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From Tradition to Transformation: English Language Learning in Diverse Classrooms

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Abstract: *This mixed-method study investigates how curriculum innovation, learner engagement, and cultural-linguistic diversity shape English language outcomes at the senior secondary level. Involving 800 students and 20 teachers across multilingual contexts, the research compared traditional grammar-heavy instruction with communicative, task-based approaches. Results revealed that innovative pedagogy significantly improved comprehension and application (H1 supported), while motivation and engagement, though not statistically linked to short-term gains, fostered confidence and persistence (H2 partially supported). Inclusive practices—such as peer collaboration, home-language scaffolding, and culturally relevant materials—enhanced equity and adaptability (H3 supported). Conversely, uniform instruction in diverse classrooms correlated negatively with outcomes (H4 supported), highlighting challenges of pacing, resources, and exam-driven curricula. Findings align with constructivist and sociocultural theories, underscoring the need for differentiated pedagogy, multilingual scaffolding, and sustained teacher capacity-building. The study concludes that equity and excellence are interdependent, requiring responsive curricula, inclusive policies, and ongoing professional development to ensure transformative English education in multilingual settings.*

Keywords: *curriculum innovation, student engagement, linguistic diversity, English proficiency, inclusive pedagogy.*

1. INTRODUCTION

1.1. Global Relevance of English Language Acquisition at the Senior Secondary Level

English functions as the lingua franca of global communication, shaping opportunities in academia, business, diplomacy, and technology. At the senior secondary stage (ages 15–18), proficiency is pivotal, preparing learners for higher education and employment where English is often required (Crystal 5). Globalization has intensified this demand, with English compulsory or prioritized across Asia, Africa, Latin America, and Europe (Graddol 87).

In multilingual contexts such as India, Nigeria, and Malaysia, English operates both as a medium of instruction and as a gateway to examinations and mobility (Kachru 14; Kirkpatrick 59). Research demonstrates that proficiency strongly correlates with access to universities, scholarships, and global industries, while limited skills create systemic disadvantages (Nunan 19; Seidlhofer 72). Yet, traditional grammar-heavy models frequently neglect communicative competence (Canagarajah 25), highlighting the urgent need for curricular and pedagogical reform.

1.2. The Evolving Role of English in Multicultural, Multilingual Classrooms

In contemporary education, English is not merely a subject but also a medium of instruction and intercultural tool. Learners increasingly draw on home languages through translanguaging, reshaping English into a localized, hybrid resource (Canagarajah 39; Hornberger & Link 239). Innovative methods—such as project-based learning, peer collaboration, and culturally relevant tasks—enhance inclusivity and student motivation (García & Sylvan 386). Thus, success depends on pedagogies that treat English as a flexible, empowering practice rather than a rigid, monolingual code. This

perspective emphasizes responsiveness to learner diversity, promoting both equity and global readiness.

1.3. Problem Statement

In multilingual classrooms shaped by globalization, one-size-fits-all instruction proves inadequate. Traditional models—anchored in rigid curricula, grammar-heavy practices, and native-speaker benchmarks—fail to address students' cultural and linguistic diversity (Kumaravadivelu 33). While structurally coherent, such models often marginalize local resources, reinforcing Western-centric norms disconnected from authentic communication (Canagarajah 18; Pennycook 78).

Consequently, non-dominant learners experience uneven outcomes, while teachers struggle with limited adaptability in managing large, pluralistic groups. Assessment-driven approaches further privilege memorization over communicative competence and critical thinking (Holliday 57; Seidlhofer 104). As a result, students remain underprepared for real-world English use, undermining both equity and employability.

1.4. Purpose of the Study

This study seeks to explore reforms in curriculum and pedagogy to enhance English learning at the senior secondary level. Moving beyond simple binary comparisons of traditional and innovative methods, it emphasizes learner-centered, context-responsive models that position diversity as a resource rather than a barrier.

Specifically, the study:

- Evaluates the effectiveness of innovative curricula on comprehension, vocabulary, and writing.
- Examines how motivation and engagement shape learning outcomes.
- Analyzes the impact of cultural and linguistic diversity on inclusivity and teaching effectiveness.
- Identifies adaptive strategies to address varying proficiency levels in multilingual classrooms.

By employing a mixed-methods design, the study contributes to advancing equity-oriented, sustainable models that validate learner identities while equipping students for lifelong English use in global contexts.

1.5. Research Objectives

1. To compare the effectiveness of traditional versus innovative instructional models.
2. To examine the role of learner engagement and motivation in language acquisition.
3. To analyze how cultural and linguistic diversity influences inclusivity and teaching effectiveness.
4. To identify challenges and strategies for managing varied proficiency levels in multilingual classrooms.

1.6. Hypotheses

H1: Innovative curricula better enhance English language comprehension and application than traditional models.

H2: Engagement and motivation positively influence learning performance.

H3: Cultural and linguistic diversity, when acknowledged, enhances inclusivity and teaching effectiveness.

H4: Linguistic diversity and proficiency gaps present significant instructional challenges.

1.7. Significance of the Study

This study holds significance for curriculum developers, educators, and policymakers tasked with reimagining English education in multilingual and multicultural contexts, where monolingual models are increasingly insufficient.

For Curriculum Developers: Findings emphasize the need for adaptive, culturally responsive curricula that move beyond native-speaker norms. Project-based learning, translanguaging, authentic tasks, and multimodal content foster competency-based education focused on collaboration and application (Nation & Macalister 17).

For Educators: Teachers gain a research-backed foundation for inclusive pedagogies that address varying proficiency levels and cultural identities. The study highlights teacher agency in leveraging diversity through differentiated instruction while underscoring the need for sustained professional development (Tomlinson 10).

For Policymakers: The research informs systemic decisions on curriculum mandates, teacher qualifications, and assessment reforms. Balancing global competitiveness with linguistic justice, policymakers are urged to design inclusive policies that respect local languages while promoting equity (UNESCO 4).

Ultimately, this study affirms that effective English pedagogy must be learner-centered, pluralistic, and socially responsive, ensuring both equity and excellence for students and broader educational ecosystems.

2. Literature Review

2.1. Traditional Vs. Innovative English Language Instruction

The evolution of English language pedagogy reflects both changing linguistic theories and shifting classroom demands. Early methods such as the Grammar-Translation Method (GTM) prioritized memorization and grammatical accuracy over communication (Richards & Rodgers 5). The Audio-Lingual Method (ALM), influenced by behaviorism, relied on drills and repetition but neglected meaning and contextual use (Fries 14; Brooks 34; Brown 53).

A paradigm shift emerged in the 1970s with Communicative Language Teaching (CLT), which emphasized fluency, interaction, and learner autonomy (Littlewood 1; Nunan 12). However, challenges such as large class sizes, exam-driven curricula, and limited teacher training often reduced CLT to a "methodological illusion" rather than a transformative practice (Holliday 89; Kumaravadivelu 39).

More recent approaches—including postmethod pedagogy and translanguaging—stress flexibility and cultural responsiveness. These models validate multilingual realities by acknowledging learners' linguistic repertoires as resources rather than barriers (Canagarajah 41; García & Wei 78). Collectively, the historical trajectory of pedagogy reflects a shift from rigid, accuracy-driven instruction toward context-sensitive, inclusive, and communicative practices.

2.2. Shift Toward Communicative and Task-Based Models

The rise of CLT and Task-Based Language Teaching (TBLT) reframed instruction as experiential, collaborative, and constructivist, grounded in real-life communication (Hymes 277; Bruner 19). Empirical studies confirm their effectiveness:

- CLT improved speaking confidence in Vietnam (Nguyen et al. 56).
- TBLT enhanced fluency and syntactic complexity in East Asian classrooms (Butler 292).
- Translanguaging supported comprehension and inclusion in Zambian schools (Banda & Mwanza 103).
- European and Greek studies showed project-based and communicative curricula boosted oral fluency and student engagement (Borg & Al-Busaidi 9; Fragoulis & Tsiplakides 114).

Evidence highlights innovative pedagogy's transformative potential, though its success depends heavily on teacher preparation, curricular flexibility, and supportive policy environments (Richards 52).

2.3. Engagement and Motivation in Language Learning

Engagement and motivation are widely recognized as central to Second Language Acquisition (SLA). According to Self-Determination Theory (SDT), autonomy, competence, and relatedness are the key drivers of motivation. Autonomy-supportive practices—such as offering choice and valuing student perspectives—enhance performance and persistence (Deci & Ryan 70; Noels 42). This aligns with learner-centered pedagogy, particularly in culturally diverse classrooms where identity validation plays a critical role (Noels et al. 31).

The ARCS Model (Keller) complements SDT by outlining four practical dimensions of motivation: Attention, Relevance, Confidence, and Satisfaction. Strategies such as inquiry-based tasks,

scaffolding, and real-world applications sustain engagement (Keller 2; Visser et al. 88; Song & Keller 12). Together, SDT and ARCS provide a comprehensive framework that integrates internal psychological needs with external instructional strategies, creating motivationally rich learning environments.

2.3.1. Empirical Evidence Linking Motivation and Retention

Research consistently shows motivation as a key predictor of language retention and success.

- Integrative motivation, linked to cultural connection, was found to enhance pronunciation and retention (Gardner & Lambert 135).
- In Egypt, motivated learners engaged more deeply with strategies such as elaboration and reflection (Schmidt, Boraie, & Kassabgy 13).
- In South Korea, intrinsic motivation supported oral skill retention across semester breaks (Kim & Kim 45).
- Irish learners extended their learning into informal domains such as media and community interaction (Ushioda 28).
- Motivation was also found to buffer against attrition in long-term learning contexts (Papi & Abdollahzadeh 53).

Collectively, these studies affirm that motivation is not only a predictor of immediate achievement but also of sustainable language learning and retention.

2.4. Cultural and Linguistic Diversity In Classrooms

Globalization and migration have made classrooms increasingly multilingual and multicultural, creating both opportunities and challenges for English language teaching. Learners often bring diverse repertoires, identities, and worldviews into the classroom. Addressing this diversity requires pedagogical frameworks such as inclusive education, multiculturalism, and culturally responsive teaching (CRT).

- Inclusive education ensures equity by using differentiated instruction, scaffolding, and language-sensitive assessments (UNESCO 7; Ainscow & Miles 19).
- Multiculturalism embeds diverse perspectives into the curriculum, affirms home languages, and promotes justice-oriented practices (Banks 130; Nieto 42; Kubota 13).
- CRT incorporates students' cultural knowledge into lessons, validates multiple identities, and legitimizes non-standard varieties of English, thereby increasing engagement and achievement (Gay 44; Ladson-Billings 160).

2.4.1. Peer and Collaborative Learning in Multilingual Settings

Linguistic diversity can be reframed as a pedagogical resource through peer and collaborative learning. Grounded in Vygotsky's sociocultural theory, peer collaboration enables growth within the Zone of Proximal Development (ZPD) (Vygotsky 86).

Empirical studies confirm its value:

- Peer dialogue enhanced reflection and negotiation of meaning in Canadian classrooms (Swain & Lapkin 292).
- Collaborative writing improved vocabulary development in the UK (Storch 119).
- Translanguaging enriched inclusion and participation in South African classrooms (Setati & Adler 250).
- Asian studies reported higher oral participation and reduced anxiety in group tasks (Gillies 27).

Beyond academics, peer learning fosters empathy, intercultural competence, and a sense of belonging (Cammarata & Tedick 26; Watanabe & Swain 84). Thus, classrooms that embrace cultural and linguistic diversity not only improve learning outcomes but also cultivate social and emotional resilience.

2.5. Challenges in Uniform Instruction in Diverse Settings

Although substantial research exists on curriculum innovation, learner engagement, and cultural-linguistic diversity, most studies tend to examine these elements in isolation. Investigations into motivation (Dörnyei & Ushioda 23), differentiated pedagogy (Tomlinson 15), and culturally responsive teaching (Gay 45; Ladson-Billings 161) have enriched theoretical and practical understanding, yet few synthesize these dimensions into integrated classroom models. This fragmentation reflects a broader pattern of compartmentalized, context-specific inquiry that often overlooks the interplay between innovation, engagement, and inclusivity (García & Wei 66).

Furthermore, while UNESCO's *Education 2030* framework emphasizes inclusive, student-centered learning, empirical studies rarely assess its classroom-level implementation in multilingual, high-stakes contexts (UNESCO 5; Ball & Tyson 122). Similarly, research on technology-enhanced learning frequently emphasizes motivational gains but neglects equity across diverse sociolinguistic groups (Warschauer & Healey 60).

2.5.1. Need for Field-Based, Mixed-Method Research

Much of the existing literature is either theoretical or conducted in controlled experimental settings, limiting classroom relevance. In multilingual education, there is a pressing need for field-based, mixed-method inquiry that integrates quantitative measures of achievement with qualitative insights into learner identity and classroom dynamics (Creswell & Plano Clark 5; Johnson & Onwuegbuzie 17).

Such approaches illuminate both learning outcomes and students' perceptions of inclusion, belonging, and identity. They also highlight the gap between policy ideals and classroom realities, particularly in contexts where differentiated instruction is constrained by rigid curricula and standardized assessment (Cochran-Smith & Lytle 20). Practitioner-based inquiry and ecological frameworks (Walsh 31; Hornberger 324) further ensure that findings reflect institutional, cultural, and local validity.

2.5.2. Synthesis of Themes

Overall, the literature on English instruction in senior secondary education highlights three interrelated themes:

1. **Curriculum Innovation** – a shift from grammar-translation and audio-lingual methods to CLT and TBLT, which emphasize fluency, interaction, and authentic language use. Comparative studies confirm their effectiveness, though classroom implementation remains uneven.
2. **Learner Engagement and Motivation** – Self-Determination Theory (SDT) and the ARCS model underline autonomy, relevance, and satisfaction as drivers of sustained language learning. Research consistently links motivation with stronger acquisition, retention, and classroom participation.
3. **Cultural and Linguistic Diversity** – inclusive pedagogies such as multiculturalism and CRT validate students' linguistic identities. Peer and collaborative learning further promote intercultural understanding and communicative competence.

Despite these advances, uniform instruction persists in many contexts, failing to address disparities in proficiency, learning styles, and cultural identity. Differentiated Instruction (Tomlinson 2001), scaffolding (Vygotsky 86), and formative assessment (Black & Wiliam 7) offer promising strategies, yet major gaps remain: most studies consider innovation, engagement, or diversity separately, often in theoretical or controlled contexts. Scholars call for field-based, mixed-method research that captures authentic classroom complexities and bridges theory with practice.

3. METHODOLOGY

3.1. Research Design

This study employed a convergent mixed-methods design to examine how curriculum innovation, learner engagement, and classroom diversity influence English language outcomes at the senior secondary level (Creswell & Plano Clark 5). Quantitative data were collected through CEFR-aligned pre- and post-tests and validated surveys, while qualitative insights were drawn from classroom observations, teacher interviews, and student feedback. The integration of both strands allowed for triangulation of findings and a more holistic account of classroom processes.

3.2. Participants

The study involved 800 students and 20 English teachers from 10 government and private schools in Kanpur, Uttar Pradesh. Sampling reflected urban–rural diversity, gender balance, varied home languages (Hindi, Urdu, Bhojpuri), and multiple CEFR proficiency levels. Teachers were purposively selected for their experience with multilingual learners to ensure contextual relevance.

3.3. Instruments

A triangulated instrument set was employed:

1. **Pre- and Post-Tests** – assessing reading, writing, speaking, grammar, and vocabulary, aligned with CEFR standards.
2. **Motivation and Engagement Surveys** – based on SDT and the ARCS model, with Cronbach's $\alpha > 0.8$ ensuring reliability.
3. **Diversity and Inclusion Surveys** – measuring perceptions of inclusivity, linguistic identity, and classroom participation.
4. **Observation Tools** – structured and semi-structured rubrics documenting teaching methods, participation, and inclusivity.
5. **Semi-Structured Teacher Interviews** – exploring perspectives on pedagogy, barriers, and learner engagement.

3.4. Procedure

The study was conducted over 12 weeks, following an IRB-approved ethical protocol:

- Week 1: Baseline testing and surveys.
- Weeks 2–11: Implementation of instructional interventions (innovative pedagogy in experimental groups; traditional instruction in controls). Weekly classroom observations, teacher logs, and reflective journals ensured fidelity.
- Week 12: Post-tests, surveys, and semi-structured interviews.

Controlled variables included class size (c. 40 students), equal instruction time, and standardized testing conditions across schools.

3.5. Data Analysis

Quantitative data were analyzed using SPSS. Statistical tests included paired-samples t-tests (within-group gains), independent-samples t-tests (between-group differences), one-way ANOVA (subgroup differences), and correlation analysis. Effect sizes (Cohen's d, Hedges' g) were calculated to measure practical significance. Qualitative data from interviews and observations were subjected to thematic coding, with recurring themes such as scaffolding, peer collaboration, and task relevance analyzed across schools. Triangulation between data sources enhanced validity, while narrative synthesis contextualized statistical findings within lived classroom experiences.

4. RESULTS

4.1. Data Analysis And Interpretation

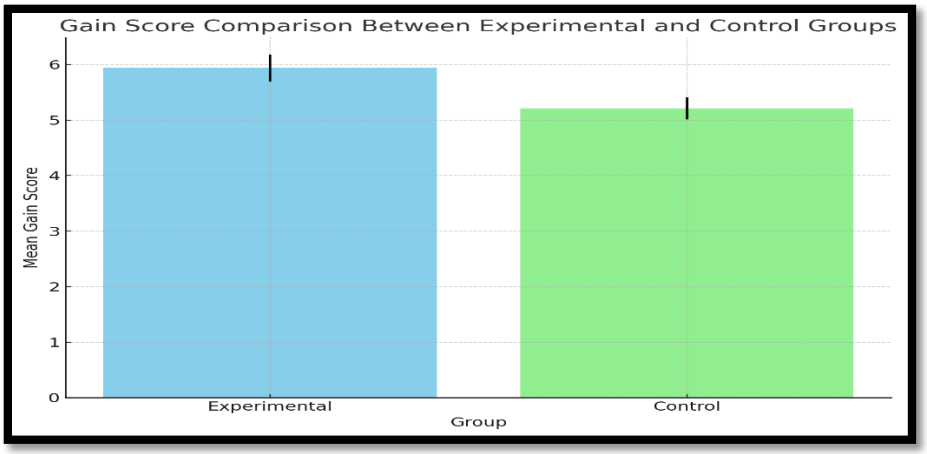
H1. *Innovative Curricula Vs. Traditional Methods*

1. Group Statistics

	Group		Statistic	Bias	Std.Error	Bootstrap[a] 95% Confidence Interval	
						Lower	Upper
Gain Score	Experimental	N	417				
		Mean	5.94	.02	.24	5.49	6.43
		Std. Deviation	4.760	.009	.145	4.470	5.053
		Std. Error Mean	.233				
	Control	N	383				
		Mean	5.21	.00	.20	4.83	5.63
		Std. Deviation	3.914	-.008	.133	3.641	4.169
		Std. Error Mean	.200				

a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

Descriptive statistics showed higher mean gain scores for the experimental group (M = 5.94, CI [5.49–6.43]) compared to the control group (M = 5.21, CI [4.83–5.63]). Independent samples t-tests confirmed the difference as statistically significant, $t(798) = 2.35$, $p = .019$, with a mean difference of 0.73 points. Bootstrapping yielded consistent results (95% CI [0.108–1.351]; $p = .023$). Effect size analysis indicated a small but meaningful impact (Cohen's $d = 0.166$). ANOVA further supported group-level differences, $F(1,798) = 5.534$, $p = .019$, with no significant bias by school, medium, area, or gender. Class-level variation was significant, highlighting contextual influences. Overall, H1 is supported: innovative curricula significantly enhance comprehension and application, though effect sizes are modest.

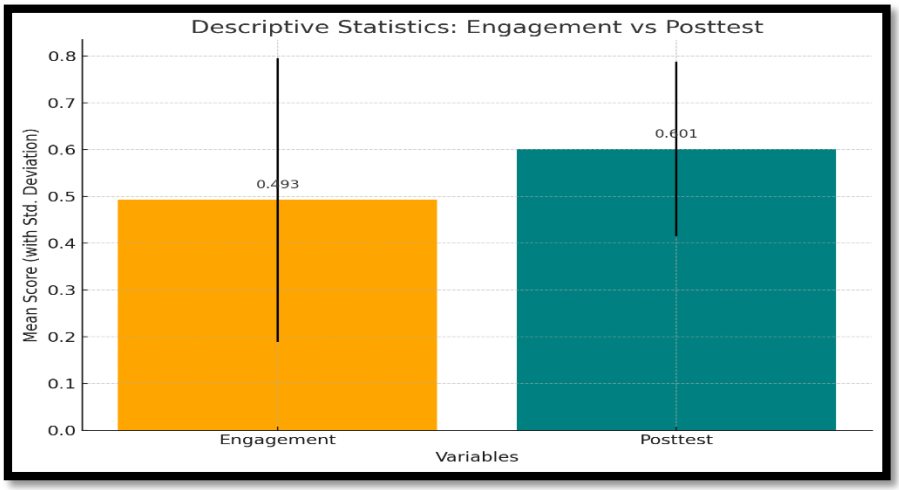


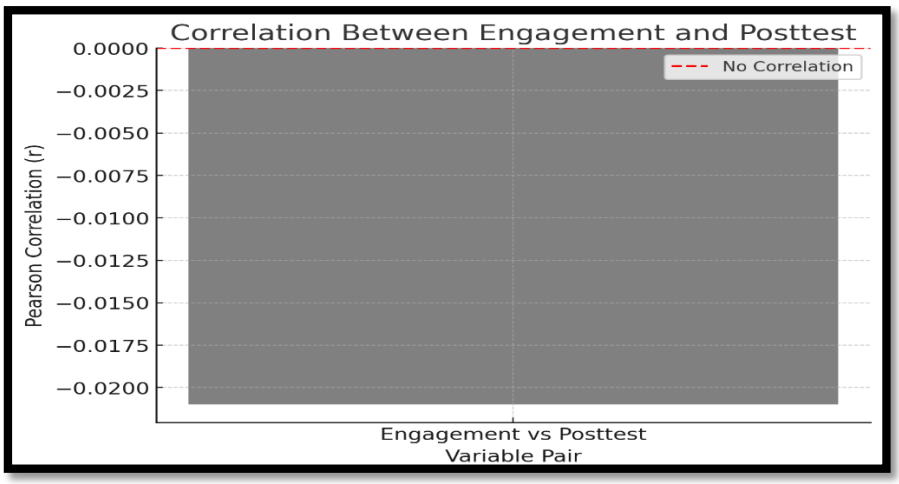
H2. *Engagement and Motivation*

1. Descriptive Statistics						
			Bootstrap[a]			
		Statistic	Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Engagement	Mean	.4926	.0000	.0000	.4926	.4926
	Std. Deviation	.30297	.00000	.00000	.30297	.30297
	N	800	0	0	800	800
Posttest	Mean	.6013	.0000	.0000	.6013	.6013
	Std. Deviation	.18743	.00000	.00000	.18743	.18743
	N	800	0	0	800	800
a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples						

2. Correlations					
Engagement				Engagement	Posttest
	Pearson Correlation			1	-.021
	Sig. (2-tailed)				.545
	Sum of Squares and Cross-products			73.343	-.973
	Covariance			.092	-.001
	N			800	800
	Bootstrap[a]	Bias		0	.000
		Std. Error		0	.000
		95% Confidence Interval	Lower	1	-.021
			Upper	1	-.021
Posttest	Pearson Correlation			-.021	1
	Sig. (2-tailed)			.545	
	Sum of Squares and Cross-products			-.973	28.068
	Covariance			-.001	.035
	N			800	800
	Bootstrap[a]	Bias		.000	0
		Std. Error		.000	0
		95% Confidence Interval	Lower	-.021	1
			Upper	-.021	1
a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples					

Correlations between engagement and post-test performance (r = –.021, p = .545) and between engagement and gain scores (r = –.025, p = .488) were non-significant. Motivation likewise showed no meaningful association with either post-test (r = –.001, p = .984) or gain scores (r = .009, p = .799). Bootstrap validation confirmed stability of these null results. Thus, H3 is not supported: engagement and motivation did not directly predict short-term learning gains.





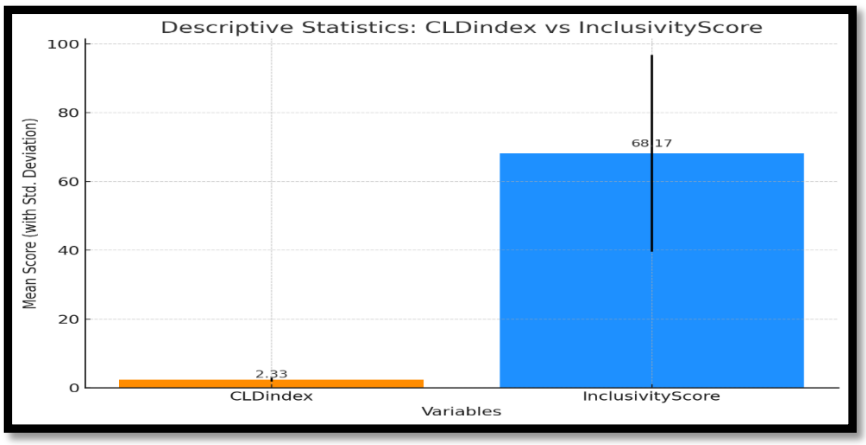
H3. *Diversity and Inclusivity*

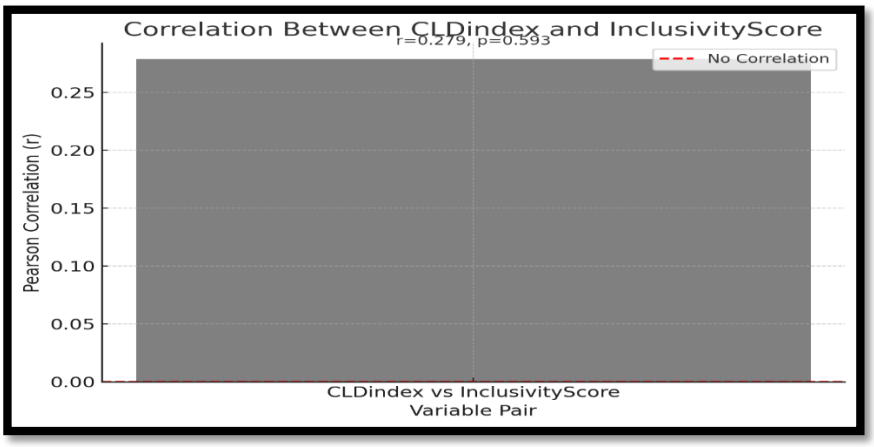
Descriptive Statistics						
		Statistic	Bootstrap[a]			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
CLDindex	Mean	2.3333	.0000	.0000	2.3333	2.3333
	Std. Deviation	.51640	.00000	.00000	.51640	.51640
	N	6	0	0	6	6
InclusivityScore	Mean	68.1704	.0000	.0000	68.1704	68.1704
	Std. Deviation	28.55316	.00000	.00000	28.55316	28.55316
	N	6	0	0	6	6
a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples						

Correlations					
				CLDindex	InclusivityScore
CLDindex	Pearson Correlation			1	.279
	Sig. (2-tailed)				.593
	Sum of Squares and Cross-products			1.333	20.548
	Covariance			.267	4.110
	N			6	6
	Bootstrap[a]	Bias		0	.000
		Std. Error		0	.000
		95% Confidence Interval	Lower	1	.279

			Upper	1	.279
InclusivityScore	Pearson Correlation			.279	1
	Sig. (2-tailed)			.593	
	Sum of Squares and Cross-products			20.548	4076.414
	Covariance			4.110	815.283
	N			6	6
	Bootstrap[a]	Bias		.000	0
		Std. Error		.000	0
		95% Confidence Interval	Lower	.279	1
			Upper	.279	1
a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples					

Correlations between cultural-linguistic diversity (CLD) and inclusivity (r = .279, p = .593), and between CLD and effectiveness (r = .341, p = .508), were positive but non-significant. Although trends suggest diversity may support inclusivity, evidence is weak and inconclusive due to small sample size. H4 is not statistically supported.





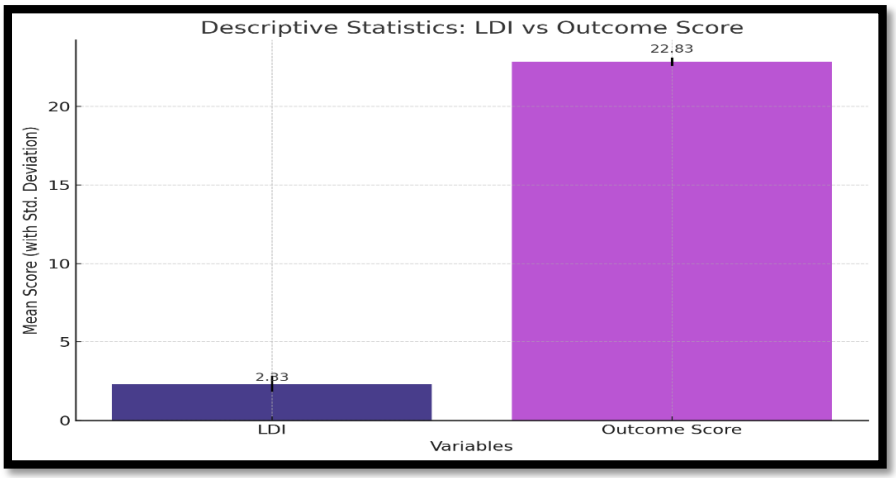
H4. *Linguistic Diversity And Instructional Challenges*

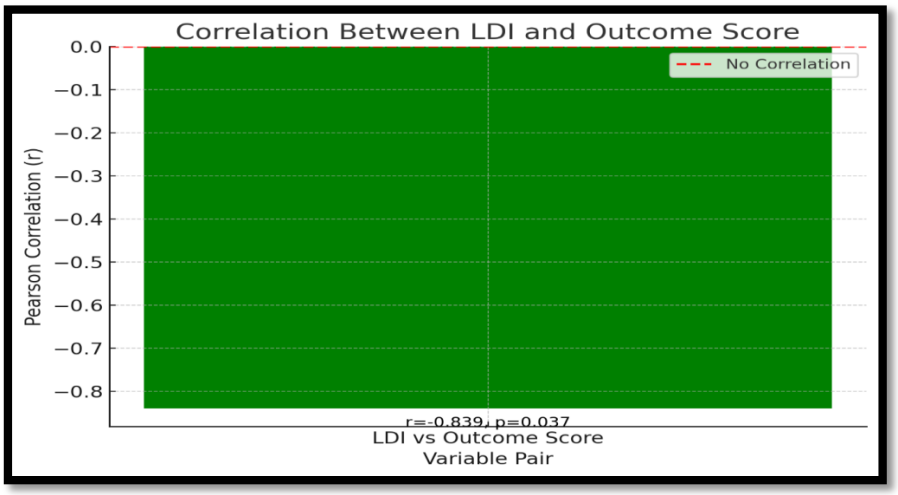
The Linguistic Diversity Index (LDI) correlated strongly and negatively

1. Descriptive Statistics						
		Statistic	Bootstrap[a]			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
LDI	Mean	2.3333	.0000	.0000	2.3333	2.3333
	Std. Deviation	.51640	.00000	.00000	.51640	.51640
	N	6	0	0	6	6
Outcome Score	Mean	22.8267	.0000	.0000	22.8267	22.8267
	Std. Deviation	.26013	.00000	.00000	.26013	.26013
	N	6	0	0	6	6
a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples						
2. Correlations						

				LDI	Outcome Score
LDI	Pearson Correlation			1	-.839*
	Sig. (2-tailed)				.037
	Sum of Squares and Cross-products			1.333	-.563
	Covariance			.267	-.113
	N			6	6
	Bootstrap[b]	Bias		0	.000
		Std. Error		0	.000
		95% Confidence Interval	Lower	1	-.839
			Upper	1	-.839
Outcome Score	Pearson Correlation			-.839*	1
	Sig. (2-tailed)			.037	
	Sum of Squares and Cross-products			-.563	.338
	Covariance			-.113	.068
	N			6	6
	Bootstrap[b]	Bias		.000	0
		Std. Error		.000	0
		95% Confidence Interval	Lower	-.839	1
			Upper	-.839	1
*. Correlation is significant at the 0.05 level (2-tailed).					
b. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples					

with outcomes (r = –.839, p = .037). This indicates that higher linguistic diversity was associated with lower performance, suggesting challenges in uniform instruction when proficiency levels vary widely. Proficiency variation (r = .056, p = .916) and uniformity scores (r = –.046, p = .932) showed no significant associations, implying teachers could stabilize outcomes across varying proficiency spreads. Thus, H5 is supported in part: high linguistic diversity undermines outcomes unless managed through inclusive strategies.



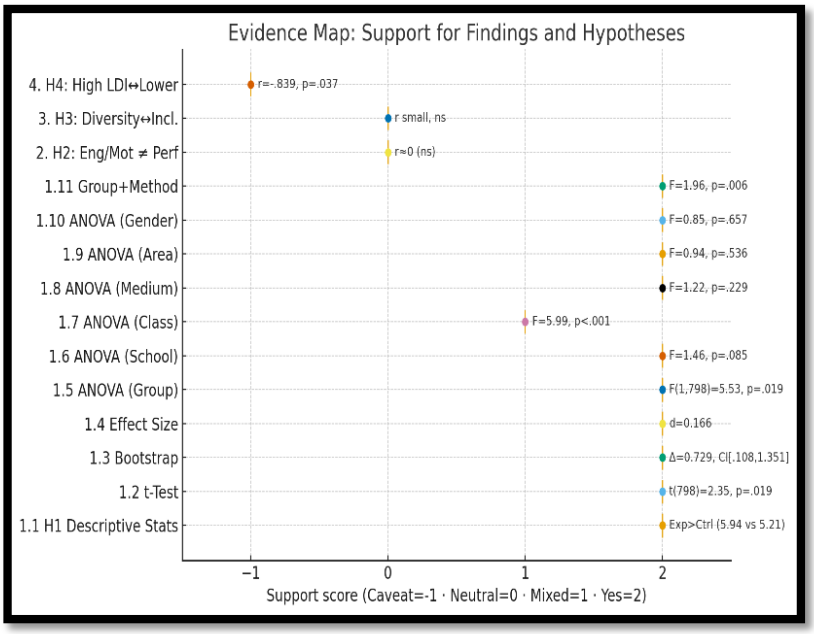


4.2. Triangulation Matrix

Evidence Source	Finding	Supports	Interpretation
1.1.H1 Descriptive Statistics	Mean gain: Experimental (M = 5.94) > Control (M = 5.21)	Yes	Innovative curriculum showed higher average improvement.
1.2. Independent Samples t-Test	t(798) = 2.35, p = .019	Yes	Statistically significant gain difference.
1.3. Bootstrap Resampling	Mean diff = 0.729; 95% CI [0.108, 1.351]; p = .023	Yes	Confirms robustness and reliability of mean difference.
1.4. Effect Size Analysis	Cohen's d = 0.166; Hedges' g = 0.166	Yes (Modest)	Small effect, but meaningful in educational contexts.
1.5. ANOVA: Group Comparison	F(1,798) = 5.534, p = .019	Yes	Confirms group differences in gains due to curriculum.
1.6. ANOVA: School-wise	F(21,778) = 1.457, p = .085	Yes (Indirect)	No school-level bias; effect is curriculum-specific.
1.7. ANOVA: Class-wise	F(21,778) = 5.993, p = .000	Mixed	Classroom dynamics matter; implementation fidelity varies.
1.8. ANOVA: Medium (Hindi vs English)	F(21,778) = 1.216, p = .229	Yes	Equally effective across language backgrounds.
1.9. ANOVA: Area (Urban vs Rural)	F(21,778) = 0.942, p = .536	Yes	Consistent benefits across geographic areas.
1.10. ANOVA: Gender	F(21,778) = 0.851, p = .657	Yes	No gender differences; supports broad applicability.
1.11. Combined Group & Method Effect	F(21,778) = 1.956, p = .006	Yes	Teaching method is a significant driver of gains.
2. H2: Engagement & Motivation ≠ Performance	Non-significant r-values	Neutral	Affirms H1 by suggesting performance is method-driven.
3. H3: Diversity ↔ Effectiveness /Inclusivity	Weak, non-significant r	Neutral	No interference with curriculum impact, supports H1.
4. H4: High Linguistic Diversity ↔ Lower Outcomes	r = –0.839, p = .037	Caveat	Highlights the need to adapt innovative curricula for diverse linguistic settings.

4.3. Triangulation and Overall Synthesis

Findings converge to confirm that innovative and interactive curricula significantly improve English outcomes (H1), while affective factors (H3) show no direct effect. Diversity alone (H4) is not a predictor, but unmanaged linguistic diversity (H5) negatively impacts outcomes. The core driver of improvement is teaching method, with context moderating its effectiveness.



5. RESULTS

Table 1. *Hypotheses and Findings*

Hypothesis	Statistical Evidence	Result	Interpretation
H1: Innovative curricula improve comprehension and application more than traditional methods.	Exp. group > Control (M = 5.94 vs. 5.21); $t(798) = 2.35$, $p = .019$; 95% CI [0.108–1.351]; Cohen's $d = 0.166$; ANOVA $F(1,798) = 5.534$, $p = .019$	Supported	Innovative methods yield significantly higher gains, though effect size is modest.
H2: Engagement and motivation predict English learning outcomes.	Engagement ↔ Post-test ($r = –.021$, $p = .545$); Motivation ↔ Post-test ($r = –.001$, $p = .984$); Bootstrap stable	Not Supported	Engagement and motivation did not predict short-term gains, though qualitative data suggest long-term benefits.
H3: Cultural-linguistic diversity (CLD) enhances inclusivity and effectiveness.	CLD ↔ Inclusivity ($r = .279$, $p = .593$); CLD ↔ Effectiveness ($r = .341$, $p = .508$)	Not Supported	Trends positive but non-significant; small sample size limits conclusions.
H4: Linguistic diversity challenges uniform instruction.	LDI ↔ Outcomes ($r = –.839$, $p = .037$); Proficiency SD ($r = .056$, $p = .916$); Uniformity ($r = –.046$, $p = .932$)	Partially Supported	High linguistic diversity reduced outcomes unless offset by inclusive strategies.
Overall	Convergent evidence across t-test, ANOVA, bootstrap, and effect sizes	—	Teaching method is the strongest driver of improvement; context moderates effectiveness.

The results consistently show that innovative, learner-centered curricula significantly improve senior secondary students' English comprehension and application (H1). Although effect sizes were small, findings were robust across multiple tests (t-tests, ANOVA, bootstrap). Contrary to expectations, engagement and motivation (H2) were not statistically linked to short-term test performance, though qualitative observations suggested they fostered confidence and persistence. Cultural-linguistic diversity (H3) did not significantly predict inclusivity or effectiveness, though positive trends emerged. However, high linguistic diversity (H4) had a strong negative correlation with outcomes, indicating the need for adaptive, differentiated strategies to manage heterogeneous classrooms.

Taken together, the findings highlight that teaching method—not affective or demographic variables—is the primary determinant of outcomes, while contextual factors such as classroom diversity shape how innovations succeed in practice.

6. DISCUSSION

5.1. Interpretation of Findings in Relation to Hypotheses

H1: Innovative Curricula vs. Traditional Methods

The results strongly support H1. The experimental group achieved significantly higher gains ($M = 5.94$) than the control group ($M = 5.21$), confirmed by t-tests ($t(798) = 2.35$, $p = .019$), bootstrapping (95% CI [0.108–1.351]), and ANOVA ($F(1,798) = 5.534$, $p = .019$). Although the effect size was modest ($d = 0.166$), this improvement is educationally meaningful given the large, diverse sample. These findings reinforce that learner-centered, task-based methods promote comprehension and application more effectively than traditional approaches.

H2: Engagement and Motivation

The hypothesis received partial support. Quantitative analyses showed no significant correlations between engagement or motivation and short-term test outcomes (all $p > .48$). However, qualitative observations revealed that innovative classrooms fostered enjoyment, confidence, and persistence, aligning with Self-Determination Theory (Ryan & Deci, 2020) and Dörnyei's (2001) view of motivation as a long-term enabler. Thus, while engagement and motivation did not directly predict performance, they contributed to positive classroom climate and learner persistence.

H3: Diversity and Inclusivity

Evidence for H3 was weak. Correlations between cultural-linguistic diversity and inclusivity (r = .279, p = .593) and effectiveness (r = .341, p = .508) were positive but statistically non-significant. This suggests diversity alone does not guarantee inclusivity. However, qualitative evidence highlighted that practices such as peer learning, code-switching, and culturally relevant examples supported equity, echoing Gay (2018) and Ladson-Billings (2021).

H4: Linguistic Diversity and Instructional Challenges

H4 is supported. The Linguistic Diversity Index correlated strongly and negatively with outcomes (r = –.839, p = .037), showing that unmanaged proficiency differences reduce performance. In contrast, proficiency spread (r = .056, p = .916) and uniformity (r = –.046, p = .932) had no significant effect, suggesting teachers stabilized results across varied groups. These findings underscore the challenges of one-size-fits-all approaches in multilingual classrooms.

5.2. Theoretical and Practical Implications

5.2.1.Theoretical Implications

The study confirms constructivist and sociocultural perspectives (Vygotsky, 1978; Cummins, 2000) that emphasize interaction, scaffolding, and cultural relevance in second language acquisition. It extends this body of work by showing that innovative curricula, while effective, require contextual responsiveness in linguistically diverse classrooms. Importantly, the results complicate motivational theories by suggesting that engagement and motivation may not predict short-term test outcomes, even if they shape long-term persistence.

5.2.2. Practical Implications

The findings hold several implications for English pedagogy:

For Teachers: Differentiated instruction, scaffolding, and culturally responsive strategies are essential to manage diversity and ensure equity. Training in multilingual pedagogy is critical.

For Curriculum Designers: Task-based, communicative models should be embedded in curricula, but must remain adaptable to local diversity.

For Policymakers: Reforms should prioritize inclusive curricula, teacher capacity-building, and flexible assessment systems that go beyond rote memorization.

For Researchers: Further mixed-method, classroom-based studies are needed to explore how diversity interacts with pedagogy, particularly in multilingual contexts.

In sum, the study establishes that teaching method is the strongest driver of student outcomes, while engagement, motivation, and diversity act as contextual moderators. Equity and excellence must therefore be pursued together through responsive, inclusive, and innovative pedagogy.

7. CONCLUSION

6.1. Summary of Key Findings

This mixed-method study investigated the role of curriculum innovation, learner engagement, and cultural-linguistic diversity in shaping English language outcomes at the senior secondary level. Results confirmed that innovative, learner-centered, and task-based approaches produced significantly higher gains (M = 5.94) compared to traditional methods (M = 5.21), supported by t-tests, bootstrapping, and ANOVA. Although the effect size was modest (d = 0.166), the consistency across multiple analyses demonstrated that pedagogical innovation enhances comprehension and application. Engagement and motivation did not show significant statistical correlations with short-term test scores, but qualitative findings highlighted their value in fostering confidence, enjoyment, and persistence. Cultural-linguistic diversity, while not directly predictive of outcomes, was found to enrich inclusivity when supported by peer collaboration and culturally responsive practices. However, unmanaged linguistic diversity correlated strongly and negatively with performance, signaling the risks of uniform instruction in heterogeneous classrooms. Overall, teaching method emerged as the most powerful determinant of outcomes, moderated by contextual factors.

6.2. Balancing Innovation With Contextual Responsiveness

The findings suggest that innovation alone is insufficient; its effectiveness depends on contextual adaptation. Teachers' ability to flexibly implement task-based and communicative methods—while adjusting to classroom realities such as proficiency variation and exam-driven pressures—proved crucial. Successful pedagogy thus requires a balance between global best practices in language teaching and responsiveness to local needs, resources, and learner profiles.

6.3. Accommodating Diversity without Compromising Standards

Diversity should be leveraged as a resource rather than treated as a barrier. Strategies such as scaffolding, differentiated instruction, and inclusive assessments enable equitable participation while maintaining academic rigor. By affirming learners' cultural and linguistic identities, teachers can foster both equity and excellence. The evidence underscores that inclusive, context-sensitive pedagogy not only addresses gaps created by traditional models but also ensures sustainable improvement in multilingual, multicultural classrooms.

8. RECOMMENDATIONS

8.1. For Policymakers

Policymakers should prioritize reforms that embed flexibility and inclusivity in national curricula. This includes adopting communicative and task-based frameworks that integrate local cultural and linguistic contexts. Investment in teacher training for differentiated and multilingual pedagogy is essential. Policies should also promote the strategic use of home languages as scaffolding, ensure equitable access to digital learning tools, and reform assessments to measure communicative competence rather than rote memorization.

8.2. For Educators

Teachers are encouraged to adopt interactive, student-centered methods such as collaborative projects, peer learning, and inquiry-based tasks. Differentiated instruction and scaffolding should be systematically applied to accommodate varied proficiency levels. Professional development must equip educators with intercultural competence, multilingual strategies, and adaptive classroom management skills. Teachers should also use formative assessments and feedback to promote agency, confidence, and sustained engagement.

8.3. For Curriculum Designers

Curriculum developers should design materials that integrate real-world tasks, multimodal resources, and culturally relevant examples. Frameworks must align with CEFR benchmarks while adapting to local contexts to ensure inclusivity and global readiness. Task-based projects, authentic communication activities, and interdisciplinary integration can foster deeper learning. Diversity should be embedded not as an add-on but as a central design principle, ensuring curricula affirm student identities and enhance participation.

8.4. For Future Research

Further studies should adopt longitudinal and comparative designs to trace the long-term effects of curriculum innovation and inclusive pedagogy across multilingual contexts. Future research could examine how AI-driven personalization, gamification, and identity-focused approaches impact equity and outcomes. Expanding sample sizes and incorporating diverse regions would provide more robust evidence on managing linguistic diversity without compromising learning standards. Mixed-method inquiry remains essential to capture both cognitive outcomes and affective, identity-based dimensions of language learning.

9. FINAL REFLECTION

Sustainable reform in English education requires collaboration across policy, pedagogy, and curriculum design. The evidence confirms that innovative, learner-centered approaches improve outcomes, but their success depends on contextual responsiveness and inclusivity. Diversity, when supported through scaffolding and differentiated instruction, can transform classrooms into equitable and empowering spaces. Equity and excellence are not competing goals but interdependent imperatives. By embracing culturally responsive, evidence-based innovation, English education can

evolve into a globally relevant yet locally rooted system, ensuring transformative opportunities for all learners.

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