An In-depth Analysis of the Class Six New Textbook in the Bangladeshi National Curriculum

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Abstract

This paper presents an in-depth evaluation of the *English Class Six* (Jahan et al., 2022) textbook, a critical component of Bangladesh's national curriculum aimed at enhancing English language proficiency among sixth-grade students. Through qualitative content analysis, the study assessed the textbook's pedagogical approaches, content diversity, thematic richness, and instructional methodologies within the context of contemporary educational theories. The analysis reveals that the textbook effectively integrates experiential and cooperative learning strategies, promoting active engagement and practical language use. It also shows the textbook's emphasis on cultural competence and the dual-language approach to instruction, which is likely to facilitate accessibility for learners from diverse linguistic backgrounds. However, the study identifies areas for improvement, particularly the need for greater incorporation of multimedia resources and more differentiated content to cater to varying student proficiency levels. The findings suggest that while the textbook provides a solid foundation for language learning, embracing technological advancements and adopting a more nuanced approach to curriculum design could enhance its effectiveness. This paper contributes to the ongoing discussion on English language curriculum development in Bangladesh, offering insights into the design and implementation of language textbooks for meeting the needs of diverse learner populations.

Keywords: English Class Six, Bangladesh, national curriculum, pedagogical approaches, cultural competence, experiential learning, cooperative learning

INTRODUCTION

The acquisition of English language skills is crucial in global educational frameworks, mainly due to its role in international discourse, commerce, and information exchange. In Bangladesh, the emphasis on English within the national curriculum, especially at the secondary level, underscores its significance in equipping students with foundational language competencies. This study examines the newly introduced *English Class Six* (Jahan et al., 2022) textbook, a component of Bangladesh's competency-based curriculum (2022), which aims to enhance reading, writing, listening, and speaking skills among sixth-grade students. This textbook reflects pedagogical advancements advocating active learning, critical thinking, and cultural awareness. This paper evaluates the textbook's efficacy, content, and pedagogical strategies against national standards and contemporary educational theories, including experiential learning, social development, and cooperative learning. Additionally, it assesses the textbook's incorporation of cultural competence, which is vital for global intercultural communication. Through a critical analysis of the *English Class Six* textbook, this research contributes to the dialogue on language education in Bangladesh, highlighting potential improvements and future directions for curriculum development to foster language learning and intercultural understanding, thereby preparing students for the multilingual and multicultural societies in the 21st century.

The development of English language skills in Class Six paves the way for successful progression towards higher education and future professional opportunities. It lays the foundation for effective communication, enabling learners to express themselves clearly and confidently, which is vital for academic success and career advancement. English's status as the lingua franca in higher education globally opens up expansive opportunities for academic and professional growth. In today's globalised context, English serves as a key medium for cross-cultural communication, providing access to a vast array of information and academic resources predominantly available online, and is crucial for research and scholarly development. Early engagement in English language learning significantly contributes to cognitive enhancement, critical thinking, and self-confidence, equipping students with essential skills for navigating through their education and into their careers. Thus, English proficiency is indispensable for holistic development.

This comprehensive analysis sought to elucidate the contents of the newly introduced *English Class Six* textbook within Bangladesh's National Curriculum. The objectives were twofold: initially, to investigate the range of subjects and topics encompassed by the textbook, thereby delineating the knowledge base expected to be imparted to students. Then, we looked at how the lessons have been organised around different activities. Next, we compared the book to what the government states students should learn to examine the extent to which they match up. We also wanted to examine whether/how the book represented different people and cultures well so that everyone feels included. Lastly, we checked if the book helps students learn essential skills like thinking critically and using technology, which are really useful in today's world. By doing all this, we got a good idea about the effectiveness and efficiency of the new textbook for Bangladeshi sixth-grade students.

LITERATURE REVIEW

Language education in secondary schools is a critical area of focus for curriculum developers and educators worldwide, aiming to equip students with essential communication skills necessary for

the globalised world. The *English Class Six* textbook in Bangladesh's national curriculum represents a strategic effort to improve English language proficiency among students. This literature review explores the theoretical underpinnings of language education, analyses of language textbooks in similar contexts, and the significance of cultural competence in language learning.

Educational theories in language learning

Educational theories play a pivotal role in shaping language learning materials and approaches. Experiential learning, as proposed by Kolb (1984), emphasises learning through experience, reflection, conceptualisation, and experimentation. This theory underpins many modern language teaching methodologies, advocating for immersive and interactive learning environments where students actively apply language skills in real-world contexts. Similarly, Vygotsky's (1978) social development theory highlights the importance of social interaction in cognitive development, suggesting that language learning is significantly enhanced through collaboration and scaffolding provided by more knowledgeable others.

Cooperative learning, detailed by Johnson and Johnson (1999), further supports the integration of social interaction in education, demonstrating how structured group work can foster communication skills, mutual understanding, and a sense of community among learners. These theories collectively underscore the importance of active, reflective, social, and experiential processes in language education (Gillies, 2014), guiding the development of textbooks and curricula aimed at fostering comprehensive language competencies. According to the National Curriculum Framework of NCTB (2021) The new English textbooks under the new curriculum have drawn on these theoretical models.

Analyses of language textbooks

Studies evaluating language textbooks in various educational contexts provide insights into the degree of alignment of content and pedagogical approaches with curricular goals and learning outcomes. McGrath (2002) offers a framework for textbook analysis, considering aspects such as content relevance, pedagogical soundness, cultural appropriateness, and learner engagement. Comparative studies (Karabinar & Guler, 2013; Liu, 2019; Tok, 2010) have examined English language textbooks across different countries, highlighting variations in the integration of cultural content, language skills development and the incorporation of educational technology. These analyses often reveal a tension between the aspiration for a universal, standard English curriculum and the need for localisation to address specific cultural and linguistic contexts (Canagarajah, 2005).

In the context of Bangladesh, Alam (2015) analysed the older versions of secondary English textbooks, emphasising the need for a balanced approach that includes both global and local content to enhance cultural awareness and linguistic competence. This body of research underscores the complexity of textbook design, suggesting that influential language textbooks should not only provide language instruction but also foster cultural understanding and critical thinking skills.

Cultural competence in language education

The role of cultural competence in language education has gained increasing attention. Byram (1997) introduces the concept of intercultural communicative competence (ICC), arguing for its essential place in language education to prepare learners to interact effectively and respectfully

across cultural boundaries. For example, the model he developed encompasses English-language linguistic and cultural competence among language learners, taking into account modern pedagogical, psychological, and methodological principles. Language textbooks, therefore, must go beyond linguistic proficiency to include cultural narratives, classroom practice and informal practices (Lazareva, 2019), and perspectives that enrich learners' understanding of the world (Liddicoat & Scarino, 2013).

Empirical studies, such as those by Kramsch (1993), highlighted the potential of authentic cultural materials in textbooks to enhance learners' cultural sensitivity and understanding. However, challenges remain in adequately representing diverse cultures and perspectives in language textbooks, often limited by national curricula or the lack of resources (Shin et al., 2011). These studies collectively advocate for a more integrated approach to language and culture in educational materials, suggesting that textbooks should serve as a portal to global citizenship by fostering not only language skills but also intercultural awareness and empathy.

METHODOLOGY

This study employed a qualitative content analysis methodology to evaluate the *English Class Six* textbook used within the Bangladeshi national curriculum. The aim was to critically assess the textbook's pedagogical approaches, content relevance, alignment with educational competencies, and facilitation of language learning outcomes. This section outlines the research design, data collection, and analysis procedures adopted in this evaluation.

The research design was structured to provide a comprehensive analysis of the textbook, incorporating both descriptive and interpretive elements. The study focused on evaluating the textbook's content, instructional strategies, and pedagogical alignment with vital educational theories and curriculum objectives. This design facilitated an in-depth understanding of how the new textbook aims to develop English language skills among sixth-grade students in Bangladesh and the extent to which it incorporates elements of cultural competence and experiential learning.

The primary data source for this study is the *English Class Six* textbook itself. Additional sources included the National Curriculum and Textbook Board (NCTB) guidelines, educational policies related to secondary language education in Bangladesh, and previous studies on language learning materials. The textbook was systematically reviewed to extract data on:

Content coverage: Types of language skills covered (reading, writing, listening, and speaking) and the range of topics addressed.

Pedagogical approaches: Instructional strategies and activities (e.g., group work, individual tasks, use of authentic materials) designed to facilitate language learning.

Cultural competence: Integration of cultural content and activities aimed at developing intercultural communicative competence.

Alignment with educational theories: Correspondence with principles of experiential learning, cooperative learning, and other relevant educational theories.

A thematic analysis was conducted on the collected data, following Braun and Clarke's (2006) six-phase framework. This involved:

Familiarisation: Immersive reading of the textbook and supplementary materials to gain an in-depth understanding.

Coding: Systematic identification of segments related to language skills, pedagogical approaches, cultural content, and theoretical alignment.

Theme Development: Aggregation of codes into broader themes reflecting the textbook's pedagogical and content characteristics.

Reviewing Themes: Refine and modify themes to ensure they accurately represent the textbook's features and objectives.

Defining and Naming Themes: Clarification of the essence of each theme and its relevance to the research questions.

Reporting: Detailed presentation of how the textbook aligns with educational theories, facilitates language learning, and incorporates cultural competence.

This study methodically evaluated the *English Class Six* textbook against contemporary educational practices, focusing on content and pedagogical efficacy. An ethical, unbiased critique highlighted strengths and areas for enhancement, aiming to enrich Bangladesh's language education with pedagogically sound, culturally inclusive materials aligned with global standards.

FINDINGS

The *English Class Six* textbook, part of Bangladesh's national curriculum, serves as a foundational component in developing English language skills among sixth-grade students. This section provides an overview of the textbook, examining its structure, objectives, and content coverage, with a focus on how it aims to meet the educational needs of students across diverse learning environments.

Structure and objectives

The textbook is structured into nineteen units, each designed to cover a broad spectrum of themes and topics relevant to the age group and educational stage of the learners. The units' titles are: *Talking to People, Little Things, Future Lies in Present, Ask and Answer, Together We Are a Family, The Missing Tenth Man, A Day in the Life of Mina, Bangabandhu, My Inspiration, Politeness, The Boy Under the Tree, Meeting an Overseas Friend, Medha's Dream, My Books, Arshi's Letter, A Fresh Pair of Eyes, Save Our Home, King Lear, Four Friends,* and *Glossary*. The writers and editors of the *English Class Six* textbook are Rubaiyat Jahan, Md. Samyul Haque, Bijoy Lal Basu, Md. Abdul Karim, Md. Nasir Uddin, Abu Nasar Mohammed Tofail Hossain, Shakina Akter, Mohammad Delower Hossain, and Md. Saiful Malak. The author team represents academics based in universities, practising teachers at the secondary level, teacher trainers, and subject experts based in NCTB. The primary objective of the textbook as stated in the Preface is to foster a comprehensive language learning experience that improves linguistic competencies and prepares students to engage competently and confidently in English-speaking contexts (National Curriculum and Textbook Board [NCTB], 2022).

Content coverage

The content of the *English Class Six* textbook is diverse, encompassing a variety of literary and informational texts, including stories, poems, dialogues, and essays. However, the book also includes tasks on pages 13 (1.10), 16, 38, 41, and 60 (7.7) that are designed to be straightforward and not require much critical thinking. These tasks are structured to aid students in grasping basic

concepts and reinforcing fundamental skills without the necessity for deep analysis or interpretation of the content.

Pedagogical approaches

Aligned with contemporary educational theories, the textbook adopts an experiential learning approach. Activities within the textbook are designed to facilitate active learning, including drawing, participating in games, and engaging in peer discussions, thereby promoting language use in varied and meaningful contexts.

Cultural competence

The textbook supports the development of Byram's intercultural communicative competence (ICC) by integrating content that fosters an understanding and appreciation of different cultures and perspectives. On page 4, the lesson on conversing with an unknown older adult instils respect and empathy as well as teaching social etiquette. The texts and activities on page 5, among other available examples, focus on problem-solving and effective communication. As reflected in the content, students learn how to help a friend find an address, highlighting the importance of assistance and life skills. Furthermore, dialogues on pages 8 to 10 between students and various individuals, like a parking guard and a gardener, encourage the application of language in daily interactions. Chapter 10, "The Boy Under the Tree", highlights Bangladesh's cultural diversity, particularly in situations 2 and 4, emphasising the importance of exposing students to the cultural richness of other countries. Chapter 11, "Meeting an Overseas Friend", briefly touches on the differences between Bangladesh and Canada, suggesting the value of a dedicated chapter on the culture of an English-speaking country to broaden students' perspectives and enhance their understanding of cultural diversity.

Alignment with educational theories

The textbook's pedagogical framework is reflective of several vital educational theories. Besides experiential learning, elements of Vygotsky's (1978) social development theory are evident in the collaborative learning strategies employed throughout the book. The incorporation of cooperative learning activities further emphasises the textbook's commitment to fostering social interaction and mutual learning among students.

On page 4, the chapter titled "Talking to the People" features examples involving Shimul and Auntie, demonstrating interpersonal communication skills. Page 30 introduces another chapter, "Ask and Answer," where Monir and Munia are used as examples to teach the importance of inquiry and dialogue in language learning. Additionally, the eighth chapter of the book, found on page 61, is titled "Bangabandhu My Inspiration." This chapter uses the authentic historical context of the charismatic leadership of Bangabandhu to delve into themes of inspiration and leadership.

The *English Class Six* textbook represents a comprehensive effort to enhance language skills among Bangladeshi students, incorporating a balanced mix of content and pedagogical strategies aligned with modern educational principles.

Content analysis

The *English Class Six* textbook, a cornerstone of the Bangladeshi national curriculum, embodies a multifaceted approach to language learning, integrating a wide array of themes, narratives, and instructional methodologies designed to enhance students' linguistic competencies. This analysis delves into the textbook's content, evaluating its pedagogical depth, thematic diversity, and

alignment with educational objectives aimed at cultivating proficient English language speakers and culturally aware individuals.

Thematic diversity and instructional material

The textbook is characterised by its rich thematic diversity, covering topics from environmental consciousness to moral values and intercultural understanding. Each unit is designed with specific learning outcomes in mind, targeting the development of reading, writing, listening, and speaking skills through a variety of texts, including stories, poems, dialogues, and informational content.

Chapters 8, 10, 11, 17, and 18 delve into the theme of "Local Culture and Individual Identity," exploring the intricate relationship between the cultural context and the formation of personal identity. This thematic choice underscores the significance of cultural awareness in understanding oneself and others. Chapter 14 focuses on "Innovation and Technology," providing insights into the rapidly evolving technological landscape and its implications for society. This theme highlights the importance of staying informed about technological advancements and understanding their potential for innovation. The themes of "Morality, Respect, and Empathy" are central to chapters 5, 7, and 15, where ethical considerations, interpersonal respect, and empathetic understanding are emphasised. These chapters aim to foster moral reasoning and compassionate interaction among students. Chapter 12 is dedicated to "Art and Creativity," celebrating creative expression as a fundamental aspect of human experience. It emphasises the value of artistic endeavours in fostering creativity and personal expression. Chapters 3, 4, and 6 explore "Cultural Stories and Folklore," tapping into the rich tapestry of global narratives to illustrate cultural diversity and shared human experiences. This theme serves as a window into the world's cultural heritage and storytelling traditions. Interestingly, Chapter 15 also incorporates the theme of "Critical Thinking and Problem Solving," emphasising the development of analytical skills and the ability to tackle complex problems thoughtfully. This dual thematic focus in Chapter 15 underscores the interconnection between ethical considerations and critical thinking skills in problem-solving contexts. Lastly, Chapters 1 and 5 address "Practical Life Skills," offering pragmatic guidance on navigating everyday challenges and tasks. This theme highlights the importance of equipping students with the skills necessary for personal and professional success in the real world.

This thematic diversity within the textbook serves not only to broaden the student's knowledge base but also to cultivate a range of cognitive, emotional, and social competencies.

Pedagogical strategies

The authors have designed the pair or group exercises and activities in this book to encourage students to work together to complete tasks and share their ideas. For example, pages 6, 14, 22, 24, 26, and 32 have instructions asking them to do the tasks in pairs or groups. The book covers a wide range of themes and styles, helping students develop reading comprehension and vocabulary. Exercises provided after each lesson help reinforce students' understanding of the text, and practising them includes brainstorming, outlining, and drafting, which are essential skills for writing. Grammar exercises have covered a wide range of topics, such as articles, nouns, sentence classification, punctuation marks, modal verbs, verbs, and tenses. To develop lexical knowledge, there are vocabulary exercises that include synonyms, antonyms, and word formation with Bengali meaning. Incorporating experiential learning and cooperative learning theories, the textbook employs an array of pedagogical strategies aimed at active engagement and social learning.

Assessment and Skill Development

The textbook includes a variety of assessment methods designed to evaluate and reinforce students' language skills. Regular exercises, quizzes, and reflective tasks are interspersed throughout the units, providing both formative and summative assessment opportunities. These assessments are carefully crafted to measure progress across the four key language areas, ensuring a balanced approach to skill development.

Within the textbook, a structured approach to assessment and skill development is evident through the deployment of varied question types across different chapters, each designed to enhance specific aspects of student learning. The *English Class Six* textbook incorporates a comprehensive suite of pedagogical tools across its chapters to enhance language acquisition and cognitive skills among students. Chapters 1, 2, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, and 18 feature questions for Pair/Group Discussion, promoting collaborative learning and vital communication skills by encouraging active dialogue and idea exchange. True/False Statements in Chapters 1 and 5 assess comprehension and critical thinking, enabling students to discern factual accuracy. Chapters 5, 8, and 13's Matching Exercises and Chapters 11, 13, and 16's Multiple-Choice Questions (MCQs) span a spectrum from factual knowledge to complex analytical abilities. Fill-in-the-Gap Exercises in Chapters 2 and 10, alongside Sentence Construction Tasks in Chapters 9, 12, and 18, advance language proficiency and syntactical skills. Unique to Chapter 12, Information Retrieval Tasks emphasise research capabilities, while Chapter 15's Rearrangement Exercises and Chapter 18's Email Writing task develop organisational skills and digital communication proficiency, respectively. These methodically designed activities across various chapters collectively foster an enriching learning environment, supporting the development of English language skills through diverse instructional strategies.

This comprehensive approach to assessment articulated through the inclusion of diverse question types, underscores the textbook's commitment to facilitating a multifaceted learning experience. It not only aims to evaluate students' knowledge and comprehension but also seeks to actively engage them in the learning process, thereby fostering a range of cognitive, linguistic, and social skills.

Language and instruction

The instructional language and methodology adopted in the *English Class Six* textbook reflect a deliberate effort to cater to Bangladeshi students' diverse linguistic backgrounds. The dual-language approach and the integration of authentic language materials are key features that merit closer examination.

Though it is the first time that any academic English textbook in Bangladesh is using bilingual instruction, there are many tasks with no Bengali explanations. Though the last chapter is "Glossary," which is rich with many words, bilingual meanings, and examples, there are no further bilingual explanations to understand it clearly. In task 7.7 on page 60, there are repeated questions about the family, which can cause embarrassment to the students in class six. This book also has some editing mistakes; for example, on page 4, there is a spelling mistake of "on," which is "no." The page numbers of this book do not always consistently match with the available soft copies.

Dual-Language approach

The textbook employs a bilingual strategy, presenting instructions in both Bangla and English to support Bangladeshi students' linguistic transition and comprehension. This approach enhances

cognitive and linguistic development. However, an analysis reveals instances of exclusive English use, indicating a deviation from the dual-language model in certain sections. Specifically, such instances of English-only instructions are identified in the following sections:

- Chapter 5, Section 5.6; Chapter 6, Sections 6.1, 6.2, and 6.6; Chapter 8, Sections 8.2 and 8.3; and Chapter 9, Sections 9.1, 9.2, 9.5, and 9.7 present activities and tasks with instructions solely in English.

- Furthermore, Chapter 10, Section 10.6; Chapter 11, Sections 11.1 and 11.5; Chapter 12, Section 12.1; Chapter 13, Section 13.1; and Chapter 14, Section 14.2 also adhere to this English-only instructional framework.

- Additionally, Chapter 15, Sections 15.1 and 15.4; and Chapter 18, Section 18.4, maintain the use of English instructions exclusively, further illustrating the selective application of the dual-language approach across the textbook.

This departure from the bilingual instruction model in specific sections signifies a strategic variation in the pedagogical approach, potentially aimed at enhancing English language immersion and proficiency among students. This selective employment of English-only instructions underscores an instructional design choice intended to progressively scaffold students' engagement with the English language in a structured academic context.

Authentic language materials

The *English Class Six* textbook uses literature as a tool for English language learning. For example, on page 56, there is a poem titled "Little Red". On page 129, many types of literary writings' definitions are provided. On page 131, there is a tragedy, "King Lear", written by William Shakespeare, which has been modified to make it easier to read and understand to class six students.

In today's digital age, students are more accustomed to using technology to learn and communicate. On page 16, there is a poem, "Little Things", with no poet name where some words are missing with an instruction to listen to the poem carefully to fill them in. Unfortunately, there is no audio for this book, and the teacher's guide says to read it either by the teacher or the student in the classroom. However, the poem was written by famous poet Julia Abigail Fletcher Carney in the 19th century, and the authentic audio is available on many online platforms.

Instructional design and accessibility

The writing section covers various genres, including narrative and expository writing, while the language study segment offers grammar, vocabulary, and pronunciation drills. The book's design, with its colourful cover, green headings, and relatable graphics, aligns with its educational goals. It employs the "Lyon Regular Text" font, ensuring readability for its intended audience of 11–12-year-olds. Activities designed for individual, pair, and group engagement are suitable for this age group, facilitating learning in a classroom setting. The language is accessible, and the exercises are thoughtfully crafted to engage students effectively.

The textbook's design is characterised by its user-friendly layout, colourful illustrations, and straightforward typography. Furthermore, although limited, the incorporation of technology and multimedia resources represents a step toward modernising language instruction and expanding the learning ecosystem beyond the traditional classroom.

DISCUSSION

The evaluation of the *English Class Six* textbook within the framework of Bangladesh's national curriculum illuminates significant insights into its pedagogical orientations, content spectrum, and methodological approaches. This analysis is underpinned by the premise articulated by Ahsan in Deutsche Welle (DW), positing that the curriculum's new direction encourages learning not solely through textbook engagement but also through interaction with a variety of environmental, familial, social, and peer-related sources (Shawpan, 2023). The curriculum aims to foster a holistic educational experience, transcending traditional learning modalities to embrace a more integrated and interactive approach.

The English Class Six textbook, consisting of 19 units, is strategically crafted to enhance the foundational language skills of reading, writing, listening, and speaking. This pedagogical structure offers a diverse learning experience, accommodating various student interests and preferences, with themes encompassing environmental awareness, cultural appreciation, and ethical considerations. The textbook's deployment of authentic language materials, such as real-life scenarios and dialogues, facilitates practical language acquisition and exposes students to cultural subtleties and idiomatic English, thus broadening their linguistic comprehension. However, the task challenges and context-specific nature of the materials present a dichotomy in difficulty levels, posing potential obstacles for Bengali-medium students with limited English exposure and insufficient rigour for students in English-version instruction. This indicates the need for a differentiated task design to cater to the diverse proficiency spectrum among learners, emphasising the importance of inclusivity in pedagogical strategies.

While foundational, the textbook's current structure shows a marked deficiency in stimulating critical thinking and creative expression. The predominance of straightforward questions and conventional writing exercises underscores a missed opportunity to challenge students intellectually and creatively which the National Curriculum Framework (2021) advocates for. This critique highlights the imperative for integrating dynamic and thought-provoking activities that encourage students to engage deeply with the material and explore beyond the surface level.

A strength of the textbook lies in its emphasis on Intercultural Communicative Competence (ICC), which facilitates students' engagement in meaningful communication and fosters a nuanced understanding of diverse cultural nuances. This pedagogical focus is instrumental in broadening students' perspectives, enhancing their empathy toward diverse cultural backgrounds, and equipping them with the necessary skills for effective cross-cultural communication.

The adoption of bilingual instructions represents a strategic pivot towards inclusivity, offering a bridge for students transitioning from Bengali to English. This methodological shift from English-only instructions in previous editions underscores an evolving pedagogical ethos that prioritises accessibility and comprehension (National Curriculum and Textbook Board, 2021). The writers have also used relevant contextual names and subject names in this book, where authentic language materials are essential for developing students' language skills and promoting a love of reading and learning (Awayed-Bishara, 2021). Furthermore, the textbook's incorporation of authentic language materials enriches the learning experience, providing real-life linguistic and cultural insights that are vital for developing listening and reading skills and expanding vocabulary.

The textbook's design and content are reflective of a pedagogical commitment to fostering comprehensive English language skills among sixth-grade students. Its structured yet diverse thematic content, coupled with a variety of pedagogical strategies rooted in experiential and cooperative learning theories, underscores a nuanced approach to language education that values engagement, interaction, and practical application. Moreover, the inclusion of cultural content and the emphasis on cultural competence align with global educational trends towards nurturing intercultural communicative competence.

However, while the textbook excels in thematic diversity and pedagogical intent, areas for enhancement remain, particularly in balancing the cognitive demands across different language proficiency levels and maximising the use of technology and multimedia in language instruction. The findings indicate a need for a more differentiated approach to catering to students' varied language competencies and integrating more digital resources to augment traditional learning modalities.

One of the textbook's notable strengths is its dual-language approach, which not only facilitates comprehension among learners with varying proficiency levels but also aids in the gradual transition from Bangla to English. This approach, along with the use of authentic language materials, supports a more immersive and contextually relevant language learning experience. Nevertheless, the textbook's limitations, such as the underutilisation of multimedia resources and the need for more challenging content for advanced learners, highlight areas where the curriculum could evolve better to meet the needs of a diverse student body.

After pointing out the above strengths and weaknesses, we offer a number of suggestions below for the future edition of the book. We hope that the authors, editors, and other stakeholders will adopt some of them for a much-improved second edition.

Integrate technology: The textbook should integrate technology, such as online videos, more audio recordings, and interactive quizzes, to enhance students' learning experiences and make it more engaging.

Include more cultural diversity: The textbook will do well to include greater cultural diversity to introduce pupils to many cultures and practices and foster tolerance and appreciation for variety.

More opportunities for language practice: The textbook should provide more opportunities for language practice, such as listening and speaking exercises, to help students improve their English language proficiency.

Need for Improved Navigation: The textbook should be organised more logically and intuitively, with each chapter clearly labelled and identified by lesson or unit. This would help students and teachers navigate the materials more easily and find what they need more quickly.

Use different formats: Textbooks can use different formats, such as charts, diagrams, and graphs, to present information in a more visually appealing way. This can help students understand and remember concepts better.

Avoid repetition: The textbook should avoid repeating the same questions or concepts over and over again. This can be tedious for students and hinder their learning. Instead, textbooks can use different examples or scenarios to illustrate the same concept.

Proofreading: Before publishing the textbook, it is essential to go through proofreading the content to identify any mistakes or errors thoroughly. This can be done by a professional proofreader or by multiple individuals to ensure the highest level of accuracy.

CONCLUSION

The analysis of Bangladesh's *English Class Six* textbook underscores its efficacy as an educational tool in language learning, offering a robust foundation in language skills and cultural competence. Despite its strengths in thematic diversity and pedagogical strategies, there is room for enhancement, particularly in integrating digital resources and catering to diverse learner proficiencies. The textbook's evolution should embrace technological tools and differentiated content to serve all students better, fostering a dynamic, inclusive learning environment. Future curriculum development must prioritise technological integration and a balanced approach to content complexity to meet learners' needs effectively. Moreover, expanding cultural content will equip students as global citizens who are adept in English and appreciative of cultural diversity. This textbook is pivotal in Bangladesh's commitment to quality English education, and its continuous refinement will ensure relevance and effectiveness in an ever-globalizing educational context.

The findings of the analysis of the *English Class Six* textbook have significant implications for curriculum development in Bangladesh and similar educational contexts. Firstly, it underscores the importance of a balanced approach that incorporates both global and local perspectives, ensuring relevance and engagement for learners. Secondly, the findings call for increased integration of technology and multimedia resources in language instruction, reflecting the changing dynamics of modern classrooms and the digital competencies required for the 21st century.

Furthermore, the textbook's approach to cultural competence and intercultural communication opens avenues for expanding content that not only teaches language but also prepares students for global citizenship. This aspect of curriculum development is crucial in an increasingly interconnected world, where understanding and appreciating cultural diversity are critical components of successful international communication. By addressing these areas, future editions of the textbook can better align with contemporary educational standards and the diverse needs of students, thereby enhancing the overall efficacy of English language teaching and learning in Bangladesh.

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