

**Challenges and Prospects of Teaching English at Multilingual Primary Schools
in Chittagong Hill Tracts, Bangladesh.**

By

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A thesis submitted to the Brac Institute of Languages in partial fulfillment of the
requirements for the degree of

MA in TESOL

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Abstract

This study reports the challenges and opportunities of teaching English in multilingual primary schools in the Chittagong Hill Tracts (CHT) of Bangladesh, an area characterized by a complex sociocultural landscape and diverse linguistic heritage. This study aims to identify the unique obstacles faced by teachers, examine existing pedagogical practices and propose context appropriate solutions to improve English language teaching. Drawing on qualitative data from in-depth interviews with ten English teachers, the study reveals persistent obstacles including mismatches between students' home languages and the national curriculum, a lack of culturally relevant teaching provisions, inadequate teacher training in multilingual pedagogy, and the continued marginalization of indigenous languages. Notwithstanding such limitations the study reveals encouraging opportunities, such as the heightened awareness of mother tongue-based multilingual education (MTB-MLE), teachers' adaptive use of translanguaging practices, and greater community involvement in supporting language learning. Anchored in Vygotsky's Sociocultural Theory, Cummin's Interdependence Hypothesis, the study underscores the dynamic interdependence of languages, cultural contexts, and social interactions in effective multilingual education. The findings demonstrate the pressing need for inclusive curricula that reflect local realities, sustained teacher preparation tailored to multilingual classrooms, the creation of localized learning materials, policies that treat language variety as an asset rather than a barrier. This study adds to the larger conversation on equitable English teaching validly in multilingual and indigenous contexts and offers practical insight for educators, policymakers, and curriculum developers working in similar regions like Bangladesh.

Keywords: Multilingual Education, Translanguaging, Indigenous Languages, CHT Bangladesh, Sociocultural Theory and English Teaching

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Chapter 1

Introduction

1.1 Research background and problem

Bangladesh is a South Asian nation characterized by language diversity and a population structure that reflects a multifaceted multilingual environment. The country occupies a distinctive role in South Asia regarding linguistic variety, attributable to its extensive history of language migrations, multilingual populations, and the presence of Indigenous languages. The Bangladeshi population is historically multicultural, marked by a variety of cultures, religions, languages, and traditions to which they are used. (Bahry, 2020; Davis & LaDousa, 2020). Bangladesh's people have a wide range of cultures that come from ages of history, trade, migration, and local customs. Often, each area has its own unique cultural forms that show who the people are there and also add to the culture of the whole country. Bengali, or Bangla, is the official language and the language that most people speak. However, different parts of the country have their own languages and accents that they speak. Native books, oral habits and local history are kept alive by these languages. This lets different groups keep their own identities while still contributing to the national conversation. Cultural, religious, and language variety have all affected how people act, what they believe, and what they value. In everyday life, people are used to dealing with each other despite these differences. This has created a society that, while mostly united, values diversity and local differences. The research conducted by Bolander and Sultana (2019) provides significant insights applicable to this setting by examining the usual utilization of English among Bangladesh's Muslim populations and setting these practices within wider multilingual frameworks.

The CHT in Bangladesh have historically served as a nexus connecting South and Southeast Asia, facilitating the convergence of Buddhists, Muslims, and various other communities through migration, commerce, conquest, and religious movements. Barua DM's (2020) research illustrates that Buddhist–Muslim interactions in Chittagong reflect the wider dynamics of Bangladesh's pluralistic environment, characterized by migration, complex histories, and continuous struggle of identity and language. Barua and Debnath (2020) assert that an individual's status within the multilingual ecosystem and its consequences for the preservation and survival of indigenous ethnic languages, but the discourse is not explicitly stated. Significantly, despite the promotion of monolingualism and monoculturalism under the pretext of nationalism by governmental and public narratives. Sultana (2012) asserts that the linguistic and cultural rights of indigenous ethnic minorities in Bangladesh mainly go unrecognised. Within the CHT and other regions of Bangladesh, over 40 indigenous languages are spoken by various Indigenous communities. The linguistically varied area of CHT, Bangladesh is home to the Chakma, Marma, Tripura, and other indigenous peoples. Each of these communities have a unique language that coexists alongside Bangla, the national language, and English, which is prioritised in schooling. The multilingual characteristics of CHT classrooms pose both challenges and possibilities in the teaching of English as a second or foreign language. English serves as a global lingua franca, essential in higher education, professional environments, and interpersonal communication.

In the CHT Bangladesh, students from Indigenous community speak English as a third language after Bangla and their home tongue. Students may struggle to understand and learn English if their native tongues and the curriculum are not in sync. Research (such as García, 2009; Cummins, 2000) show that minority language speakers suffer cognitive overload and alienation when teaching is given in a dominant or national language. Language learning is further hampered by the fact that many students are not exposed to English outside of the classroom. Samosir (2022)

noted that children from rural regions with limited English exposure outside the classroom had major obstacles to language competency. The prevalent use of monolingual teaching methods often relying solely on Bangla or English in Bangladesh may not work well for multilingual students. The language diversity of students in the CHT is not considered in textbooks or other educational materials. Emphasizing the need of maintaining and sustaining the linguistic variety in the CHT, Hamid et al. (2024) noted that many indigenous people whose languages seek participation in mainstream education.

Bangladesh's Constitution makes Bangla the main language of the country and stresses how important it is in legal, administrative, and educational settings (Scispace, n.d.). However, the Constitution does not make it clear that the country is bilingual, especially when it comes to the languages of indigenous and ethnic minority groups. This makes it harder for laws and policies to recognize linguistic diversity (Scispace, n.d.). The National Education Policy 2010 supports Bangla as the language of teaching and recognizes the value of mother-tongue education for children from indigenous and ethnic minority groups. SIL Bangladesh (n.d.) and The Daily Star (2023) both say that learning in your own language improves understanding and school success. Even though these rules are in place, they are hard to put into action because there is not a complete national language policy. This means that different languages do not get the same amount of support, which may be referred to as "multilingualism of unequals" (Rahman, 2019).

Many instructors struggle to help children who speak diverse first languages because they lack multilingual education training. Implementing techniques that are appropriate for children in the CHT is challenging since national education regulations do not completely meet the demands of multilingual education. The national language of Bangladesh, Bangla, serves as a major emblem of Bangladeshi nationalism. Sultana (2012) outlines that the indigenous populations are

compelled to utilize Bangla solely due to their minority status. Their indigenous languages lack acknowledgment in ‘patriotic’ discourses and possess no formal status. As their languages are not taught in schools, Bangla is acquired at the expense of their mother tongues, a process described as "subtractive" because their languages provide little chances for growth in both usage and education. Since the country’s independence in 1971, all language policies, language-in-education laws, regulations, and planning initiatives have prioritised the Bangla language and culture, thereby neglecting the nation's multilingual composition and marginalising native people despite the fact that Bangladesh's indigenous languages are integral to the country's heritage and culture.

The government of Bangladesh suggested—as part of the National Education Policy 2009 that the indigenous minority groups in the nation be taught in their mother tongue (Ministry of Education 2010). However, there are several unresolved issues with the new policy that could make it hard to put into action. The National Education Policy 2009 (Final) (Ministry of Education, 2010) aimed to reform the educational system and comprises an eight-year foundational educational framework that prioritizes first language-based bilingual instruction for indigenous cultures. However, within the context of the nation's current centralized education system, the implementation of native language education for indigenous minorities is overshadowed by concerns of a possibly deteriorating system. There are policies that support teaching indigenous people their original language, but because the education system is so centralized, these policies are not always put into action properly. In reality, the national level makes most of the choices about the curriculum, teaching materials, and language of instruction. Bangla is the main language used for education. Chakma (2024) says that this uniformity makes it harder for schools in indigenous areas to change their lessons to meet the language and culture needs of their students. The school system might be going worse. Problems like lack of money, not enough trained teachers who speak local languages, and not enough learning materials make it hard to promote

mother-tongue education because of bigger societal problems (Karmaker, 2025b). Because of this, indigenous students often have trouble getting an education in their native languages, even though this is not what policymakers want. This can hurt both learning results and the survival of minority languages.

To improve English teaching in multilingual settings and make sure that students in the CHT have equal learning opportunities, these research questions need to be answered. To improve English education in the area, it is important to come up with ways to combine multilingual teaching approaches, improve teacher training, change policies, and get the community involved.

1.2 Research Objectives and Questions

1.2.1 Research Objectives

1. To examine the ways the English language is taught in multilingual primary schools at Chittagong Hill Tracts, Bangladesh.
2. To identify the challenges faced by teachers while teaching English in multilingual Primary schools at Chittagong Hill Tracts, Bangladesh.
3. To explore an effective way of teaching the English language in multilingual primary schools at Chittagong Hill Tracts, Bangladesh.

1.2.2 Research Questions

1. In what ways is the English language taught in multilingual primary schools at Chittagong Hill Tracts, Bangladesh?

2. What challenges do teachers face while teaching the English language in multilingual primary schools at Chittagong Hill Tracts, Bangladesh?
3. How may the effective teaching of the English language be ensured in multilingual primary schools at Chittagong Hill Tracts, Bangladesh?

1.3 Rationale

The CHT is a complicated multilingual area where primary school students speak various native languages at home but generally learn Bangla and English in school. Bangla is the official language, while English is the second language. A small number of indigenous people who have gone to school can read and write in Bangla, but a large proportion of indigenous people cannot. Indigenous people speak their native languages at home 80 to 100% of the time. They may use another language in addition to their own, usually one that is similar to Bangla. Rafi (2006) states that the majority of indigenous individuals in North Bengal utilize their languages at home less than 60% of the time. This difference makes learning more harder, like making it harder to understand and stay interested, which is made worse by the fact that there are not enough teaching materials in the native languages and not enough teachers who are fluent in these languages. Notwithstanding governmental efforts to provide textbooks in some indigenous languages, execution is constrained, resulting in numerous pupils facing difficulties in acquiring proficiency in both Bangla and English, the official and secondary languages, respectively. Also, teachers do not usually have adequate training in multilingual education, and monolingual curriculum often does not take into account where pupils come from and what languages they speak. The absence of culturally appropriate curriculum and ‘insufficient’ teacher preparation intensify these problems, resulting in disengagement and subpar academic performance. Because of this, CHT primary school students might not be able to grasp English, which could make them lose interest

and do poorly in school. In Bangladesh's education system, especially in areas with large indigenous populations, not having a culturally relevant program and teachers who are not properly trained make it very hard to do well in school. Studies have shown that educational material often overlooks the cultural settings and languages of indigenous communities, leading to a gap between students' daily experiences and what is taught in schools (Chakma, 2024). Students may feel isolated and unmotivated if what they are learning does not represent who they are or what they have been across. Because of this, CHT students in primary schools may not be able to understand English, which might make them lose interest and do inadequately in school.

Schools with multiple language-speaking students have both issues and opportunities. Therefore, it is vital to think about and adjust to this unusual linguistic situation. To solve problems and make the most of the benefits of having linguistically diverse groups in the CHT, academics and professionals need to perform research in the real world. To address these intricate challenges, it is essential to evaluate successful methodologies for teaching English, enhance teacher training for multilingual settings, scrutinize language-in-education regulations, and develop curricula that resonate with students' linguistic and cultural surroundings. Thorough and qualitative research may inform effective educational programs that leverage the region's multilingualism as an asset rather than a hindrance, promoting both academic performance and cultural preservation in the CHT (Selim, 2017; Reyes, 2021). These are the students' linguistic backgrounds, the instructors' training to work with multilingual students in the CHT, the rules that apply, and the curriculum that fits the students' cultures.

The study aims to investigate the teaching of English in CHT multilingual classrooms, concentrating on identifying deficiencies in the curriculum, pedagogical methods, and issues that are prevalent in certain regions. This study examines instructors' classroom practices, their

perceptions, and student learning outcomes to enhance English Language Teaching in multilingual settings. The purpose is to provide instructors, administrators, and curriculum creators clear directions on how to improve teaching and make it easier for everyone to learn.

1.4 Significance

This study examines the challenges encountered in multilingual classrooms, facilitating an understanding of learning a language in various settings. It shows the unique problems that teachers encounter and the necessity for specialised, evidence-based solutions to these problems. The study also stresses better ways of teaching and learning that may greatly improve how well teachers do their jobs. It is expected that this would help multilingual learners become better at language and more interested in learning.

This study is important because it addresses the serious problems teachers and students face in multilingual classes, where students come from different cultural backgrounds and have trouble learning the language and participating. A lot of teachers do not have the right skills or tools to deal with these issues, so it is important to come up with effective ways to teach in multilingual situations that are based on research (Tripura, 2025). This study adds to the body of research on improving teaching quality and student enthusiasm by looking into these problems in depth, covering everything from students' language backgrounds to how teachers are trained and how lessons are planned. Better teaching methods not only help students learn languages better, but they also help students understand and accept other cultures. This supports educational equality in schools that are becoming more diverse (Garcia & Wei, 2014; Cummins, 2000). So, lawmakers, teachers, and other people of the society can use the study's results to improve teaching and learning in language settings.

Also, the results of this study have immediate effects on how professional development programs and teacher preparation curricula are designed and improved. This will make sure that future professionals are ready to deal with the problems that come up in multicultural classrooms. Adding these results to educational frameworks is likely to make instruction more successful in a variety of institutional settings. The study gives a strong platform for creating teaching methods by giving evidence-based advice on how to plan a curriculum and how to use resources effectively. Policymakers may use these results to improve support systems that help teachers and students who speak more than one language.

The study's results add to what we already know about bilingual education and provide researchers a clear path to follow in the future. The study stimulates ongoing scholarly discussion on the best ways to teach English to students from different backgrounds and promotes a culture of constant improvement in teaching.

1.5 Conclusion

This research emphasizes the intricacy of the multilingual educational context at CHT, where students must navigate a classroom environment that is influenced by their own indigenous languages, the official national language Bangla, and the global lingua franca, English. The educational challenges that result including comprehension barriers, low engagement, and limited academic performance are primarily the result of an insufficient supply of educators who are proficient in multilingual pedagogy, mismatches between home and school languages, and a lack of instructional materials in indigenous languages.

Chapter 2

Literature Review

2.1 Introduction

This chapter examines literature on the multilingual classroom to comprehensively explore the subject and elucidate the matter as articulated by leading scholars. Specifically, this review will lay the groundwork for understanding the complexities of English language teaching in multilingual primary schools within the CHT, directly informing the research questions and objectives of this study. The deficiency in current studies is particularly significant because there is limited research explicitly investigating the specific pedagogical approaches for teaching English to indigenous primary school students in multilingual settings within the CHT. Furthermore, a deeper understanding of the long-term outcomes of current English language teaching methods and linguistic development of this particular age group is lacking. This research aims to fill these precise gaps by exploring the current teaching methodologies, identifying the specific challenges faced by teachers, and proposing effective strategies for English language instruction in this unique multilingual context. This emphasizes the imperative for this research within the defined framework. It analyzes the perspectives of linguistic imperialism and the ecology of language. This section outlines the theoretical framework that supports the study, referencing essential ideas that elucidate multilingual education within the setting of the CHT.

2.1.1 Multilingualism

Multilingualism denotes the coexistence of many languages within a single place. "Multilingualism" carries historical significance. The term "multilingualism" may have several

interpretations within the domain of practical spoken languages. Kelly (2015) defines multilingualism as the proficiency of an individual who speaks in a minimum of two languages, whether purposefully or subconsciously. Furthermore, it might be seen as the simultaneous presence of several languages in contact. Traditionally, small cities or communities possess distinct communication techniques. Multilingual persons exhibit distinct characteristics compared to people who are bilingual or monolingual in several respects. Cenoz et al. (2003) reported that multilingual individuals exhibit enhanced metalinguistic and intellectual abilities, including the capacity to compare various languages and to contemplate and utilize efficient methods of learning. The overwhelming agreement in the field is that the acquisition of multiple languages is most successfully supported when students are motivated to recognize and utilize their prior understanding of language and its acquisition. Furthermore, the language teacher's role in fostering students' multilingualism inside the classroom is essential. Language is essential in multilingual classrooms, both as the medium of instruction and a cultural connector among various language communities. In these classrooms, various languages interact, influencing students' learning experiences and identity formation. Research indicates that the presence of two or more languages in the classroom benefits learners (Datta, 2000). Also, Moore 2006, (p. 136) asserts that multilingualism may not provide advantages when individuals are oblivious to its benefits and when youngsters are not motivated within the educational setting to use their many languages and linguistic skills as valuable assets.

2.1.2 English teaching in multilingual primary schools at CHT, Bangladesh

In the context of the CHT Hill Tracts, Bangladesh, multilingualism is a deeply ingrained reality shaped by the presence of numerous indigenous ethnic groups, each with its distinct language. The most prevalent indigenous languages in the region include Chakma, Marma, Tripura, Bawm,

Mro, Khumi, Lushai, Pankhua, and Kheyang, among others. This unique linguistic blend means that students often arrive at primary schools speaking their mother tongue, which is different from the national language, Bangla, and also different from English, which is taught as a foreign language. This complex linguistic landscape profoundly shapes the concept of multilingualism in this region, where students are not just learning a second language, but often a third or even fourth, creating unique challenges and opportunities for English language instruction.

Because of this, a lot of students drop out of school at this level. Some schools in the CHT have started using Mother Tongue-Based Multilingual Education (MTB-MLE) since many indigenous children drop out of school. This method starts teaching in the pupils' native languages, such as Chakma, Marma, or Tripura, and then slowly adds Bangla and English. Although the objective of MTB-MLE is to facilitate education, the language barrier exacerbates the issue due to a shortage of well-educated teachers. Some programs, notably those backed by groups like Save the Children, have brought technology into CHT primary schools to help teach English better. Interactive multimedia software that is in line with the national curriculum to present audio-visual information. This makes courses more interesting. Digital technologies may help with activities such as listening exercises and interactive reading. They sometimes reach their learning goals through activities including group assignments, role-plays, and conversations. But these activities will only work if teachers are trained and have access to dependable technology, which is sometimes hard to come by in rural CHT communities (Parvin & Salam, 2015). In primary schools at CHT students speak more than one language, teachers often switch between Bangla, English, and occasionally native languages to explain things and get students involved. Many primary schools use teacher-centered education since they do not have enough resources and instructors do not have enough training. Teachers read from books or write on blackboards while students listen or copy notes. This strategy does not allow for as much interactive learning

and does not work as well in multilingual situations where students require more contextual and participatory ways to learn English (Haque, 2022; Rahman & Pandian, 2018). Students do not comprehend lessons and instructions owing to a language barrier. Consequently, teachers in multilingual classrooms in the CHT are facing several challenges in teaching English.

2.1.3 Challenges of multilingual classroom in CHT, Bangladesh

There are many different indigenous groups in the CHT region of Bangladesh, and each group has its unique language and culture. Teachers are facing challenges about this rich multilingual environment in multilingual classrooms all around the CHT. This section examines the primary challenges encountered in these educational environments, emphasizing their consequences for fair and inclusive language learning.

2.1.3.1 Bangla and English in policy

In Bangladesh many indigenous people, like the Chakma, Marma, and Tripura, used to live on the southeast part of CHT near the Myanmar and India border. Before Bangladesh got its freedom, Pakistan's government worked hard to make Urdu the official language. When Bangladesh got its freedom in 1971, language policies and planning programs were put in place to help the country grow and make Bangla culture and language stronger (Chowdhury & Kabir, 2014).

After the independence in 1971, language policies and planning programs were made to promote development and strengthen Bangla culture and language. These programs and policies ignored the fact that the country is home to many minority tribal groups. Bangladesh's language policies favor Bengali as the official language, hence encouraging its utilization in government, education,

and public life, whereas indigenous languages get minimal institutional support. Hamid (2012) critiques the language policy of Bangladesh for marginalizing the linguistic and ethnic rights of indigenous populations. Hamid (2010) also pointed out that the poor quality of English language teaching (ELT) is caused by policies and plans that are not consistent with language use. There is a discrepancy between linguistic practice and policy in Bangladesh. Another study explores that Bangladesh always shows determination, even though it does not have a clear and well-thought-out language plan (Rahman & Pandian, 2018a, 2018b). Research has shown that the national curriculum is primarily designed for Bangla-speaking students, which makes it challenging for indigenous students to engage with the material (Hamid et al., 2014). Rahman (2020) examined Bangladesh's language policy on indigenous education in the CHT, emphasizing the predominance of Bangla in educational institutions despite laws promoting multilingual education. His research, grounded in qualitative interviews, demonstrated that insufficient policy implementation restricts indigenous students' access to education in their native languages, hence indirectly hindering their capacity to acquire English.

In Bangladesh, English is officially considered as a foreign language. Bangla is the official and national language, used in elementary, secondary, and upper secondary education as the teaching tool. From Class I to Class XII, English is required as a foreign language. Higher education uses English as the language of teaching (Hamid and Jahan, 2015; Sultana, 2014b). Severe implications of the exclusive Bangla language policy and the marginalizing of original indigenous languages within the social framework are evident (Ahsan and Chakma, 1989).

Empirically shown is Bangladesh's language policy's disdain for Indigenous ethnic languages (Baldauf et al., 2010; Rahman et al., 2019). In the lack of Indigenous ethnic languages in all official spheres, limited to the informal domain of the family, the government has taken a more

forceful posture toward the preservation and upkeep of the Bangla language. The nation's strategy for teaching indigenous languages does not include local governments in choices about the allocation of funds for employing teachers from indigenous groups or on purchases of curriculum and textbooks.

Indigenous people should have education in their original tongue, the National Education Policy (2009) (Ministry of Education 2010) recently established. Still, there are some outstanding implementation issues this policy brings. The National Education Policy 2009 promises to improve the education system by providing eight years of basic education for everyone, which includes teaching in multiple languages for indigenous minority groups. In the current education system, which is strictly controlled by the government, the effort to use first languages for bilingual education for indigenous groups is being affected by worries about the system not working well. The new Policy highlights the need to include Indigenous community members, but it does not explain how they will be involved in the process.

Hamid & Baldauf (2014) claim that at the time this was not possible as the approach resulted in the declining English competency of the student population. It also produced the natural shift of English from a second language to a foreign tongue. Hamid (2010) also pointed out that the poor quality of English language teaching (ELT) is caused by policies and plans that are not consistent with language use.

2.1.3.2 Policy Gaps and Implementation Issues

In Bangladesh, English is a compulsory subject in primary school, while Indigenous languages are not formally recognized in national curricula, leading to language marginalization. In the CHT

indigenous children often struggle because their mother tongues (e.g., Chakma, Marma, Tripura) are not supported in schools, forcing them to learn in Bangla and English lacking a robust basis in their first language (L1). Pennycook, (1994) asserts that Governments and institutions promote English through education policies, often influenced by colonial legacies and global economic pressures. According to Mohsin (2012), multilingual education based on the mother tongue (MTB-MLE) is acknowledged in Bangladesh's constitution, but there is insufficient policy framework to properly apply Mother Tongue-Based Multilingual Education. Research indicates that although pilot programs are present, there is a lack of adequate long-term finance and policy enforcement for indigenous language teaching (Barkat et al., 2009). The omission of indigenous community leaders from policy formulation leads to inadequate or unsustainable language education initiatives (UNDP, 2015).

2.1.3.3 Language barriers between teachers and students

Many teachers in CHT are not fluent in indigenous languages such as Chakma, Marma, or Tripura, making it difficult to explain lessons effectively. Studies show that when students do not understand the language of instruction, their cognitive development and learning outcomes suffer (Mohsin, 2012). Students whose native language is not Bangla frequently have difficulty understanding and participating in Bangla-medium classes. Unlike some multilingual education models, classrooms in CHT lack support mechanisms like bilingual teaching assistants or community-based interpreters (UNDP, 2015). A significant number of Indigenous pupils discontinue their education owing to challenges in acclimating to a Bangla-centric educational framework (Mohsin, 2012). As a result, about 60% of indigenous children aged 6 to 10 drop out of school, and 55.5% do not enroll at all. (Preetha, 2012). The impact of Bangla proficiency on learning English among indigenous pupils, who possess poor Bangla skills, results in more

challenges with English due to instruction that is centered on Bangla. The only utilization of Bangla as the instructional medium in schools compromises the educational rights of indigenous students.

2.1.3.4 Limited resources for multilingual classroom

The country's plan for teaching indigenous languages does not involve local governments in decisions about spending on educational tools, such as curricula and textbooks, or hiring teachers from indigenous groups. Although some mother tongue-based textbooks have been developed, their availability across all indigenous languages remains limited, creating a resource gap (Barkat et al., 2009). Many schools in the CHT also lack basic infrastructure, which further hinders the delivery of multilingual education (UNDP, 2015).

Also, insufficient resources make it hard to teach English in these bilingual elementary schools. It can be hard for children to learn since there aren't always enough skilled English teachers who also speak the local indigenous languages. Schools often don't have the right English textbooks and extra materials for multilingual learners, including bilingual dictionaries or storybooks with translations into native languages. Because of this, teachers often use old or obsolete materials, which makes it harder for pupils to learn basic English skills and lowers their enthusiasm and interest (UNDP, 2015).

2.1.3.5 Pedagogical practices for a multilingual classroom and professional development issues

The way teachers educate in multilingual classrooms is very important for making sure that students learn and teach well. It helps teachers deal with different languages, encourage language learning, and provide a welcoming space for all students. Active participation and engagement are important for effective multilingual teaching. It is not just one approach, but a set of flexible ideas that may be used in many ways depending on the situation (Neuner, 2004). For instance, Hufeisen et al. (2004) stress the need of using many languages in postsecondary language teaching, pointing out the benefits of building on what students already know about language.

However, pedagogical practices in the CHT often face challenges due to a lack of specialized training for teachers. Most educators are trained within monolingual frameworks, leaving them unprepared to manage linguistically diverse classrooms or to teach English effectively to indigenous students (Roshid & Chowdhury, 2013). Many lack strategies for using students' first languages as a bridge for learning English such as code-switching or translanguaging and are unfamiliar with differentiated instruction methods, leading to a one-size-fits-all approach that fails to meet diverse learner needs. Teachers aspiring to integrate indigenous languages often lack the proficiency to do so effectively (Chakma, 2021) and continue to rely heavily on Bangla as the medium of instruction due to limitations in training and assessment frameworks (Akhter & Kusakabe, 2014).

Moreover, there is a scarcity of ongoing professional development focused on multilingual pedagogy and English language teaching methodologies in the CHT, resulting in continued reliance on traditional, teacher-centered methods that are less effective for second language

acquisition. Similar challenges have been observed in other multilingual contexts, such as South Africa, India, the Philippines, Peru, and Canada, where inadequate support for multilingual education can hinder cognitive development and increase dropout rates when students must learn exclusively through dominant languages. Multilingualism and linguistic imperialism are closely linked because linguistic imperialism frequently adversely impacts real multilingualism by favoring dominant languages over minority or indigenous languages.

2.2 Linguistic imperialism

Phillipson's idea (1998, p. 103) of Linguistic imperialism illustrates how sociocultural frameworks govern communication practices, including exploitative processes associated with access, disintegration, rejection, and subtractive language acquisition and use. Linguistic Imperialism theory highlights how the dominance of English in education and society contributes to the marginalization of indigenous languages.

2.2.1 Linguistic Imperialism and Language Policy

Linguistic imperialism and language policy are closely related because language policy is sometimes used to sustain and justify imperialistic language supremacy. Language policy is the set of rules that governments or organizations make on which languages to educate, promote, or use in official settings. When these policies favor a dominant or colonial language (like English or the national language like Bangla) over minority or indigenous languages, they show and support linguistic imperialism, which Phillipson (1992) defined as using a dominant language to control and oppress other people.

2.2.2. Impacts on Bangladesh's Education system

In Bangladesh, language policies frequently put Bangla and English first in education, government, and the media. This pushes the languages of indigenous groups (such Chakma, Marma, and Tripura) to the side, making it harder for them to be used in official settings. Because of this, those who speak these languages have a harder time getting an education, a job, or representation, just like the way colonial languages were forced on people. In multilingual settings like the CHT, where Bangla and English rule schooling and indigenous languages receive no institutional backing, this hypothesis is especially pertinent. English is given top priority in government, business, and higher education sectors of Bangladesh; disadvantaged pupils from rural and indigenous origins lack access to high-quality English education. Instead of promoting additive bilingualism, where both English and local languages are developed, linguistic imperialism leads to subtractive bilingualism, where learning English replaces indigenous languages (Skutnabb-Kangas, 2013). In multilingual classrooms in the CHT area of Bangladesh, it is essential to harmonize teaching English with the conservation of indigenous languages to guarantee linguistic justice. Consequently, examining the processes of assimilation and their effects on indigenous people concerning their native language is a crucial component of sociolinguistic research centered on multilingual classrooms. In these circumstances, the ecology of language can enhance students' learning in multilingual classrooms by making sure that all of their language skills are seen as vital tools for making sense of things and growing academically.

2.3 Ecology of language

The ecology of language paradigm was proposed by Phillipson and Skutnabb-Kangas in 1996 as an alternative language policy. The 'ecology of language' structure has been widely embraced to facilitate the preservation and survival of languages, as well as to ascertain the critical variables necessary for their revitalization and conservation, especially for those marginalized in broader social backgrounds (Mufwene, 2001; Mühlhäusler, 1996). Languages have life though it is not understood apparently but just like any living material language exists, expands, flourishes, perishes and sustains in competition with other languages within an ecosystem, according to the 'ecology of language.' Languages engage with their social, economic, and political environments, and it is proposed that the presence and support of other languages in these situations preserves the ecology of language (Haugen, 1972). Language ecology gives less priority to language planning which may foster monolingualism.

Furthermore, language ecology posits that language endangerment may arise when languages conflict with environmental circumstances. Consequently, the target of language ecology is to stop menaces from language extinction and solve the circumstances that create conflict among languages. Edwards (2008) argues that 'language ecology' is an overly idealistic notion that does not ensure the structure scientifically. Nonetheless, it is rational to analyze the genesis of linguistic variants within this paradigm. Language ecology views language evolution— as an inherent process, which includes the rise of dialect and native language, literacy development, linguistic revival, shift, diffusion, amalgamation, and extinction (Mufwene, 2005). This theory helps to investigate the interactions of Bangla, English, and indigenous languages in multilingual settings such as the CHT, therefore affecting language acquisition experiences. Often leading to language mixing, code-switching, and translanguaging, Haugen (1972) argues that languages

coexist, influence, and compete inside a culture. Indigenous pupils frequently rotate among Chakma, Marma, Tripura, Bangla, and English in the CHT regions to create a vibrant multilingual environment. Linguistic Ecology Theory clarifies power relations, linguistic exchanges, and educational inequities in multilingual classrooms in the CHT.

2.4 Multilingual Education Practices and Pedagogy

In recent years, nations such as India, South Africa, and Israel have pursued a national language to unify their populations (Ghazali, 2012). Once selected, the language functions as an instrument to communicate in entertainment, legislative activities, and educational instruction in schools. Erling et al. (2017) indicate that several nations, such as Canada, Wales, and Switzerland, exhibit a liberal stance toward the coexistence of multiple official languages. Diverse, ethnolinguistic, and multilingual nations are defined as those possessing multiple native languages (Erling et al., 2017; Afful, 2007; Adika, 2012). The swift expansion of technical progress and comprehensive information, along with the imperative for patriotism to achieve a shared goal within a nation, has prompted individuals to see existence within a global community.

This section explores various pedagogical practices that serve as prospects and solutions for improving English language teaching in multilingual primary schools in the CHT.

2.4.1 Using code-switching ability

Multilingual classrooms expose pupils to diverse language structures, boosting their metalinguistic awareness and supporting English acquisition (Thomas & Collier, 2002). Such environments help students develop problem-solving and adaptation skills and cultivate respect

for cultural diversity, making English learning more meaningful. Peer interaction in these settings also promotes collaborative learning and mutual support (Cummins & Reyes, 2001).

Code-switching the practice of alternating between languages in a lesson or conversation is a valuable tool for ensuring effective English teaching in multilingual classrooms. Used purposefully, it helps teachers clarify complex concepts, translate key vocabulary, and keep students engaged, especially in early stages of English learning. This aligns with Cummins (2001) argument that learners benefit when they can connect new English knowledge to their existing language skills rather than keeping languages separate.

Research shows that a strong foundation in the native language improves students' ability to transfer knowledge to English, supporting deeper comprehension and reducing anxiety (Thomas & Collier, 2002). Cummins and Reyes (2001) emphasize that clear instruction should encourage this transfer of concepts and skills. Purposeful code-switching and the strategic use of the mother tongue thus build confidence, aid vocabulary development, and make English more accessible for indigenous learners in multilingual settings.

2.4.2 Peer tutoring

Peer tutoring, where students assist each other in learning, is an effective strategy for multilingual classrooms. This approach creates opportunities for collaborative learning and more English language practice in a supportive setting (Curtin, 2006). Research shows that peer tutoring works well when students are paired by backgrounds and skill levels, especially for English language learners and culturally diverse groups such as Hispanic or Native American students. (Saravia-Shore & Garcia, 1995; Snowman & Biehler, 2003)."

This practice aligns with Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction in cognitive development. When students explain concepts or practice English with their peers, they actively construct understanding and use the target language in meaningful contexts (King, 1982; Webb, 1988). Peer tutoring also reduces anxiety by offering a less intimidating way for learners to practice English with classmates who may share similar linguistic or cultural backgrounds (Curtin, 2006).

Studies have shown that peer tutoring improves academic performance and language proficiency while also boosting students' self-esteem, confidence, and interpersonal skills (Snowman & Biehler, 2003; Crandall, 2001). As students act as role models for one another, they engage in natural conversations, exchange feedback, and receive immediate clarification and support (Saravia-Shore & Garcia, 1995; Webb, 1988). Such interaction helps learners feel more motivated and connected while enhancing both academic and social development.

2.4.3 Multilingual Education Model

The term "multilingual education" (MLE) describes a classroom approach that values and uses multiple languages. Its purpose is not only to teach students in their mother tongue but also to help them gain proficiency in additional languages while maintaining their cultural identity. The Mother Tongue-Based Multilingual Education (MTB-MLE) model is especially promising for multilingual contexts like the Chittagong Hill Tracts. This approach begins with instruction in students' first language (L1), such as Chakma, Marma, or Tripura, to build strong foundations in literacy, numeracy, and conceptual understanding before gradually introducing Bangla and English as additional languages.

By establishing a solid base in the native language, students can transfer cognitive and linguistic skills when learning English, which reduces cognitive load and supports deeper learning (Cummins, 2000). This structured progression allows learners to map new English vocabulary and grammar onto what they already know, rather than learning entirely from scratch. Over time, this transition enables students to use English more meaningfully and confidently. Adopting an MTB-MLE model can thus enhance academic success, strengthen cultural connectedness, and improve English language outcomes for indigenous learners in the CHT.

Mother Tongue-Based Multilingual Education (MTB-MLE) is a potential way to teach in places where people speak more than one language, such the CHT, where Chakma, Marma, and Tripura are spoken along with Bangla and English. This method starts teaching kids in their first language (L1), which helps them create a strong base in reading, writing, math, and ideas before slowly adding Bangla and English as extra languages. MTB-MLE is based on ideas of cognition and education. It makes it easier to transfer abilities between languages, which lowers cognitive load and helps people grasp things better (Cummins, 2000). The Bangladeshi government approved MTB-MLE regulations in 2012 and has been testing them out in five indigenous languages since 2017 with help from groups like SIL Bangladesh and UNICEF. MTB-MLE has a lot of potential to help indigenous learners in the CHT region do better in school, keep their cultural identity, and be more socially included, even though it has problems like not having enough resources, not enough teacher training, and problems with developing the curriculum (Rahman et al., 2025; SIL Bangladesh, 2025; UNESCO, 2024).

The use of MTB-MLE in Bangladesh shows how important it is for students from ethnolinguistic minorities to learn in their native language in order to promote both educational fairness and cultural preservation. Allowing kids to start school in their original languages makes it much

easier for them to understand and get involved in school, which makes it easier for them to switch to Bangla and English. However, it is hard to expand these programs since there aren't enough legal frameworks, not many teachers are fluent in indigenous languages, and policies aren't always enforced. To solve these problems, government agencies, NGOs, and local communities will need to keep working together to provide materials that are relevant to their culture, give teachers regular training, and make sure that institutions support them. MTB-MLE may go from being a pilot project to a common practice through these kinds of activities. This will provide indigenous kids in the CHT the tools they need to do well in school while also keeping their language and culture (Ministry of Education, 2010; Rahman et al., 2025; SIL Bangladesh, 2025).



Fig. 1. Multilingual Education Model

Figure 1 shows a transition from L1 instruction in the early grades to the gradual introduction of the national language (Bangla) and then English as subjects, eventually leading to a multilingual

proficiency. Research from various contexts has demonstrated that MTB-MLE leads to better academic outcomes, higher retention rates, and improved second language acquisition compared to subtractive education models.

2.5 Prospects of English Teaching in multilingual classrooms

By incorporating the ecology of language, educators can employ strategies like code-switching and translanguaging to enhance English teaching in multilingual classrooms. These approaches shape language policies and pedagogical practices while addressing practical challenges. Despite existing hurdles, there are considerable prospects for improving English teaching in the CHT if approaches are tailored to the region's multilingual reality. For example, Mother Tongue-Based Multilingual Education (MTB-MLE) has shown effectiveness in multilingual contexts by prioritizing instruction in students' native languages and gradually introducing English, supporting better academic and language outcomes (Tollefson, 2000).

Looking ahead, strengthening English teaching in the CHT also requires investment in specialized teacher training and ongoing professional development focused on multilingual pedagogy, code-switching, translanguaging, and culturally responsive methods. Adapting curricula and developing bilingual and culturally relevant resources will further support students' diverse learning needs. Additionally, engaging indigenous communities and parents in the educational process can create a supportive environment for language development beyond the classroom. Together, these prospects offer practical pathways to ensure more effective English language teaching for indigenous learners in the region.

2.6 Previous Sociolinguistic Studies to explore multilingual education

Several ways and tactics have been created since more people want to learn about multilingual education. Rahman (2010) gives a full account of the problems that come up when trying to put multilingual education plans into action in Bangladesh's indigenous communities. She comments about how hard it is to put policies into action. She talks about the problems, which include political and social issues, lack of resources, and worries over standardisation. She talks about how important translanguaging theory is. This theory says that language use is flexible and not limited to one code. This may make it simpler to use more than one language in school settings. Vygotsky's sociocultural theory says that speaking your native language helps your mind and schoolwork, which in turn helps you learn other languages. She offers certain strategies, such as getting the community involved in language development, incorporating native languages in the bigger school system, and getting the government to help with resource allocation. Rahman (2010) ends by talking about the problems and giving well-thought-out solutions to assist make sure that local languages are successfully used in the country's schools.

Sultana (2021) looks at multilingualism among indigenous people using a theoretical framework and semi-structured interviews. She (2021) looks closely at how indigenous languages interact with each other in the multilingual environment of Bangladesh. Sultana uses ethnographic research to look at how local kids feel about and use their home languages, the national language (Bangla), and English. This shows how these languages play complex and often competing roles in their lives. Although Bangladesh has a diverse range of languages, the notion that one language represents the entire country remains strong. Even though the community is naturally bilingual, there is a big problem with how indigenous languages are treated. Einar Haugen's idea of multilingual ecology says that social, cultural, and economic variables affect the languages people

choose to speak. His research shows how little people care about indigenous languages and how important they are to their cultures. It also shows how unclear things are in Bangladesh's multilingual environment.

The influence of English in multilingual contexts is not limited to simple communication; it also significantly influences the emotive realities and lived experiences of individuals from a variety of spiritual and cultural communities. Sultana and Bolander (2022) looks at the emotional experiences of religious and ethnic minorities in South and Central Asia when it comes to English in their multilingual settings. They say that "structures of feeling" provide us a new way to think about English, seeing it not just as a way to talk to people but also as a place to talk about identity, need, and worry. The study looks at ecological views of language, with a focus on Haugen's Language Ecology framework, which sees languages as parts of a complex, interrelated system within a society. This paper is quite unique and interesting as it explores subjective sentiments, which differs from most sociolinguistic research that focuses on power interactions on a larger scale. Language policy talks usually do not take into account the language problems and goals of marginalised people. That's why the research focuses on their perspectives. This frame of view goes against the common stories that connect English with power and success. The study adds to the discussion of English in multilingual cultures by looking at Bangladesh, Pakistan, and Tajikistan, in addition to the usual focus on postcolonial elites. It talks about how different English learners feel about their religious, ethnic, and national identities. The research by Sultana and Bolander (2022) makes it much easier to understand English, minority identities, and multilingualism in South and Central Asia. By focussing on feelings and personal experiences, it adds a new level to traditional sociolinguistic conversation.

2.7 Theoretical Framework of the Study

Researchers have established comprehensive frameworks to examine specific aspects of identity, including gender, social status, and ethnicity. Among these, a prominent and extensively utilized framework in sociolinguistics is derived from Sociocultural theory, which has influenced the development of many contemporary frameworks. This dissertation employs Vygotsky's Sociocultural Theory (1978), Cummins Interdependence Hypothesis (2000), Swain's Output Hypothesis (2000), García & Wei's Resource Theory (2014), Translanguaging theory (García & Wei, 2014) to investigate the challenges and opportunities within multilingual classrooms in the CHT Hill Tracts of Bangladesh. Also these five theories accept the Multilingual Education Model.

2.7.1 Vygotsky Sociocultural theory (1978)

Sociocultural theory investigates for the hypothesis that language and social interaction essentially impact cognitive growth and learning. It underlines that people learn by interacting with others and using the cultural resources at their disposal, not by themselves. The sociocultural theory proposed by Vygotsky (1978) asserts that cognitive growth is fundamentally facilitated by social contact and language as instruments of thought and communication. According to Vygotsky (1978) in multilingual contexts, students learn best when their native languages are included. Learning initially occurs at a societal level prior to developing into an individual capability (Vygotsky, 1978). Vygotsky claimed that every kid may be effectively instructed in any topic using scaffolding techniques, implemented within the Zone of Proximal Development (ZPD).

2.7.2 Cummins Interdependence Hypothesis (2000)

Cummins Interdependence Hypothesis is essential for comprehending second language acquisition (SLA). The theory asserts that an understanding of a student's first language (L1) can enhance the learning of a second language (L2). Nonetheless, this transfer of abilities happens just when the main language attains a suitable degree of competency. In multilingual classrooms, students' skill in their native language may impede their acquisition of a second language, such as English. This notion highlights the difficulties encountered by students in the CHT in learning English, especially when their first language (such as Chakma or Marma) is inadequately developed. Teachers' endeavours to assist pupils by employing local languages to connect their home language with English illustrate Cummins focus on the interdependence of languages. The study emphasises the application of this notion in developing ways to enhance English teaching in multilingual contexts by reinforcing students' L1 prior to enhancing their L2 competence.

2.7.3 Swain's Output Hypothesis (2000)

Swain's Output Hypothesis asserts that at all stages of second language acquisition, language production, including both speaking and writing, is as crucial as language comprehension. Swain asserts that language acquisition improves students' comprehension of linguistic patterns and structures, hence enhancing their language skill. The theory contests the widely held view that language learning is only reliant on linguistic input. Educators in the CHT encourage students to participate in speaking and writing activities that require active language production, hence promoting the internalisation of English. Swain's methodology underscores the importance of establishing a classroom atmosphere where students actively participate in their own learning, rather than only serving as passive consumers of language. This coincides with the study's

findings about the effectiveness of interactive approaches, such as group projects and peer feedback, which require students to generate language and thus enhance their English ability.

2.7.4 García & Wei's Resource Theory (2014)

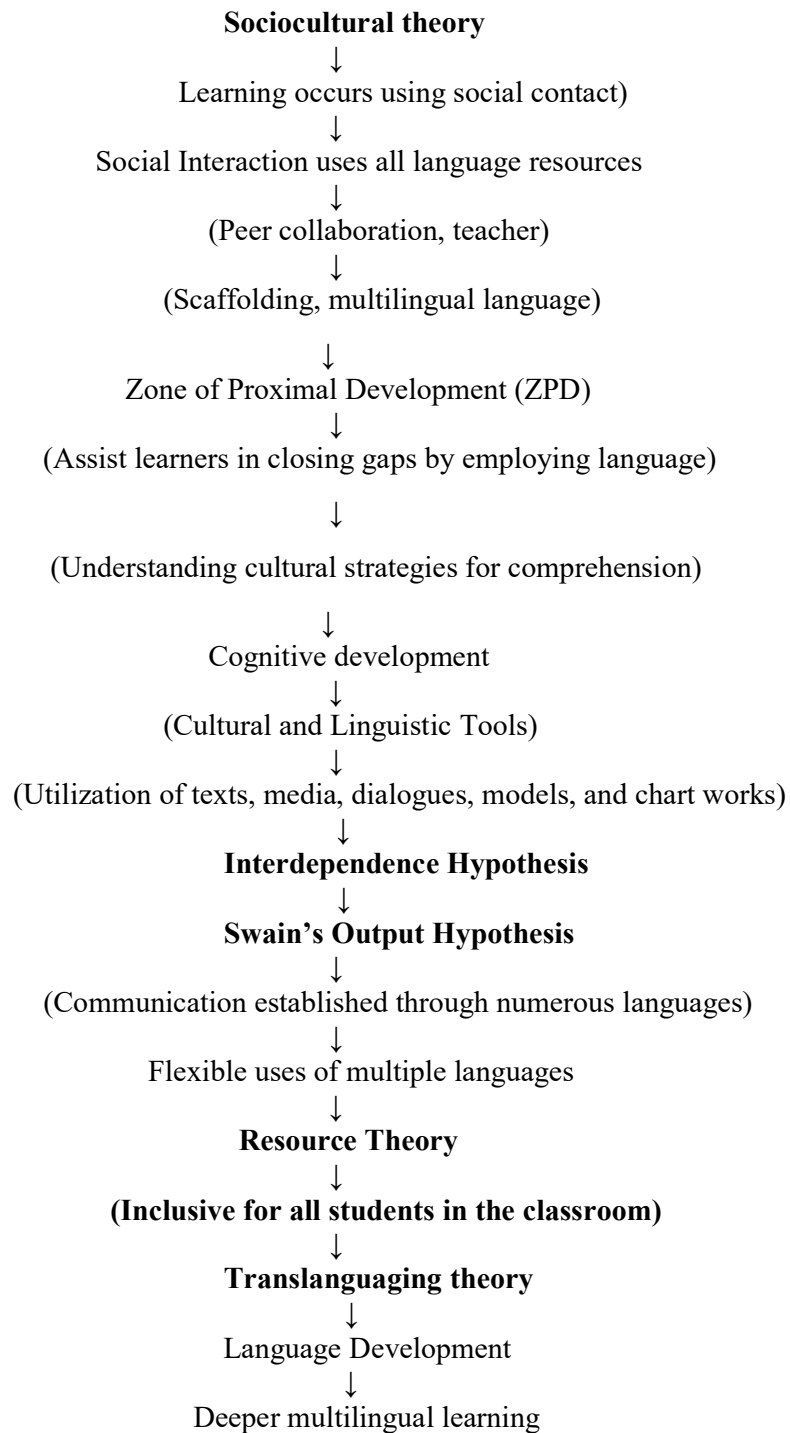
García and Wei (2014) provide the Resource Theory, which underscores the need of acknowledging all facets of linguistic resources that students contribute to the classroom. This approach asserts that multilingual students have substantial language expertise that should be leveraged to improve their learning. The technique advocates for the use of students' native languages in educational activities as a crucial instrument for cognitive and academic advancement. CHT teachers contended that including students' home languages in the classroom enhanced engagement and comprehension of English. By acknowledging the importance of these linguistic resources, instructors may assist students in leveraging their current language skills to enhance second language learning. This method is consistent with Resource Theory, which promotes using a student's substantial linguistic proficiency to enhance educational results, especially in multilingual environments.

2.7.5 Translanguaging theory (García & Wei, 2014)

The dissertation examines several critical linguistic, cognitive, social, and cultural outcomes for teachers, students, and the broader educational system through the lens of sociocultural theory as articulated by Gracia and Wei (2014). A thematic analysis of the findings would enhance comprehension of how individuals from Indigenous communities position and identify themselves within the wider social context. Translanguaging approaches (García & Wei, 2014) developed to English learning without suppressing students' native languages. "languaging" is a method through

which bilingual and multilingual individuals utilize social tools to accomplish various tasks that require communication in diverse contexts. (Wei et al., 2018). Improving translanguaging abilities, enable pupils to proficiently switch between languages (Garcia & Wei, 2014). Gibbons (2014) reported that recognizing bi/multilingual students as involved participants in various semantics systems for creating significance enables teachers to enhance the interaction between input and result activities, transforming frameworks into an interactive and concluded process rather than primarily a teacher-directed one. Enhances code-switching capabilities, hence facilitating communication in multilingual environments (Hornberger, 2002).

"Theoretical Framework for Language Development"



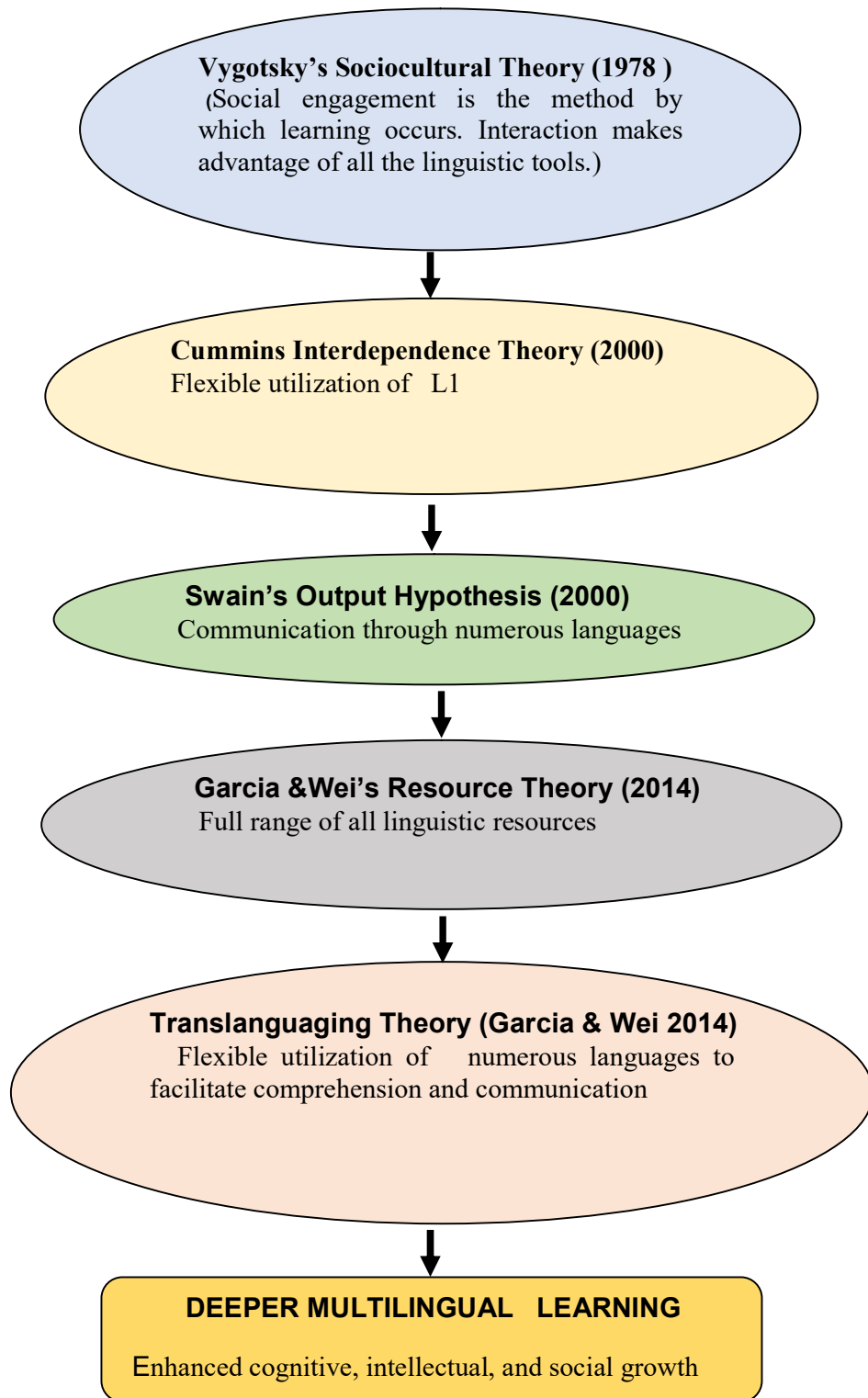


Fig. 2 highlights key elements theoretical framework cognitive learning develops in the multilingual classrooms.

2.8 Conclusion

This chapter has examined significant theoretical frameworks and empirical research concerning multilingual education, focusing specifically on the dynamics of linguistic imperialism and language ecology. It has emphasized that prevailing language policies frequently disadvantage indigenous languages, especially in areas such as the CHT, whereas ecological and sociocultural frameworks provide more inclusive and sustainable alternatives. Notwithstanding the extensive theoretical debate advocating for multilingual practices, a continuous disparity exists between policy, theory, and classroom realities. These observations highlight the necessity for contextually aware, equity-oriented educational changes that synchronize language policy with the lived experiences and linguistic assets of different learners. The deficiencies highlighted in this research establish a basis for the current study, which aims to investigate the more effective implementation of multilingual education in linguistically diverse primary schools in Bangladesh.

Chapter 3

Methodology

3.1 Introduction

This chapter outlines a description of the methodology used to conduct the research, including the research design and the implications for research questions. The chapter delineates the procedures associated with data collection, including the research tools employed and the selection process for participants. The chapter concludes with a comprehensive discussion of the ethical considerations and obstacles encountered during the research.

3.2 Research Design

In relation to Bangladesh's indigenous population, (Chakma 24.7% ,Marma 11.4%, Tripura 7.23 % of the population) the study intends to explore the opportunities and difficulties of multilingual classrooms in CHT. The majority of the community's members are often raised speaking their local tongue first, then as required in official educational settings, they are progressively exposed to Bangla and English. As part of their formal schooling, they are then gradually introduced to Bangla and English (Rahman, 2010; Tripura, 2025). Investigating English teaching strategies in multilingual classrooms is the aim of this study. By using each language separately and in connection to one another, I hoped to investigate the obstacles and effective methods of teaching English in multilingual classrooms from the viewpoint of the primary school teachers.

As per the research questions, the study adopted a qualitative technique to interpretively answer the questions using deductive and inductive analysis. Deductive analysis is often described as theory-driven, beginning from established frameworks to test data (Lune & Berg, 2017).On the

other hand, inductive analysis creates theory from the data itself by finding new patterns (Thomas, 2006). Because the research questions necessitated an interpretative framework for analysis and involved examining people's subjective experiences and viewpoints through open-ended replies because the problem cannot be quantified, the study chose to utilize a qualitative method. Moreover, a qualitative approach was adopted to gain in-depth insights into the experiences of teachers and students in multilingual classrooms. This design allows for the exploration of complex linguistic and cultural dynamics in the region.

Thomas (2003) asserts that qualitative methodologies are typically endorsed by interpretivists, as the interpretative paradigm "depicts a world in which reality is socially constructed, complex, and ever-changing..." (p.6). The positivist worldview is different from interpretivism, which is the use of qualitative approaches to engage with reality. According to Creswell (2009), qualitative research is a way to look into and grasp the meanings that people or groups give to a social or human issue (p. 4). So, when a researcher wants to learn about the thoughts and experiences of a group of students or instructors in educational research, qualitative approaches are usually the best way to go. Also, Punch (2009) asserts that one of the main reasons why qualitative data is so rich and deep is that researchers often gain information by "deep attention and sympathetic understanding" (P.167).

The CHT includes many languages, several of which are of native origin. A qualitative interpretative method lets us comprehend the relationships and points of view of teachers and students in a multilingual setting (Cohen, Manion, & Morrison, 2017). The interpretive method helps to get detailed, context-specific information that shows the CHTs' distinctive cultural and linguistic traits. This method works well for looking at the problems with multilingual schooling in a specific area since it helps us understand how the people involved feel (Denzin & Lincoln,

2011). Through interviews, I could get a lot of information to reflect critically on improving English language teaching instruction in this area. Qualitative research is a good way to look into a topic like multilingualism since it is flexible enough to allow for new themes or issues to come up during data collecting. Creswell (2014) says that it helps to improve the quality of enquiries and to look into topics more deeply when they come up. This flexibility is necessary for performing research in the CHT, which is a complicated and changing educational setting.

3.3 Data Collection

3.3.1 Instruments

A qualitative research interview schedule is a tool that helps the interviewer stay on track by giving them a list of questions to ask throughout the interview. It makes sure that the study is focused and organised, but it also lets people go deeper into subjects as they come up throughout the debate. The interview schedule usually has open-ended questions to get participants to give detailed answers. The program might be semi-structured, which means that the topic can change depending on what people say. This method is especially useful in qualitative research that tries to fully understand the experiences, attitudes, and points of view of participants in a way that takes into account their context (Bryman, 2016). The interview was an important part of my research on the pros and cons of teaching English in multilingual classrooms in the CHT of Bangladesh since it let me look at the personal experiences of instructors and students in this unique setting in depth. An interview gives detailed, nuanced information that quantitative techniques cannot get to explain multilingual classrooms where different indigenous languages and English are spoken at the same time. Interviews can show how hard it is for teachers to teach English in a multilingual setting and how they deal with these problems. This qualitative data is very important for understanding how social, cultural, and educational factors affect English language instruction in

this area (Cohen, Manion, & Morrison, 2017). The interview schedule for this study mostly had open-ended questions that got the participants to talk about their stories, experiences, and points of view on their language and identity. I used a mobile device, Zoom in laptop and WhatsApp for the online interviews and used another mobile device to record the audio.

3.3.2 Data collection process

The data was gathered through in-depth online interviews with the participants, which lasted between 45 to 65 minutes. The queries were designed to elicit the narratives and perspectives that are distinctive to them as primary school teachers. The online interviews were conducted via Zoom and WhatsApp. The original language of the interview was transcribed into text from the recorded audio which was conducted in Bangla to ensure comfort of the participants.

3.3.3 Participants and sampling

The study involved ten English teachers selected from primary schools located in the CHT using purposive sampling to ensure a range of teaching experience, school type, and linguistic backgrounds of the students they teach. This approach was chosen to capture diverse perspectives relevant to the research questions. All participants had direct experience of teaching in multilingual classrooms, where students come from diverse ethnic and linguistic communities, including Chakma, Marma, Tripura, and Bengali-speaking groups. A summary of the participant profile is provided in Table 1.

Selection Criteria

The selection process was based on the following criteria:

1. Teaching English in Multilingual Contexts: Teachers must have experience working in classrooms with linguistically diverse student populations.
2. Geographical Representation: Teachers from schools in urban, semi-urban, and rural areas of the three districts of the CHT (Bandarban, Rangamati, Khagrachari) were included.
3. Willingness to Participate: Only teachers who voluntarily agreed to participate and provide informed consent were included.

Table 1**Participants' profile**

Teacher Participant (TP)	Gender (Male/Female)	Age (20-30/31-40/41-50/50+)	Ethnicity (Yes/No)	Mother tongue (Yes/No)	Literacy in mother tongue (Yes/No)	Teacher training (total number)	Teaching experience (yrs) (1-5, 6-10, 11-15, 16+)	Educational institution (School and location)	Educational institution (College and location)	Educational institution (Undergraduate and location)	Educational institution (Post graduate degree and location)	Types of institution (Government, Private, NGO)	Language proficiency in Bangla, (low, medium, high)	Language proficiency in English (low, medium, high)
TP1	Female	30 years	Yes	Chakma	Yes	3 times	5 years	Police line school	Government college	Comilla Victoria college	Badrunda college	Private	Medium	Medium
TP2	Female	45 years	No	Bangla	Yes	6/7 times	21 years	Sher Bangla high school, ctg	Ctg Govt. women college	Bandorban Govt. College	Bandorban Govt. College	Government	High	Medium
TP3	Male	36	No	Bangla	Yes	6 times	10 years	Government Muslim High School, CTG	CTG City College	CTG College	Coxbazar City College	Government	High	Medium
TP4	Female	46	yes	Marmara	Yes	5/6 times	24 years	Bandorban district govt. school	Bandorban Govt. college	Bandorban govt. Mohila college	Bandorban university	Private	High	Medium
TP5	Female	39 years	No	Bangla	Yes	Once in 2 years	17 years	Bandorban govt high school	Bandorban collectorate school	Rowangchhari college	Bandorban govt.college	Government	Medium	Medium
TP6	Female	31-40	Yes	Tripura	Yes	Once in a year	4 years	Shangu high school	Rangamti govt college	Rangunia govt college	Rangunia govt.college	Government	Medium	Medium
TP7	Male	59 years	No	Bangla	No	Many times	40 years	Bashkhal i government school	Anowara College	B. Ed	N/A	Government	High	Medium
TP8	Male	26	Yes	Marmara	Yes	Once	2 years	Khagrachari police line school	Khagrachari cantonment college	Khagrachari govt. college	Khagrachari govt.college	Government	medium	Medium
TP9	Female	34	Yes	Chakma	Yes	3/4 times	6 years	Khagrachari high school	Khagrachari govt. women college	Panchari govt.college	Khagrachari govt.college	Private	Medium	Medium
TP10	Male	35	No	Bangla	No	5 times	9 years	Mirsorai model high school	CMP school and college	Bariya degree college	Mirsorai Ccollege	Government	High	Medium

3.4 Data Analysis Process

In qualitative research, content analysis is a methodical way to look at and understand written, visual, or auditory data to find patterns, themes, and meanings. It is putting the material into groups to find hidden messages, assumptions, or cultural meanings in the data. It often means counting particular words, phrases, or themes to find patterns or biases in the media, papers, or interviews. Krippendorff (2018) states that researchers use established categorisation frameworks to look at both obvious material (explicit assertions) and sometimes hidden information (implicit meanings). This makes it useful for both qualitative and quantitative research. In this study the transcribed interview was sorted thematically to find hidden messages, assumptions, or cultural implications with certain lines highlighted to be used as questions that show important parts of their stories and points of view. I next looked at the data thematically and narratively in connection to the theoretical framework to find out what the issues and opportunities are for teaching English in multilingual primary schools in the CHT of Bangladesh. Thematic analysis is a very useful tool in psychology and the social sciences for looking at experiences, perceptions, and meanings in qualitative research. Braun and Clarke (2006) say that thematic analysis is a way to find, study, and report patterns (themes) in qualitative data. The method involves organising data into groups and finding important themes that come up in the dataset. This technique stresses the researcher's role in interpreting data and the importance of themes in capturing the main ideas or concepts in the material.

The first main issue looks at the problems that teachers face in classes when students speak more than one language. The second, longer topic looks at the chances students had in their multilingual classes. The third theme looks at the best ways to improve English teaching in multilingual settings.

3.5 Obstacles encountered

I encountered numerous challenges during the data collection process, such as technical difficulties with audio recording and network issues during the online interview, which was conducted in a remote location. Initially, it was quite challenging to locate multiple English teachers from the same primary school, as the majority of primary schools in the CHT area only hire one English teacher for this section. The multilingual diversity of the entire region may not be completely represented by this study, which was restricted to three districts of the Chittagong Hill Tracts. I was required to investigate various institutions in various regions in order to accomplish this. Secondly, I was extremely concerned about their comfort zone, as the interviews were conducted online, and they may not have been forthcoming with their personal experiences. Initially, I did not anticipate that this would pose a challenge or induce any apprehension. Nevertheless, following the conclusion of the initial interview, I became acutely aware that they were sharing their personal experiences by assessing their comfort level by referencing my own experiences and perspectives, and subsequently posing questions. The factor that most benefited me was likely our similar profession.

3.6 Ethical consideration

The identities of the participants and their institutions have been kept anonymous in light of the ethical concerns associated with privacy. This study did not include classroom observations because of ethical and practical issues. Even though observations might have given useful background information, the choice was made to only use interviews because of worries about participant privacy, possible classroom disturbance. In order to differentiate and analyze the discoveries, pseudonyms have been implemented. In order to recognize the participants' comfort level, the video was disabled during the online interview. Additionally, the research was

conducted to ensure that no sensitive information was disclosed that could potentially harm the participants, and composite stories and identities were employed to prevent the participants from being identified.

3.7 Limitations

The result may provide interesting new perspectives; but, the small sample size of 10 teachers limits generalizability. Later research may include a larger, more diverse sample including opinions from parents, teachers, and students, educational administration to provide a whole picture of multilingual education in CHT. Moreover, longitudinal research may assess how contextualised courses and MTB-MLE affect academic achievement and language competency. Given their ability to improve multilingual education in far-off areas, research on how digital technologies could help to overcome infrastructure limitations is crucial.

3.8 Conclusion

In summary, the above methods are intricately interconnected: multilingual curricular approaches, inclusive pedagogical practices, specialised teacher training, and community engagement together enhance the successful instruction of English in multilingual classrooms. The theoretical frameworks of Swain, García & Wei, Cummins and Vygotsky elucidate these practices and illustrate their potential to enhance language acquisition within the multilingual environment of the CHT.

Chapter 4

Data analysis and Findings

This chapter presents a thorough thematic analysis of data gathered from 10 extended interviews with English teachers working in multilingual primary school in the CHT region of Bangladesh (For example out of 70 students class approximately 40 students are from Chakma background since they are the majority tribe). In this chapter the findings are presented and discussed thematically for assessing the challenges and prospects for teaching English encountered by teachers in a linguistically diverse context.

4.1 Sociodemographic profile

Interview results from 10 English teachers in multilingual primary schools of the CHT provide important new perspectives on the interaction of language variety, pedagogical approaches, and institutional preparation. With an average of more than 12 years of teaching experience, 6 of the participants were female and 4 of them were male, therefore reflecting a generally seasoned teaching staff. 5 out of 10 teachers who identified as belonging to ethnic minority groups especially mentioned teaching in classes where at least three languages Bangla, English, and a local indigenous language such as Chakma, Marma, or Tripura were routinely spoken. Only 1 teacher underwent annual multilingual education training; others claimed either sporadic or non-specialized professional development chances. For example, effective pedagogy for multilingual classrooms, professional development in multilingual pedagogy, Strategies for inclusive multilingual education etc.

Most instructors said they used their students' native languages as a supporting scaffold during instruction especially in the lower grades when language obstacles were most noticeable and showed medium-level skill in English. Using visual aids, multimedia, peer learning, and handcrafted materials, teachers regularly changed their approaches. These changes, which were mostly spontaneous and teacher-initiated, however, reflected the lack of institutional tools catered for multilingual classrooms or a systematic educational framework. One of the main difficulties noted was the pupils' initial resistance or incapacity to speak English since they are usually second or third languages and are not comfortable with both English and Bangla.

Bangladesh's curriculum and textbooks are uniform, and as such, they lack representation of local languages and cultures, therefore distorting the educational materials from the reality of the pupils. With no official systems in place for localised adjustments or assessments depending on the needs of multilingual learners, teachers consistently attacked the lack of cultural and linguistic inclusiveness in curricular materials. Notwithstanding these limitations, most educators felt that using students' mother languages would improve involvement and comprehension, therefore supporting mother tongue-based multilingual education (MTB-MLE) as a feasible route for fair English instruction. As requirements for raising English learning results in multilingual environments, they also underlined the necessity of more inclusive policies, culturally suitable resources, and frequent teacher training.

Table 2

Demographic and language proficiency of the participants

Metric	Value
Total Participants	10
Average Years of Experience	~13.8 years
Gender	Female: 6, Male: 4
Ethnic Background (Yes)	5 out of 10
Institution Types	Government: 7, Private: 3
Bangla Language Proficiency	High: 4, Medium: 6
English Language Proficiency	High: 0, Medium: 10

4.2 Ways of Teaching English in Multilingual Primary Schools

4.2.1 Multilingual Instruction as a Strategy

The findings revealed a clear trend: the fundamental approach for teaching English is the use of multilingual education. Every teacher said they used the mother tongues of their pupils as additional languages in English classes. Among these mother tongues were Tripura, Marma, and Chakma. Using local languages for instruction reportedly helped lower anxiety and improve understanding among pupils.

A teacher TP1 stated, *"I use Chakma in teaching English. When students find it hard to understand anything in English, I explain it in Chakma."*

In similar circumstances, a teacher TP4 explained, *"I use Marma as most of the students are Marma. I switch languages to help them understand."*

In primary grades Class I and II, when students arrive in school knowing little to nothing about Bangla or English, were where this habit was most frequent. Often switching between languages, teachers made sure their pupils understood fundamental ideas.

The comments from TP1 in and TP4 in show how teachers in multilingual classrooms may utilize translanguaging in a practical and flexible way to help students learn English. TP1 says, "I use Chakma to teach English. I explain it in Chakma," which shows that the teacher is using the students' first language (L1) in a smart way to help them grasp when English gets hard. TP4 also says, "I use Marma because most of the students are Marma." "I switch languages to help them understand," which shows a responsive and inclusive teaching strategy that takes into account the pupils' language backgrounds. The phrase "switch languages" suggests that the instructor actively uses code-switching as a teaching strategy to make sure everyone understands and is interested.

4.2.2 Visual and Audio Aids in English Instruction

Teachers also reported frequent use of visual, audio, and tactile aids to enhance English instruction. These included flashcards, posters, drawing objects on the board, using printed word lists, and playing cartoon videos or English songs. Such aids were seen as helpful in introducing new vocabulary and concepts in a tangible way. As a teacher TP8 said, *"I draw pictures on the board and show cartoons using the projector. When students see a picture of a cat, then hear the word 'cat,' they can connect the two."*

A teacher TP5 added, *"I use projectors and audio clips when electricity allows. It helps them remember vocabulary through songs and images."* It reinforces this practice, showing that technology-enhanced instruction—even when inconsistently available—can significantly improve

students' vocabulary retention and engagement. The use of songs and images not only aids memory but also creates a more interactive and enjoyable learning environment, particularly important for young or beginner learners.

Together, these comments reveal that teachers are creatively adapting available resources to support language learning in low-resource, multilingual contexts. However, the conditional phrase *"when electricity allows"* from TP5 also points to infrastructural challenges that limit consistent access to these tools. This data underscores the effectiveness of visual and audio materials in language learning, while also highlighting the need for reliable infrastructure and consistent resource availability to maximize the impact of such pedagogical innovations. These resources were particularly important in overcoming limitations in verbal communication, especially with very young learners. However, their usage depended heavily on resource availability and infrastructure.

4.2.3 Peer Learning and Group Work

Several teachers emphasized the effectiveness of peer interaction and collaborative learning in multilingual classrooms. In many instances, students with better proficiency in Bangla or English served as informal translators or guides for others who struggled.

A teacher TP6 shared, *"I often group students in pairs. One student explains to another using their home language. That support is very helpful."*

Another teacher TP4 observed, *"Group work helps them practice speaking. They feel less shy when talking to friends."*

The comments from TP6 and TP4 show collaborative learning strategies, especially peer assistance and group work can help multilingual English classrooms. The comments from TP6 shows how important it is for students to help each other in their own languages. This method not only helps students learn better, but it also acknowledges their language origins, which makes the classroom more "inclusive and accessible." The comments from TP4 show Group work make it easier to speak in front of the whole class by lowering the pressure. This produces a "low-anxiety environment" that fosters participation and helps people feel more confident using English.

4.3 Challenges in Teaching English in Multilingual Settings

4.3.1 Linguistic Barriers

All participants highlighted linguistic barriers as one of the most significant challenges in their classrooms. Since many students were learning Bangla as a second language and English as a third language, they often lacked foundational literacy skills in both.

The teacher TP6 explained, *"The children do not understand English at all in the beginning. Even Bangla is difficult for them. It takes time for them to recognize words or repeat after me."*

Another teacher TP2 said, *"Students are afraid of English. They do not try to speak because they don't know how to pronounce the words."*

Teachers found that the lack of early exposure to English and Bangla at home meant that students had limited vocabulary and struggled with pronunciation, intonation, and confidence. This comment from the instructor TP2 shows a common emotional and language barrier that pupil face when studying English. The statement "Students are afraid of English" suggests a "psychological

or emotional barrier," which might be due to poor self-esteem, bad experiences in the past, or not being around English-speaking people enough. That also means that students might not know much about pronunciation of words in English language and might not have learned how to say words right enough, which makes them less ready to speak in English.

4.3.2 Curriculum Incompatibility

Another recurring challenge was the mismatch between the national curriculum and the local context. Teachers noted that English textbooks and syllabi did not reflect the languages, culture, or daily experiences of indigenous students in CHT.

A teacher TP6 stated, *"The textbook has pictures and stories about urban life. The students cannot relate to them. They have never seen those things."*

In a similar context, a teacher TP7 commented, *"There is no mention of our festivals, food, or clothes. The children feel like this subject is for others, not for them."*

These show "critical issue of contextual mismatch" between what the English textbook says and what the pupils have really experienced.

The national curriculum is often not in line with the cultural realities of indigenous communities. This means that classroom content does not always fit with what students are learning in their own communities. The next thing he said was, "The students cannot relate to them." Those things have never been seen," shows a lack of both social and natural significance, which might make it harder for people to become involved, understand, and stay motivated. The fact that the content does not match up with the kids' experiences shows that the curriculum could not be inclusive or sensitive to the local community, which might cause a gap in meaningful learning.

4.3.3 Lack of Specialized Training

Almost all teachers indicated that they had not received adequate training to teach in multilingual classrooms. The professional development they had participated in was often general and did not address the specific challenges of teaching English to linguistically diverse learners.

A teacher TP9 reported, *"We had training on English teaching, but it was not about multilingual teaching. We didn't learn how to handle different languages in one classroom."*

Another teacher in TP4 added, *"We are doing our best, but there is no guidance on how to teach when students speak many different languages."*

The comments by teacher TP9 and TP4 together show that there is a big gap in teacher training and pedagogical support for multilingual classrooms in the Chittagong Hill Tracts. The comments of TP9 shows that even while there is professional development, it is too focused and does not take into account the language diversity in their classes. Also, it shows that they weren't ready to handle and use multilingualism as a resource instead of a problem.

TP4's comment further shows the lack of practical techniques or institutional support for multilingual, inclusive teaching. These statements all point to a bigger problem even while teachers are committed and trying hard, they don't have the right tools, training, or curricular support to deal with the challenges of multilingual education.

4.3.4 Infrastructure and Limitations

Teachers also cited physical infrastructure and resource limitations as critical barriers. Many schools lacked adequate classrooms, learning materials, or stable electricity. These limitations restricted the use of multimedia tools and constrained teaching practices.

A teacher TP9 noted, *"Sometimes the power goes out, so we cannot use the projector or audio clips. We have to go back to the blackboard only."*

Another teacher TP8 added, *"There are too many students in one class, and only one teacher. It is difficult to give attention to everyone."*

The comments from teacher TP9 and TP8 in point out two major structural and infrastructural problems that make it hard to teach English well in remote and poorly resourced parts of the Chittagong Hill Tracts. These show that the electricity is not always stable and the technology is not very good. Teachers try to use more current tools like projectors and audio clips, but they have to go back to older, less interesting ways of teaching since the power is not always on. This impacts the quality and consistency of multimedia-supported teaching, which is especially helpful for kids and those learning a second or third language. These challenges affected not only the quality of English instruction but also the overall learning environment.

4.4 Prospects and Possibilities for Improvement

4.4.1 Mother Tongue-Based Instruction

Teachers widely supported the idea of incorporating mother tongue-based instruction in the classroom. They believed that allowing students to begin learning in their native language would build confidence and ease the transition to English.

A teacher TP4 emphasized, *"If we allow children to learn first in their own language, they will understand better. Once they are confident, they will pick up English faster."*

Another teacher TP1 added, *"When students can express themselves in their own language, they feel proud. That feeling helps them try harder in other languages too."* As Language is very closely tied to culture, customs, and how people view themselves. Just saying it might make someone feel proud. Speaking one's native language helps preserve and share cultural history, relationships with relatives, and shared beliefs, which in turn helps people feel good about themselves and like they belong. The remarks from TP4 and TP1 highly support mother-tongue-based multilingual education (MTB-MLE) since it helps people acquire languages in a way that is good for their brains, emotions, and motivation.

TP4 claims that "If we let kids learn in their own language first, they will understand better and learn English faster" is supported by research that supports L1-first teaching. Starting school in a language you already know helps you grasp concepts and improve your reading and writing abilities. You may then use these skills in other languages, including English. The instructor knows that building confidence in the first language makes it easier to learn additional languages.

TP1 adds to this by saying, "When students can express themselves in their own language, they feel proud," which shows the emotional and identity-related benefits of using their mother tongue. This pride makes students feel good about themselves and motivates them, which makes them more likely to participate and work harder to learn additional languages. It also implies that language is closely linked to cultural identity, and respecting that culture in the classroom helps everyone learn better.

When we look at all of these points of view together, we can see that teachers on the ground know how important it is to include all languages and how using a student's first language in the classroom can give them strength. The data supports policies and training that help with transitional multilingual education, where students start learning in their native language and then

slowly learn a second and third language, like Bengali and English. This leads to better academic performance and more motivated learners.

4.4.2 Contextualized Curriculum and Materials

Teachers strongly advocated for revising the English curriculum to reflect the lives, environments, and experiences of CHT students. They called for textbooks that included local stories, familiar names, and cultural references NCTB might include folk tales, oral histories, and traditional traditions from ethnic minority groups including the Chakma, Marma, Mro, Tripura, and Garo populations. Using local names, holidays, and everyday events in textbooks helps students link what they learn in school with what they do every day. NCTB can do more than just translate standard textbooks. It can also provide teachings that are relevant to different cultures and that honor the traditions, worldviews, and knowledge systems of indigenous peoples. For instance, teaching science, historical studies, or the arts might include instruction on traditional weaving or farming activities that show pride in one's culture and keep heritage alive. It should not be a top-down process to design the curriculum. NCTB might engage with teachers, elders, and cultural experts from indigenous groups in the CHT and northern areas to make materials together. This makes sure that the information is real and not misleading.

"If the textbooks had our festivals, local fruits, and familiar faces, children would enjoy them more," said a teacher TP9.

Another teacher TP7 remarked, *"They should make books where our children can see themselves. It will make English less scary and more interesting."*

The comments from TP9 and TP7 in show how important it is to have culturally appropriate resources for teaching English, especially in regions like the Chittagong Hill Tracts where there are many different languages and cultures.

The comments from TP9 shows how important it is for textbooks to provide information that is relevant to students' life and culture. Students can better relate to the topic when it includes things like local festivals and things they know. When textbooks or classroom discussions talk about festivities like Pohela Boishakh (Bengali New Year), Eid-ul-Fitr, Durga Puja, or Biju (celebrated by the Chakma, Marma, and Tripura people), students may relate to them right away. This familiarity creates an emotional connection between the subject matter and the person's own life, making learning more personal. This makes them more interested, motivated, and able to understand. It is very significant to have culturally sensitive resources in English language instruction, especially in areas like the CHT that are home to many different languages and cultures. The comments from TP7 show how representation may affect people's minds and feelings. "See themselves" means "visibility and inclusion," which might help people feel less alone when textbooks exclusively show urban or culturally distant situations. When kids feel included, English becomes a "tool of connection" instead of "exclusion," which makes studying the language more welcoming and less scary.

4.4.3 Regular, Relevant Teacher Training

Participants also called for regular and relevant training that specifically addresses multilingual teaching challenges. They suggested that training should include examples of multilingual lesson planning, classroom management strategies, and ways to create or adapt materials for diverse learners.

"We need yearly training focused on multilingual classrooms. The trainers should understand our situation," said a teacher TP3.

Another teacher TP4 added, *"It would help if we had manuals or guidelines. Right now, we are just trying different things without knowing what works best."*

The remarks from TP3 and TP4 show that instructors who work in bilingual classrooms need ongoing, context-aware professional development and instructional assistance. Teachers training that is not only relevant to the reality of linguistically varied learning settings but also given by trainers who are familiar with the local context and problems. This shows a flaw in existing professional development programs, which typically use a one-size-fits-all approach and do not deal with the difficulties of teaching English in multilingual, poorly funded areas like the CHT.

This shows that there is not enough formal pedagogical assistance, such teaching manuals, frameworks, or best-practice guidelines, which makes teachers have to figure things out via trial and error. This demonstrates how dedicated and creative they are, but it also reveals that their teaching methods may not always be consistent or effective.

All of these pieces of information hint to a systemic lack in planning and support for bilingual education. The instructors want to get better and are ready to do so, but they need the school to help them by giving them specific training, tools, and instructions. This evidence clearly supports the need for localized, research-based teacher training programs and teaching materials that give instructors the tools they need to teach English effectively and inclusively in multilingual settings.

4.4.4 Community Engagement and Local Resource Utilization

Finally, teachers highlighted the importance of involving parents and community members in the educational process. They believed that engaging local people could support children's language development and encourage multilingualism.

A teacher TP10 stated, *"Parents are helpful. If they understand what we are doing, they can support them at home. We should also bring elders to share stories in local languages."*

Another teacher TP7 added, *"If we had community volunteers who knew English and the local language, they could help with translation and learning activities."*

The remarks from TP10 and TP7 give us significant information on how community involvement, local culture, and language mediation may help improve educational outcomes in rural areas with many languages.

4.5 Overall Findings of the Study

Table 3 Summary

Theme	Key Findings
Existing Teaching Practices	- Teachers use students' home languages (Chakma, Marma, Tripura, Bangla) alongside English. - Translanguaging and code-switching are common strategies. - Group work and peer support are used to facilitate learning.
Challenges Faced	- Language barriers between English, Bangla, and indigenous languages. - Lack of teaching materials/resources for multilingual learners. - Rigid curriculum that limits linguistic flexibility. - Insufficient teacher training in multilingual education. - Difficulty in assessing students' English proficiency fairly.
Prospects	- Integrating students' home languages into English teaching increases engagement and comprehension. - Adapting curriculum to reflect students' linguistic and cultural backgrounds. - Providing targeted teacher training in multilingual pedagogy. - Developing context-specific teaching resources. - Promoting inclusive and culturally responsive teaching methods.

4.6 Conclusion

The thematic analysis of interviews with 10 English teachers in multilingual primary schools in the CHT gives us an exhaustive understanding of the problems and possibilities of teaching English in a setting where several languages are spoken. The study shows that the education system is complicated since many different languages are spoken, but there are not enough resources, resulting in voids in the system. However, teachers are flexible, creative, and dedicated to creating fair learning environments. Translanguaging is becoming an important technique that not only helps people learn English but also protects linguistic and cultural diversity. This is in line with global research on multilingual education. The sociodemographic profile of the participants shows that they are experienced teachers with an average of 13.8 years of experience. They work in classrooms where Bangla, English, and native languages including Chakma, Marma, and Tripura are spoken. Teachers sometimes use students' first languages as a bridge to fill in gaps in their language skills, especially in the early grades. This supports Cummins (2000) Interdependence Hypothesis, which says that being fluent at your first language makes it easier to learn a second language. García and Wei (2014) point out that instructors do not get regular, specialised training in multilingual teaching methods, so they have to rely on their gut feelings and make up tactics on the spot. This shows how important it is for teachers to have professional development in a planned way. The study finds that multilingual education, visual and audio assistance, and learning from peers are the most important ways to teach. Translanguaging, which is when teachers move between languages easily, makes students less anxious and helps them understand better. This is in line with García et al.'s (2017) research on using bilingualism to help students learn. Gibbons (2002) says that visual aids and multimedia can help people understand abstract English concepts, but their usage is restricted by problems with infrastructure, such as intermittent energy. Peer learning is based on Vygotsky's (1978) Socio cultural Theory. It creates

collaborative spaces where students with better language abilities help their colleagues, which boosts their confidence and interest.

Some of the biggest problems include language hurdles, incompatible curricula, lack of training, and lack of resources. Students' lack of fluency in Bangla and English, which are their second and third languages, makes it hard for them to learn early on, just like Cummins (2000) said about the effects of language barriers. García (2009) says that instructors are not ready for multilingual classrooms since they do not have the right training. Soria et al. (2018) say that infrastructure problems, like the ones they talk about, make it hard to get new teaching materials. Even if there are problems, things are looking well for getting better. Teachers actively support mother tongue-based multilingual education (MTB-MLE), which, according to Cummins (2000) and Bialystok et al. (2014), increases cognitive and linguistic foundations, making it easier to acquire English. Since, that a curriculum that takes into account local traditions might make students more interested in learning. As García and Wei (2014) point out, regular, appropriate teacher training is very important for giving teachers bilingual techniques. If parents and older people are getting involved in the community, it might help language development even more. The CHT is one of the most linguistically diverse places in Bangladesh. They are home to more than a dozen indigenous communities, such as the Chakma, Marma, and Tripura, each having its own language. Even if being bilingual is good for culture, it also makes things harder, especially when it comes to growth, communication, and education. Bangla is the major language taught in most public schools. This is a problem for indigenous children because many of them enter school speaking only their mother tongue. This leads to less understanding, lower grades, and more students dropping out. The situation gets worse since there are not enough textbooks, teaching materials, or native teachers who speak the languages. Not many instructors are well-trained to teach in their original languages. Most teachers are not native speakers and do not know the primary languages or cultures of their students. A lot of the time, English is taught in Bangla as a

topic instead of as a way to talk to people. Limited chances to talk and utilise English in everyday life, especially in rural locations. In rural or government schools, pupils may not always have access to skilled teachers, equipment, or environments that are good for learning English in multilingual classrooms. The national curriculum often focuses on being ready for tests, but it does not teach listening and speaking abilities. A lot of the time, schools do not use their teaching tools and technology to their full potential. Students may not practise as often since they are afraid of making mistakes and do not want to. Even though many are trying to employ Mother-Tongue Based Multilingual Education (MTB-MLE), it is still growing slowly since there is not enough money, research, or instructors who are good at teaching local languages. These results show how important it is for lawmakers to make adjustments and for people to take practical steps to recognise and deal with the unique linguistic and cultural environment of CHT.

The results show how translingual pedagogy, especially translanguaging, may change things in CHT's multilingual primary schools where it is already a component of the curriculum. Translanguaging makes learning English more effective by using students' language skills while keeping language variety. This promotes inclusive and culturally sensitive education. But to reach this potential, the system has to be changed in a big way, with better infrastructure, culturally relevant curricula, and better teacher training. These reforms would provide teachers the tools they need to help students from different backgrounds understand each other, making sure that all CHT students get an equal opportunity to learn.

Chapter 5

Discussion

5.1 Introduction

This chapter examines the study's findings in relation to the three guiding research questions and relevant theoretical frameworks. This chapter critically analyzes data from 10 English teachers in multilingual primary schools in the CHT, interprets the findings in light of the study's three research questions.

5.2 Approaches to Teach English in Multilingual Classrooms

The findings show that teachers use flexible, multilingual methods to teach English in classes with students who speak different languages. Using mother languages like Chakma, Marma, and Tripura as a base to teach English is a key part of the strategy. The teacher TP1 and another teacher TP4, they change languages to make things clearer for them. These strategies show a thorough awareness of the sociolinguistic environment and are in line with Cummins (2000) Interdependence Hypothesis, which says that being good at your first language (L1) helps you learn your second language (L2) by transferring cognitive and academic skills. Even though these bilingual practices are not formal, they are similar to organized multilingual teaching methods that are talked about in the worldwide literature. García and Li Wei (2014) stress how important translanguaging is as a teaching technique in multilingual contexts, as all of a learner's language skills are used to help them understand and communicate.

Teacher TP8 often used pictures to help students remember English words and ideas. Students may relate the word "cat" to an image of a cat. Teacher TP5 also said, he uses projectors and audio clips when the power is on as songs and pictures help students recall words. Gibbons (2002) says that using visual and multimedia tools can assist make abstract linguistic information more real and easier to understand, especially in schools with students who speak more than one language.

From the comment of teacher TP6 and TP 4 suggested group work is beneficial for multilingual settings. As working in groups can help lower language anxiety, working together on assignments lowers the mental stress that frequently comes with public speaking, which encourages more risk-taking and involvement and increases social engagement. These methods are in line with Vygotsky's (1978) Social cultural Theory, which says that social contact is important for language learning and cognitive development. Interacting with peers helps with language learning by giving emotional support and building shared understanding.

So, even though there are not any official multilingual education frameworks in place, teachers in CHT are quite good at changing their techniques to fit the situation employing strategies based on multilingualism, visual learning, and working together.

5.3 Challenges in Multilingual English Classrooms

The teachers came up with new ways to educate, but they also talked about several problems that kept coming up. The largest challenge was the linguistic barrier. Most of the time, CHT students speak their native languages at home, start school with little exposure to Bangla (L2), and learn

English (L3) in the early grades. This means they are not very fluent in either national or foreign languages.

From the comment of teacher TP6 and TP2 findings show how hard it is for young learners to acquire many languages at once. Learning a third language (L3) is different from learning a first (L1) or second (L2) language since it offers its own set of cognitive, linguistic, and social-affective problems. Previous understanding of language might be helpful, but it can also get in the way or cause confusion. Learning a third language is really hard on the brain. When children are already learning how to speak their second language (like Bangla), adding a third language (like English) means they have to deal with more than one phonological, syntactic, and semantic system at the same time. To learn L3 well, students need to use it and see it often in meaningful ways. But in a lot of multilingual environments, English is primarily used for schoolwork and not for talking, which limits real input. According to Cummins Interdependence Hypothesis (2000), how well a learner speaks their first language (L1) affects how well they can learn a second language (L2). So, when students have trouble with their first language, like Bangla or their own language, it makes it harder for them to learn English as a second language.

TP6 and TP7 mentioned a significant issue was the lack of alignment in the curriculums. Educators expressed concern that national English textbooks are incompatible with the cultures and languages of CHT students. An irrelevant curriculum one that is mismatched with students' linguistic, cultural, social, and experience background can significantly impede motivation, engagement, comprehension, and accomplishment. This is especially evident in multilingual and disadvantaged settings, such as the CHT, where national curriculum frequently overlook local knowledge systems and the linguistic reality of learners. When students do not perceive their lives, cultures, or languages represented in textbooks or classroom materials, they may conclude

that education is not intended for them. This sensation of exclusion diminishes their sense of belonging and involvement in the classroom. These results are in line with what García and Li Wei (2014) say about standardized curriculum not taking into account the language and culture of minority students. This kind of exclusion makes people feel like they do not belong and makes it harder for them to connect with the material.

From TP9 and TP4 it is found that another problem is that there is not enough specialized training for teachers who work in bilingual classrooms. Some instructors said they had received broad training on how to teach English, but none had received specific training in how to teach in more than one language. Multilingual education has become an important way to help students learn better in places where they speak more than one language, especially when they speak a language different from the national or instructional language. But the effectiveness of this kind of schooling depends a lot on how ready the teachers are. In the CHT, the absence of specialized training for multilingual teaching makes English language instruction far less successful. This, in turn, makes it harder to reach the wider aims of inclusive education. Teachers frequently have to rely on their gut feelings or trial-and-error methods when they do not have the right training. Some people come up with innovative ways to help one another (such as translanguaging and peer assistance), but these methods are still not standardized, consistent, or backed by official teaching frameworks. García and Wei (2014) stress that translanguaging may be a very useful teaching tool, but only if it is used in a way that is based on knowledge and reflection, not guessing. Without systematic training, there is a danger of abusing or not employing multilingual tactics enough.

Teachers who do not have training in more than one language have a restricted range of teaching methods, especially when it comes to how to teach in more than one language. When teachers do not know how to connect students' first language (L1) and second or third language (L2 or L3) in

a smart way, they typically only teach in one language, generally Bangla or English, which many students do not completely grasp. This makes it harder to understand and use language, and it makes students less interested in class (Cummins, 2000).

Lastly, Teacher TP9 and TP8 mentioned that their infrastructure and resources were limited. Effective language teaching depends on having the right infrastructure and instructional materials. In language learning, it is very important to have access to auditory, visual, technical, and print resources. Without these supports, it may be very hard for the learners to stay interested, understand, and make progress. In places with few resources, like the CHT in Bangladesh, problems with infrastructure not only limit teaching options but also make educational inequalities worse for people who are already linguistically and geographically disadvantaged. Projectors, audio clips, digital flashcards, and language-learning software are all examples of multimedia technologies that may assist students improve their pronunciation, vocabulary recall, and listening comprehension. But in a lot of rural and multilingual areas, inconsistent energy, a shortage of gadgets, and slow internet make these tools hard to get to. Overcrowded classrooms are another big problem with infrastructure because they make it hard to use learner-centered teaching methods like group work, speaking practice, or differentiated instruction. Interaction is very important while learning a language, especially English as a second or third language (L2/L3). When there are more than 40–50 students in a class, it is hard to have meaningful conversations, fix mistakes, and get customized feedback.

5.4 Prospects for Effective English Teaching in Multilingual Settings

Even though there were problems, the findings give clear suggestions for how to improve English language education in schools with students who speak more than one language. The adoption of Mother Tongue-Based Multilingual Education (MTB-MLE) is one of the most interesting things.

Teachers were very much in favor of starting lessons in students' first languages to help them establish basic skills and confidence. TP1 and TP4 mentioned the benefits of learning language in their mother tongue. Language is not just a way to talk to others; it also carries identity, culture, and thought. Using a learner's first language (L1) as the language of teaching, especially in the early years of school, has long been known to be a very effective way to teach. Education in one's native language (MTBE) helps with understanding, cognitive growth, and learning new languages (L2/L3). However, many people agree that mother tongue education has many benefits, but it is not without its problems, especially in places where there are a lot of different languages and not a lot of resources. Using the mother language in school helps students grasp things better and remember them better, especially younger ones. Students learn better when they are taught in a language they are competent in. They can understand abstract ideas better, take part in class, and state their minds more clearly. Cummins (2000) says that the Interdependence Hypothesis states that having a firm foundation in the first language makes it easier to transfer cognitive and academic skills to the second and third languages.

Bialystok et al. (2014) did study that backs up these claims. They discovered that teaching L1 early helps with problem-solving and language transfer. Thomas and Collier (2002) also say that teaching in L1 makes it easier for multilingual students to understand what they are learning.

Teachers TP 9 and TP7 also wanted a curriculum that was based on the culture, language, and allusions of the area. A curriculum is more than a syllabus. It is a cultural, linguistic, and ideological weapon that may either close or open the gap between students and information. When textbooks and curricula include issues that are relevant to students' lives, such as their language use, social and cultural backgrounds, and cognitive demands, they can help students understand, stay interested, and do well in school. On the other hand, information that is culturally

strange, linguistically difficult to understand, or not related to students' lives might make them feel like they do not belong and hurt educational equity. This is especially important in multilingual, indigenous, and rural areas like the CHT, because most educational resources do not show how people in such areas really are or speak. A curriculum that includes familiar subjects like local stories, landscapes, jobs, and festivals stimulates what students already know, making it easier for them to understand. This link makes it easier to understand, remember, and use what we have learned. When learning a language, relevant information makes it easier to grasp abstract or foreign ideas, which lets pupils focus on language elements like vocabulary, grammar, and discourse. Gibbons (2002) says that relevant texts assist scaffolding because they help students forecast and figure out what something means based on its context. This helps them learn the language better. When students recognize themselves, their families, and their communities in textbooks and other teaching materials, they are more interested and motivated. Culturally relevant resources help students with their identity, motivation, and success.

TP3 and TP4 highlights the importance of context-sensitive training, designed not generically, but specifically for classrooms where students speak minority languages and face systemic marginalization. They mentioned regular and useful training for teachers is just as crucial. Multilingual classrooms are not only different in terms of language, but they are also hard to teach. Teachers have to deal with a lot of different languages, help students move between languages or use more than one language at a time, and make resources in languages that may not have official standards. Teachers need to know a lot about multilingual teaching tactics, second language acquisition theory, sociolinguistics, and culturally sensitive pedagogy. Without systematic training, teachers typically use their own experiences, trial and error, or informal methods, which can lead to uneven lessons. Cummins (2000) says that in complicated multilingual classrooms, teachers' intuition is not enough without structured pedagogical assistance. Regular and valuable training does more than improve skills; it also boosts teachers'

confidence, drive, and sense of agency. Teachers are more likely to support inclusive curriculum, fight negative language hierarchies, and be language role models for their children when they know the "why" and "how" behind multilingual techniques.

These ideas are similar to what García and Li Wei (2014) said about localized professional development that gives instructors tools for teaching in a way that includes everyone and uses several languages.

Lastly, teachers TP10 and TP7 talked about how important it is to become involved in the community and use local resources. Involving in the community makes language inclusion better and encourages people of all ages to work together in school. Most people agree that parents and the community being involved in school is very important for students' success. In places like the CHT that are bilingual, culturally diverse, and lack resources, it is even more important for parents and local communities to get involved. Their involvement not only makes the learning process stronger, but it also makes sure that education respects and reflects the cultural and linguistic identities of the students. But even though everyone agrees that this engagement is important, there are systemic, cultural, and structural impediments to making it happen. For students from minority or indigenous groups, schools are typically a place where they may learn a new language and culture that is different from what they are used to at home. Formal education, which is mainly in Bangla or English, may not include the child's local language and cultural knowledge. When parents and local elders are active in the education process, they assist in bridging this gap and make sure that what happens at home and at school stays the same. In multilingual settings when students are learning Bangla and English as second or third languages, parents need to be involved to help their kids learn more languages outside of school.

Parents that value bilingualism typically assist their children by narrating stories, reading literature, and engaging in regular interactions in the home language. These strategies have been demonstrated to enhance vocabulary, comprehension, and subsequent literacy skills (Demir-Lira et al., 2019). Also, having regular conversations in the local language helps people feel more connected to their culture and makes them more conscious of how language works (Lee, 2015).

5.5 Conclusion

The findings spoken about in this chapter show how complicated and ever-changing it is to teach English in multilingual primary schools in the CHT. Even though they do not get much help from their schools, teachers are very adaptable. They use multilingual methods like translanguaging, working with peers, and visual or audio aides to help students learn English. These methods not only include all languages, but they also help students feel better, which is in line with recent studies on how to teach multilingual students well (Cummins, 2000; García & Li Wei, 2014).

However, significant issues persist. Lack of specialized training, curriculum incompatibility, language barriers, and poor infrastructure all make it harder to teach English well. Teachers typically work with pupils who do not speak much Bangla or English, which makes it hard and sluggish for them to learn the languages. Also, the lack of localized information in textbooks and the lack of multilingual teacher training make it even harder for indigenous students to study and make it harder for teachers to do their jobs well (García, 2009).

Even with these problems, the discussion shows that there is a lot of room for development. Teachers support the use of Mother Tongue-Based Multilingual Education (MTB-MLE), a curriculum that is based on real-life situations, frequent training for teachers, and more engagement from the community. If curriculum and infrastructure support these tactics, they can

make English language instruction in classes with students from different language backgrounds far more inclusive and successful.

In summary this chapter shows that teachers are inventive and dedicated, but structural changes are needed to meet the demands of multilingual learners in the existing educational system. To go forward with fair and culturally relevant English education in the CHT, it is important to see linguistic variety as a strength instead of a hindrance.

Chapter 6

Conclusion

The research looked at the complicated reality of teaching English in multilingual primary schools in the CHT. It showed how creative local instructors are and how they keep facing structural problems. Based on several theoretical frameworks, such as Cummins Interdependence Hypothesis (2000), Vygotsky's Sociocultural Theory (1978), Swain's Output Hypothesis, Translanguaging Theory (García & Li Wei, 2014), and García & Wei's Resource Theory (2014) the findings and discussion show that multilingual education needs more than just language skills; it also needs systemic support, cultural inclusivity, and community involvement.

This study looked into how English is taught and learned in multilingual primary schools in the CHT of Bangladesh, a region known for its rich language variety and educational problems. The study looked at how English is taught, the problems instructors experience, and the ways that language education may be better in these kinds of settings by talking to 10 English teachers from diverse indigenous and linguistic communities.

The findings showed that teachers use flexible, multilingual methods to fill in language gaps and help students understand. Many teachers used strategies including translanguaging, visual aids, group work, and peer support. These strategies were in line with global ideas like Cummins' Interdependence Hypothesis, Vygotsky's Sociocultural Theory, and Translanguaging Theory. These methods helped teachers connect what students were learning in class with their real-life language and culture, which made them less anxious and more interested.

However, the study found a number of systemic problems. Some of these were that students did not know enough Bangla and English, the curriculum did not fit with local customs, teachers didn't have enough specialized training, and the infrastructure and instructional materials were not good enough. Because there was not any institutional training or support for bilingual education, teachers often had to use their own ingenuity and expertise.

The study suggests that using Mother Tongue-Based Multilingual Education (MTB-MLE), designing culturally relevant curricula, educating teachers on an ongoing basis in their own communities, and getting communities more involved in education to deal with these problems. These steps would help make English language training more inclusive and successful, and they would see linguistic variety as a resource instead of a problem.

In conclusion, the study shows that teachers in CHT are both strong and creative, and that there has to be institutional changes that make it easier for multilingual education to happen. The school system may make English language learning more fair and meaningful by using multilingual teaching methods and appreciating native languages and cultures.

6.1 Future Directions

Based on findings of this study for future research, there are a number of ways to make English language teaching more successful in multilingual primary schools, especially in places like the CHT where people speak a lot of different languages. Cummins Interdependence Hypothesis (2000), Vygotsky's Sociocultural Theory (1978), Swain's Output Hypothesis (2000), and García & Li Wei's Translanguaging and Resource Theories (2014) are some of the important theoretical viewpoints that support these orientations.

Future curriculum should make it easier for MTB-MLE frameworks to be used in formal early grade instruction. The study shows that students learn and remember things better when they are grounded in their first language (L1). Therefore, systematic MTB-MLE models should be created and tested in CHT and other multilingual domains. Long-term effects of MTB-MLE on students' language learning and academic achievement should be looked into in future studies. The results clearly suggest that instructors do not get enough specialized, hands-on training for multilingual classrooms. Future efforts should focus on creating teacher education programs that take into account the needs of different students and include theories of translanguaging, language and social learning. They should also stress strategies for scaffolded output production (Swain, 2000) and give teachers the tools they need to teach in a way that is sensitive to identity and culture. Research can also look into how localized training affects classroom practices and student engagement. Curriculum creators should work with local communities and native teachers to provide resources that are relevant to students' lives, languages, and cultures. Future projects could look into making storybooks, pictures, and audio aids in two languages, as well as altering national English textbooks to include local locations, festivals, and traditions. More research might look into how culturally relevant curriculum affects students' motivation, understanding, and ability to remember language. Translanguaging came about naturally among CHT teachers, although it is still informal. Researchers should look into how planned translanguaging activities might be included in official lesson plans in the future. Experimental research can look at how planned translanguaging cycles affect vocabulary growth and understanding of concepts, as well as the difference between teacher-led and student-led translanguaging. Based on Swain's Output Hypothesis, future teaching plans should incorporate group conversations, storytelling, and language games in different languages that are interactive and expressive. Drawing, role play and using multimedia to do activities that require students to utilize English in a meaningful way. More study might find out how these activities help L2/L3 students become more fluent,

confident, and correct in their grammar. It is very important to make infrastructure better, especially at schools that are far away. Future development efforts should focus on bringing solar-powered multimedia tools to places that do not have electricity and creating offline digital libraries with information in several languages. Researchers can look at how more access to technology affects how many students participate and how well teachers do their jobs. In the future, schools, parents, and local elders should work together to make strong connections. Elders may provide local stories and information to make language lessons more interesting. Research done in the community might look at how parents' involvement influences multilingual learning outcomes and helps students keep using their languages outside of the school.

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Appendix A

Interview schedule

Context:

1. How many different languages are spoken by your students in the classroom?
2. Do students have opportunities to use their native languages in class? How is this encouraged or discouraged?
3. Do you use students' different native languages in teaching English? Why or why not?
4. How do different native languages influence their participation and learning English in class?
5. Do you find any advantages or disadvantages of using these different languages in teaching English?
6. In your multilingual classroom, do you observe any dominance of different languages? If so, how do you manage in your English classroom?
7. Do you believe teaching English would have improved by interacting in multiple languages? Why or why not?

Classroom Challenges in Teaching English:

1. How does linguistic diversity affect classroom communication and interaction in English classrooms?
2. Given their linguistic variety, how can you motivate students to engage fully in English classes?
3. Do you struggle to communicate with your students from various linguistic and cultural backgrounds? Why or why not?
4. What challenges do you face due to this linguistic diversity in your classroom?
5. How do you adapt your teaching methods to accommodate students from multilingual backgrounds?

6. What resources or materials do you utilize in teaching English? Are these adequate for your classroom?
7. Are resources accessible in the pupils' native languages? If not, how do you encourage learning?
8. To what extent do you consider the textbooks and additional materials useful in engaging multilingual learners?
9. Do you develop your resources to address the language barrier? Could you describe them?
10. To what extent does the existing curriculum represent the linguistic variety and cultural diversity of your students?
11. Are there any guidelines available for the implementation of the curriculum in a multilingual context?
12. Does the syllabus include students from diverse linguistic backgrounds?
13. Do the English textbooks and materials include students from diverse linguistic backgrounds?
14. How often is the syllabus reviewed to address the needs of multilingual learners?
15. How often are English textbooks and materials reviewed to address the needs of multilingual learners?
16. How frequently is the syllabus evaluated to meet the requirements of multilingual learners?
17. How frequently are English textbooks and materials evaluated to meet the requirements of multilingual learners?
18. How often do you receive training or workshops in instructing English in multilingual classrooms? Do you consider it enough for your professional development?

Prospects:

1. Do you believe your teaching methods adequately accommodate students from diverse linguistic backgrounds?
2. What are the most effective methods for enhancing English language instruction in multilingual classrooms?
3. In a scenario with limited resources, what kind of assistance would enable you to teach English more successfully?
4. In your view, how might the English curriculum and resources be enhanced to more effectively support multilingual learners?
5. What role should local languages play in English curriculum design and classroom materials?
6. Do you believe the existing English syllabus and resources are inclusive for multilingual classrooms? What are the reasons for or against?
7. What do you consider the most significant prospects for enhancing English teaching at Multilingual Primary Schools in CHT Hill Tracts, Bangladesh? Why?