certain students possess considerable prior exposure, while others experience English predominantly within the school setting. A legitimate change must consequently integrate educational excellence with fairness and contextual relevance.

The practitioner proposal discussed in this document emphasizes the importance of early auditory and verbal skills, methodical instruction of letter-sound correspondences, blending techniques, engaging learning experiences, and age-appropriate writing development. It further posits more robust assertions: that language and personality are significantly developed by the age of six; that British English serves as the suitable benchmark; that synthetic phonics ought to supplant whole-language instruction; that a specific program should be implemented nationwide; and that early childhood services in Anganwadis are insufficient due to the unqualified status of the personnel. These assertions necessitate differentiation among beneficial classroom suggestions, evidence-backed claims, and those that have to be qualified or dismissed.

This document advocates for a cohesive framework. Children want significant communication and clear guidance; chances to utilize English and the freedom to employ their existing languages; structured decoding education and comprehensive reading for comprehension; verbal engagement and intentional writing enhancement. It introduces the Contextualized Multilingual Communicative Learning Framework (CMCLF) as an applicable, investigable paradigm for educational settings in India.

Purpose and questions

The document serves four objectives: to examine structural and pedagogical limitations in Indian English Language Teaching; to evaluate the early-childhood and phonics initiatives in the practitioner transcript; to delineate a contextually relevant framework encompassing foundational

and school education; and to suggest steps for implementation and assessment. It inquires: (a) what instructional and systemic factors constrain functional English proficiency; (b) in what ways can explicit literacy instruction and communicative language acquisition be integrated; (c) how can multilingual resources enhance English learning without replacing it; and (d) what evidence should inform adaptation and expansion?

Method and scope

This document constitutes a pivotal narrative review and a conceptual framework article. It amalgamates Indian educational policy, national assessment resources, curated applied-linguistics research, and data on phonics, multilingual teaching methods, and early language acquisition. The practitioner transcript is regarded as a repository of inquiries and suggestions, rather than as empirical data. The evaluation is discerning instead of methodical: it fails to present a database search strategy, aggregated effect estimate, or newly gathered classroom data.

The document differentiates between evidence, inference, and recommendation. National evaluations are not regarded as indicators of English competence unless their activities explicitly evaluate English skills. One intervention or educational environment is not presumed to encapsulate the entirety of learners. The CMCLF is introduced as a theoretical framework for testing and assessment; it does not assert that it has been empirically validated or demonstrated superiority over current methodologies.

1. Theoretical orientation

The approach relies on complementing rather than conflicting perspectives on language acquisition. Communicative competence encompasses the capacity to utilize language suitably within a given context, rather than merely possessing knowledge of grammatical structures (Canale & Swain, 1980) [3]. Engagement fosters chances to negotiate significance, identify deficiencies, and obtain feedback; learner production provides pupils with a motive to experiment and enhance their evolving language (Swain, 1985) [13]. Sociocultural viewpoints highlight the importance of facilitated engagement and the influence of educators and classmates in enhancing learners' capabilities (Vygotsky, 1978) [16]. In multilingual environments, learners' linguistic resources can be utilized for constructing meaning and enhancing extra language acquisition (Cummins, 2000; García & Wei, 2014) [4, 6]. Task-oriented learning offers a pragmatic approach to structuring education around significant results while highlighting linguistic structures when required (Ellis, 2003) [5]. These viewpoints contribute to the CMCLF but do not confirm that the framework has been empirically substantiated.

English teaching in India: context and constraints

1. Historical and social position of English

The English educational system in India has been influenced by colonial frameworks and subsequent discussions over national unity, regional languages, and higher education accessibility. English continues to hold significance in governance, academia, professional sectors, scientific disciplines, technological advancements, and cross-regional dialog. Its worth is hence evident, yet access to superior English education is inconsistent. The outcome is a recognizable strain: families pursue English for advancement, yet education solely in English, which is not easily accessible to learners and educators, may hinder comprehension of subjects and impede language growth. UNESCO's 2025 report on education in India similarly positions home-language and multilingual education as matters of inclusivity and educational engagement (UNESCO, 2025).

The pertinent policy inquiry is neither about the instruction of English or the replacement of Indian languages. It involves safeguarding cognition, conceptual understanding, and the linguistic tools that enable children to engage in educational and communal activities while fostering robust English acquisition.

2. Persistent instructional patterns

In numerous educational settings, instruction is influenced by textbook content, passage translation, rote memorization, grammar drills, and readiness for written assessments. These methods might assist students in identifying structures or generating anticipated replies. They become constrictive when they overshadow teaching and provide minimal opportunity for listening, engagement, autonomous reading, or purposeful writing. Learners could acquire grammatical terminology yet struggle to employ grammatical tools adeptly in their communication.

Assessment frameworks perpetuate this disparity by favouring formulaic written responses over understanding, impromptu engagement, or application to novel challenges. Educators operate within schedules, student-to-teacher ratios, curriculum mandates, and limitations on resources; altering pedagogy cannot be achieved only by urging individual instructors. Evaluation, curriculum, resources, educator training, and school administration should align with the same educational objectives.

The exposure to English is likewise inconsistent. Students with access to literature, media, English-speaking communities, or additional tutoring has advantages that may be lacking for those whose sole consistent exposure is limited to classroom instruction. Equitable education should provide comprehensive, comprehensible engagement and consistent practice inside the classroom instead of presuming a uniform baseline.

3. Foundational learning and evidence limit

The ASER 2024 report indicates progress in fundamental reading skills among rural youth following the pandemic's impact, however it also reveals that numerous students require ongoing foundational assistance (ASER Centre, 2024) [1]. The domestic reading assignment does not constitute a nationwide assessment of English competence. It cannot demonstrate that a certain English approach led to enhancement or deterioration. Its significance in this context is more extensive: children's literacy profiles differ, and teaching should commence with data regarding learners' current capabilities instead of presuppositions based on grade level or educational institution.

Analysis of the practitioner proposal

1. Listening, speaking, and early interaction

The most compelling aspect of the concept is that English cannot be acquired solely through a collection of written regulations. Students require multiple chances to listen to significant language, comprehend it, react, and engage.

Comprehending spoken language entails identifying words within continuous discourse, utilizing contextual cues, tracking concepts, and discerning various vocal tones. Articulation necessitates lexicon, structure, sequential participation, elucidation, and the assurance to pursue comprehension. The IELTS evaluates listening, reading, writing, and speaking, highlighting that linguistic proficiency is multifaceted rather than indicating that all individuals traveling internationally are required to undertake the examination (IELTS, n.d.).

Early childhood, interactive dialog, music, narratives, focused engagement, and play can facilitate language development. Nonetheless, the observation of a two-year-old conversing in English serves as illustrative evidence rather than comparative proof. It does not assert that every kid must undergo formal English education from birth, nor that English should replace the languages naturally spoken with caregivers. The advisable approach is to establish linguistically enriched settings and incorporate supplementary language experiences that are understandable, significant, and suitable for developmental stages.

2. Phonological awareness and systematic phonics

The transcript emphasizes the significance of sound-symbol associations, blending, and segmentation, which fulfils a crucial literacy requirement. Phonological awareness pertains to the focus on auditory structures like syllables, rhymes, and phonemes. Phonics instructs on the correlation between letters and letter combinations and their corresponding speech sounds. Integrating phonemes aids in decoding; dividing them facilitates spelling. Phonics and phonetics are interconnected yet different: phonetics examines speech sounds in a broader context, whereas phonics focuses on the relationship between spoken language and written text.

Research on Indian interventions advocates for meticulous focus on phonics, while cautioning against assertions that a brief digital intervention yields extensive competency. A randomized investigation involving 136 first- and second-grade English learners at an Indian English-medium institution revealed that a five-week computer-assisted phonics game enhanced various in-game foundational metrics compared to a mathematics-game control; however, these group disparities did not manifest in oral or paper-based assessments (Patel *et al.*, 2022) [12]. This highlights the necessity for transfer, incorporation with classroom instruction, and evaluation beyond the software context.

Jolly Phonics is a systematic synthetic-phonics tool. The publisher characterizes its curriculum as instructing 42 fundamental letter sounds, accompanied by exercises in blending and segmenting (Jolly Learning, n.d.). The statistic of 44 in the transcript ought not to be reiterated as the program's official tally. The quantity and categorization of sounds are contingent upon the instructional framework and phonological examination. A program may be regarded as a resource; nevertheless, it should not be viewed as the sole legitimate method or implemented nationwide without assessing age suitability, educator readiness, contextual relevance, accessibility, financial implications, and proof of autonomous learning transfer.

3. Phonics belongs in balanced literacy

The assertion that synthetic phonics is correct but whole-language instruction is incorrect presents a misleading dichotomy. Explicit and methodical phonics training can assist learners in deciphering novel vocabulary, particularly when the teaching is well organized and connected to orthography. It cannot independently cultivate vocabulary, contextual understanding, verbal fluency, comprehension skills, literary engagement, or communication assurance. In contrast, narrative-driven training that neglects the alphabetic system may result in certain students being unable of deciphering unfamiliar words. The NCF-FS advocates for a comprehensive methodology that encompasses oral language, phonological awareness, decoding, vocabulary, read-alouds, collaborative and solitary reading, comprehension, and writing (National Council of Educational Research and Training [NCERT], 2022) [11].

English spelling encompasses systematic patterns, varied orthographic representations, context-dependent associations, and irregularly frequent lexemes. Sound amalgamation is hence a potent yet limited approach. Students require an understanding of vocabulary, morphological structures, fluency, spelling variations, and comprehension skills. Syllabification aids in the segmentation of lengthy words, although tallying chin movements constitutes an informal activity rather than a dependable universal guideline for identifying syllable boundaries or emphasis.

4. Multilingualism and the meaning of “mother tongue”

The professional's definition of mother language as solely what is heard from the mother is memorable yet overly restrictive. Offspring can acquire languages from their parents, grandparents, siblings, caregivers, peers, and the surrounding community. The terms "home language" or "familiar language" more accurately represent this collection. The languages of learners facilitate identity, comprehension, engagement, and the learning of further languages; they are not intrinsically barriers to English.

Multilingual scaffolding might involve elucidating an idea in a known language prior to its explanation in English, contrasting vocabulary, employing multilingual lexicons, or permitting peer assistance. This need to be intentional and adaptive: it is not a definitive translation of each sentence, nor a justification for diminishing significant English usage. These methodologies align with translanguaging viewpoints that regard a learner's linguistic repertoire as a cohesive asset for education (García & Wei, 2014) [6]. Investigations conducted in Indian English-medium government primary schools via the British Council’s MultiEd initiative indicate that organized multilingual teaching methods enhanced understanding, engagement, and self-assurance while maintaining English proficiency (British Council, 2026) [2]. Results from the participating environments advocate for additional experimentation; they ought not to be presumed to uniformly apply to all states, linguistic communities, or educational institutions.

5. Accent, pronunciation, and communicative competence

British orthographic norms or a British phonetic model may be instructed when applicable, although British speech is not to be regarded as the sole valid form of English. English is utilized in several contexts, including Indian English. A justifiable educational objective is comprehensibility:

students ought to be comprehensible, grasp the speech of others with various accents, and employ phonetic characteristics that enhance meaning. Instruction can impart stress, rhythm, and contrasts that are significant for meaning, alongside promoting clear articulation without stigmatizing regional accents or perceiving them as inferior identities.

6. Early writing, play, and child development

The transcript appropriately disputes the notion that repetitive copying is the exclusive initial literary endeavour. Artistic activities such as drawing, scribbling, dictation, collaborative writing, play, clay modelling, block construction, crayon usage, and other tactile experiences can assist expressive skills and the coordination necessary for future handwriting. The NCF-FS acknowledges the importance of emergent writing and advocates for modelled, shared, guided, and independent writing as children progress (NCERT, 2022). Simultaneously, "readiness" need not to delay other forms of written expression: youngsters may engage in drawing, dictating, labelling, and experimenting with symbols and letters prior to achieving fluency in handwriting.

The assertion that 50 percent of personality or language is established from birth to age six is an indefensible characterization of development. Early childhood is crucial, although education persists and evolves across several domains and situations; a solitary percentage fails to encapsulate this. In a similar vein, Japan or any other nation ought not to be employed as a rudimentary example without examining the specifics of its provisions and assessing the relevance of the comparison to Indian contexts.

Anganwadi instructors must not to be confined to a culinary stereotype. Nutrition constitutes a component of a more extensive early-childhood ecosystem that encompasses care, health, and preschool education. Disparities in resources and deficiencies in readiness are valid policy issues; nonetheless, they necessitate training, time, materials, mentoring, and institutional backing instead than attributing blame to individuals. India's NEP 2020 [7] and the ECCE initiatives of the Ministry of Women and Child Development establish a framework for enhancing the foundational phase and the capabilities of educators (Government of India, 2020 [7]; Ministry of Women and Child Development, 2024) [10].

The Contextualized Multilingual Communicative Learning Framework

The CMCLF amalgamates communicative, task-oriented, multilingual, experiential, and technology-centric methodologies, highlighting early spoken language, explicit phonics, blending, and age-appropriate writing in the transcript. It serves as a theoretical model for guidance, rather than an empirically substantiated initiative. Its objective is to assist educational institutions in choosing consistent teaching methodologies and assessing the extent to which learning translates into practical application.

1. Core principles

Start from learner profiles and familiar knowledge. Identify languages, previous literacy, interests, competency levels, disability-related accessibility requirements, and opportunities for utilizing English. Do not deduce capability based on academic performance or pronunciation.

Provide comprehensible, meaningful input: Use teacher talk, stories, images, objects, demonstrations, and texts that learners can understand with support and that extend their vocabulary and ideas.

Use multilingual scaffolding strategically: Draw on familiar languages to clarify concepts, compare forms, and enable participation, while steadily creating opportunities for independent English comprehension and expression.

Teach language explicitly within purposeful activity: Teach sound–symbol patterns, vocabulary, grammar, pronunciation, and writing conventions clearly, connecting them to reading and communication rather than isolating them from meaning.

Integrate all four skills and literacy: Plan listening, speaking, reading, and writing so that one activity feeds another. Decoding supports access to text; discussion and background knowledge support comprehension; writing consolidates and communicates ideas.

Make interaction and learner output routine: Use pair work, information gaps, interviews, role-play, problem-solving, storytelling, projects, and presentations with clear roles and supportive feedback.

Assess growth and adapt: Use diagnostic and formative evidence to adjust instruction, offer additional support, and check that performance transfers beyond rehearsed answers, worksheets, or apps.

Use technology only where it adds educational value: Digital and AI tools may provide practice, audio, feedback, or differentiated material, but need teacher oversight, privacy protection, accessibility, and a low-tech equivalent.

2. Developmental progression

The stages outlined below represent adaptable educational focuses rather than rigid age boundaries. A student might excel in verbal communication yet require assistance with decoding, or read proficiently but need work with vocabulary. Advancement must to align with recognized learning and the developmental requirements of the child.

Stage	Instructional emphasis	Examples
Birth to 3	Responsive interaction and language-rich care in familiar languages; songs, talk, shared attention, and play.	Conversation during routines; naming and noticing; rhymes and picture books.
Ages 3 to 6	Playful oral English where appropriate; sound awareness, stories, print awareness, drawing, emergent writing.	Read-alouds; action rhymes; listening games; drawing and dictation; brief sound–symbol activities.
Early primary	Systematic phonics and decoding connected to oral language, vocabulary, comprehension, and purposeful writing.	Model blending/segmenting; shared reading; decodable practice alongside rich texts; pair dialogue.
Upper primary and secondary	Fluency, academic vocabulary, genre, grammar for meaning, extended discussion, and disciplinary reading/writing.	Projects; interviews; debates; reports; presentations; revision and peer feedback.

3. A classroom examples

A sixth-grade module on water conservation may commence with images and a succinct discussion. Learners could initially elucidate the local concern in a language they comprehend; subsequently, the educator presents English terminology including conserve, scarcity, home use, and rainwater collecting. Students engage with a brief explanation, peruse a concise text, pinpoint essential information, and collaborate in pairs to suggest three activities. The instructor provides concise, direct feedback on vocabulary or conditional structures, following which groups compose and offer suggestions. This progression connects context, auditory comprehension, reading, verbal communication, lexicon, syntax, composition, and critique. The concept can be reduced to encompass visual communication and verbal replies in early education or broadened to include study and debate at advanced levels.

Implementation and assessment

1. Teacher preparation and professional learning

Educators require more than mere access to a product or a singular workshop. Professional development ought to enhance knowledge of the English language, sound-symbol relationships, blending and segmenting skills, pronunciation and accent recognition, contextual grammar, multilingual support, oral language development, text curation, formative evaluation, and inclusive methodologies. It ought to encompass demonstrations, joint lesson planning, classroom observations, mentoring, feedback, and chances to evaluate student work.

Educator training should also focus on providing teachers with the chance to utilize English without embarrassment or impractical accent standards. In multilingual classrooms, instructors can exemplify clear and comprehensible English while utilizing students' languages to ensure conceptual understanding. Educational administrators ought to provide time for professional development and collaborative engagement among peers, evaluating achievement based on the quality of education and student advancement instead of mere adoption metrics or monolingual slogans.

2. Curriculum, materials, and classroom design

A well-structured curriculum ought to allocate consistent periods for auditory and verbal communication, reading, composition, and direct language education. The precise distribution of time ought to be contingent upon age, foundational evidence, curriculum mandates, and learner requirements instead of a rigid national proportion lacking empirical backing. Elementary learners could want more direct instruction in decoding and verbal communication; advanced learners could demand substantial reading, scholarly terminology, and subject-specific writing.

Resources must encompass diverse narratives, factual literature, decodable texts aligned with instructed correspondences, vocabulary cards, audio materials, regionally relevant topics, and user-friendly formats. A commercial phonics curriculum may enhance this assortment, although acquisition must take into account expense, compatibility, educator capability, accessibility for individuals with disabilities, and proof of transferability. Technology need not be a need for successful teaching: narrative techniques, partner discussions, collaborative writing, locally produced materials, and community-oriented activities can thrive in resource-limited classrooms.

3. Communicative, experiential, and task-based learning

Communicative Language Teaching and Task-Based Language Teaching can provide motivations for utilizing English: inquiring about information, organizing an event, contrasting options, performing an interview, addressing a problem, or elucidating a local custom (Ellis, 2003) [5]. Narratives and theatrical performance offer structure, persona, sentiment, and viewpoint; initiatives link language with communal understanding and scholarly material. These techniques necessitate organization: clear objectives, readily available linguistic assistance, designated responsibilities, frameworks for engagement, and time allocated for feedback. In the absence of such design, collaborative efforts may allow a few of assertive learners to overshadow their peers, leaving others voiceless.

4. Assessment for learning

Evaluation must correspond to the proficiency it purports to assess. A written grammar examination cannot determine verbal proficiency; a recited speech cannot demonstrate impromptu communication. A comprehensive evaluation framework can encompass brief auditory exercises, dialogs, reading of words, understanding, vocabulary application, written expression, and the capacity to elucidate or rectify communication. Portfolios can demonstrate progress through several drafts, reading reflections, projects, and presentations. Rubrics must differentiate between correctness, clarity, fluency, understanding, structure, and task fulfilment, while providing appropriate adjustments for disabilities and linguistic backgrounds. The ASER findings can guide focus on fundamental learning, although they are not suitable as metrics for English outcomes.

5. Digital tools and generative AI

Audio collections, electronic reading devices, subtitled content, phonetic training, and dialogue-based artificial intelligence might enhance exposure or create further practice opportunities. Their worth is contingent upon precision, accessibility, appropriateness for age, educator facilitation, and the presence of gadgets and connectivity. Generative AI can offer examples or practice prompts; however, it may generate erroneous language, unsuitable content, or faulty assessments of pronunciation. Student information, particularly the recordings and identities of minors, necessitates protection. Human instructors continue to bear the responsibility of verifying results, safeguarding privacy, and ensuring that technology enhances contact instead of supplanting it (UNESCO, 2023).

Recommendations

1. **Adopt balanced literacy as the baseline:** Integrate verbal communication, direct sound-symbol teaching, lexicon development, comprehension reading, and intentional writing. Refrain from permitting phonics, grammar exercises, translation, or exam preparation to substitute for a comprehensive language curriculum.

2. **Sequence instruction by development and evidence:** Emphasize interactive responsiveness and play during baby and toddler stages; incorporate playful print and auditory recognition in preschool; instruct systematic decoding in early primary education; and progress to fluency, comprehension, academic dialog, and writing.

Modify according to evident necessity instead of unflexible age assertions.

3. **Recognize home languages as learning resources:** Encourage intentional multilingual dialog, analysis, and elucidation while enhancing direct English utilization and autonomy. Refrain from reprimanding children for utilizing a familiar dialect or demanding that families replicate educational instruction without assistance.

4. **Build teacher capacity as a sustained system:** Facilitate ongoing professional growth, mentorship, exemplary teaching demonstrations, cooperative curriculum design, and constructive evaluation. Incorporate phonics expertise, communication skills, multilingual teaching methods, child growth, evaluation, and inclusive practices.

5. **Strengthen Anganwadis and foundational provision:** Collaborate with Anganwadi educators to ensure enough preparation, time allocation, suitable resources, staffing assistance, and connections with educational institutions and families. Tackle systemic limitations without attributing fault to frontline personnel.

6. **Use program evidence before procurement or scale-up:** Evaluate Jolly Phonics or similar materials as supplementary instruments. Assess the compatibility of local languages, expenses, availability, teacher preparedness, student involvement, knowledge retention, and external validation. Refrain from making product assertions that surpass existing evidence.

7. **Reform assessment to include all four skills:** Employ low-pressure, iterative assessments of auditory comprehension, verbal expression, textual interpretation, and written communication. Guaranty that assessments evaluate the competencies they purport to reflect, and delineate basic reading from English competence in reports.

8. **Pilot across diverse contexts and measure equity:** Collaborate on design initiatives in both rural and urban environments, public and private educational institutions, and diverse linguistic populations. Monitor initial and subsequent results categorized by gender, handicap, socioeconomic status, kind of educational institution, and linguistic background. Incorporate educator workload and program expenses.

9. **Use digital and AI tools with safeguards:** Utilize them exclusively when they provide tangible learning advantages, are appropriate for the intended age, safeguard data, are assessed by teachers, and present a viable non-digital substitute.

10. **Scale only after a credible evaluation:** Utilize comparison groups when possible, record the implementation process, investigate independent transfer, and evaluate learning in both familiar languages and English. Expand solely when outcomes, practicality, and fairness are satisfactory.

Research agenda and limitations

The CMCLF must undergo classroom trials prior to any assertions of efficacy. A viable investigation might enlist educational institutions from various linguistic communities and school categories, set foundational metrics, supply pedagogical resources and instructional materials for educators, and evaluate results against existing methodologies over an academic year. A cluster-randomized approach would be advantageous when practical; alternatively, a rigorously matched quasi-experimental design with clear constraints may be employed. Assessment criteria ought to encompass auditory comprehension, verbal engagement, decoding skills, reading understanding, written expression, involvement, educator workload, expenses, and instruction in native languages.

Future research ought to examine if multilingual scaffolding enhances content understanding without hindering English acquisition; which phonics elements facilitate autonomous reading and spelling; the correlation between interaction frequency and verbal development; the variability of outcomes based on previous proficiency and home language; and whether low-tech methods are equally viable and efficacious as digital aids. Qualitative interviews with educators, families, and students can elucidate the mechanics of implementation and its beneficiaries.

This manuscript possesses multiple constraints. This is a curated narrative review instead of a systematic review or meta-analysis, and it does not present any new empirical research. Certain referenced evidence originates from particular circumstances and cannot be extrapolated without additional investigation. The suggested CMCLF integrates recognized pedagogical concepts, although the overall structure remains unverified.

Conclusion

The practitioner idea highlights a significant flaw in English instruction: students must engage with and utilize English rather than only rote memorize its concepts. Its focus on initial engagement, methodical sound-symbol teaching, blending, play, and incremental writing merits inclusion in educational reform. The concept is most robust when regarded as a collection of instructive elements and least effective when it is perceived as a universal mandate: a rigid developmental percentage, an exclusive English early childhood objective, a singular prestigious accent, a specific commercial program, or phonics supplanting meaning-centered instruction.

India's English Language Teaching dilemma cannot be resolved by merely selecting between structure and communication, English and native languages, or decoding and understanding. The CMCLF advocates for a cohesive amalgamation: significant exposure, multilingual support, direct instruction, regular engagement, integrated literacy, developmentally appropriate practices, and evaluation of authentic language application. The suggestions prioritize educator development, Anganwadi assistance, equal resources, and systematic execution in conjunction with instructional techniques. The subsequent phase involves not the nationwide implementation of an unproven product or system, but rather cooperative testing and open assessment. The objective is for students to comprehend, converse, read, and write in English with increasing autonomy while simultaneously acquiring knowledge through the languages and experiences they contribute to the classroom.

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