A Context and Theme-Based Pedagogical Framework (CATBELL) for Developing Spoken English Competence

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Abstract: *The development of spoken English competence remains a persistent challenge for many learners in contexts where English is taught primarily through grammar-centered instruction. Despite years of formal education in English, many students struggle to communicate effectively in real-life situations. This gap between grammatical knowledge and communicative ability highlights the need for pedagogical approaches that emphasize meaningful language use rather than rule memorization.*

This paper introduces the Context and Theme-Based English Language Learning (CATBELL) Framework, a communication-oriented pedagogical model designed to enhance spoken English competence through contextual narration, thematic interaction, and experiential grammar acquisition. The framework begins with learners' personal experiences and daily routines as the foundation for language expression and gradually expands to broader communication themes such as social interactions, cultural events, and situational dialogues.

The CATBELL model integrates both explicit and implicit learning processes. While learners consciously participate in communication tasks such as narration, questioning, and situational speaking, grammatical structures are acquired implicitly through repeated contextual use. By combining routine narration, thematic vocabulary expansion, behavioral repetition cycles, and real-life communication practice, the framework aims to reduce speaking anxiety and promote natural language development.

The paper discusses the theoretical foundations of the CATBELL framework, its pedagogical components, and its potential applications in classroom instruction and digital language learning environments. The framework contributes to contemporary language pedagogy by proposing a structured communication-based model that bridges the gap between language knowledge and spoken communication competence.

Keywords: Spoken English, Context-Based Learning, Theme-Based Learning, Language Pedagogy, Experiential Learning, CATBELL Framework

I. INTRODUCTION

English has emerged as one of the most important languages for global communication in the fields of education, technology, business, and international collaboration. In many countries, particularly in multilingual societies such as India, English functions as a key medium of higher education, professional interaction, and academic research. As a result, the ability to communicate effectively in spoken English has become an essential skill for students seeking academic success and employment opportunities.

Despite the widespread presence of English in educational curricula, many learners continue to experience significant difficulty in developing spoken communication skills. In India, students study English for several years during their school and college education. They often learn grammar rules, vocabulary lists, reading passages, and writing exercises. However, a large number of learners remain hesitant to speak English confidently in real-life situations such as presentations, discussions, interviews, and professional interactions.

One of the major reasons for this difficulty is the dominance of grammar-centered teaching approaches in many language classrooms. Traditional methods often emphasize the memorization of grammatical rules, sentence structures, and written exercises. While these approaches may help learners understand the formal structure of the language, they do not always provide sufficient opportunities for meaningful communication practice. As a result, students may possess theoretical knowledge of grammar but lack the ability to construct sentences spontaneously during conversation.

Another challenge in spoken English learning is the lack of contextual communication in classroom activities. Many language exercises involve isolated sentences that are not connected to learners' personal experiences or real-life situations. When language learning is detached from meaningful contexts, students may find it difficult to relate the language to their daily lives. This disconnect often leads to reduced motivation and limited speaking practice.

Communication anxiety also plays a significant role in inhibiting spoken English development. Learners frequently hesitate to speak because they fear making grammatical mistakes or being corrected in front of others. Excessive emphasis on accuracy can discourage learners from experimenting with the language and expressing their ideas freely. As a result, fluency development becomes limited.

Recent developments in language pedagogy emphasize the importance of communication-oriented teaching approaches that encourage learners to use language in meaningful contexts. Researchers and educators increasingly recognize that language learning becomes more effective when learners actively participate in communication activities such as storytelling, discussions, role-playing, and situational conversations. These activities allow learners to use language as a tool for expressing ideas rather than merely as a system of rules.

In this context, the present paper introduces the **Context and Theme-Based English Language Learning (CATBELL) Framework**, a pedagogical model designed to support the development of spoken English competence through contextual communication and thematic interaction. The CATBELL framework proposes that language learning should begin with learners' personal experiences and daily routines as the initial context for communication. By encouraging learners to narrate familiar activities and gradually expanding communication to broader social themes, the framework aims to create a natural pathway for language expression.

The CATBELL model also integrates both explicit and implicit learning processes. While learners consciously engage in communication tasks such as narration and questioning, grammatical structures are gradually internalized through repeated contextual use. Instead of presenting grammar rules in isolation, the framework allows learners to encounter language patterns through meaningful communication activities.

The purpose of this paper is to present the theoretical foundations, pedagogical structure, and classroom applications of the CATBELL framework. By proposing a context-first communication model that integrates experiential learning and thematic interaction, the framework seeks to contribute to contemporary approaches in spoken English pedagogy and address the gap between language knowledge and practical communication ability.

II. PROBLEMS IN SPOKEN ENGLISH TEACHING IN INDIA

The development of spoken English competence remains a significant challenge in the Indian education system despite the extensive presence of English in school and college curricula. Students in India are exposed to English as a subject for many years during their formal education. However, the ability to communicate effectively in spoken English often remains limited among a large number of learners. This gap between language learning and language use has been widely observed across different levels of education.

One of the primary issues in spoken English teaching in India is the strong emphasis on examination-oriented learning. In many educational institutions, English is treated primarily as an academic subject that students must pass in written examinations. As a result, classroom activities tend to focus on grammar exercises, comprehension passages, and writing tasks rather than spoken communication. Students often prepare for examinations by memorizing grammatical rules and model answers instead of developing practical communication skills.

Another major challenge is the dominance of grammar-focused instruction in language classrooms. Traditional teaching methods frequently prioritize the explanation of grammatical structures such as tense forms, parts of speech, and sentence patterns. While these concepts are important for understanding language structure, excessive focus on rule-based learning can limit opportunities for meaningful communication practice. Students may develop theoretical knowledge of grammar but struggle to use the language spontaneously while speaking.

Limited exposure to interactive speaking activities is another factor that affects spoken English development. In many classrooms, students spend a large portion of their time listening to lectures or completing written exercises. Opportunities for discussions, role-playing, storytelling, or situational conversations are often minimal. Without regular practice in speaking, learners may lack confidence in expressing their ideas in English.

The issue of communication anxiety also plays a significant role in inhibiting spoken English performance. Many students hesitate to speak because they are afraid of making mistakes or being corrected by teachers and peers. In classrooms where grammatical accuracy is emphasized more than fluency, learners may become overly concerned about producing perfect sentences. This fear of making errors can discourage learners from participating in speaking activities.

Another important challenge is the lack of contextual language learning. In many language classrooms, sentences used for grammar practice are isolated and unrelated to learners' real-life experiences. Students may practice sentences such as "The boy plays cricket" or "She is reading a book," which illustrate grammatical rules but do not necessarily reflect authentic communication situations. Without meaningful context, learners may find it difficult to connect language learning with their everyday lives.

Vocabulary limitations further contribute to difficulties in spoken communication. When learners attempt to talk about unfamiliar topics, they may struggle to find appropriate words to express their thoughts. Without exposure to a variety of themes and communication contexts, students may develop the ability to form basic sentences but remain unable to expand their communication to broader topics.

In addition, many learners rely heavily on translation from their first language while attempting to speak English. Instead of thinking directly in English, they try to translate sentences from their native language, which can slow down communication and create hesitation. This reliance on translation often results from teaching methods that emphasize grammar rules rather than practical communication.

These challenges highlight the need for pedagogical approaches that prioritize communication, contextual learning, and learner participation. Language instruction should provide learners with opportunities to speak about familiar experiences, engage in meaningful discussions, and gradually expand their communication abilities. A framework that integrates contextual communication, thematic interaction, and experiential learning can help address the limitations of traditional grammar-centered teaching methods.

III. LIMITATIONS OF GRAMMAR-BASED METHODS

Grammar-based instruction has long been a dominant approach in English language teaching, particularly in formal educational settings. In this approach, language learning is primarily centered around the explanation of grammatical rules, sentence structures, and written exercises designed to reinforce those rules. Students are often taught concepts such as tense forms, parts of speech, subject–verb agreement, and sentence transformation through systematic instruction and controlled practice activities.

While grammar instruction plays an important role in understanding the structural aspects of a language, an excessive reliance on grammar-based teaching can create several limitations in the development of spoken communication skills. One of the major limitations is the separation between language knowledge and language use. Students may learn grammatical rules and perform well in written exercises, yet they may struggle to apply those rules spontaneously in real-life conversations. As a result, learners often possess theoretical knowledge of English but lack the confidence to communicate effectively in spoken interactions.

Another limitation of grammar-based methods is the emphasis on accuracy over fluency. In many classrooms, teachers focus heavily on correcting grammatical errors during speaking activities. Although accuracy is important for effective communication, excessive correction can discourage learners from expressing their ideas freely. Students may become overly concerned about producing grammatically perfect sentences, which can lead to hesitation and reduced fluency in speaking.

Grammar-based teaching also tends to rely on isolated sentence practice. Learners are frequently asked to complete exercises such as filling in blanks, transforming sentences, or identifying grammatical structures. While these exercises may help students understand grammatical forms, they often lack meaningful context. Sentences used in grammar practice may not relate to learners' personal experiences or real-life situations. Consequently, students may find it difficult to transfer these isolated structures into authentic communication.

Another issue associated with grammar-centered instruction is the limited opportunity for interactive communication. In many classrooms, language learning activities are teacher-centered, with students listening to explanations or completing written tasks individually. Opportunities for discussions, storytelling, role-playing, and situational conversations may be minimal. Without regular interaction in the target language, learners may not develop the confidence or fluency required for effective spoken communication.

Grammar-based methods can also contribute to communication anxiety among learners. When the primary focus of instruction is grammatical correctness, students may fear making mistakes while speaking. This fear can create a psychological barrier that prevents learners from participating actively in communication activities. Instead of experimenting with language and expressing ideas, students may remain silent to avoid errors.

Furthermore, grammar-first instruction does not always reflect the natural process of language acquisition. In everyday communication, speakers typically learn language patterns through exposure, interaction, and repeated usage rather than through explicit memorization of rules. Research in language acquisition suggests that learners often internalize grammatical structures more effectively when they encounter those structures within meaningful communication contexts.

For these reasons, many language educators advocate the integration of communication-oriented teaching approaches that allow learners to use language in authentic situations. Such approaches encourage learners to focus on expressing meaning while gradually developing awareness of language structures through repeated use. By combining communication practice with contextual learning, language instruction can support both fluency and structural competence.

The limitations of grammar-centered teaching highlight the need for alternative pedagogical frameworks that prioritize meaningful communication and experiential language learning. The CATBELL framework addresses these limitations by introducing a context-first communication model in which learners begin by expressing familiar experiences and gradually expand their communication through thematic interaction and structured practice.

IV. THEORETICAL FOUNDATIONS

The development of effective language teaching approaches requires an understanding of the cognitive processes through which learners acquire and use language. In language pedagogy, researchers often distinguish between explicit learning and implicit learning as two complementary processes involved in language acquisition. Contemporary teaching approaches increasingly emphasize the integration of these two learning processes in order to support both linguistic accuracy and communicative fluency. The CATBELL framework draws upon this theoretical perspective by combining communication-oriented activities with opportunities for gradual internalization of language structures.

4.1 Explicit Learning

Explicit learning refers to the conscious process through which learners acquire knowledge about the rules and structures of a language. In explicit learning environments, learners are aware that they are studying the language and intentionally focus on understanding grammatical patterns, sentence structures, and vocabulary usage. Teachers often provide explanations of rules and examples that illustrate how these rules function in sentences.

In traditional language classrooms, explicit learning commonly occurs through activities such as grammar instruction, sentence transformation exercises, and structured writing tasks. For instance, learners may study the rules governing the use of past tense verbs or the formation of interrogative sentences. After receiving explanations from the teacher, students practice applying these rules through controlled exercises.

One of the key advantages of explicit learning is that it helps learners develop a conscious understanding of language structure. This understanding can be useful in academic contexts where students are required to produce grammatically accurate written texts. Explicit instruction can also help learners notice patterns in language and become aware of differences between grammatical forms.

However, explicit learning alone may not always lead to fluent spoken communication. When learners rely heavily on recalling rules while speaking, they may hesitate or struggle to construct sentences spontaneously. As a result, language educators increasingly recognize that explicit instruction should be complemented by opportunities for natural communication and language use.

4.2 Implicit Learning

Implicit learning refers to the process through which learners acquire language structures naturally through exposure, interaction, and repeated use. Unlike explicit learning, implicit learning occurs without deliberate analysis of grammatical rules. Learners gradually develop an intuitive understanding of language patterns while focusing primarily on meaning and communication.

In natural communication settings, learners encounter various sentence structures and expressions while listening to others and participating in conversations. Through repeated exposure, these patterns become familiar and eventually form part of the learner's internal language system. For example, a learner who repeatedly hears and uses sentences such as "I woke up early yesterday" may begin to produce similar sentences without consciously recalling grammatical rules.

Implicit learning is often associated with the process of first language acquisition. Children typically acquire their native language through interaction with others rather than through formal instruction in grammar. They learn vocabulary, sentence structures, and grammatical patterns by participating in meaningful communication.

In second language learning, implicit acquisition can occur through activities such as storytelling, role-playing, discussions, and situational conversations. When learners focus on expressing ideas and responding to others, they encounter linguistic forms within meaningful contexts. Over time, these forms become easier to use and contribute to the development of fluency.

Implicit learning plays an important role in reducing communication anxiety because learners focus on conveying meaning rather than worrying about grammatical correctness. This focus on communication helps learners become more comfortable using the language in real-life situations.

4.3 Integration of Explicit and Implicit Learning

Modern language pedagogy increasingly emphasizes the integration of explicit and implicit learning processes. Each approach contributes to language development in different ways, and their combination can support both fluency and accuracy in language use.

Explicit learning helps learners understand the structural aspects of language, while implicit learning enables them to use language naturally during communication. When these processes are integrated, learners can benefit from both conscious awareness of language forms and practical experience in using the language.

In communication-oriented teaching approaches, learners often participate in activities that promote implicit learning while receiving occasional guidance that supports explicit understanding. For example, students may describe their daily experiences during a speaking activity. While they focus primarily on expressing their ideas, the teacher may provide examples or model sentences that demonstrate appropriate language structures. Through repeated exposure to such patterns, learners gradually internalize grammatical forms.

This balanced approach allows learners to experiment with language while gradually improving their structural accuracy. Instead of memorizing rules in isolation, learners encounter language structures within meaningful communication contexts. Over time, these structures become automatic and easier to use in spontaneous conversation.

The CATBELL framework adopts this integrated perspective by encouraging learners to participate in contextual communication activities while gradually internalizing grammatical patterns through repeated exposure and usage. By combining explicit communication tasks with opportunities for implicit language acquisition, the framework aims to support both communicative fluency and structural competence.

V. THE CATBELL FRAMEWORK MODEL

Figure 1: The CATBELL Pedagogical Framework

The Context and Theme-Based English Language Learning (CATBELL) Framework is a communication-oriented pedagogical model designed to develop spoken English competence through contextual narration, thematic interaction, and experiential language learning. The framework proposes that language learning becomes more effective when learners begin by expressing ideas related to their own experiences and gradually expand their communication to broader social themes.

The central idea of the CATBELL framework is that learners acquire language more naturally when they use it in meaningful contexts rather than memorizing grammatical rules in isolation. By encouraging students to speak about familiar experiences such as their daily routines, personal activities, and social interactions, the framework creates a comfortable environment where learners can focus on expressing ideas instead of worrying about grammatical accuracy.

The CATBELL model follows a progressive communication pathway in which learners begin with simple contextual narration and gradually develop the ability to participate in more complex communication tasks. As learners repeatedly engage in contextual speaking activities, they are exposed to various sentence patterns and expressions. Through this repeated exposure and use, grammatical structures are gradually internalized without the need for extensive rule-based instruction.

Another important feature of the CATBELL framework is the integration of thematic communication. After learners gain confidence in describing their personal experiences, the learning process expands to include broader themes such

as festivals, travel experiences, social situations, and everyday interactions. These themes introduce new vocabulary and communication contexts that allow learners to expand their expressive abilities.

The framework also incorporates behavioral practice and repetition cycles, which help learners internalize language patterns through regular speaking activities. Repeated practice in meaningful contexts allows learners to become more familiar with sentence structures and reduces hesitation during communication.

Through contextual narration, thematic interaction, and repeated communication practice, the CATBELL framework creates an environment where learners gradually develop both fluency and structural awareness. Instead of focusing primarily on grammatical rules, the model emphasizes meaningful communication as the foundation of language learning.

Overall, the CATBELL framework provides a structured yet flexible approach to spoken English instruction. By integrating contextual communication, thematic vocabulary expansion, and experiential grammar acquisition, the model aims to bridge the gap between theoretical language knowledge and practical communication ability.

VI. PEDAGOGICAL COMPONENTS OF THE CATBELL FRAMEWORK

The CATBELL framework is structured around seven interconnected pedagogical components that collectively support the development of spoken English competence. These components form a progressive learning pathway that begins with contextual communication and gradually expands to more complex interaction. Each component represents a stage in the process through which learners develop confidence, fluency, and structural awareness in spoken English.

The acronym CATBELL represents the key components of the framework: Context Anchoring, Activity-Based Expression, Thematic Expansion, Behavioral Practice, Experiential Grammar Acquisition, Language Structure Internalization, and Live Communication.

6.1 Context Anchoring

Context anchoring refers to the use of learners' personal experiences and daily routines as the starting point for language expression. In this stage, students are encouraged to speak about activities that are familiar to them, such as waking up in the morning, attending classes, meeting friends, or participating in routine tasks.

Using familiar contexts reduces the cognitive burden associated with language learning because learners already possess the ideas they need to express. Instead of searching for topics, students can focus on constructing sentences that describe their experiences. This stage helps learners overcome hesitation and develop initial confidence in speaking.

Context anchoring also allows teachers to observe learners' existing language abilities and identify areas where further practice is needed.

6.2 Activity-Based Expression

Activity-based expression involves engaging learners in communication tasks that require them to actively produce language. These tasks may include narrating events, answering questions, describing experiences, or participating in short discussions.

The primary objective of this stage is to encourage learners to use language actively rather than passively receiving information. Students interact with teachers and peers while attempting to express their thoughts in English. The focus is placed on communication and idea expression rather than grammatical perfection.

Through repeated participation in communication activities, learners gradually develop greater comfort and fluency in speaking.

6.3 Thematic Expansion

Once learners become comfortable speaking about personal experiences, communication activities expand to include broader themes that reflect real-life situations. Examples of themes include festivals, travel experiences, social interactions, daily challenges, and cultural events.

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Thematic expansion introduces learners to new vocabulary and encourages them to discuss a wider range of topics. By engaging with different themes, students learn to adapt their communication to various contexts and situations.

This stage also promotes longer and more detailed responses, which contribute to the development of fluency and expressive ability.

6.4 Behavioral Practice

Behavioral practice refers to the repetition of communication activities over multiple sessions. Language learning requires consistent practice, and repeated exposure to similar sentence patterns helps learners internalize language structures.

In the CATBELL framework, learners repeatedly engage in contextual speaking tasks such as routine narration, question–answer sessions, and thematic discussions. Each repetition allows learners to refine their expressions and improve their fluency.

Behavioral practice also reduces hesitation because familiar patterns become easier to recall and use during communication.

6.5 Experiential Grammar Acquisition

Experiential grammar acquisition refers to the process through which learners develop an understanding of grammatical structures through communication rather than formal rule memorization.

Instead of introducing grammar rules explicitly at the beginning of instruction, the CATBELL framework allows learners to encounter grammatical patterns naturally while speaking about their experiences. For example, when students describe past events, they encounter past tense structures. When they give advice, they use modal expressions such as *can*, *should*, or *could*.

Through repeated exposure and usage, learners gradually internalize these structures without extensive theoretical explanation.

6.6 Language Structure Internalization

Language structure internalization occurs when learners begin to use sentence patterns automatically and confidently. After repeated practice and exposure to contextual communication, learners develop familiarity with grammatical structures and begin applying them naturally during conversation.

At this stage, learners no longer rely heavily on conscious rule recall. Instead, they produce sentences spontaneously while focusing on meaning and communication. This internalization process contributes to both fluency and structural accuracy.

6.7 Live Communication

Live communication represents the final stage of the CATBELL framework. In this stage, learners participate in authentic or simulated communication situations where they interact with others to exchange ideas, opinions, and experiences.

Activities may include discussions, storytelling, role-playing, and situational conversations. These activities provide learners with opportunities to apply the language skills they have developed through contextual and thematic practice.

Live communication helps learners build confidence in real-life interactions and prepares them to use English effectively in academic, social, and professional environments.

VII. CLASSROOM APPLICATIONS OF THE CATBELL FRAMEWORK

The CATBELL framework can be implemented in classroom environments through structured communication activities that encourage learners to use English in meaningful contexts. Unlike traditional grammar-centered instruction, this approach prioritizes communication practice and gradually introduces language structures through

repeated contextual use. The following strategies illustrate how teachers can apply the CATBELL framework in classroom settings.

7.1 Routine Narration Activities

One of the most effective applications of the CATBELL framework is routine narration. In this activity, students are encouraged to describe their daily routines and recent experiences in English. Teachers may ask learners to narrate activities such as what they did yesterday, how they spent their weekend, or how they prepared for college in the morning.

Routine narration provides learners with a familiar context for communication and reduces the anxiety associated with speaking in a second language. Because students already know the content of their experiences, they can focus on constructing sentences and expressing ideas. Repeated practice of routine narration also helps learners develop narrative skills and gradually internalize sentence patterns related to past, present, and future events.

7.2 Question–Answer Interaction

Question–answer interaction is another effective strategy for encouraging communication in the classroom. Teachers can ask students contextual questions such as:

What did you do yesterday?

What do you usually do on Sundays?

What are your plans for tomorrow?

Students may also ask similar questions to their peers, creating opportunities for interactive communication. This activity promotes both speaking and listening skills while allowing learners to practice forming interrogative sentences naturally.

7.3 Thematic Discussions

Thematic discussions involve introducing specific themes that encourage learners to talk about broader topics. Examples of themes may include festivals, travel experiences, social events, or memorable personal experiences. Students can share their opinions, describe events, or narrate stories related to the theme.

Thematic discussions help learners expand their vocabulary and develop the ability to communicate about diverse topics. By discussing themes that relate to real-life situations, learners become more engaged in the learning process and develop confidence in expressing their ideas.

7.4 Situational Speaking Activities

Situational speaking activities simulate real-life communication scenarios that learners may encounter in everyday life. Teachers can present situations such as motivating a friend who failed an exam, describing how to prepare for an important event, or giving advice to someone facing a problem.

These activities encourage learners to use functional expressions involving modal auxiliaries such as *can*, *should*, and *could*. Through such interactions, students practice expressing advice, suggestions, and encouragement in meaningful contexts.

7.5 Repetition and Practice Cycles

Consistent repetition of communication activities plays an important role in the CATBELL framework. Students are encouraged to participate in similar communication tasks over multiple sessions so that language patterns become familiar and easier to use. Repetition allows learners to refine their sentences, incorporate new vocabulary, and gradually improve their fluency.

Teachers can design multi-day practice cycles in which learners revisit routine narration, thematic discussions, and situational speaking tasks. Each cycle helps reinforce language patterns and strengthens learners' confidence in speaking.

7.6 Role of the Teacher

In the CATBELL framework, the teacher acts as a facilitator of communication rather than solely as a provider of grammatical explanations. Instead of interrupting learners frequently to correct errors, the teacher observes communication patterns and provides guidance through examples and supportive feedback.

Teachers may model improved sentence structures after students complete their responses, allowing learners to notice correct patterns without feeling discouraged. This supportive environment encourages students to participate actively in communication activities and gradually improve their language use.

Through these classroom applications, the CATBELL framework creates an interactive and learner-centered environment in which students can develop spoken English competence through contextual communication and experiential learning.

VIII. CONCLUSION

The development of spoken English competence remains a significant challenge in many educational contexts where language instruction focuses primarily on grammar rules and written exercises. Although learners may acquire theoretical knowledge of grammatical structures, they often struggle to apply this knowledge during real-life communication. This gap between language knowledge and language use highlights the need for pedagogical approaches that emphasize meaningful communication and experiential learning.

This paper introduced the Context and Theme-Based English Language Learning (CATBELL) Framework, a communication-oriented pedagogical model designed to enhance spoken English competence through contextual narration, thematic interaction, and repeated communication practice. By beginning with learners' personal experiences and gradually expanding communication to broader themes, the framework creates a natural pathway for language expression.

The CATBELL framework integrates both explicit and implicit learning processes. While learners consciously engage in communication tasks such as narration, questioning, and situational speaking, grammatical structures are gradually internalized through repeated contextual use. This approach allows learners to focus on expressing ideas while simultaneously developing awareness of language patterns.

The pedagogical components of the CATBELL model provide a structured progression from contextual narration to live communication. Through activity-based expression, thematic expansion, behavioral practice, experiential grammar acquisition, and language structure internalization, learners gradually build confidence and fluency in spoken English.

The framework also offers practical classroom applications that encourage learner participation, reduce communication anxiety, and promote interactive learning environments. By prioritizing communication before grammar, the CATBELL model aims to bridge the gap between theoretical language instruction and practical communication ability.

Future research may explore the effectiveness of the CATBELL framework through empirical studies that examine its impact on learners' fluency, vocabulary development, and speaking confidence. Such studies may further contribute to the development of communication-oriented approaches in language pedagogy.

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617

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