Translanguaging Practices in Secondary Level English Classrooms in Indigenous Communities of Bangladesh

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Abstract

This research investigates translanguaging practices in secondary-level English classrooms in Indigenous communities in Bangladesh, where English proficiency is crucial for academic and career success, particularly for ethnic minorities. Traditional monolingual teaching methods often fail to address the linguistic diversity in these settings, limiting students' language acquisition. The study explores teachers' awareness and perspectives on translanguaging and how much they incorporate it into their teaching. Data was collected through focus group discussions with students, interviews with teachers, and classroom observations. This study reveals that many teachers are unfamiliar with translanguaging, and existing policies favoring Bangla and English restrict the use of native languages in classrooms. While few teachers support translanguaging for promoting inclusivity, most of the teachers express concerns that it may impede students' English language development. It has been found that students benefit from using their native languages, particularly during group work, although many teachers discourage this practice. Key barriers were insufficient teacher training, unfamiliarity with native languages, and institutional resistance. Nevertheless, translanguaging is used to enhance student engagement and comprehension. This research highlights the need for educational reforms that embrace linguistic diversity, advocating for policy changes to create inclusive classrooms and improve education for ethnic minority students in Bangladesh.

Keywords: Translanguaging, English language teaching, ethnic minorities, multilingual education, Bangladesh, pedagogical strategies, student engagement.

Introduction

In today's sociopolitical and economic landscape of Bangladesh, English language proficiency plays a crucial role in enhancing students' employment preferences, promotions, career opportunities, and educational success (Lee, Hamid, & Hardy, 2024). In Bangladesh, English is mandatory in the education system, job market, and economic growth, specifically for ethnic students, contributing to their academic success (Hamid, 2016). English is seen as a mark of socio-intellectual status, helping students gain global leverage and integrate into broader societal and educational systems, often at the expense of native languages like Bengali (Awal, 2023; Van Schendel, 2023; Tahereen, 2024).

English's widespread use in various sectors boosts national economic status and helps in developing a skilled workforce, while also ensuring global compliance. Lau and Shea (2024) highlight that English prepares ethnic learners for effective communication, learning, and employment, enabling them to engage internationally despite their ethnic backgrounds. Educational institutions in Bangladesh have worked to improve students' receptiveness to English without negatively impacting their cultural identity, allowing students to learn both Bengali and English as well as other local languages (Shaoan, Jamil, Namanyane, Arif, & Mahamud, 2024; Alhamami, 2023; Islam, Hasan, Sultana, Karim, & Rahman, 2021). Integrating translanguaging practices in secondary schools, especially in regions with indigenous communities, can help ethnic minority students achieve their linguistic richness (Sultana, 2015; Ara, 2020).

In English classrooms, translanguaging enables learners to use multiple languages for conceptualization, cognitive development, and enhanced learning (Canagarajah & Ashraf, 2013; Hamied, 2012). Unlike code-switching, it draws on all language resources, promoting participation and comprehension. In Bangladesh, this approach aligns with the multicultural nature of multilingualism, contrasting with monolingual education systems. Translanguaging fosters equity by valuing students' languages, allowing ethnic children to use their first languages alongside Bangla for improved learning (Nicolarakis & Mitchell, 2023; Wei, 2018; Islam & Melo-Pfeifer, 2023). The educational approach transforms student learning results while supporting ethnic learners and achieving better educational equality (Makalela, 2016; Im, 2023). The practice maintains culturally sustaining pedagogy by incorporating students' cultural components and linguistic diversity into educational activities (Emerick et al., 2020; Cinaglia & Castro, 2022). The practice of translanguaging establishes multilingual settings which unite home environments with community spaces and educational institutions to support diverse communication methods that match modern educational needs (Hasan et al., 2019; Khalily, 2016; Malak, 2013).

Educational efforts to increase awareness about inclusion have not successfully addressed the lack of multilingualism understanding among many Bangladeshi teachers in the English classroom. The practice of forbidding ethnic students to speak their native languages blocks their access to language resources during English instruction. Teachers fail to incorporate students' local knowledge and cultural experiences into the learning process, hindering the development of metalinguistic awareness and cognitive flexibility necessary for effective language learning. Identifying the socioeconomic and linguistic features of students in ethnic regions remains a significant challenge in secondary schools (Sultana, 2015; Ara, 2020). The study addressed following questions:

1. How conscious are secondary school English teachers of using translanguaging and multilingual

practices when teaching English to ethnic minority students in the classroom?

2. What are the perspectives of secondary-level English teachers regarding the use of translanguaging in English language classrooms in indigenous areas?

3. To what extent do secondary-level English teachers in indigenous areas of Bangladesh use multilingual and translanguaging strategies in their teaching for ethnic students?

This study aims to explore the concepts of translanguaging and multilingualism in ethnically diverse classrooms, focusing on Bengali and other ethnic students. It examines the impact of translanguaging on student engagement, voice, and fostering respect, as perceived by instructors. The research evaluates the extent to which ethnic English language teachers integrate translanguaging strategies in their teaching.

The study highlights the value of cultural diversity and language differences, affirming equal rights for ethnic groups. It introduces new paradigms in teaching that benefit multilingual learners, promoting uniformity in instructional practices. This research contributes to a deeper understanding of multilingual education, providing a theoretical framework for future studies. It aims to guide educators in using advanced strategies to enhance student learning, boost indigenous student confidence, and improve performance. Ultimately, the findings will encourage the broader adoption of English education, benefiting students, teachers, and the public.

Literature review

Translanguaging, a concept increasingly relevant in bilingual/multilingual education and sociolinguistics, refers to the dynamic process through which speakers shift between language systems purposefully and meaningfully. The approach breaks away from traditional language segregation to view languages as unified functional systems (Rafi & Morgan, 2024). García and Li pioneered translanguaging concept to overcome traditional language segregation by creating a holistic linguistic framework that differs from monolingual language models (Wei & García, 2022; Wei, 2017). Through translanguaging educators can represent genuine language practices of multilingual speakers (MacSwan, 2017). The concept of bilingualism becomes more comprehensive through its application (Özkaynak, 2024). Translanguaging functions as an instrument beyond communication because it shows individual cultural and social orientations according to Pontier and Deroo (2022). Postcolonial analysis reveals how power dynamics affect both language assessment methods and usage practices according to Otheguy et al. (2015) and Wei & García (2022). Bilingual classrooms gain elevated value through translanguaging because it validates both native languages and target languages which leads to better student engagement and performance results (Morais, 2023; Jiang et al., 2022; Wang, 2022).

Translanguaging practices in the classrooms allow different groups including students and teachers and parents to shift languages easily within educational contexts and use whole linguistic repertoire (Bisai & Singh, 2019; Rafi & Morgan, 2024). Several studies show that translanguaging develops inclusive educational practices which use students' entire linguistic abilities to improve their discussion participation and understanding (Manik et al., 2024; Schissel et al., 2018; Mazak & Herbas-Donaso, 2015). Research indicates that translanguaging helps students conceptualize ideas and conceptions while they operate within their zone of proximal development (ZPD) and develops collaborative learning and enhanced comprehension of the subject (Jiang et al., 2022; Nguyen, 2022).

The practical execution of translanguaging continues to generate ongoing concerns among educators. The "only English" school policies continue to deter English teachers in Hong Kong from adopting a pluralistic language approach because these policies limit their language choices (Wang, 2022). Translanguaging practices serve as essential tools for combating monolingual policies that discriminate against minority languages in English as a Foreign Language learning environments (Vetter, 2012). Educational professionals continue to face barriers in adopting translanguaging practices because they prefer standardized models which restrict its implementation (Saud, 2023; Rafi & Morgan, 2022; Rasman, 2018; Sultana, 2014).

Teachers in educational environments indicate that translanguaging enables their students to grasp content while participating effectively in learning activities. Through translanguaging students can use their language abilities to understand complex ideas particularly when they learn in multiple languages (Sakkir et al., 2024; Saud, 2023). The educational practice of translanguaging helps Indigenous learners through its recognition of Indigenous knowledge which creates a more inclusive classroom environment (Wang, 2023). Through translanguaging practices educators challenge Eurocentric educational structures which creates fair opportunities in multilingual classrooms (Wigglesworth, 2020). Educators express doubts about using students' first languages too extensively because it can potentially shift their attention away from acquiring English proficiency (Yusri et al., 2022; Torff & Murphy, 2021). The shortage of training programs and institutional backing for translanguaging instruction continues to present a major hurdle for educators (Khairunnisa & Lukmana, 2020; Wigglesworth, 2020; Källkvist et al., 2022).

The implementation of translanguaging holds promise to enhance student learning opportunities through the integration of educational and non-educational language resources but faces ongoing difficulties. The implementation of multilingual approaches faces challenges because teachers often do not have sufficient proficiency in their students' native languages (Ticheloven et al., 2021). Teachers need to support students by moving their multilingual practices between school and out-of-school environments according to Cenoz and Gorter (2011). Systematic issues involving insufficient support and state tests built for monolingual approaches create additional barriers for implementing translanguaging practices in classrooms (Dhillon & Wanjiru, 2013; Rasheed et al., 2017).

Methodology

The study collected data through Focus Group Discussions (FGDs) and semi-structured interviews and classroom observations as part of its descriptive phenomenological qualitative research method. Qualitative research methods were selected because they enabled researchers to explore in-depth the lived experiences of teachers and students regarding translanguaging practices in ethnic classrooms. The chosen approach enables researchers to observe the detailed multilingual practices which occur in authentic educational settings (Creswell & Poth, 2018). The flexible nature of qualitative research methods including interviews and observations enables researchers to study complex language patterns and cultural interactions within educational settings (Patton, 2015).

A pilot study was conducted with 2 teachers and 5 ethnic teachers to fine-tune the research instruments the participants were selected by using random stratified sampling technique, thus guaranteeing that the selection of participants would adequately and fairly represent the population.

Table1

Participation and tools list

Tools	Participants
FGD	20 ethnic male students
	20 ethnic female students
Interview	10 teacher (Ethnic and non-ethnic)
Class observation	6 classes (Grade 6,7 & 9)

To collect data, Focus Group Discussions (FGDs), semi-structured interviews, and classroom observations were used. The FGDs involved 40 ethnic students (20 male and 20 female) from different ethnic backgrounds. Semi-structured interviews were conducted with 10 teachers, comprising both ethnic and non-ethnic educators, to capture diverse viewpoints on their use of multilingual strategies. Classroom observations were carried out across 6 different classes (Grade 6, 7, and 9) from three different schools, ensuring a wide range of data from different educational levels and ethnic groups. These combined methods allowed for triangulation of data, enhancing the reliability and depth of the findings.

The data were subjected to thematic analysis. All the data collected from FGDs, semi-structured interviews, and observations in the classroom were transcribed in qualitative manner. Data analysis was thematic where initial codes entailed recognizing concepts and new themes through a process called open coding. These codes were then collapsed into overarching themes that captured the patterns over and above the participants' individual experiences.

Data were collected in the region known as Greater Mymensingh, where the districts of Mymensingh, Tangail, Netrokona, Jamalpur and Sherpur are located. This region is largely still home to ethnic people, especially the Garo people, and therefore, the setting and context for the study revolves around translanguaging and ethnic diversity in the classroom, English as a medium of instruction. Moreover, the students selected were from Chakma and Garo communities. The native languages of the students were Chakma and Achik Katha, respectively. English was third or a foreign language for them and each student produced some writing ability in Bangla.

To ensure the participants were not identifiable, the study information was kept confidential and anonymous. Issues related to voluntary participation were brought to the participants, and the participants' right to withdraw from the study at any time was explained. All data gathered in this study were kept confidential and only relevant to the objectives of this study.

Results

Teacher awareness and attitudes toward translanguaging

The findings reveal a clear contrast between students' natural use of their first languages for better comprehension and the teachers' limited or discouraging approach toward translanguaging in the classroom. And, teachers have diverse awareness of translanguaging. Sixteen of the twenty students said they resort to using their home languages when they fail to grasp English used by teachers during explanations in class. They also pointed out that; peer support in their native languages helped them grasp concepts taught much easier as 5 Chakma students said: 'Well, sometimes if we cannot comprehend something in English, I bring it up to my teachers in Chakma, and they interpret it'. Most

of the students said that they were at ease using their native languages, but they were quick to point out that teachers barely encouraged the use of language.

Additionally, of the 10 teachers interviewed, 4 were reasonably aware of the concept of disciplinary other and translanguaging, while 2 encouraged their learners to use their first languages in elucidating concepts. However, six of the interviewed teachers claimed to have low awareness of the concept and were either unsure of its advantages or how to integrate the concept into practice. One teacher with five years of experience explained: "I know that some students use their first language when they cannot, but I still do not feel that I can allow it because we have to practice standard Bangla and English."

Some of the concerns that teachers, especially with their students, have included the following: Teachers also fear that students will become so reliant on L1. For example, a teacher serving for the last 10 years said, "I teach them in English and allow students to take home or Bangla if they are in confusion, but I have not used their ethnic languages."

The other concern noted was the institutional and national language policies, where Bangla dominated the methodology that forbade the use of any other language in the class. Another teacher said, "Our school has a policy where the transition from English to Bangla is encouraged in between lessons, and thus, we are not supposed to teach in any other languages in class." Others mentioned their own lack of proficiency in those ethnic languages, for instance, Chakma, as some of the reasons for not implementing the translanguaging policy; one teacher stormed, saying, "I do not know Chakma, so even if I allowed it, I could not understand what they are saying."

The observations made in the classroom also give credence to these findings, as most teachers and students continued to use Standard Bangla throughout their lessons, while the teachers did not incorporate the ethnic languages into their classrooms.

However, in three of the five observed classrooms, the students often requested help through peer discussions conducted in their first language. For instance, in a classroom setting, students from Garo backgrounds were observed as they engaged in the discussion of reading passages in their mother tongue while the teacher instructed them in Bangla.

Specifically, the findings show a discrepancy between the students' spontaneous incorporation of translanguaging and the expected language behavior of the teachers. Though the students obviously benefit from translating tough English content through their first languages, the teachers who are confined to their institution's policies and relatively insensitive to translanguaging have not adopted the practice as an approach to teaching.

Teachers' perspectives on translanguaging

The data reveals a significant divide in teachers' opinions on translanguaging, with supporters highlighting its benefits for multilingual students, while opponents fear it may hinder English proficiency and academic progress.

The teachers who supported the practice of translanguaging, all expressed the following advantages for the multilingual classroom, especially for learners from ethnic minorities. They felt that it would be beneficial to let students use their first languages to explain the meanings of certain English concepts if these confused them. One teacher said, "If students have problems learning English, then it would be useful to let them use their mother tongue or even Bangla". It eases their learning process,

especially when they are aiming at mastering hard content." One teacher said, "I always use the Bangla language. Sometimes, I provoke them to express their ideas in their language."

On the other hand, teachers who were against the use of translanguaging stated that their views arose from the assertion that attainment of long-term English would be prevented through continued reliance on their mother tongue. Reflecting on the same one of the teachers said, "If we allow the students to continue speaking their mother tongue, they will not be compelled to speak English and Bangla effectively. They stay comfortable and do not develop further, which, you know, is not helpful in the long term." Besides, they also assumed that granting students permission to translanguage was likely to cause confusion in a classroom, especially for ethnic students.

Translanguaging practices in the classrooms

Field observations of classrooms corroborated these competing viewpoints. In classrooms where translanguaging was used, students were noted using their first languages to explain concepts and then translate to English. For instance, one teacher permitted the students in his class to deliberate the content of a complicated reading in their first language before making their comprehension in English. This approach also assisted the students to understand the content and also engage in English discussions. Another class also allowed students to translate some challenging terms into Bangla and their first languages so they could memorize and understand the terms better they had to. These practices indicate that in the classroom where students were encouraged to use the technique of translanguaging, the students seemed to pay much attention to what was taught in class and had overwhelmed confidence in their comprehension of the English language.

On the other hand, much weakness and disconnecting were observed in classrooms where the use of translanguaging was not allowed, and children looked inconsistent. A teacher in one of the observed classes scolded the children for chattering about an English grammar exercise in Chakma telling them that they can only use Bangla in the classroom. This resulted in the students not speaking during the rest of the activity, thus implying that perhaps overly enforcing policies that concern language use in students can enhance their negative attitude towards communication.

These considerations raise the possibility that the earlier and stricter language policies may have brought about increased stress and downward academic interest of minority ethnic students, especially in the languages of minorities.

Policy-related challenges

The findings also revealed obstacles that teachers experienced when implementing the use of translanguaging even as they professed understanding of it. More particularly, seven of the ten teachers reported that the language policies of their schools did not encourage the use of other languages apart from English and Bangla, and this constrained their practices of translanguaging in the classroom. It is like the school wants us to be consistent with English as much as possible; one teacher made this comment. However, there are no guidelines on how to use the ethnic languages, so I just do not go there." Also, five participants pointed out that they only spoke English and therefore, they had a hard time facilitating proper translanguaging for their Students. More than one teacher said, 'I can comprehend Bangla, but there is no way for me to understand what the students are saying in Chakma or Achik Katha (Garo). When you do not master the language, it becomes challenging to use translanguaging with your learners. Some of the teachers who accepted the usefulness of translanguaging still worried

about native language embedded practice explaining that it could hinder learner's progress in English.

Challenges and barriers to using translanguaging in English classrooms

The findings highlight that lack of translanguaging related awareness and professional development in multilingual teaching, and cultural expectations surrounding Bangla hinder the integration of translanguaging and the use of ethnic minority languages in the classroom.

The teachers stated that they were constraint when translating that left little room for the integration of students' first languages. One of the teachers remarked "since we are in Bangladesh, school authority expect us to teach almost everything in Bangla".

This was confirmed by the observation of classrooms, of which the use of translanguaging was hardly, if at all, observed despite some students appearing to look lost when being taught in English only. It is because there was no professional development in multilingual teaching strategies that teachers will not engage in the use of translanguaging due to its limited institutional support. This left teachers unaware on how to go about incorporating multiple languages in their learning institution. For instance, one teacher said, "I have never gone through any professional development on code-switching therefore I just refrain from using the children's L1 and conduct the class in Bangla". Some of the teachers stated a desire to assist their students in the use of their first languages and recognised that they lacked the competence to do so properly.

Student engagement and participation in translanguaging practices

The findings suggest that allowing translanguaging in the classroom significantly enhances student participation, engagement, and confidence, though it presents challenges in managing classroom dynamics and ensuring consistent comprehension in both languages.

When we allowed for the use of translanguaging, students' self-reported levels of interest and voice increased notably. One learner said, "When the teacher gives an explanation in Bangla and in my home language too I comprehend well and I can ask questions if I want to". Most of the students (80%) said that when the lesson permits the use of both L1 and L2, they are encouraged to be more participative during the class. Yet another student said: 'In group work, while discussing with friends, I speak my home language and then we attempt at translating the ideas to English'. It also makes learning more enjoyable and less pressurized". The facts indicate that use of translanguaging promotes students' increased activity during learning process. During all the perceived kinds of interactions particularly with peers, the bahasa Malaysia and English speaking students were more confident when they could switch over their languages.

In addition, some teachers also explained that, although a use of translanguaging fosters students engagement and contributes to participation, it raises such concerns as management of a classroom or achievement of curriculum goals and outcomes. The last teacher said: 'Students like speaking in their native language, but if I allow them to speak much, they cannot understand me when I speak English again'. Furthermore, students willingly cooperated and, with the help of their L1, explained concepts in English before enunciating ideas in English. This interchanging of two-language use improved participation and comprehension among them. But where there was restricted use of the translanguaging, the learners' attitude was more of receptiveness. Moreover, Translanguaging expanded students' confidence, peer interactions and participation by enabling bilingual/bidialectal

students to use home languages in classroom but likewise had certain limitations in terms of moving back and forth between L1 and L2.

Discussion

The study highlights the varied teacher awareness and attitudes toward translanguaging, with some supporting its benefits for student engagement and comprehension, while others express concerns about its impact on language proficiency, compounded by institutional language policies and a lack of teacher training.

Teachers displayed distinct levels of awareness regarding translanguaging as well as different degrees of understanding about its nature during this study. Four out of ten teachers showed sufficient knowledge about translanguaging and its advantages yet six others among the ten displayed limited comprehension or skepticism regarding it. The way teachers incorporate translanguaging into their teaching practices depends heavily on their contrasting levels of consciousness and perspectives regarding the method. Research keeps demonstrating that teachers' viewpoints regarding bilingualism as well as multilingualism strongly influences how they implement translanguaging methods. Researchers have confirmed this dual view because teachers with limited familiarity about translanguaging express worries about Language proficiency deterioration.

For the teachers who supported translanguaging, there was a strong belief that it could significantly ease students' learning processes, particularly in understanding complex English concepts. This view is consistent with García and Wei's (2014) argument that translanguaging creates a "pedagogical space" for students to leverage their entire linguistic repertoire, facilitating deeper understanding and cognitive processing. Moreover, these teachers' emphasis on students using their L1 to scaffold their understanding aligns with the *scaffolding theory* proposed by Vygotsky (1978), which suggests that learners can achieve higher levels of understanding when given support in their zone of proximal development (ZPD), including through the use of familiar linguistic resources. The approach not only helps students understand the content more thoroughly but also enhances their engagement by providing them with the linguistic tools to express themselves and ask questions with confidence, a concept also noted by Cummins (2000) in his work on the importance of academic language development across languages. The practice of translanguaging functions as an active tool that boosts intellectual involvement while helping students build new knowledge instead of serving as a basic learning aid. Research in bilingual education (Sert, 2015) demonstrates that translanguaging creates better language performance across both languages because it advances students' metalinguistic awareness capabilities that help them grasp advanced academic material. The teachers' beliefs about translanguaging stem from their educational background and their familiarity with bilingual teaching methods and wider sociolinguistic surroundings.

Educational institutions enact language regulations which impede the adoption of translanguaging as a classroom practice. Most academic institutions implement rigid language regulations that focus on Bangla alongside English thereby diminishing teachers' capacity to use ethnic minority languages for educational delivery methods. Teachers reported that Bangla language dominance in classrooms results from institutional and national policies which restrict student use of their L1 during the learning process. The lack of knowledge regarding students' ethnic languages (such as Chakma and Garo) by many teachers worsens the challenge of implementing translanguaging practices in practice. The

strict enforcement by governments of official and national languages including Bangla and English in this case restricts student opportunities to utilize their native languages thus reducing a teacher's ability to apply translanguaging approaches. Because of these limiting factors students could perceive multilingualism as something that might instead work against their academic achievements (Piller, 2016).

Observations of classroom settings show direct evidence about translanguaging practice implementation. The research shows that controlled translanguaging practices strengthen student understanding while building a better dynamic classroom dialogue. Students participating in translanguaging educational programs developed greater confidence that they could gain a deep understanding of class topics along with improved participation abilities. Research confirms that translanguaging increases student engagement together with their classroom participation. Students who use their first language and second language together can resolve comprehension issues and better understand content material and obtain clarity on concerns. Ethnic minority students need special care since they often understand advanced English content poorly but their native linguistic abilities support their school learning effectively. Academic confidence strengthens alongside class participation when students combine their home language with the target language according to research findings. Students can build a mental connection through translanguaging because it lets them access information by honoring their cultural heritage while using their entire linguistic repertoire.

Widespread implementation of translanguaging faced major obstacles according to the research findings. Major resistance exists within institutions that prohibit educators from teaching using any language other than Bangla or English. National language policies and the dominant position of Bangla place barriers in front of teachers who aim to effectively use translanguaging practices in their classrooms. This approach creates unintentional effects which reduce ethnic language visibility while limiting students' possibilities to use their complete linguistic resources. The environment of language "hierarchy" develops because minority languages frequently appear inferior to academic achievement according to Jaspers (2005). When minority languages receive poor value or formal exclusion in multi-language areas these teaching policies view translanguaging as an adverse threat to educational requirements. The teachers' inadequate command of ethnic languages poses an extra difficulty to the current situation.

The teachers show low levels of preparedness in multilingual teaching methods because they have not received enough professional development training. The majority of teachers confessed to their inadequate preparedness regarding translanguaging because they lacked any formal training in code-switching and bilingual education approaches. Teacher education programs must immediately establish classes to teach benefits and implementation of translanguaging and effective classroom management for multilingual environments. Many studies have confirmed that professional development opportunities for multilingual pedagogies help educators adopt translanguaging methods while boosting their confidence to utilize them. Professional training forms an essential base as teachers need this foundation to feel skilled in translanguaging practices or they could develop insecurity about the target language proficiency and classroom management elements.

The practices of translanguaging in the classrooms have been shown to encourage active participation in classroom activities by reducing language anxiety, especially in students who might

otherwise feel marginalized due to their limited proficiency in the target language (Canagarajah, 2011). By allowing students to use their L1 as a bridge, teachers can create a more inclusive and dynamic classroom environment that values linguistic diversity.

The research demonstrated that translanguaging in classrooms often creates obstacles for teachers to manage classroom behavior. The teachers highlighted how excessive L1 dependence among students might lead to diminished English language skills. Research demonstrates that excessive L1 usage sometimes impedes students from acquiring a second language while generating proper arguments against its use. English proficiency attainment stands as a crucial factor for academic success so these doubts frequently emerge when teaching students from such environments. The reluctance of teachers regarding fluency development matches exactly the arguments made by supporters of language separation who warn that L1 usage in large amounts might slow English proficiency development (MacSwan, 2017). Various instructors reported that intensive translanguaging would generate confusion that could disrupt their classroom teachings. Teachers need to maintain an equilibrium by using translanguaging pedagogically while letting students sustain their target language proficiency. The teaching practice supports dynamic bilingualism by allowing students to interchange their languages as mental tools without neglecting their background language acquisition.

Conclusion and implications

The study highlights the importance of using translanguaging practices as a teaching strategy that can significantly improve learners' achievement of ethnic minorities in classrooms taught in English. The research evidence discourse that when teachers accept students' multilingualism and encourage code-switching, the learners' interest, understanding, and self-esteem increase. However, the optimal use of translanguaging needs to be supported by other systems that may mean professional development for teachers, changes in the policies or the production of adequate educational resources.

Nevertheless, there are some weaknesses in the study, which can be further discussed. The participants of this study were the inhabitants of the Greater Mymensingh area of Bangladesh and, as such, the findings of this research do not necessarily extend to all the other ethnic communities living in Bangladesh and employing different sociolanguages. Further, since data is collected through questionnaires from both the teachers and students, a social desirability bias cannot be ruled out as respondents give answers according to what they presume is expected from them. The lack of longitudinal data also limits the possibility of evaluating the consequences of applying translanguaging practices in students' language learning and academic achievement.

Based on the present study findings, the following implications with recommendations are made with an aim to enhance improved learning of the English language teaching for all students. The national education board should issue supports, which can be focused on learners. However, it is appropriate to train teachers on how multilingual pedagogies may be used through issuing them with training on translanguaging that can be helpful in the process of applicable skills and techniques to use LH students' first language. Educational authorities are also challenged to change specific policies on language which limit the use of Bangla and English and imposed over the students' first languages, and instead come up with more elastic policies for language use which respect and encourage multilingualism in order to encourage learning and efficient teaching and learning

processes. Moreover, schools should develop their own materials that embody outcomes reflecting the language repertoires of learners, for example, bilingual texts and multilingual support means, and provide teachers with tools for activating all the languages of children. Involving community members also plays an essential role as meeting with families and community chiefs provides insights into students' linguistic experience, which can be useful in making additional changes to the curriculum as well as setting up a favourable learning culture.

Future research is needed in order to understand how engagement in these types of translanguaging practices impact both language gain and academic achievement over the course of several years among ethnic minority students. Moreover, the knowledge of parents' and community members' attitudes towards native languages as the means of instruction might be helpful in further research. Subsequent research should explore the effectiveness of promoting the use of WB2L among teachers in different parts of Bangladesh to capture the effectiveness and difficulties of implementing such an approach taking into consideration sociolinguistic factors of different areas of the country. Expanding the research focus in this field will ultimately increase the ability to create education for multilinguality and embrace to the cultural and linguistic displays of the society.

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