



Understanding the 6c's taxonomy in English Language Education: A literature review on the impact of conformity behaviour and family hierarchy

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Abstract

In the context of English language instruction, this literature review examines the applicability and applicability of the 6Cs Taxonomy: Citizenship, Character Education, Creativity, Collaboration, and Communication. The review primarily looks into how family hierarchy and conforming behaviour affect how these six basic abilities are developed and expressed in English language learners. Drawing on interdisciplinary research in sociolinguistics, psychology, and education, this paper summarises previous findings to emphasise the dynamic interaction between students' educational progress and their sociocultural surroundings. Peer dynamics and classroom culture frequently influence conformity behaviour, which can either encourage or discourage critical engagement and creativity. Meanwhile, family hierarchy, particularly a student's birth order and position within the family emerges as a subtle but significant predictor of communication style, self-assurance, and teamwork. Through a critical analysis of these characteristics, this review seeks to offer a more profound comprehension of how the 6Cs framework might be more successfully incorporated into English language instruction while accounting for learners' psychosocial situations. The results highlight the need for more inclusive, culturally sensitive teach methods, curriculum design, and learner assessment techniques.

Keywords: Tribal education, EMRS, different aspects

Introduction

In a time when education goes beyond simply teaching students facts, there has been a noticeable change in emphasis towards developing holistic learners who possess a wide range of skills that equip them to handle the challenges of a world that is changing quickly. Skills like critical thinking, communication, creativity, teamwork, character development, and citizenship are valued highly in the educational system of the twenty-first century. Together, these competencies collectively referred to as the 6Cs form an educational taxonomy that reinterprets what it means to be a capable student and global citizen. A paradigm change from content-heavy curricula to learner-centred, competency-based education is represented by the incorporation of the 6Cs into pedagogy. The applicability of the 6Cs is especially noteworthy in the field of English language instruction. Language serves as a means of thinking expression, relationship building, identity formation, and civic engagement in addition to being a tool for communication. As a result, mastering English as a global lingua franca calls for more than just vocabulary or grammatical proficiency. It requires the use of higher-order thinking, contextual awareness, and empathic interaction, all of which are consistent with the 6Cs approach. At the same time, it's critical to acknowledge that language learners are not isolated individuals. A complex network of parental, psychological, and sociocultural influences affects their educational experiences. Among these, family hierarchy (or family standing) and conforming conduct stand out as crucial factors influencing learner attitudes, engagement, and results. The tendency for people to align their beliefs, values, and behaviours with perceived expectations or social norms is known as conformity behaviour. This can show itself in the classroom as anxiety of correcting mistakes, readiness to participate, or language use influenced by

others. In contrast, a learner's sense of responsibility, independence, or communicative boldness are influenced by their family's internal dynamics, birth order, and generational roles.

In the context of the 6Cs, the relationship between these socio-behavioural elements and academic results is still not well understood in English language instruction. A comprehensive knowledge of how internalised social structures affect learners' abilities to embody the competences associated with the 6Cs is lacking in existing research, which frequently separates skill development from the learner's history and setting. By methodically reviewing academic research on the 6Cs Taxonomy and placing it within the psychological frameworks of conformity behaviour and family position, this review-based study aims to close this gap.

21st-Century Skills in the Context of English Language and Literature: Significance and Integration

The global civilisation of the twenty-first century is knowledge-based and technologically driven, necessitating a reorganisation of educational priorities. It is believed that 21st-century abilities, which are frequently contained in frameworks such as the 6Cs (Critical Thinking, Communication, Collaboration, Creativity, Citizenship, and Character Education), are essential for the complete development of learners. These abilities are not only pertinent to English language and literature, but they are also ingrained in its practice and education.

1. Critical Thinking through Literary Analysis

Students must interpret, evaluate, and critique texts in order to learn English literature, which encourages critical thinking. Complex human experiences, moral quandaries, and sociopolitical challenges are frequently presented in

literary works, pushing pupils to grasp concepts at a deeper level. Through reading texts from a variety of genres, eras, and cultures, students develop their ability to evaluate viewpoints, synthesise data, and formulate well-reasoned arguments. Students studying Shakespearean tragedy or postcolonial fiction, for example, can investigate power dynamics, identity politics, and moral ambiguity - all crucial components of 21st-century critical consciousness.

2. Communication: Verbal, Written, and Cultural

English literature improves communication abilities, especially in writing, oral expression, and reading comprehension. Pupils gain the ability to express complex interpretations, participate in literary discussions, and make well-reasoned arguments. Moreover, a crucial 21st-century skill, intercultural communication ability is also made possible by literature, which exposes students to cultural narratives and language styles. For instance, taking part in debates on international English literature develops empathy and global understanding while also strengthening discourse abilities.

3. Collaboration through Literary Discourse

Collaborative abilities are vital in today's workplaces and are fostered by collaborative learning through group projects, peer reviews, and theatrical readings. English literature classes frequently use collaborative inquiry, in which students work together to improve ideas, negotiate interpretations, and co-construct meanings of works. Like, for instance. Collaboratively interpreting a poem or staging a play fosters democratic discourse and group creativity.

4. Creativity via Interpretative and Expressive Tasks

One of the most sought-after 21st-century abilities is creativity, which literature is a perfect medium to foster. Imagination and uniqueness are developed through writing poems, short stories, or imaginatively reacting to literary works. There is room for creative thesis development and nuanced interpretation even in analytical writing. For instance, recreating an accepted literary scene in a contemporary setting foster understanding while also encouraging creative thought.

5. Character Education through Moral and Ethical Dimensions

Character development can be effectively facilitated by literature. Moral reasoning, emotional intelligence, and personal values are developed through exposure to a variety of personalities, ethical dilemmas, and cultural situations. Students who read literature grow in their ability to be resilient, compassionate, honest, and open-minded. For example, George Orwell's *Animal Farm* and Harper Lee's *To Kill a Mockingbird* both present moral conundrums that encourage students to consider duty, fairness, and equity.

6. Citizenship and Global Awareness

Through literature from many social settings, languages, and geographical areas, students gain global literacy and citizenship. English literature helps students interact with global challenges, cultural plurality, and human rights by featuring perspectives from under-represented groups, postcolonial countries, and diverse belief systems. For instance, reading works by Indigenous, Asian, or African

authors promotes activism, identity, and knowledge of global inequalities.

Building 21st-century credentials in students requires improving their knowledge of English literature. Literature is a dynamic medium that fosters the natural development of critical thinking, communication, teamwork, creativity, character development, and global citizenship. Students who read a variety of literary works develop their critical thinking and expressive skills as well as their emotional and moral development, which promotes empathy and cross-cultural understanding. Literature is a vital tool for educating people for difficult real-world problems because of its ability to reflect society, challenge conventions, and envision alternative solutions. As a result, incorporating literature into English language instruction in a meaningful way is not only advantageous but also essential for producing responsible, thoughtful, and informed global citizens who are prepared to meet the challenges of the modern world.

Need and Significance of the Study

The current study is significant because it examines how socio-psychological elements like conformity behaviour and family hierarchy interact with 21st-century educational skills, which are embodied by the 6Cs taxonomy (Critical Thinking, Communication, Collaboration, Creativity, Character Education, and Citizenship). Few studies have looked at how students' inclinations to fit in or their familial roles (such as birth order) affect their use of the 6Cs framework, despite the fact that it is extensively advocated in English language instruction as a way to provide students comprehensive and future-ready competencies. Expectations from family and society, particularly in collectivist societies, can affect students' readiness to engage, voice opinions, challenge conventions, or take innovative chances. By examining the body of research on this little-known intersection, the study closes a significant knowledge gap and offers insightful information to educators, curriculum developers, and legislators who want to create inclusive, adaptable, and culturally aware English learning environments that help all students fully develop 21st-century skills.

Research Objectives

1. To examine the definitions and educational relevance of the 6Cs Taxonomy in English language learning.
2. To explore how conformity behaviour affects learners' acquisition and application of the 6Cs.
3. To investigate the role of family hierarchy in shaping learners' engagement with 6Cs-based competencies.
4. To identify gaps in the existing literature and propose directions for future research.

Methodology

This study employs a qualitative research approach using a structured literature review methodology to examine the application of the 6Cs taxonomy (Critical Thinking, Communication, Collaboration, Creativity, Character Education, and Citizenship) in English language education, specifically in relation to the influence of conformity behaviour and family hierarchy. Relevant scholarly materials were identified and selected from peer-reviewed journals, academic books, and credible databases such as ERIC, JSTOR, Google Scholar, ResearchGate, and Scopus.

The inclusion criteria focused on English-language sources published between 2000 and 2024 that discussed 21st-century skills, socio-psychological influences on education, and student development. A thematic content analysis was conducted to categorize literature according to key themes: the implementation of 6Cs in English education, the impact of conformity on learner engagement, and the role of family hierarchy in shaping educational behaviour. As a non-empirical review, the study is interpretive and conceptual, relying on the analysis and synthesis of existing literature to generate insights rather than collecting or analysing primary data.

Delimitation of the Study

Using a qualitative literature review methodology, this study examines academic sources from databases like Scopus, JSTOR, ERIC, and Google Scholar. It contains research on the 6Cs in English language instruction and how they relate to conforming behaviour and family hierarchy that was published between 1990 and 2023. Findings were categorised using thematic content analysis under key ideas pertinent to 21st-century education. Conclusions are based only on secondary sources; no primary data was gathered.

Review of Related Literature

Reviews related to Influence of Conformity Behaviour on Collaboration among English Language Students.

In their study, *Patterns of Computer-Mediated Interaction in Small Group Discussions: Relations to Group Characteristics, Task Type*, Li and Zhu (2013) looked at questionnaires and communication transcripts from 36 Chinese university students. Li and Zhu concluded that interaction patterns were impacted by the type of work and the makeup of the group. Open-ended assignments encouraged more collaborative communication, whereas controlled tasks resulted in more directed exchanges. Task results were better in groups that supported and communicated with one other.

A research titled, *Collaborative Writing in Pairs and Small Groups: Learners' Attitudes and Perceptions*, was carried out by Dobao and Blum (2013). They conducted focus groups and survey questionnaires with 67 intermediate ESL students at a university in the United States. Dobao and Blum stated that students preferred writing collaboratively in pairs because it allowed for balanced involvement and concentrated concentration.

The research, *Collaborative Writing Tasks in the L2 Classroom: Comparing Group, Pair, and Individual Work*, by Dobao (2012) included both qualitative and quantitative analysis techniques. There were 90 adult ESL learners in the sample, who were divided into groups, pairs, and individual settings. In contrast to individual activities, the study found that group work increased linguistic complexity and accuracy by encouraging idea sharing, meaning negotiation, and shared accountability for task completion.

Reviews related to Influence of Conformity Behaviour on Communication among English Language Students.

Norton's (2000)^[13] study, *Identity and Language Learning: Gender, Ethnicity, and Educational Change*, investigated how identity affects language acquisition using qualitative research techniques. The study, which employed case studies and narrative inquiry in interviews and classroom observations, concentrated on immigrant women learning

English in Canada. The researcher concluded that students' identity, which is determined by social status and family, had an impact on their readiness to communicate. Students from traditional families were frequently bound by cultural norms and family expectations, which affected their engagement in class by preventing them from confronting opposing authority figures.

Accommodation Theory was examined in, *Language: Contexts and Consequences*, by Giles and Coupland (1991)^[7]. To create the idea, the researchers used discourse analysis, experimental research, and case studies. They concentrated on how people modify their communication techniques according on the listener's traits and the social setting. The sample looked at both intragroup and intergroup communication and comprised a variety of language groupings, including multilingual and multicultural groups. Giles and Coupland inferred that social demands to adhere to group norms are frequently the basis for communication adaptation, whether it be convergence or divergence. They concluded that family background influences English language learners' communication patterns in the classroom by causing them to match their speech with more fluent speakers or dominant group norms.

Principles and Practice in Second Language Acquisition, by Krashen (1982) investigates the effects of emotional variables on language acquisition, including anxiety and self-esteem. Drawing on observational studies and experiments, the research examines language learners of all ages and backgrounds in various circumstances. The researcher stated that students who are more anxious and have lower self-esteem are less inclined to communicate, demonstrating the importance of the emotional filter in communication. Krashen further stated that particularly in formal educational contexts, societal norms and family expectations might intensify the emotive filter, leading to passive communication behaviours.

Reviews related to Influence of Conformity Behaviour on Creativity among English Language Students.

The research, *Creativity: Flow and the Psychology of Discovery and Invention*, by Csikszentmihalyi (1996)^[4] included longitudinal case studies and qualitative in-depth interviews regarding creativity that encompassed ninety-one creative people from a variety of fields in the research. They concluded that how flow, highlighting how individual skills, social context, and cultural background all impact creativity and result in improved creative output.

The research domain, *Employee Creativity: Personal and Contextual Factors at Work*, was studied by Oldham and Cummings (1996)^[14], using regression analysis in organisational contexts and survey questionnaires with a sample of 171 US employees. They concluded that, in addition to individual characteristics like intrinsic drive and creative self-efficacy, work complexity, autonomy, and supportive supervision were important predictors of creativity.

Runco (1991)^[19] examined the cognitive capacities of children with creative gifts in his book, *The Evaluative, Divergent, and Convergent Thinking Abilities of Creatively Gifted Children.* He employed the Divergent Thinking and Runco Creativity Assessment Battery (RCAB) exams. 200 kids who scored highly on standardised creativity tests and teacher nominations were included in the study. Runco concluded that youngsters with creative gifts demonstrated

greater levels of evaluative thinking and were adept at coming up with original ideas.

Reviews related to Influence of Conformity Behaviour on Critical Thinking among English Language Students.

Paul and Elder (2001) ^[15, 16]. looked at, *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*, using the Paul-Elder Model of Critical Thinking, which emphasises information, assumptions, purpose, and inferences. The study's classroom implementations in both high schools and colleges demonstrated how the approach improves students' capacity for methodical argument analysis and evaluation. Students' analytical and problem-solving abilities were enhanced when critical thinking was taught as a set of abilities with a focus on intellectual humility and open-mindedness.

Halpern (1998) ^[8, 9]. conducted a study titled, *Teaching Critical Thinking for Transfer Across Domains*, that included metacognitive training strategies and critical thinking teaching methodologies. College students enrolled in psychology courses were included in the sample. The researcher concluded that, transferability of critical thinking abilities across settings, instruction should incorporate particular abilities and metacognitive techniques. Halpern emphatically stated that it is crucial to train students to keep an eye on their own thought processes in order to apply critical thinking techniques effectively.

To evaluate critical thinking, Facione (1990) ^[5, 6]. employed the Delphi Method with 46 experts in, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.*, Facione experientially stated that, to develop core competencies such as interpretation, analysis, evaluation, inference, explanation, and self-regulation, the necessity of clear education and practice, and experts advocated for the inclusion of critical thinking in all subject areas, is undeniable.

Reviews related to Influence of Conformity Behaviour on Character Education among English Language Students.

Lapsley and Narvaez (2006) ^[11]. reviewed the literature on, *Character Education*, combining the results of educational and psychological studies on character development. They looked at school-based initiatives in the United States and psychological theories like Gilligan and Kohlberg. Lapsley and Narvaez stated that, effective character education should emphasise moral identity and virtue development, moral cognition and behaviour, and teaching methods that combine conventional character ideals with social-emotional learning.

The study, *The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools*, was explored by Benninga, Berkowitz, Kuehn, and Smith (2006) ^[3]. Using questionnaires, observations, and academic records, they employed a mixed-methods strategy with 120 public elementary schools in California. They stated that a favourable correlation between the use of character education and higher academic achievement, including better academic outcomes, more engagement, and improved student behaviour. Key success criteria were determined to include community involvement, teacher commitment, and principal leadership.

What Works in Character Education: A Research-Driven Guide for Educators, was examined by Berkowitz and Bier

(2005) through a meta-analysis of 69 empirical research on character education initiatives. Numerous elementary and middle school programs were included in the sample. Berkowitz and Bier concluded that integrated curriculum, community participation, and direct instruction of character qualities were all successful character education strategies. Students' academic performance and pro-social behaviour improved as a result of comprehensive programs that emphasised particular ideals.

Reviews related to Influence of Conformity Behaviour on Citizenship among English Language Students.

Hoskins, Saisana, and Villalba (2015) ^[10]. employed quantitative analysis with composite indicators to examine the 2015 European Index of Citizenship Education. The study focused on youngsters aged 15–24 and used survey data from 29 European nations. The researchers stated that different nations had different levels of civic engagement, civic knowledge, and civic ideals. They further concluded that youth civic engagement is greater in nations with strong citizenship education programs, which prompted the creation of an assessment methodology.

Banks (2008) ^[2]. made use of a literature review and theoretical analysis to investigate, *Diversity, Group Identity, and Citizenship Education in a Global Age.*, A comparison of multicultural citizenship education initiatives in the US, Canada, and the UK was part of the sample. Banks stated that, typical citizenship education ignores questions of cultural identity and marginalises minority communities. He concluded with the significance of inclusive citizenship education in educating students for global citizenship and argued for transformational citizenship education that appreciates many cultural views and advances social justice. Westheimer and Kahne (2004) ^[21]. examined citizenship education initiatives in American schools under the title, *What Kind of Citizen? The Politics of Educating for Democracy.*, with the use of qualitative case studies. Three categories of citizenship were distinguished by the study: justice-oriented, participative, and individually accountable. The authors stated that the majority of programs placed more emphasis on responsible citizenship than on tackling social justice concerns and fostering greater political involvement.

Reviews related to Influence of Family Position on Citizenship among English Language Students

Kalaycı et al. (2018) conducted a study on Turkish parents' involvement in their children's English education and it was concluded that active parental involvement led to better student engagement in community activities, promoting citizenship traits and collaboration. The research used a mixed methods approach, including surveys and interviews, to gather quantitative and qualitative data.

Choi et al. (2015) conducted a study titled, *Family engagement in ELL education: Impacts on citizenship*, to explore how family involvement can help enhance citizenship among ELLs through social integration and school-community partnerships. The study involved analyzing case studies and surveys that focused on collaborations between families and schools. The researchers concluded that family engagement had a positive impact on students' sense of responsibility and their active participation in both school and community environments.

Niehaus and Adelson (2014) ^[12]. conducted a study on, Influence of parental involvement on English language learner (ELL) students, that focused on how parental involvement was related to school support and the socio-emotional and academic outcomes of children, including citizenship qualities in ELLs. They stated that increased parental involvement led to reduced anxiety in students, which improved academic success and social behaviours important for citizenship development. Active participation from parents also helped students feel a sense of responsibility and belonging in the school community.

Reviews related to Influence of Family Position on Communication among English Language Students

Priadi & Nuha (2018) ^[18]. conducted a study at SD Negeri Kaliwungu 05 on the, Influence of Family Support on Students' English Learning Achievement., Data was collected from fifth-grade students using questionnaires and documentation, and analyzed through SPSS. The researchers concluded that, family support had a strong positive relationship with English learning achievement. Students who received higher family support showed improved communicative competence and academic performance.

Bonci (2008) conducted a study on the, Role of Family in English Language Learning, using mixed-method research involving surveys and interviews with 20 parents and 20 students in Dhaka. Bonci stated that students from supportive families with higher socioeconomic status had better communication skills and English proficiency, with financial stability and parental encouragement being key factors.

Gibbons and Blanden (2006) conducted a study on, Parental Involvement in Enhancing English Communication, using a longitudinal analysis of children from various socioeconomic backgrounds. The researchers concluded that active parental involvement, especially in early education, had a positive impact on communication skills and long-term language proficiency.

Reviews related to Influence of Family Position on Creativity among English Language Students

Beghetto and Kaufman (2010) conducted a study on parental influence on divergent thinking. They used qualitative interviews with students and families along with a quantitative survey. The researchers concluded that creativity levels were higher in children raised in families that encouraged exploratory behaviour, with middle children often displaying the most innovative approaches.

Renzulli and De Wet (2010) conducted a study on the, Role of Birth Order in Creative Language Use. The study used both written assignments and parent interviews to assess language creativity. They stated that first-borns displayed better structured creativity, whereas later-borns showed more divergent creative language use. One of the key factors influencing this difference was the amount of freedom parents granted to their children.

Daniels and Piechowski (2004) carried out a study named, Study on Sibling Influence and Creativity, where they analyzed creativity using narrative-based assessments and psychometric tools across siblings. They concluded that youngest siblings tend to have higher creativity levels, which may be due to less traditional parental expectations and more freedom to explore their interests.

Reviews related to Influence of Family Position on Critical Thinking among English Language Students

Lehman and Nisbett (1993) carried out a research investigation on birth order and critical thinking skills among English students. They used comparative analysis of sibling groups and measured critical thinking through case studies. They stated that first-borns had higher levels of critical thinking, likely due to parental expectations, while younger siblings were better at creative problem-solving.

Spaulding and Kleiner (1992) carried out a study entitled, Family Structure and Critical Thinking in Secondary School Students., They used a correlational study to analyze how family size and communication patterns impact critical thinking skills. Spaulding and Kleiner concluded that smaller family sizes were associated with improved critical thinking abilities, attributed to the individualized attention from parents.

Furnham (1990) undertook a study titled, Parental Influence on the Development of Critical Thinking Skills, using the California Critical Thinking Skills Test (CCTST). Furnham stated that parental education and socioeconomic status have a positive impact on critical thinking skills, with differences based on birth order.

Reviews related to Influence of Family Position on Character Education among English Language Students

Pohan and Malik (2018) ^[17]. studied the, Integration of character education values in Teaching English to Young Learners (TEYL),. They analyzed how values like respect, fairness, and caring were incorporated, highlighting family's role in shaping these traits. The research used literature review, content analysis, and surveys from teachers and family members. The researchers concluded that family involvement supports building values such as trustworthiness and empathy in children, promoting a holistic education approach.

Al-Mahrooqi et al. (2016) ^[1], conducted a study on, Parental Involvement in Children's English Education. The research focused on family background and parental engagement in character education and English language proficiency. Researchers used a 29-item Likert scale survey and interviews to gather data. The researchers conclude that children with more involved families had better character traits like responsibility and cooperation, which are beneficial for language acquisition.

Niehaus and Adelson (2014) ^[12]. worked on a research study titled ,Parental Involvement and Children's Academic and Emotional Outcomes, to explore how family dynamics impact these outcomes. The study used a mixed-methods approach, combining surveys and interviews with parents and teachers. They stated that higher parental involvement was associated with better social-emotional skills, lower anxiety levels in children, and the development of positive character traits such as responsibility and respect.

Reviews related to Influence of Family Position on Citizenship among English Language Students

Mastellotto et al. (2023) carried out a study on embedding global citizenship in primary education. They utilized the, Head-Heart-Hands, model, which highlights socio-emotional engagement through family-oriented materials. They concluded that early civic discussions in families aid in developing critical thinking and empathy in children, ultimately leading to increased participation in citizenship

activities. Family narratives focusing on social justice and ethics play a vital role in shaping young learners' civic identities.

Kenyon and Christoff (2020) conducted a study entitled, *Family Position and Civic Engagement Among Adolescents*. The study utilized qualitative analysis of educational practices and interviews with teachers and students to investigate the impact of family dynamics on civic responsibilities. They stated that family roles, such as being the eldest sibling, play a significant role in shaping civic attitudes among adolescents. They further stated that, adolescents from families that encourage discussions about ethics and community participation exhibit a stronger sense of social justice and citizenship.

Reviews related to Influence of Conformity Behaviour and Family Position on Collaboration among English Language Students.

Authors Priadi and Nuha (2018) ^[18], conducted a study on family support and English achievement. They used a questionnaire to measure family support in English learning. Their research concluded with strong family involvement positively impacted collaboration in group learning and project-based English tasks.

Al-Mahrooqi and Mahmoud (2016) ^[1], conducted a mixed-methods study on parental involvement and students' English collaboration. Surveys and interviews were used to analyze the impact of parental engagement on collaborative activities in English education. They stated that active parental involvement led to a positive environment for collaboration, especially in tasks involving peer interaction, although the actual levels of involvement varied among families.

Niehaus and Adelson (2014) ^[12], conducted a study on parental Involvement and Collaboration in English Learning. They used surveys and semi-structured interviews to investigate how school support and parental involvement impact academic outcomes for primary school students. They stated that higher levels of parental involvement were linked to lower anxiety, better collaboration, and improved academic performance in English.

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Tannen's 1990 ^[20], book, *You Just Don't Understand: Women and Men in Conversation*, used sociolinguistic interviews and conversational analysis to examine how gender affects communication. She discovered that power dynamics and societal expectations had an impact on the speech patterns of both men and women. Tannen stated that cultural norms and family upbringing influence communication techniques among individuals from a variety of backgrounds in the US. English language learners' degrees of assertiveness in classroom conversation vary because men are typically socialised to be assertive while women are socialised to be cooperative.

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Banks (2008)^[2], made use of a literature review and theoretical analysis to investigate, *Diversity, Group Identity, and Citizenship Education in a Global Age*., A comparison of multicultural citizenship education initiatives in the US, Canada, and the UK was part of the sample. Banks stated that, typical citizenship education ignores questions of cultural identity and marginalises minority communities. He emphasised the significance of inclusive citizenship education in educating students for global citizenship and argued for transformational citizenship education that appreciates many cultural views and advances social justice. Westheimer and Kahne (2004)^[21], examined citizenship education initiatives in American schools under the title, *What Kind of Citizen? The Politics of Educating for Democracy*., with the use of qualitative case studies. Three categories of citizenship were distinguished by the study: justice-oriented, participative, and individually accountable. The authors conclude that the majority of programs placed more emphasis on responsible citizenship than on tackling social justice concerns and fostering greater political involvement.

Research Gaps

The reviewed literature provides valuable insights into the influence of conformity behaviour and family position on individual elements of the 6Cs taxonomy (Collaboration, Communication, Creativity, Critical Thinking, Character Education, and Citizenship) but several key gaps remain. Most studies examine these components in isolation rather than exploring their interrelated development, leading to a fragmented understanding. Moreover, much of the research is based in Western contexts, with limited focus on non-Western, culturally distinct regions like Agartala, where family hierarchy and social conformity may play different roles in shaping student behaviour. Additionally, there is a lack of research specifically linking these socio-cultural variables to English language education, despite its unique role in developing interpersonal and cognitive skills. While critical thinking and creativity have been studied broadly, their relationship to family roles such as sibling position or only-child status in English as a Second Language (ESL) contexts remains underexplored. Similarly, the nuanced impact of conformity whether it facilitates or hinders collaboration, communication, or citizenship is not clearly established. Most existing studies use either qualitative or quantitative methods, but few adopt a mixed-methods approach to capture the complex interplay of psychological and social factors affecting the 6Cs. Furthermore, little attention has been paid to developmental stages within secondary education, potentially obscuring important age-

related shifts in learners' agency. Crucially, no existing research has examined the combined influence of conformity behaviour and family hierarchy on all six 21st-century skills among secondary school English learners in Agartala, highlighting a significant empirical and contextual gap that this study aims to fill.

Major Findings

The following are the key crucial conclusions drawn from a thorough analysis of the literature on how conformity behaviour and family position affect English language learners' development of the 6Cs taxonomy (Collaboration, Communication, Creativity, Critical Thinking, Character, and Citizenship):

1. **Family Involvement Enhances Collaboration:** According to studies like those by Al-Mahrooqi & Mahmoud (2016) ^[1], and Priadi & Nuha (2018) ^[18], a high level of parental participation greatly enhances student collaboration in group and project-based English learning.
2. **Conformity Influences Communication Patterns:** Studies conducted by Norton (2000) ^[13], Giles & Coupland (1991) ^[7], and Tannen (1990) ^[20], showed that family norms and cultural conformity influence students' communication readiness and speech patterns in the classroom, frequently causing them to suppress their own voices or conform to dominant linguistic groups.
3. **Creativity is Contextually Driven:** Research by Csikszentmihalyi (1996) ^[4], Oldham & Cummings (1996) ^[14], and Runco (1991) ^[19], demonstrates that in addition to personal aptitude, familial support, social norms, and job autonomy all have an impact on creativity and can either foster or inhibit it.
4. **Critical Thinking Requires Metacognitive Training:** Halpern (1998) ^[8, 9], Paul & Elder (2001) ^[15, 16], and Facione (1990) ^[5, 6], came to the conclusion that specific instruction in metacognitive techniques fosters effective critical thinking, which is frequently hindered when family or school cultures inhibit independent thought or questioning.
5. **Character Education Linked to Family and School Synergy:** Based on studies by Lapsley & Narvaez (2006) ^[11], and Benninga et al. (2006) ^[3], moral values and integrated socio-emotional learning are two things that foster healthy character development in both families and schools.
6. **Citizenship Education is Often Incomplete Without Cultural Inclusivity:** Research conducted by Banks (2008) ^[2], and Westheimer & Kahne (2004) ^[21], revealed that until multicultural perspectives and social justice are addressed, standard civic education methods frequently fall short of effectively engaging minority pupils.
7. **Sibling Position and Family Hierarchy Matter but Are Understudied:** Although leadership, assertiveness, and responsibility seem to be influenced by family position, there is no empirical data that explicitly

connects sibling hierarchy or being the only child to the development of the 6Cs in English language learners.

8. **Lack of Context-Specific Research in Non-Western Settings:** The lack of research on sociocultural contexts such as Agartala, where hierarchical family systems and social norms may affect students differently than in Western models, is a recurring shortcoming in the studies.
9. **Integrated Understanding of the 6Cs is Missing:** The majority of research only looks at one or two of the six Cs, ignoring their interactions and simultaneous development, which prevents us from understanding how they develop holistically in actual classroom settings.
10. **Limited Mixed-Methods Research:** Few studies employ a mixed-methods design that can capture both statistical patterns and in-depth human narratives, despite the complexity of sociocultural influences on student development.

Implications of the Study

1. **Supports Educators:** Helps teachers understand student behaviour better and adapt their teaching strategies to improve engagement and communication.
2. **Guides Curriculum Developers:** Assists in designing context-sensitive curricula that integrate character, critical thinking, and citizenship education aligned with cultural realities.
3. **Encourages Further Research:** Sets a foundation for future interdisciplinary studies exploring family dynamics and behavioural conformity in other regions or educational contexts.
4. **Promotes Educational Equity:** Supports the creation of more equitable learning environments by recognizing the influence of home culture and family roles in student development.
5. **Theoretical Framework:** Offers insights into how conformity behavior and family hierarchy influence the 6Cs (collaboration, communication, creativity, critical thinking, character education, citizenship).
6. **Educational Value:** Useful for educators, curriculum developers, teacher trainers, and policymakers to integrate culturally responsive strategies in English language teaching.
7. **Research Gaps:** Identifies a need for more empirical studies on the impact of socio-cultural factors on language learning outcomes.
8. **Teacher Training:** Helps educators address diverse student backgrounds and barriers to creativity and participation.

Conclusion

In the context of English language instruction, this review study offers a thorough examination of how conformity

behaviour and family standing affect the six Cs: cooperation, communication, creativity, critical thinking, character education, and citizenship. Numerous facets of students' learning processes and results are influenced by family dynamics, including birth order, family structure, and sociocultural background, according to the reviewed literature. Although the report offers insightful information, it also points out a number of gaps in the literature, especially with regard to the complex ways that family positions affect creativity and critical thinking in a range of educational contexts. The need for additional focused research to examine the relationship between student performance, cultural background, and family hierarchy is highlighted by the current review. To promote students' overall development, it also emphasises how crucial it is to include family dynamics in language teaching methods. Further research into these areas can result in more effective and contextually relevant educational interventions, even though the existing research offers fundamental knowledge. In addition to advancing our knowledge of how family-related factors influence students' learning behaviours and outcomes, this study highlights the need for more research to close current gaps and improve teaching methods.

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