

Translanguaging: The Effective Teaching Instruction and The Utilization of MTB Contents for
The Primary Level Education to The Indigenous Children of Bangladesh



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Translanguaging: The Effective Teaching Instruction and The Utilization of MTB Contents for
The Primary Level Education to The Indigenous Children of Bangladesh

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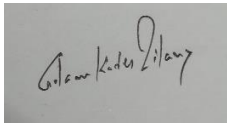
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Thesis Supervisor: Golam Kader Zilany (Senior Lecturer)

Summer, 2021

CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'Golam Kader Zilany' written in a cursive style.

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Senior Lecturer

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgment of collaborative research and discussions.

Md. Nazib Ajman

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Department of English and Humanities

Dedication

I dedicate this research work to my parents and all the parents across the world who would sacrifice anything for their children's needs.

Acknowledgments

Foremost, I would also like to acknowledge my sincerest gratitude and warmest thanks to my supervisor, Golam Kader Zilany, who has allowed me to work with this topic and provided me with constant guidance. His patience, enthusiasm, support, and immense knowledge and expertise in Applied Linguistics and TESOL helped me to work on my dissertation throughout the semester. Without his proper guidance and continuous support, I could not complete my thesis within a short time.

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I owe a deep sense of gratitude to the Adivasi teachers who were very helpful and supportive to complete my thesis. I would also like to give my sincerest respect to the authors of the articles/books that I have utilized throughout this dissertation.

Finally, I would also like to thank my parents for keeping me motivated to go through this wondrous journey of ULAB. I acknowledge the Almighty for his mercy and allowing this fruitful outcome to be a part in my life.

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Abstract

This research study focuses on the traditional rules and the norm-related factors of the primary level education system of Bangladesh that are specialized in Bengali and English medium which are causing the endangerment of the indigenous (native) languages throughout the academic process. In Bangladesh, the native students of primary level are being neglected due to less attention to their language and classroom-related issues. Despite the language policies that are passed and included in the constitution of Bangladesh and implemented across the nation, the languages of the indigenous tribes still face extinction due to the inefficient measures that were taken by the NCTB and the government. Thus, the primary level education system for the native students is still poor. The author (researcher) of this research study has focused on the issues that the NCTB has overlooked. The study also provides a holistic approach against the traditional norm and the NCTB curriculum despite some measures that were taken by the authorities of the NCTB due to insufficiency. Throughout the research study, the author also addresses the issues that the indigenous children go through while fulfilling the requirements of NCTB standards, addresses the importance of effective classroom content for the primary level native students, acknowledges the language-related issues of the ethnical (indigenous) tribes, and shed sufficient light on the translanguaging pedagogy and its execution.

Keywords: Adivasi, indigenous, native, language, mother language, primary, education, translanguaging, socio-economic, teacher, learner, Mother Tongue Based, Instruction, language policy, curriculum.

Chapter 1

Introduction:

Translanguaging : The Effective Teaching Instruction and The Utilization of MTB (Mother Tongue Based) Contents for The Primary Level Education to The Indigenous Children of Bangladesh, this research study presented a good understanding that the disadvantaged children from an indigenous community (Changma speaking community) can revive their cultural knowledge and mother language with the help of translanguaging by the expert teachers. ‘Translanguaging’ is a method that can be used in today’s classroom to guide the students through bilingual means. This method can allow the students to learn a target language through relevant academic studies, especially the disadvantaged students from Chakma or Changma speaking communities. The theme of this research was generated through the inspiration of Tupas & Martin’s (2017) research work *Bilingual and Mother Tongue-Based Multilingual Education in the Philippines* and the great inspiration from Ofelia García’s contributions to bilingualism.

Translanguaging allows the students to flexibly conduct more language practices sustaining academic standards. Through this method, both the teachers and the students become active agents in the classroom. Translanguaging allows the students to learn from each other or co-learning, thus, it allows both the teacher and the student to be facilitators (García & Wei, 2018). It allows the learners to learn both the contents and the target language at the same time through strategic classroom lessons with the help of a strategic instructor (García & Wei, 2018).

This method also utilizes Mother Tongue Based (MTB) education strategies that allow the learners to learn or acquire new knowledge through multilingual texts with different semiotic

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resources that correlate with the existing knowledge or prior knowledge (García & Wei, 2018).

The translanguaging method or its pedagogy allows the learners to perform well in the classroom with the new knowledge input. To serve the main intention of this research study, which is showing a strategy to help the young learners of Chakma (Changma) speaking communities to learn their language, the author (researcher) has shown the relevance of using translanguaging pedagogy by addressing the necessary points and the provided sections throughout the research paper.

It is also necessary to state that these young learners need expert instructors who are used to adaptability and scaffolding techniques. According to many researchers, the Chakma-speaking communities are losing their mother tongue due to many influential matters, and the failure to train expert teachers to utilize MTB contents or lessons is one of them. Despite NCTB announcing their new books which are written in their native language to the indigenous communities, these young learners are not motivated to learn their mother tongue due to the increasing need for expert and trained teachers.

Translanguaging pedagogy can be used to undo the wrong practices on the indigenous communities which have been being done by the NCTB and the other influential factors. Translanguaging pedagogy can be used to restore the mother language of the indigenous communities with the help of expert instructors (teachers). The expert instructors are also a necessary part of this whole operation hence they play a crucial role in the cognitive process of the native students and their language learning capability.

Research Questions:

- 1) What are the issues that they (the indigenous children) go through while fulfilling the requirements of NCTB standards and the current academic norms of Bangladesh?
- 2) How can translanguaging be a viable solution for indigenous children and for those who go through language-related difficulties in classroom education?
- 3) To what extent translanguaging and MLE/MTB classroom contents are relevant for the teachers in the schools of the indigenous area?

Chapter 2

Literature Review:

The article of Alamgir (2021), *Rights of Indigenous Peoples in Bangladesh*, talks briefly regarding the issues that are ongoing in the Chittagong (Chattogram) Hill Tracts and their peaceful cultural ties that can prove the effectiveness of these indigenous languages in the hilly areas. This article helped the researcher to focus on the life-oriented matters of these indigenous communities by acknowledging their customs and other cultural traits (Alamgir, 2021). This article provided the researcher with a brief understanding of their societal values to go forward in the right direction regarding the objectives of this research study.

The article of Baldauf, Kaplan, Kamwangamalu, and Bryant (2011), *Success or failure of primary second/foreign language programmes in Asia: what do the data tell us?*, focuses on the description of English being introduced as the key term of success through the schools and the other educational institutions of Asia. This study has provided necessary information that will benefit the readers on convincing the necessity of native language which is relevant with the recognition of the native languages of the indigenous communities and their importance on such sectors.

Begum, Perveen, Chakma, Dewan, Afroze, and Tangen (2018) described the current situation of the geographically disadvantaged communities, including the indigenous communities, through *The challenges of geographical inclusive education in rural Bangladesh* article. This article brought relevant issues regarding the daily challenges of these communities and the issues of their education system due to these challenges. It will also allow the readers of

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this research study to know the other relevant issues that are being caused to these communities by bringing the socio-economic factors of these rural areas.

Biswas (2008) talked about the indigenous people's rights and revealed international attention from various aspects especially on the human rights and development paradigm through his *State of Indigenous People's Rights in Bangladesh* article (Biswas, 2008). Biswas's (2008) main purpose is to bring attention to the diverse ethnic communities that are losing their own identity, culture, language, livelihood, and assets. These factors helped the researcher to understand more regarding the socio-political matters of these communities and the indigenous communities through the perspectives of these international organizations.

Bhuiyan (2006) highlights the constraints of indigenous people, through *Indigenous Languages in Bangladesh: Loopholes behind the Scene*, by upholding the negative responses from the society when it comes to using their mother tongue in the various sectors of Bangladesh (Bhuiyan, 2006). Bhuiyan (2006) shows that their languages are now marginalized constitutionally, economically, academically, and socially. This study helped the researcher to understand the language rights of Bangladesh and its relevance with societal matters that are connected with the education policies of Bangladesh.

Brown's (2015) *Teaching by principles: an interactive approach to language pedagogy* focuses on language-related aspects, pedagogical features, and teaching related instructions that are helpful when it comes to SLA-related contexts that are much helpful in every classroom. This book allows its readers to learn about the methodologies, approaches, and techniques that might enable them to sustain a good classroom environment that will benefit the indigenous (Adivasi) students to a great extent. The introduced strategies, methods, approaches, and research-related

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studies from this book had helped the researcher to demonstrate a successful classroom environment.

Carter's (2011) *The Cambridge guide to teaching English to speakers of other languages* book has the contents that allow the researchers to acknowledge the proper needs for reading, writing, speaking, listening, and other skills for materials development for ESL, EFL, or SLA oriented studies. The examples regarding these language-oriented matters allowed the researcher to proceed further on materials development, especially when it comes to keeping the standards of an efficient SLA classroom while developing materials or choosing literature on such a notion.

The research study of Cavallaro and Rahman (2009), *The Linguistics Journal Special Edition Language, Culture and Identity in Asia*, talks about the language rights and education-oriented factors of the Santal group which is one of the recognized tribes, mainly populated in Rajshahi, Rangpur, Bogura, Dinajpur and some areas in Chittagong (Chattogram) Hill Tracts (CHT). Despite this tribe is one of the ancient tribes in Bangladesh and having rich linguistic values, the tribe is being undermined by the other dominating tribes. This research journal will also help the readers to recognize the gifts that the Santal communities have.

Chakma's (2011) *Mo Changma Pajettara Pulle Hotta* is a textbook for primary level (class 1) for the indigenous speakers of Bangladesh. This textbook's contents can be regarded as fine examples to conduct translanguaging in the schools of the indigenous area. The contents from the book are useful for the indigenous and Bengali language speaking teachers to conduct classroom activities that include translated and transliterated contents from the indigenous culture. This textbook enabled the researcher to connect to the ideas of proper classroom

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teaching while following its contents that are considered to ensure fine learning for the indigenous children in Bangladesh.

Charamba's (2020) *Pushing linguistic boundaries: translanguaging in a bilingual Science and Technology classroom* article promotes the pros and cons regarding the two mediums in Zimbabwean education and emphasized effective classroom instruction through mother language. The author emphasized the struggles that can be avoided by linguistic repertoire in classroom education through translanguaging and the cons of the monolingual approach in classroom education. This article helped the researcher to focus on the key features of translanguaging that will allow the readers to understand the needs of bilingualism to bring about good results in classroom education.

The article by Chowdhury (2014), *Survival under Threat: Human Rights Situation of Indigenous Peoples in Bangladesh*, talks about the dimensions of deception of the indigenous people of Bangladesh through many spheres. This article aided the researcher by showing the political matters regarding these communities. This article also helped the researcher to enrich his research study by adding more relevant information from the national contexts. This study will also help the readers to take notes of the issues regarding the indigenous tribes and their daily struggle.

The article of De Varennes and Kuzborska (2016), *Language, Rights and Opportunities: The Role of Language in the Inclusion and Exclusion of Indigenous Peoples*, talks about the denigration and suppression of the languages and cultures of the indigenous people throughout the world (De Varennes & Kuzborska, 2016). It also acknowledged the hassles that these indigenous communities are going through when it comes to academic policies. This article

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provided more relevant information regarding the textbook materials that has helped the researcher to state the ongoing issues that are academy-oriented.

García's (2017) article, *Translanguaging in Schools: Subiendo y Bajando, Bajando y Subiendo as Afterword*, emphasizes the changes that are needed in the classrooms throughout many schools in the USA and the benefits of multilingualism in those schools. These schools do not recognize bilingual students and their needs towards classroom education. The author mentions the damage which is being done by these monolingual schools that fail to address such issues of the bilingual students in these schools. The citations from this article will help the readers by bringing more relevant factors regarding the need for pluralities in modern classroom education and the importance of translanguaging.

Translanguaging and Literacies, the article by García and Kleifgen (2019), shows the developments of translanguaging and its relation to literacies through multilingual, or bilingual means. The authors focus on the uniqueness of translanguaging by bringing more rationale to translanguaging in the modern classroom education context. They further bring more attention to the notion of translanguaging playing the key role of enhancing students' performance and confidence in the daily classroom encounters. This article will help the readers to understand the relevancies of translanguaging by upholding its uniqueness towards classroom contexts.

The translanguaging classroom leveraging student bilingualism for learning by García, Johnson, Seltzer, and Valdés (2017) helps its readers to bring a broader sense in classroom teaching for bilingual students. This book focuses thoroughly on using the same principles of translanguaging while conducting classroom activities for the teachers and brings further

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understanding to SLA-oriented classroom teaching. This book was helpful to connect ideas in the context of translanguaging in classroom activities.

García and Wei's (2018) *Translanguaging: language, bilingualism and education* book allows its readers to know about the important factors regarding translanguaging pedagogy which is effective when it comes to teaching bilingual students in the classroom.

Translanguaging pedagogy promotes pluralities that would allow the students to increase their knowledge through cognitive processes that would help them in the long run. This book enabled the researcher to mention more values to the translanguaging pedagogy and its importance throughout the research paper.

Hinkel's (2011) *Handbook of research in second language teaching and learning* book holds the necessary guidance to dual language education that aids the notions of translanguaging. This book contains many chapters regarding second language acquisition and the methods that are necessary to choose materials for translanguaging. This book helped the researcher to come up with a good explanation for choosing material. This book also talks about the standards that are needed to choose good materials for translanguaging that were necessary to the researcher.

Exploring ideological becoming in professional development for teachers of multilingual learners: Perspectives on translanguaging in the classroom by Holdway and Hitchcock (2018) emphasize the need for translanguaging in the modern contexts playing a great role when it comes to ESOL, ENL, ESL, or, EFL. This article describes the necessity of translanguaging to the bilingual students of the USA who go through hurdles in ESL-oriented classrooms. The information from this article will bring more understanding to the readers regarding the necessity of translanguaging towards modern classrooms throughout the world.

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Hossain's (2013) article, *Socio-economic Situation of the Indigenous People in the Chittagong Hill Tracts (CHT) of Bangladesh*, explains, the socio-economic and political situation of indigenous people living in the Chittagong (Chattogram) Hill Tracts (CHT) (Hossain, 2013). It talks about the dominance of other tribes and the roles of the government in the hilly areas. This article provided more information regarding the issues of these indigenous communities of Chattogram hilly areas which will be helpful to acknowledge the issues of primary education to the readers.

Child Rights Practice among the Indigenous Communities in Bangladesh, the research article of Islam, Nath, Cojocar, and Islam (2015), brings broader attention to the child rights and the current education system of the children in the indigenous communities of Bangladesh. This research article is based on the data collected from the Bandarban District of Chattogram through the efforts of mixed methodology. This article helped the researcher to acknowledge and the readers to know "child rights"-related matters of the indigenous communities in CHT.

Kleyn and García's (2019) *Translanguaging as an Act of Transformation* talks about the necessity of translanguaging in modern schools. The authors introduce the possibilities of translanguaging to the ESL classrooms in the USA where bilingual students are facing issues when it comes to covering pedagogical aspects in classroom learning. This article will help the readers to understand the necessity of translanguaging to the immigrated students or multilingual students in the classroom learning through the contexts of USA schools.

The article *Translanguaging Theory and Practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language* by Liu and Fang (2020) allows the readers to know the perspective of multilingualism through the light of translanguaging. This article

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focuses on the recent development of translanguaging through the acknowledgment of “students’ first language as a linguistic resource to facilitate language learning in both English language and content learning” (Liu & Fang, 2020, P. 1). The contents of this article will help the readers to know the positivity towards translanguaging in the classroom.

Murphy’s (2018) *The Concept of Syllabus Design and Curriculum Development* article introduces its readers to the syllabus designs that ensure quality education in ESL or SLA classrooms. The syllabus types that are being provided are based on specialized ELT methods. These methods ensure good impacts on the students through introducing effective classroom teaching pedagogies that are being tested and criticized by many critics and the contributors of SLA, ELL, ELT, EAP, ESP, etc. These designs were helpful to the research by ensuring efficient classroom teaching.

Murshed and Imtiaz’s (2020) article, *Inclusive Practices in Bangladesh*, which is chapter eleven of the E-Book, *Moving towards Inclusive Education*, talks about the importance of multilingual education (MLE) to the indigenous communities of Bangladesh. The authors have provided sufficient light on the relevance of using mother tongue-based (MTB) education to these disadvantaged indigenous communities through their work. The information from this chapter drew more understanding to the research study by adding relevant information regarding the probability and the success rates of the MTB approach or MLE.

Musanti and Rodríguez’s (2017) article, *Translanguaging in bilingual teacher preparation: Exploring pre-service bilingual teachers’ academic writing*, talks about the execution of dynamic techniques of translanguaging in the Texas-Mexico border schools by the Latina pre-service bilingual teachers. This study upholds the creative leverage of these teachers

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on bilingual students by maintaining pluralities in classroom education. This study shows the "potential of translanguaging as a practice in action and a pedagogical tool" through ESL contexts and breaks the tradition of maintaining monolingualism approaches in the education system.

The article by Palfreyman and Al-Bataineh (2018), *"This is my life style, Arabic and English": students' attitudes to (trans)languaging in a bilingual university context*, aids Canagarajah's definition of translanguaging. The authors show through this article the benefits of using translanguaging to make a bridge between two languages to classroom education. The information from this article will help to bring an understanding to the readers that translanguaging is successful and can also be trusted in tertiary-level education and further aspects of life.

Rahman (2010) showed through his research article, *A Multilingual Language-in-education Policy for Indigenous Minorities in Bangladesh: Challenges and Possibilities*, Bangladesh has diversities when it comes to cultural identities of indigenous minorities that have rich cultural values which should be preserved. They face struggles in their everyday life, including societal, economical, educational, academic, and other language-related issues which are exposed through this article. This article also focuses on language policies, policy implementation, and other societal factors that were helpful to the researcher.

Sarker and Davey's (2009) *Exclusion of Indigenous Children from Primary Education in the Rajshahi Division of Northwestern Bangladesh* focuses on the unprivileged Northwestern indigenous children who are being deprived of the proper education rights due to the medium of the academic institutions and other societal factors. The information from this article will allow

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the readers of this research study to know the focal points of the indigenous tribes' children becoming victims due to the societal and academic issues in the northwestern part of Bangladesh.

Tomlinson's (2011) *Materials development in language teaching* allows its readers to focus on the standards of applied linguistics. This book focuses on the issues related to writing and developing the materials based on the exploration of a learner's needs. This book allows its users to know the learners' needs based on the suggestions, principles, procedures, and exploitation of L2 materials. This book is ideal for the researchers or material developers to keep up with the pace of the leading UK schools that follow quality classroom education.

Tomlinson's (2012) *Materials development for language learning and teaching* article focuses on the modern L2 and SLA oriented material development. The article also helps its readers to identify the research gaps in the literary materials through the introduction of relevant principles that apply to L2 learning materials (Tomlinson, 2012). This article aided the dissertation by helping the researcher to address and follow the standards that are relevant according to the needs of materials development for language learning and teaching in an academic manner.

Chapter 3

Methodology Statement:

The methodology that the researcher (author) chose for this research was a mixed methodology that consists of both qualitative and quantitative methodology. The qualitative methodology is especially an explorative research method and it is all about being selective regarding the sources that a researcher is willing to work with. This methodology has the significance of working with a few samples rather than working on the entire stream of samples or resources. Qualitative research methodology supports the notion of gathering data from a few selected samples who might appear unique or important to the researcher and then the researcher works on his case study or research study based on the gathered data. Selecting some sources, taking interviews, and coming to the conclusion based on the gathered data support the notion of qualitative methodology.

The quantitative methodology however supports the notion of collecting the required data from the entire stream. As an example, this method supports the notion of selecting an entire classroom to gather data based on a questionnaire. A researcher, who might use this method, gives importance to the inquiry questions rather than focusing on the issues of a few individuals. The quantitative methodology supports the idea of giving a few options or sometimes gathering responses through ‘yes’ or ‘no’ options. A researcher, who might follow this methodology, will come up with a hypothesis from ‘yes’ and ‘no’ or other responses in a classroom through questionnaires.

By using the mixed methodology, the researcher (author) surveyed the gathered responses from the questionnaires that were sent to the samples (indigenous/native primary level

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teachers) that allowed the researcher to observe the accessibility that the teachers have regarding the contents that are being introduced through the NCTB textbooks. The questionnaire (Appendix E) that was provided to the samples (the native primary level teachers) gathered sufficient data to notice their current cognitive teaching capability and the struggles they go through when it comes to the daily contexts of classroom teaching. The responses from the teachers also showed the struggles that they go through when it comes to following the proper NCTB curriculum and the other guidelines to ensure a good classroom environment. The responses provided enough information regarding the indigenous primary level teachers' current status on classroom instruction and the other psychographic information. The questionnaire papers had two questions that allowed them (the samples) the freedom they needed to mention or suggest regarding the research-related opinions. The teachers had the privilege to avoid answering the questions that they wanted to avoid.

Based on the answers or the responses of the questionnaires, seven interviews were taken from the native primary level teachers (samples). The interviews of the chosen samples have proven to be necessary hence the research focused on the academy and the language-related issues that the indigenous children face. The research, which is a descriptive study, also focused on the impacts (of the aforementioned issues) to the community, especially when it comes to inheriting the passed-down tradition of these indigenous (native) communities to their young ones. The research also focused if the native children can comprehend the contents or the lectures from the classroom. The research addressed whether the current mediums of instruction are benefitting the native primary level learners or not. The researcher acquired enough knowledge from the teachers' interviews hence the expert teachers or instructors are one of the necessary parts of this whole operation. Effective classroom instruction (teaching pedagogy) is

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necessary hence it plays a crucial role through sustaining cognitive attributes to the learners which help to go through many encounters of academic life and real-life-oriented aspects.

The gathered data from the questionnaires helped to shed light on the prospects of translanguaging in classroom education. The data also become useful to the researcher to briefly criticize the current state of the primary level education system and also helped to suggest viable solutions to reduce in-classroom difficulty for the indigenous students.

3.1 Data Gathering Procedure:

Hence this is a mixed methodology, two kinds of approaches were from both quantitative and qualitative methods. The popular strategy of collecting data using the quantitative method is using a questionnaire. The researcher used this similar strategy to gather responses that are research-oriented. See [Appendix E](#) to take notes of the questionnaire.

The questionnaire (Appendix E) is focused on two parts. The first part (questions number 1 to 7) is about the general information or the demographic information regarding the samples. The second part (8 to 20) is based on the psychographic information from the respondents (samples) which is focused on their current stance regarding the attempt that the NCTB has taken. Question numbers 1 to 7 are answerable through written responses, from 8 to 17 are MCQs (Multiple Choice Questions), question 18 has three options and one of them allows the responder some freedom to answer, and from questions 19 to 20 are broadly answerable.

The second strategy was to take interviews from the seven interviewees who were chosen based on their responses to the questionnaires. The data was collected through phone calls, some

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conversations took three to five minutes, and two of them took more than ten minutes. From the phone call conversations, the focal points of the interviewees were written down and were confirmed by asking about them in short.

The data from the samples (Appendix A) was collected through several teachers, who are currently working in the CHT (Chattogram Hill Tract) and Sylhet border areas as primary level teachers. The origins of the data are mainly based on three districts which are, Rangamati, Khagrachari, and Sunamganj. Two participants were mentioned in this research, they are from Thakurgaon. One hundred sample responses (from the questionnaires) were collected through social media and emails. See Appendix A to take notes of the samples. The data was collected with the permission of the samples (Adivasi primary level teachers) and the researcher agreed to keep the confidentiality to a certain audience (the researcher and the ULAB authorities) regarding the data hence the entire questionnaire sought sensitive data that might put their interests at risk if the commitment is violated.

Chapter 4

Data Analysis:

The questions from the questionnaire had been acknowledged here to discuss the responses so that the focal issues of this research can be emphasized. The respondents (Appendix A) are from Rangamati, Khagrachari, Thakurgaon, and Sunamganj districts who are the teachers of the primary level (class 1 to 5) to their respective institutions. The teachers (samples) are from diverse backgrounds and ethnic tribes. The respondents (Appendix A) are from the ethnic tribes of Chakma, Drabir/Oraon, Marma, Garo, and Tripura. The languages that these ethnic tribes speak or used to relate to are Changma (Chakma tribe), Orao (Drabir/Oraon tribe), Marma, Kokborok (Tripuri tribe), and Achchhik (Garo tribe).

Question 1 to 7 are especially based on demographic information of the samples (see Appendix E). These questions were provided to find out the sample's name, race, school name, mobile number (optional), village name, Upazila name, and district name.

Question 8 to 20 are focused on psychographic information regarding the samples. These questions are based on the key issues of primary level education of indigenous people or the Adivasis. The data from these questions are deciphered and analyzed in an orderly manner.

The strategy from the qualitative method, taking interviews from a few selected teachers (samples), was also used in the research. Seven Adivasis were selected for the interviews. They are Pulok Chakma, who shares a common interest with Changma language, Ushi Sing Marma (Marma language), Olen Debi Tripura (Kokborok language), Kanchon Singh Oraon (Orao language), Ricku Chakma (Changma language), Dipto Mree (Achchhik language), and Tutul

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Mankhin (Achchhik language). The selected Adivasi teachers were also fluent in Bengali and shared much information regarding the needs of this research.

The focal points of the seven participants that had been taken through over phone calls were noted and written down. This qualitative measure had also been used while evaluating the gathered data and meaning-making process along with the other external sources (articles and books) that were used throughout the article.

Question 8, which is the first one to begin dealing with psychographic information, is focused on if the teachers go through any difficulty while giving lectures in their mother language. Three options were given to gather responses from the Adivasi teachers, which are, *Yes*, *No*, and *Maybe*.

8. Do you feel easy while giving class lessons in your mother language (native language)?

8. Do you feel easy while giving class lessons in your mother language (native language)?

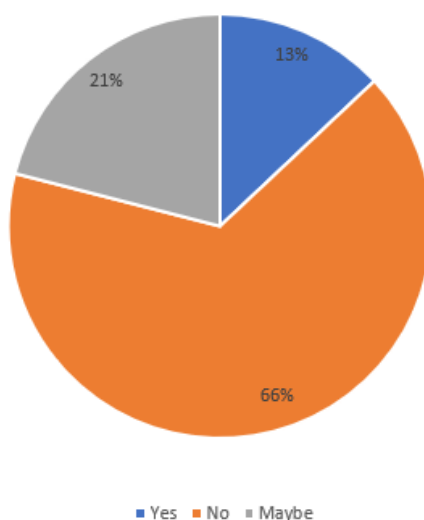


Fig. 1

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The responses (Fig. 1) to this question resulted in 13% of *Yes*, 66% of *No*, and 21% of *Maybe*. 66% of the entire respondents responded with *No* and disagreed that they feel easy while giving class lessons in their mother language. Olen Debi Tripura said she cannot speak the Kokborok language like her grandparents. She further said that her parents could interpret some sentences in Kokborok but they were not able to teach her due to the dominance of the second language, Bengali. She said her parents wanted a future where she could blend in and for that reason, she could not learn Kokborok from her grandparents, instead, she grew up using the Bengali language in her village, Paach Mile Kalapani Para. The minority languages, or the Adivasi languages, function as the Low languages in diglossic relationships with Bengali which is considered as the High language and the official language of Bangladesh (Cavallaro & Rahman, 2009). She also said that she can understand some sentences of the Changma language hence she had been living in a village that has a majority of people from the Chakma tribe. She also explained that even the children are not efficient in the Changma language hence they are also facing the same reality as she did.

Question 9 focused if it is easy for their students to perceive class lessons from the teachers in Bengali. This question focused on finding out if the students feel able to perceive class lectures in Bengali from their teachers.

9. Is it easy for your students to understand class lessons in Bengali?

9. Is it easy for your students to understand class lessons in Bengali?

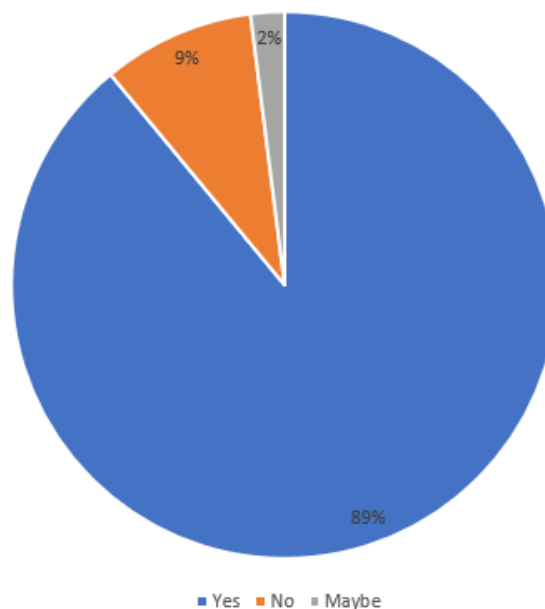


Fig. 2

The question resulted in 89% of *Yes*, 9% of *No*, and 2% of *Maybe* (Fig. 2). 89% of the teachers have agreed that their students can perceive class lessons in Bengali and they are also able to interpret their thoughts in Bengali. Kanchon Singh Oraon, who teaches in Police Lines Highschool and College in Thakurgaon Sadar, said both the Adivasi (Santal) and Bengali students there can do classes together. He further said that the Adivasis are also fluent in Bengali and some of them can hardly speak or write in the Santali language. He also expressed that it is a matter of great sorrow to him that such a taboo has also taken place hence the socioeconomic factors are playing a great part in influencing the Adivasis to forget their language, just to pursue their goals. He said the Santals were one of the tribes in Thakurgaon who had great cultural customs. Them becoming unable to speak/interpret in their language might extinct their cultural values as well.

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According to Cavallaro, who did extensive research on Santali communities throughout Bangladesh:

“The community is rapidly shifting away from its traditional language to Bangla as a consequence of competition from the majority language and from the lack of language maintenance support from the (Bangla-speaking) authorities who are responsible for policy-making and language planning. Santali needs extensive research and educational efforts for it to be effectively revived, maintained and preserved” (Cavallaro & Rahman, 2009, P. 204).

The 10th question focused on asking the teachers if the students feel easy to understand class lessons in their mother tongue.

10. Is it easy for your students to understand class lessons in your mother language (native language)?

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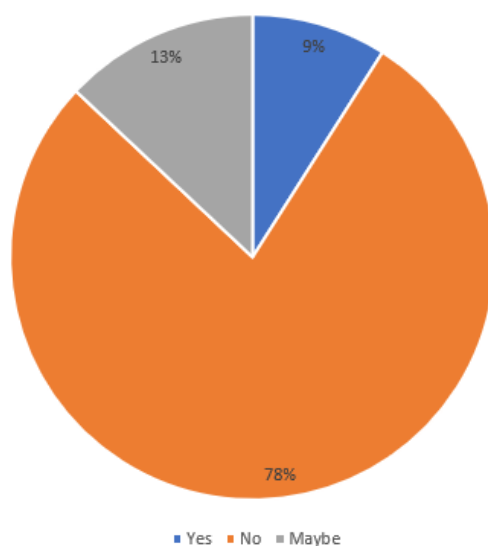


Fig. 3

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Based on the responses (Fig. 3), the question resulted in 9% of *Yes*, 78% of *No*, and 13% of *Maybe*. The teachers gave 78% of their negative responses and disagreed that their students were able to understand class lessons in their native language. Ushi Sing Marma, who teaches in Kojoichhori Shorkari Prathomik Bidyalaya in Rangamati, told that despite many students of the Marma tribe studying in the school he teaches, the students are unable to understand the class lessons through their mother language hence their parents were also influenced to interact in Bengali due to working in Bengali majorized workplaces from a tender age. Many students' grandfathers passed away long ago and a few students who have access to learning their mother language are discouraged due to socioeconomic reasons. Ushi Sing also said that he can barely remember some Marma words and is not fluent in his mother language (Marma). "To handle such problems, quality education for the minority communities should be ensured to enable the minority language speakers for developing teaching skills" (Cavallaro & Rahman, 2009, P. 209).

The 11th question sought if the new textbooks from NCTB, which are written in the mother language(s) of the Adivasi teachers, are available in their classroom. This question is necessary to address to the teachers hence NCTB has not published any report regarding the current availability of the textbooks that were written in the native languages to the native (Adivasi) students/schools.

11. Are the new books in your mother language (native language) from NCTB available to your classroom?

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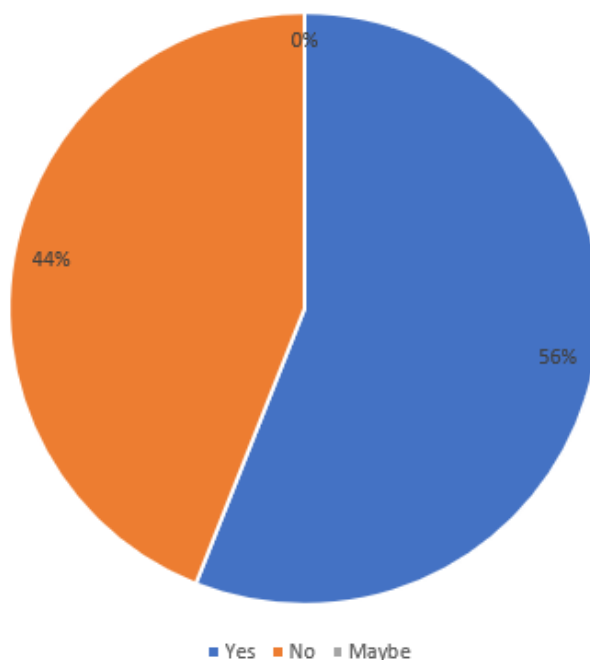


Fig. 4

The question resulted in 56% of *Yes*, 44% of *No*, and 0% of *Maybe* responses (Fig. 4). The respondents (teachers) agreed on the new textbooks from NCTB which are written in the native languages being available to them at a 56% rate. This tells that the NCTB is still not being able to provide the textbooks (which are written in Adivasis' languages) to the maximum percentages of Adivasis across the nation. "Lack of understanding on the part of the policy makers hinders the situation from improving. Due to the same reason, the nationalisation process (i.e. to bring primary schools under the direct government management) of 228 primary schools in the CHT has become uncertain (New Age, March 1, 2014)" (Chowdhury, 2014, P. 125).

The 12th question sought from the teachers if their students follow the new NCTB's textbooks which are written in their (Adivasis') mother language. The responses from this

question are needed to be acknowledged hence the purposes of the new NCTB textbooks are unclear.

12. Do your students follow the new NCTB's books which are written in your mother language (native language)?

12. Do your students follow the new NCTB's books which are written in your mother language (native language)?

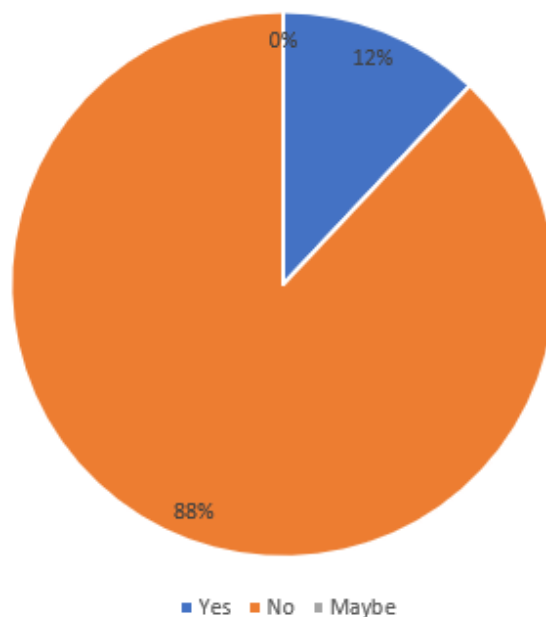


Fig. 5

The question resulted in 12% of *Yes*, 88% of *No*, and 0% of *Maybe* responses (Fig. 5). The 88% of *No* responses show that the teachers had strongly agreed that their students do not follow the new NCTB's textbooks which are written in their mother language. The new NCTB textbooks' (that are written in Adivasi languages) true purposes were to show if the textbooks help the Adivasi students efficiently, which is now questionable. Tutul Mankhin, who teaches in

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Sunamganj Shorkari Prathomik Bidyalaya, said that the students who received the new NCTB textbooks that are written in their mother language had trouble going through them hence they cannot recognize their mother language. Mankhin also said that the students who were never trained or taught in the traditional Achchhik language do not prefer the new textbooks from NCTB. Instead of the new textbooks, the students want to keep using the NCTB's Bengali version textbooks hence they are fluent in Bengali. Mankhin mentioned that this initiative without proper training from the government officials and failing to provide expert teachers who can teach the Achchhik language to the Garo students at a tender age had resulted in this situation. "The minority languages have not been able to make their way into the education sector. To make situations worse, there are very few teachers from minority communities. The indigenous minorities have an exceedingly low level of literacy" (Cavallaro & Rahman, 2009, P. 205). Mankhin also agreed that it is the nation's socio-economic issue that influenced himself and the other Adivasi teachers like him to focus on the Bengali language rather than keeping their tradition intact.

Question 13 focused on if the new textbooks from NCTB, which are written in the mother language of the Adivasis, are easier to go through for the teachers or not.

13. Are the new books in your mother language (native language) from NCTB easier to understand?

13. Are the new books in your mother language (native language) from NCTB easier to understand?

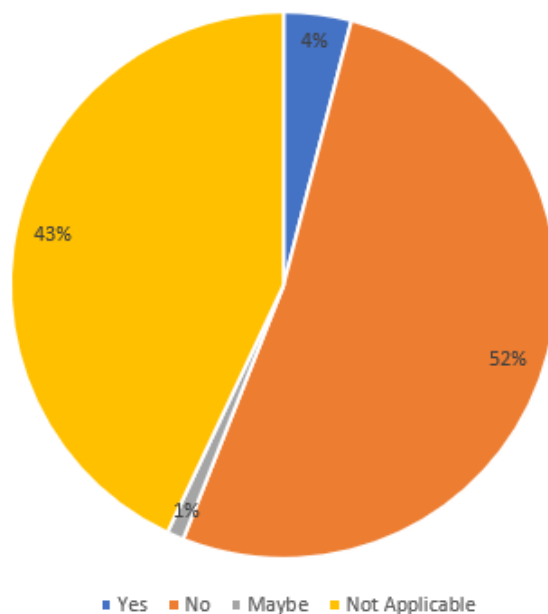


Fig. 6

The responses were 4% of *Yes*, 52% of *No*, 1% of *Maybe*, and 43% *Not Applicable*. The teachers responded with 52% of negative responses that tell that the distribution of new NCTB textbooks for the Adivasis are not as good as they are supposed to be, it can be measured as average hence the 48% of the respondents did not provide “Yes” responses. Dipto Mree, who is a colleague of Tutul Mankhin also agreed that the students are not able to go through the new NCTB textbooks due to their teachers not being trained to facilitate the Achchhik language. He further said that the Adivasi teachers in his institute do not have the experience or knowledge to go through the textbook as they cannot read the texts. He said, “our parents could not teach us, how could we teach the students”. He further mentioned that the government should have started a teacher training program in Sunamganj Sadar that would enable the Garo (Adivasi) teachers to utilize the language because they did not acquire any knowledge regarding the Achchhik words

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or its structure. Mree further mentioned that without having good knowledge of the Achchhik language, they can't understand the contents of the new NCTB textbooks. The “most important limitation of the education system is that these indigenous children have to study in Bengali (the national language) which is not their mother tongue” (Hossain, 2013, P. 27).

The 14th question emphasized the correctness of the newly distributed NCTB textbooks that were written in the Adivasi language(s), the question demanded if the distributed NCTB textbooks have flaws and to what extent.

14. To what extent do the new books in your mother language (native language) from NCTB have mistakes or errors?

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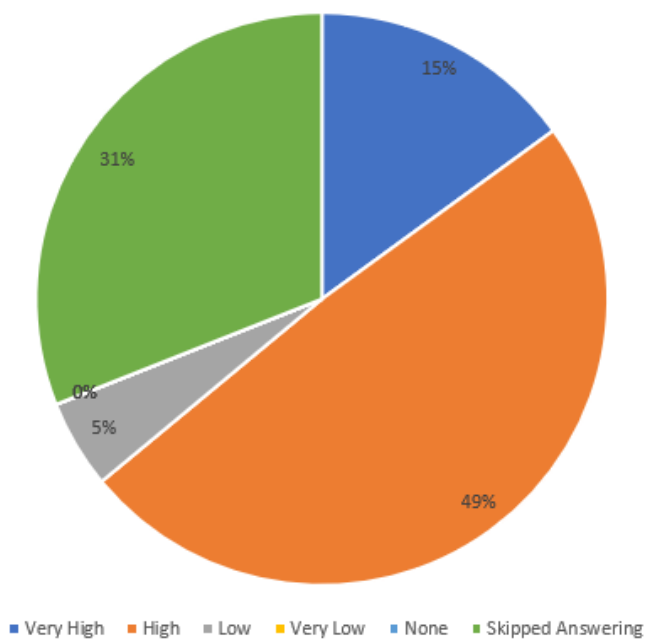


Fig. 7

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The responses (Fig. 7) were 15% of *Very High*, 49% of *High*, 5% of *Low*, and 31% skipped answering it. The teachers responded with 49% of responses and agreed that the new NCTB textbooks' errors or mistakes can be measured as high. The surprising fact which can be noticed from the responses to this question is, 31% of teachers skipped answering this question. Most of the teachers have not collected the new NCTB textbooks, it might be the reason for them to skip answering the question. "The use of indigenous languages in education must in addition be at the very least equal to that offered in the dominant or national languages in terms of the quality of materials, resources and staff" (De Varennes & Kuzborska, 2016, P. 303).

The 15th question emphasized if the teachers face difficulties when it comes to producing question papers in their mother language. This question was needed to be addressed hence it is important to access the Adivasi students' educational progress through question papers in their mother language.

15. Do you find it difficult to produce question papers in your mother language (native language)?

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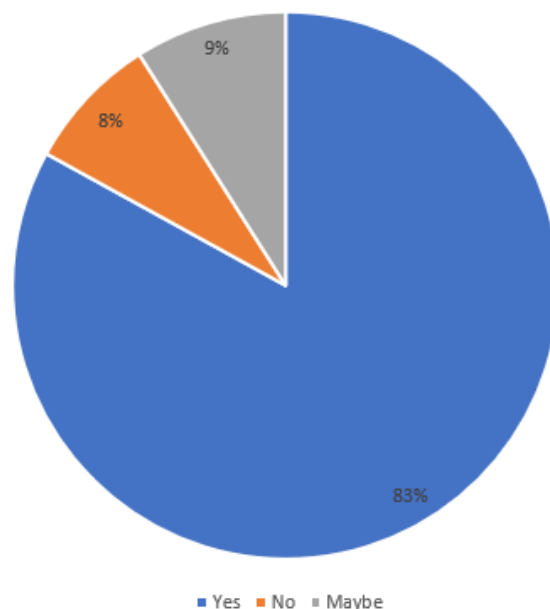


Fig. 8

The question resulted in 83% of *Yes*, 8% of *No*, and 9% of *Maybe* responses (Fig. 8). The teachers have responded to this question with 83% of positive responses that tell that they find it difficult when it comes to producing question papers in their mother language. Pulok Chakma, who also teaches in Kojoichhori Shorkari Prathomik Bidyalaya, said that he and his colleagues find it troublesome when it comes to assessing the students' knowledge through their mother language hence they cannot produce question papers in their mother language. He further said that neither he nor his colleagues can produce question papers in their mother language because of the same issue that most Adivasis go through, which is being unable to write something in their mother tongue from an early age. He expressed with grief that due to the less attention from the local government they are failing to preserve their culture and language for a long time. He further said, "...our language and culture are being neglected from the colonial era, through the

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Pakistani reign, and are still relevant due to lack of the proper nurture to preserve our language”.

“Since independence, Bangladesh has not had a consistent language policy” (Cavallaro & Rahman, 2009, P. 196). “Education status also bellows of the indigenous communities than the national average. And the government has not been taken any mentionable step as affirmative action to minimize the gap” (Biswas, 2008, P. 42). “In Bangladesh, minority languages function as the Low languages in diglossic relationships with the High language, Bangla, the official language of Bangladesh. The minority language is used in informal settings and Bangla in official, administrative and educational settings” (Cavallaro & Rahman, 2009, P. 196).

Question 16 sought from the teachers that if it becomes hard for the students to answer the questions in spoken format through their mother tongue.

16. Does it become hard for your students to answer questions in spoken format through their mother language (native language)?

16. Does it become hard for your students to answer questions in spoken format through their mother language (native language)?

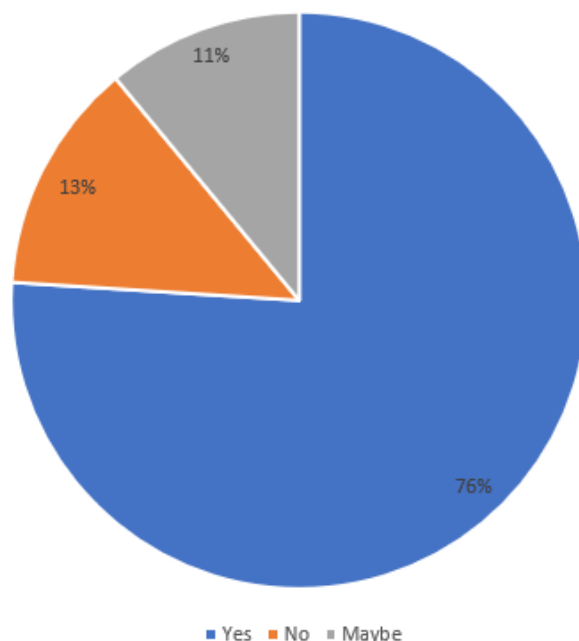


Fig. 9

The responses (Fig. 9) were 76% of *Yes*, 13% of *No*, and 11% of *Maybe*. From this question, 76% of the respondents agreed that they feel that the students are struggling when it comes to answering the questions regarding class lessons through their mother language. Pulok Chakma, the teacher, said in this regard that there are the students from the two tribes who study in Kojoichhori Shorkari Prathomik Bidyalaya and it becomes difficult for them to answer through their mother language hence they face language-related difficulties. The students from both tribes study in the same classroom and they feel more comfortable when it comes to answering the questions through the Bengali language. He expressed, "...they hardly communicate in their mother language, how come they will be able to answer the questions in their native languages?". He further mentioned that the teachers also feel comfortable when it comes to seeking answers from them in Bengali. "The absence of mother tongue instruction for

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indigenous children in the primary education curriculum in Bangladesh has been noted as one major reason for the incompatibility of the curriculum in relation to these children (Durnnian 2007:6)” (Cavallaro & Rahman, 2009, P. 210).

Question 17 sought from the teachers if their students face difficulties while answering the questions in written format through their mother language.

17. Does it become hard for your students to answer questions in written format through their mother language (native language)?

17. Does it become hard for your students to answer questions in written format through their mother language (native language)?

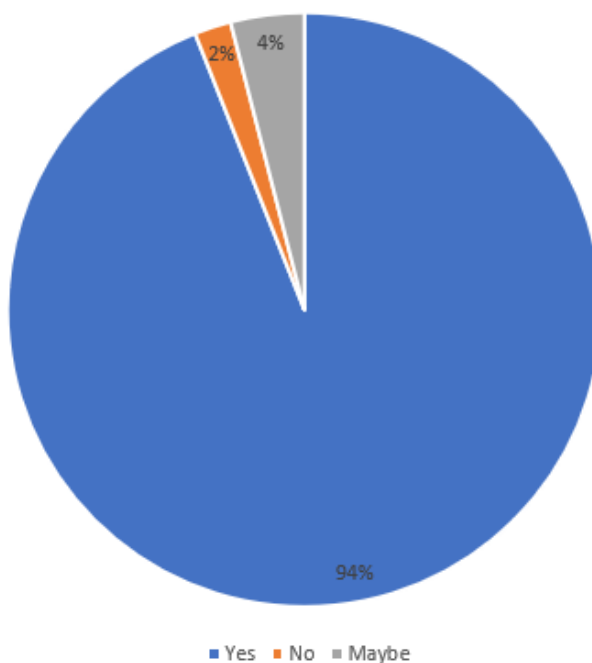


Fig. 10

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The responses (Fig. 10) were 94% of *Yes*, 2% of *No*, and 4% of *Maybe*. The teachers responded positively (*Yes*) with 94% and agreed that it becomes hard for the students if they are asked to answer the questions through their mother language that are related to class lessons. Riku Chakma, who teaches at Doyaram Para Kendra once a week, mentioned that the native students were disconnected from practicing their mother language for so long that they are less interested when it comes to writing using the alphabets of their mother language. Riku Chakma, who has been working with an NGO that cooperates with UNESCO, is currently assigned to a project that allows helping the students who require special care to learn their mother language through writing and speaking activities. The NGO has been working with Riku Chakma for over a year. He further said, "...the students were interested in learning the alphabets of their mother language, but after facing difficulties to write sentences in their mother language, they are becoming discouraged...". Riku Chakma also said that the older students, who are more than nine years old, are having more issues than the youngest ones. He further said that the students are facing difficulties with the Changma sentence structure and preferring homeworks (take away assignments) through Bengali language write-ups. The "big reason behind the poor performance of Indigenous children is that the quality of education, they received, is not up to the mark. The problems include lack of qualified teachers and essential educational materials, poor infrastructure, oversized classes, and sub-standard facilities (First Nations 2006, 7)" (Chowdhury, 2014, P. 125).

Question 18 focused on if the teachers received any training or course from the government (, or the ministry of Education), or any organization, to go through the new NCTB textbooks that are written in their mother language(s).

18. Did you receive any training or course from the government or any organization to help using the new NCTB books that are written in your mother language (native language)?

18. Did you receive any training or course from the government or any organization to help using the new NCTB books that are written in your mother language (native language)?

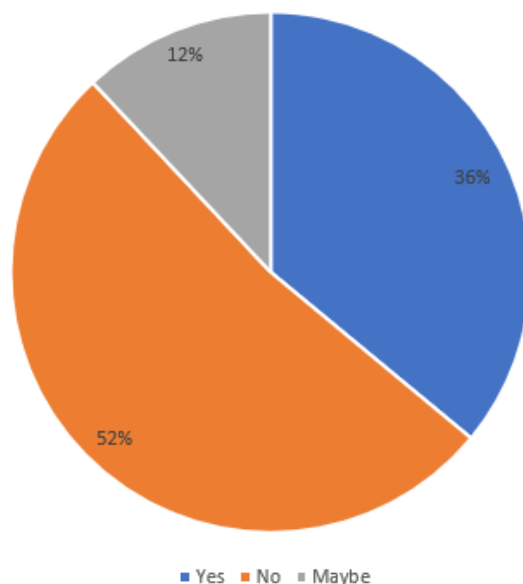


Fig. 11

The responses (Fig. 11) were 36% of *Yes*, 52% of *No*, and 12% answered through written context by choosing the third option (*Other*). The teachers have responded with 52% of negative responses and disagreed that they had received any training or course from any governmental or non-governmental agencies. Pulok Chakma mentioned that there was once a teacher training program that was held by a governmental agency but the teachers started to lose their focus and interests due to no stipend for attending the program, and after three weeks, the program became a lost project due to no teacher attending the workshops under that program. “Cooper (1989)

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mentioned that the government cannot be one-sidedly blamed for their negligence towards indigenous languages due to the variables like politics and economy which also serve as the primary motivation for language planning (P. 35) (Bhuiyan, 2016, P. 5). Dipto Mree, Olen Debi Tripura, Tutul Mankhin, and Kanchon Singh Oraon said that there were no governmental or non-governmental agencies showed their interests to them regarding the native (Adivasi) language(s) to their schools.

Question 19 allowed the teachers to come up with their opinions regarding the new NCTB textbooks that were written in their mother language(s). Many responses allowed the researcher to explore this field and find the interviewees who had provided valuable information to enrich this research.

19. Is there anything more that you want to address regarding the new NCTB books?

Through the responses, the teachers gave many opinions regarding the new NCTB textbooks that were written in the Adivasis' mother language(s). The focal points have been emphasized and provided within the following lines. Pulok Chakma suggested that the government should come up with good teacher training programs with a stipend that would cover the travel expenses to come to the workshops and that would compensate for the valuable time they will be spending in the workshop. He further said that this would encourage the teachers to join actively through the workshop sessions that would help them to go through the new NCTB textbooks. Shashiu Marma, who is a colleague of Pulok Chakma, said that it would also help the teachers if the government adds Bengali translations of the new NCTB textbooks so that it becomes less confusing and more accurate for the teachers to go through the textbooks. Dipto

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Mree, Kanchon Singh Oraon, and Tutul Mankhin agreed that the government should come up with effective teacher training programs so that the teachers become more aware of the contents of the new NCTB textbooks and get to teach them to their students. Olen Debi Tripura and Ushi Sing Marma mentioned the similar suggestion that Pulok Chakma came up with, that the government should take initiatives to come up with attractive teacher training programs that would provide the teachers stipends along with certificates. Riku Chakma mentioned that the NCTB should also add Bengali translations along with its transliterated sentences in the new textbooks so that the children feel encouraged to go through the textbooks and become familiar with the words that are from their mother language(s). Riku Chakma believed that it would allow the students to learn the alphabets that are now being extinct due to the lack of exercise. “Education is the best way of preserving indigenous languages. At least primary level education of indigenous people should be in their own mother tongue alongside Bangla” (Bhuiyan, 2016, P. 7). According to Liddicoat (2007), the students learn well when they use their language in ways that are meaningful, practical, and relevant to them (P. 13-29) (Bhuiyan, 2016, P. 7).

The 20th and the last question of the questionnaire gave the samples (teachers) the total freedom of coming up with whatever they might feel missing which enabled them to become suggestive and more contributing towards this research. Many respondents have given their valuable thoughts on making this research more precision-based and accurate.

20. Is there anything you want to suggest or tell us?

In this section, many teachers have encouraged the researcher of this dissertation to continue with this research and also suggested that he should research on a few other sectors that

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are mainly associated with socioeconomic fields. The teachers have also thanked the researcher for choosing this topic as research and there were a few other important points that the researcher had noticed from this section as well.

A few teachers suggested that the government should take some initiatives that would make a good transition between the two languages. The teachers have also suggested that the government (the Ministry of Education) should take roles in training expert teachers and then send them to the indigenous/native schools across the nation so that both the native (Adivasi) students and the other teachers can benefit from their instructions.

Riku Chakma, who had been working with a UNESCO instructed NGO, suggested that the expert teachers should use both the languages, Bengali and a native language (based on the language preference of the native tribe) while teaching the students in the classrooms. He also expressed that only the government's initiative and taken procedures can make this happen hence no organization can come up with such focus and funding throughout the nation. "The languages of indigenous people in Bangladesh lack vitality because there are problems in the efforts to preserve them. Here the government should give indigenous people the opportunity to use their own languages for a certain level of education and for certain activities" (Bhuiyan, 2016, P. 12). Several teachers like Riku Chakma, who had been teaching the primary level students, further added that if the NCTB could make good additions to the new textbooks which are specialized on the natives' (Adivasis') mother language(s), the trained teachers can utilize them while giving classroom lessons.

Chapter 5

Discussion and Findings:

The National Education Policy 2009 (Final) proposes a first-language-based education policy for the indigenous minorities (Adivasis) in the country (Rahman, 2010). “This policy identifies the inclusion of diverse groups of children including those with disabilities and those from ethnic communities as well as socio-economically disadvantaged sectors and/or disaster and climatic affected areas” (Begum et al., 2018, P. 3). The “Primary Education (Compulsory) Act (1990) stipulates that: (i) no child is deprived of education for lack of teachers, learning materials, or adequate space, (ii) no child is subjected to disparities of access to primary education arising from gender, age, income, family cultural or ethnic difference and geographic remoteness, and (iii) the quality and relevance of primary education programmes are improved and supplied, and that all possibilities are acted upon to improve learning contents and materials to enhance physical facilities and to carry out necessary reforms in the primary education system” (Begum et al., 2018, P. 3).

There are also more than a few language rights implemented in the constitution of Bangladesh for the greater good of the indigenous tribes (Adivasis) and it has been said that these rights or acts’ main intentions are likely to protect or sustain the language and cultural aspects of these indigenous communities throughout the nation. But in reality, these rights are not being influential due to the crisis that the whole country is going through which are the insecurity of jobs, socio-economic reasons, geographical issues, political issues, and classroom-instruction-related issues that incorporates language-related issues (Rahman, 2010).

These indigenous tribes are from Sylhet, Rajshahi, Thakurgoan, Rangpur, Bogura, Dinajpur, Chittagong (Chattogram) division, and some hilly areas near the Bangladesh border,

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especially Chattogram Hill Tract areas. Despite the Adivasis having rich cultural values and diversity, governmental organizations like NCTB and the ministry of Education of Bangladesh are failing to sustain their language(s) by being unable to come up with viable solutions that might benefit the Adivasis in the long run. “These issues are viewed from a language planning and policy perspective through an examination of the language-in-education policy types required for the development of successful programmes” (Baldauf et al., 2011, P. 309). ‘Adivasi’, or ‘Adibashi’, is a term generally used to refer to the indigenous peoples in Bangladesh (Rahman, 2010).

Despite living in a sovereign nation that was liberated due to the language movement rights, the people of Bangladesh still face the dilemmas that are being generated by the increasing demands of English speakers. Due to having fewer government job opportunities in Bangladesh, the people are relying on the private companies that cooperate with international investors. These investors became the primary objective, the main factor to these private companies, and these companies are demanding the people or the candidates who can work with their flow. They demand speakers who are more fluent in English rather than people who have good knowledge of Bengali grammar and language. Due to this issue, students from across the nation are being motivated to learn English thoroughly. The Bengali language is losing its importance to these job sectors as these dominating private companies keep demanding the workforce who can contribute to the corporate world through their English skills.

Such issues can be relevant to these indigenous (Adivasi) communities too. The Adivasis are facing the problems as most Bengalis are but they have to go through the two layers of the same problem that the Bengalis go through. Due to the age-old tradition of Bangladesh, which has always had been relevant from the birth of the country, the indigenous speakers (Adivasis)

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are first exposed to the Bengali language, hence the NCTB books were written in the Bengali language and they had to learn or focus on this language to go through the academic syllabi or curricula of the nation. This practice had been going on for so long that the indigenous speakers were unable to keep their tradition intact due to the lack of effective classroom instruction and NCTB curricula.

Due to the economic circumstances and less focus on educating the young Adivasi generations through their mother language, the identity crisis of these indigenous communities is becoming relevant at every moment. These youngsters are being influenced to only focus on the two languages due to the classroom instruction that does not use the Adivasis' mother language(s). "As a result, reversals of life lead indigenous people to lose interest in learning their language...even the parents do not inspire their children to learn indigenous languages as there is no employment where those languages would be useful" (Bhuiyan, 2016, P. 4). Thus, knowing English and Bengali are important according to the current demands of Bangladesh, it is becoming hard for them to preserve their language and tradition.

The NCTB has taken initiatives to sustain and preserve the indigenous languages and their cultures. "As per the National Education Policy 2010, the Bangladesh Government has started Mother Tongue-based Multi-Lingual Education (MTB-MLE) at the pre-primary school level, starting in 2017 in five major Indigenous languages" (Begum et al., 2018, P. 6).

Despite NCTB's actions to come up with such initiatives in 2017, the purpose of these initiatives is not being that effective due to the issues that were generated in the past years (before 2017). So, it is relevant to say that these communities are facing dreadful situations of having good teachers who would introduce the NCTB books that were being published then. It is

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also relevant to say that these communities are still facing the same issues to learn their mother languages which are being extinct due to the need for proper instructors. “The standard of education for indigenous children is often of a poor quality, resulting from a lack of qualified teachers, oversized classes, sub-standard facilities, and a lack of essential materials” (Islam et al., 2015, P. 197). The initiatives taken by the local government are not as sufficient as we think they are. The local governments do not have enough funds to come up with their teacher training programs and the central government is not being supportive to come up with organized training programs that would help the teachers to introduce the new NCTB textbooks to their students. Due to the lack of proper classroom instruction in their mother language (Adivasi language), the students are being unable to go through the new NCTB textbooks and therefore, they are unable to practice their mother language. “Providing equal education opportunities” from the government can be justified by improving primary education for the marginal groups (indigenous communities) (Sarker & Davey, 2009). The efficient MTB education could result in the active participation of the indigenous children of Bangladesh in primary education (Murshed & Imtiaz, 2020). Such initiative can also be taken in Bangladesh throughout the teaching pedagogy of translanguaging.

5.1 Translanguaging in Brief:

“Translanguaging was originally conceived of by Cen Williams (1994), a Welsh researcher who saw it as a way to develop Welsh students’ bilingualism by engaging in tasks that required them to use Welsh and English to speak, read, and write” (Kleyn & García, 2019, P. 72). Translanguaging can be regarded as a teaching method that allows the instructor or the learners to learn content through dual-language processing for deeper learning (García & Wei,

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2018). Translanguaging allows bilingual students to use their complex semiotic repertoire to utilize their cognitive attributes through learning and cooperating (Palfreyman & Al-Bataineh, 2018). “Translanguaging is a practice that involves the dynamic and functionally integrated use of different languages and language varieties, but more importantly, a process of knowledge construction that goes beyond languages” (Charamba, 2020, P. 3).

Translanguaging allows the students to participate actively, elaborate ideas from the content, and raise questions regarding the contents in their language that encourages them to learn furthermore in SLA learning. “Incorporating translanguaging in the classroom requires teachers to believe that the student’s voice should be supported first-and-foremost, regardless of the language used” (Holdway & Hitchcock, 2018, P. 62). Thus “translanguaging has been defined as the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (Musanti & Rodríguez, 2017). Translanguaging allows bilingual or monolingual students to flexibly conduct more language practices sustaining academic standards. This method allows building linguistic strengths of minoritized students, especially the Adivasis (García & Wei, 2018). “Because of the differences among students, translanguaging pedagogies can be used as a scaffold with some students, and as a way to deepen the understandings of lessons by all students” (García, 2017). “A translanguaging pedagogy aims to support learners’ subjectivities and ways of knowing as active, agentive bilingual subjects” (García & Kleifgen, 2019, P. 10).

According to García (2017), translanguaging pedagogies that enable the students’ cognitive attributes can be noticed through five different purposes:

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- 1) Translanguaging can be utilized to assist and motivate learning, and deepen meaning, understandings, and knowledge
- 2) Translanguaging can be utilized for greater metalinguistic awareness, critical sociolinguistic consciousness, and linguistic consciousness
- 3) Translanguaging can affirm bilingual identities
- 4) Translanguaging can be utilized for greater social interaction and communication that includes cooperation in home and school
- 5) Translanguaging is relevant for empowerment

(García, 2017, P. 261)

5.2 Execution of Translanguaging Pedagogy:

Mother Tongue Based (MTB) education system can ensure bring about positive impacts on the students. MTB instruction has proven to be effective hence it allows the instructor to reach the minoritized students through their mother language. The students engage more when they feel that they are in a good classroom environment which enables them to perceive the class lessons more efficiently by becoming more attentive. “Students must be in a nonthreatening zone where they can draw upon their interpersonal and intrapersonal resources, as well as external resources, to show what they know and can do” (García et al., 2017). While implementing MTB instruction, maintaining good rapport among the teacher and the students is also important. “Building a good rapport with the learners (students) and positive affect to the students at the same time as managing the pedagogical element of the lesson” (Hinkel, 2011, P. 351). “Negative

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attitudes and beliefs can reduce learners' motivation and harm language learning, while positive attitudes and beliefs can do the reverse" (Carter, 2011, P. 168).

Using good techniques to implement bilingual/multilingual or MTB teaching is as important as executing translanguaging pedagogy. Hence, more than half of the native population is heavily influenced by the Bengali language when it comes to education, MTB pedagogy can be implemented through the strategies of translanguaging that allows both the learners and the teachers to use code-mixing and code-switching. Through using MTB content, the teachers can instruct the students to go through the lessons with the help of translation and transliteration. "To strengthen multilingual students' understandings of written texts, another translanguaging strategy is to provide bilingual versions of texts or side-by-side translations" (García & Kleifgen, 2019, P. 10). Such clever strategies should be utilized hence the curriculum of NCTB is still favoring the two dominating languages, which are Bengali and English.

Chakma (2011), who is the author of *Mo Changma Pajettara Pulle Hotta*, showed such a strategy can be utilized through his book which is specialized in MTB education, and shares the same notion of translanguaging. Chakma hails from one of the Adivasi tribes of Bangladesh and focused on preserving his mother language (Changma) with the help of translation and transliteration techniques throughout the lessons of his book. The lessons are being used by many CHT area schools and the same procedures can be used to preserve other Adivasi languages as well. The lessons which are emphasized in their mother language focuses on using the language which is familiar in the ALM and the CBI method. "Most researchers seem to agree that learners should be given opportunities to use language for communication rather than just to practice it in situations controlled by the teacher and the materials" (Tomlinson, 2011, P. 15). The book allows the students to learn the Changma language which is one of the Adivasi

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languages, especially in the CHT area. Chakma used both the translation and transliteration strategies to introduce his mother language to the young generations of his tribe who are influenced by the two dominating languages (Bengali and English languages).

A few examples from the book have been shown through Appendix D. The lessons from Chakma's (2011) books (Appendix D) use translation and transliteration strategies which will allow the teachers to follow code-switching and code-mixing while giving classroom lessons that follow the key principles of translanguaging pedagogy.

According to Tomlinson (2008), there are a few principles that should be maintained and unviolated when it comes to language acquisition to materials development:

- 1) The language experience needs to be contextualized and comprehensible,
- 2) The learner needs to be motivated, relaxed, positive, and engaged,
- 3) The language and discourse features available for potential acquisition need to be salient,
- 4) Meaningful and frequently encountered,
- 5) And the learner needs to achieve deep and multi-dimensional processing of the language

(Tomlinson, 2012, P. 156)

The lessons (Appendix D) from Chakma's (2011) book also follow the principles that Tomlinson (2012) emphasized. The lessons from Chakma's (2011) book are contextualized and comprehensible hence the learners (students) get to see know an object by its picture that is provided along with their translated and transliterated texts. Through the lessons (Appendix D), both the teacher and the students can facilitate from the contents and it will allow both parties to be engaged and encouraged when it comes to using their mother language, which is also a key

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principle of MTB. The contents in the lessons (Appendix D) have salient features and they are meaningful as well. The lessons will enable the students to engage in multi-dimensional processing of the language hence the salient features (translated and transliterated texts) have been provided.

5.3 Demonstration of Translanguaging Pedagogy:

This researcher has collected data regarding a classroom activity that is conducted through the strategies of translanguaging pedagogy. The data from the demonstrated classroom activity is presented in Appendix C.

The data (Appendix C) has been collected during the teacher's approach of using translanguaging pedagogy in his classroom which is situated in one of the rural villages of Chattogram Hill Tract areas. We get to see that the teacher introduces translanguaging through code-switching and code-mixing that also supports the notion of bilingualism/multilingualism or MTB. From the gathered data, we get to notice that the teacher points at the poster (Appendix B) and then allows the students to recognize the Changma Shoroborno or vowel alphabets with Bengali Shoroborno or vowel alphabets. We also get to see that, the teacher points out a Changma Shoroborno and then reads out an object or a matter that starts with that Shoroborno with the help of the picture. We can also get to see that the teacher is also reading out a sentence that includes the use of the name of that matter or object.

This demonstration of classroom activity (Appendix C) shows the similarity that Bengali alphabets have with the Changma alphabets and the strategic way of translanguaging to allow the

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students to recognize the Changma alphabets, words, and the other verbs or adjectives which are being used through the sentences. The contents from the poster (Appendix B) that the teacher was using show the clever way translanguaging can be used to build a bridge from L1 to L2, in this case, from Bengali to Changma. This data has been collected from a demonstrated classroom (Appendix C) activity where the students are aged between 9 to 13, hence this initiative focuses on the learners who fell out of their track of knowing their mother language properly. So we can now get to imagine the practices these students were going through before these classroom activities.

In the poster that the teacher was using, Appendix B, we get to see the introduction of those four Shoroborno Alphabets and the clever way of using those alphabets through sentences from both Changma and Bengali. We can see that the pronunciation of each Changma sentence is given with its Bengali translation hence the students were exposed to the Bengali language at the nursery level rather than being introduced to their mother tongue properly. We can also see the matters or the objects' names being introduced with the pictures so that the students get to relate those words with the pictures from the poster. This initiative should be effective for these learners to recall these names by their pictures.

Three other relevant instruction methods were also being used. The first one that we can relate to with the introduced instruction is Lexical Syllabus Approach. The lexical Syllabus Approach talks about introducing a few chunks of words and then using those chunks of words to conduct meaningful sentences (Murphy, 2018). We can see the relevancy with this approach through the teacher or the instructor's notion of introducing each Changma word with Bengali translation. This strategy is allowing the learners to recognize the Changma words and built an

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understanding between the Bengali words and Changma words. We can also get to see the pronunciation of those words right below those Changma words.

The key role of the Lexical Syllabus Approach is to allow the learners to learn the keywords which are often used in conversations of the Target Language, in our case, Changma language (Murphy, 2018). Then use those words to create more sentences in the Target Language. One of the characteristics of the Lexical Syllabus Approach is that it allows the learners to learn the language from its basics and then gradually advances to the beginner level, and then the advanced level. The same hypothesis can be found in the demonstrated-class (Appendix C) hence the instructor is focusing on the basics of his early classes.

We can also get to see another teaching method that the instructor is using which is Content-Based Instruction or CBI in short. Content-based instruction focuses on using the relevant materials from the host culture or the target language to introduce its learners to acquire the Target Language. CBI can be used to introduce the Target Language through any relevant materials, such as literature or other genres of knowledge. We get to see the same practice being conducted in that classroom. One of the common methods of CBI was being used in that classroom, the instructor was using Pictures to introduce their names to the learners which are similar alike CBI (Brown & Lee, 2015).

The audio-lingual method focuses on using a set of sentences to conduct meaningful classroom activities. The audio-lingual method can also be recognized as the army method hence the soldiers during the World Wars were taught Italian, French and Russian through this method to learn and understand a few sentences or words to come up with a response or interrogate others (Brown & Lee, 2015). This method allows the learners to drill the important structures

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and words of the Target Language to conduct basic interactions. This method can also be found relevant through these classroom activities hence the instructor is using the basics to drill those chunks of words into the learners' memory. The instructor is introducing the Changma Alphabets, along with the words that start with these alphabets and the other basic Changma verbs or adjectives with their Bengali translation.

Chapter 6**Conclusion:**

Primary level education is the first stage of learning that determines the future of each learner hence it introduces the mediums that the learners will have to use and go through beginner, intermediate, advanced, and the pre-stages of these levels. Through this research study, *Translanguaging : The Effective Teaching Instruction and The Utilization of MTB (Mother Tongue Based) Contents for The Primary Level Education to The Indigenous Children of Bangladesh*, the researcher has introduced an untraditional way of teaching indigenous (Adivasi) children who are both socio-economically and academically challenged. It introduced an uncommon method of teaching the indigenous children which will help them to overcome the academic challenges that they face while going through NCTB textbooks. The main focus of this research is to introduce a teaching method that will create a bridge between the two languages, that are Bengali and the indigenous (Adivasi) language(s) so that the Adivasis can preserve and sustain their mother language(s). It can also be stressed that this proposed method or teaching pedagogy will reduce the fallout rate of indigenous children. If they feel more welcoming to the education system of Bangladesh, they will be able to go for higher studies and will be able to participate in other real-life-oriented education throughout the nation. In conclusion, this research study is helpful when it comes to contributing other researches that are specialized in SLA. This research also addresses briefly the solution of the language, academy, and primary education-related issues of the unprivileged indigenous (Adivasi) communities throughout Bangladesh.

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Appendices

Appendix A

The bold marked samples are the interviewees.

Sample data list:

No.	Name	Race	School	District	Upazila	Village
1	Pulok Chakma*	Chakma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
2	Upobikash Chakma	Chakma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
3	Bisshomoni Chakma	Chakma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
4	Dhono kumar Ponchong Ga	Marma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
5	Mongol Kumar Chakma	Chakma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
6	Ashutosh Chakma	Chakma	Kojoichhori Shorkari	Rangamati	Kawkhali	Kojoichhori

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			Prathomik Bidyalaya			
7	Paysyui Marma	Marma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
8	Ruisha Ong Marma	Marma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
9	Ushi Sing Marma*	Marma	Kojoichhori Shorkari Prathomik Bidyalaya Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
10	Shashiu Marma	Marma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
11	Mongthong Marma	Marma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori
12	Biroshen Chakma	Chakma	Kojoichhori Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Kojoichhori

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13	Shadhon Kumar Chakma	Chakma	Bot-toli Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Bot-toli
14	Ronjit Bikash Chakma	Chakma	Bot-toli Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Bot-toli
15	Dharoshmoni Chakma	Chakma	Bot-toli Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Bot-toli
16	Chingsha-Tuwai Marma	Marma	Bot-toli Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Bot-toli
17	Sumon Marma	Marma	Bot-toli Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Bot-toli
18	Renubala Marma	Marma	Bot-toli Shorkari Prathomik Bidyalaya	Rangamati	Kawkhali	Bot-toli
19	Adorshi Chakma	Chakma	11 No. Prokolpo Gram-Kendra	Khagrachari	Khagrachari Sadar	11 No. Prokolpo Gram
20	Amara Talukdar	Chakma	12 No. Prokolpo Gram-Kendra	Khagrachari	Khagrachari Sadar	12 No. Prokolpo Gram
21	Mingki Chakma	Chakma	Shonachoron Kabari Para Para- Kendra	Khagrachari	Khagrachari Sadar	Shonachoron Kabari Para
22	Minuka Chakma	Chakma	Nogendro Para Kendra	Khagrachari	Khagrachari Sadar	Nogendro Para
23	Mitali Marma	Marma	Protap Chandra Para Para Kendra	Khagrachari	Khagrachari Sadar	Protap Chandra Para

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24	Olen Debi Tripura*	Tripura	Paach Mile Kalapani Para Kendra	Khagrachari	Khagrachari Sadar	Paach Mile Kalapani Para
25	Paheli Tripura	Tripura	Kelepara Para Para-Kendra	Khagrachari	Khagrachari Sadar	Kelepara Para
26	Chompa Chakma	Chakma	Battoram Para Para-Kendra	Khagrachari	Khagrachari Sadar	Battoram Para
27	Shumita Chakma	Chakma	Golkana Para Para-Kendra	Khagrachari	Khagrachari Sadar	Golkana Para
28	Supriya Chakma	Chakma	Nilkanto Para Kendra	Khagrachari	Khagrachari Sadar	Nilkanto Para
29	Kanchon Singh Oraon*	Drabir/Oraon	Police Lines Highschool and College	Thakurgaon	Thakurgaon Sadar	Thakurgaon Sadar
30	Jyotipal Mahatro	Drabir/Oraon	Buddhist Orphanage Highschool	Thakurgaon	Thakurgaon Sadar	Thakurgaon Sadar
31	Minuching Marma	Marma	Kalachan Kabarri Para Kendra	Khagrachari	Khagrachari Sadar	Kalachan Kabarri Para
32	Rupsha Chakma	Chakma	Jubos Kabrri Para Kendra	Khagrachari	Khagrachari Sadar	Jubos Kabrri Para
33	Rupa Chakma	Chakma	Jamtali Para Kendra	Khagrachari	Khagrachari Sadar	Jamtali Para
34	Pushparani Chakma	Chakma	Giriful Para Kendra	Khagrachari	Khagrachari Sadar	Giriful Para
35	Rochibala Chakma	Chakma	Krishnamohon Para Kendra	Khagrachari	Khagrachari Sadar	Krishnamohon Para
36	Riku Chakma*	Chakma	Doyaram Para Kendra	Khagrachari	Khagrachari Sadar	Doyaram Para

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37	Enti Chakma	Chakma	Paulkkyapara Kendra	Khagrachari	Khagrachari Sadar	Paulkkyapara
38	Shyamoli Tripura	Tripura	Kaminipara Kendra	Khagrachari	Khagrachari Sadar	Kaminipara
39	Robita Chakma	Chakma	Chelasora Para Kendra	Khagrachari	Khagrachari Sadar	Chelasora Para
40	Sukhi Chakma	Chakma	Baura Para Kendra	Khagrachari	Khagrachari Sadar	Baura Para
41	Shuvatti Chakma	Chakma	Nowa Para Kendra	Khagrachari	Khagrachari Sadar	Nowa Para
42	Rekha Chakma	Chakma	2 no. Prokolpo Gram Kendra	Khagrachari	Khagrachari Sadar	2 no. Prokolpo Gram Kendra
43	Srinita Tripura	Tripura	Khamar Para Kendra	Khagrachari	Khagrachari Sadar Khagrachari Sadar	Khamar Para
44	Khulna Tripura	Tripura	Kaptola Para Kendra	Khagrachari	Khagrachari Sadar	Kaptola Para
45	Romita Tripura	Tripura	Beltoli Para Kendra	Khagrachari	Khagrachari Sadar	Beltoli Para
46	Ponchorani Tripura	Tripura	Montripara Kendra	Khagrachari	Khagrachari Sadar	Montripara
47	Tripuli Tripura	Tripura	Charpara Para- Kendra	Khagrachari	Khagrachari Sadar	Charpara
48	Konika Tripura	Tripura	Larma Para Kendra	Khagrachari	Khagrachari Sadar	Larma Para
49	Torunbala Tripura	Tripura	Larma Para Kendra	Khagrachari	Khagrachari Sadar	Larma Para
50	Polton Joy	Tripura	Larma Para Kendra	Khagrachari	Khagrachari Sadar	Larma Para

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51	Joya Tripura	Tripura	Raitar Para Kendra	Khagrachari	Khagrachari Sadar	Raitar Para
52	Uki Tripura	Tripura	Chelachola Para Para-Kendra	Khagrachari	Khagrachari Sadar	Chelachola Para
53	Hebhi Chakma	Chakma	Chotonala Para Kendra	Khagrachari	Khagrachari Sadar	Chotonala Para
54	Jeniya Chakma	Chakma	Chotonala Para Kendra	Khagrachari	Khagrachari Sadar	Chotonala Para
55	Ronjonmoni Chakma	Chakma	Chotonala Para Kendra	Khagrachari	Khagrachari Sadar	Chotonala Para
56	Rina Chakma	Chakma	4 No. Nolchora Kendra	Khagrachari	Khagrachari Sadar	4 No. Nolchora
57	Ripa Chakma	Chakma	5 No. Prokolpo Para Kendra	Khagrachari	Khagrachari Sadar	5 No. Prokolpo Para
58	Shefali Chakma	Chakma	Dhorunacharjo Para Kendra	Khagrachari	Khagrachari Sadar	Dhorunacharjo Para
59	Romita Chakma	Chakma	Robijoy Para Kendra	Khagrachari	Khagrachari Sadar	Robijoy Para
60	Kosumika Chakma	Chakma	Protibondho Para Kendra	Khagrachari	Khagrachari Sadar	Protibondho Para
61	Rina Chakma	Chakma	Kukichora Para Kendra	Khagrachari	Khagrachari Sadar	Kukichora Para
62	Kolpona Chakma	Chakma	Banchora Para Kendra	Khagrachari	Khagrachari Sadar	Banchora Para
63	Pingki Chakma	Chakma	6 No. Prokolpo Para Kendra	Khagrachari	Khagrachari Sadar	6 No. Prokolpo Para
64	Shopna Chakma	Chakma	Rotonjoy Para Kendra	Khagrachari	Khagrachari Sadar	Rotonjoy Para

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65	Rupika Chakma	Chakma	Vitapara Para-Kendra	Khagrachari	Khagrachari Sadar	Vitapara
66	Romita Chakma	Chakma	Diane Ulta Shorkari Prathomik Bidyalaya	Rangamati	Kaukhali	Daine Ulta
67	Shakhai Mong Marma	Marma	Omuwa Para Shorkari Model Uchcha Bidyalaya	Rangamati	Kaukhali	Omuwa Para
68	Muai Miching Marma	Marma	Puwa Para Shorkari Uchcha Bidyalaya	Rangamati	Kaukhali	Puwa para
69	Shatho Iyai Pru Marma	Marma	Kochukhali Nimno Prathomik Bidyalaya	Rangamati	Kaukhali	Kochukhali
70	Mauching Marma	Marma	Puran Puapara Shorkari Model Uchcha Bidyalaya	Rangamati	Kaukhali	Puran Puapara
71	Mae Sathui Chowdhuri	Chakma	Puran Pua Para Shorkari Prathomik Bidyalaya	Rangamati	Kaukhali	Puran Pua Para
72	Ukhai Marma	Marma	Purana Puwa Para	Rangamati	Kaukhali	Purana Puwa Para Shorkari Prathomik Bidyalaya
73	Ukhaisong Marma	Marma	Kochukhali Nimna Shorkari Bidyalaya	Rangamati	Kaukhali	Kochukhali

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74	Thoisia Ching Marma	Marma	Rofik Jannat Uchcha Bidyalaya	Rangamati	Kaukhali	Kochukhali
75	Uthin Chowdhuri Marma	Marma	Puapara Shorkari Prathomik Bidyalaya	Rangamati	Kaukhali	Puapara
76	Shubarna Chakma	Chakma	Kochukhali Headmanpara Kendra	Rangamati	Kaukhali	Kochukhali Headmanpara
77	Bikash Chakma	Chakma	Kochukhali Headmanpara Kendra	Rangamati	Kaukhali	Kochukhali Headmanpara
78	Elon Chakma	Chakma	Panchori Shorkari Prathomik Bidyalaya	Rangamati	Kaukhali	Panchori
79	Kabbo Mree	Garo	Uttor Narayantola Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Uttor Narayantola
80	Bapon Mree	Garo	Uttor Narayantola Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Uttor Narayantola
81	Sumon Dio	Garo	Konapara Primary School	Sunamganj	Sunamganj Sadar	Konapara
82	Bijoy Dio	Garo	Uttor Narayantola Primary School	Sunamganj	Sunamganj Sadar	Uttor Narayantola
83	Denilshon Chambu Gong	Garo	Konapara Primary School	Sunamganj	Sunamganj Sadar	Konapara
84	Nesi Chisim	Garo	Konapara Primary School	Sunamganj	Sunamganj Sadar	Konapara

TRANSLANGUAGING: THE EFFECTIVE TEACHING

85	Riya Dio	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Konapara
86	Poli Ronga	Garo	Konapara Primary School	Sunamganj	Sunamganj Sadar	Konapara
87	Gi Voshon Chambugong	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Kashmirpara
88	Tutul Mankhin*	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Kashmirpara
89	Titash Mankhin	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Kashmirpara
90	Shadhoni Snal	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Dokkhinpara
91	Elimon Jetra	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Dokkhinpara
92	Dipto Mree*	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Dokkhinpara

TRANSLANGUAGING: THE EFFECTIVE TEACHING

93	Grace Dandali	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Dokkhinpara
94	Punita Nokrek	Garo	Kathalbari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Kathalbari
95	Gareti Mree	Garo	Narayantola Girls Highschool	Sunamganj	Sunamganj Sadar	Uttar Narayantola
96	Shaljrang Mree	Garo	Konapara Primary School	Sunamganj	Sunamganj Sadar	Konapara
97	Olin Mandik	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Dokkhinpara
98	Dipto Gong	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Dokkhinpara
99	Piyush Dio	Garo	Sunamganj Shorkari Prathomik Bidyalaya	Sunamganj	Sunamganj Sadar	Konapara
100	Oishi Mandik	Garo	Konapara Primary School	Sunamganj	Sunamganj Sadar	Konapara

Appendix B

ဘလိတ် ထင်ပဲ လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု	ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန	အ အ အ အ
အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု	ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန	
အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု	ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန	
အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု အညွှန်း စာအုပ် လေ့လာပေး ဂရု	ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန ဘိဇ္ဇာ ဇာတ်ကား သုတေသန	



အညွှန်း
အညွှန်း-အညွှန်း



ဘိဇ္ဇာ
ဘိဇ္ဇာ-ဘိဇ္ဇာ



ဘိဇ္ဇာ
ဘိဇ္ဇာ-ဘိဇ္ဇာ

Courtesy: www.hilledu.com

Appendix C

The collected data from a demonstrated classroom activity:

<Teacher opens up a poster (Appendix B) in front of the class>

Teacher: Amra ekhon amader matribhasha Changma te Shoroborno porbo, shobai poide choy ba oddhay choy ber koro.

Teacher: O te Okto, Banglay shomoy, Okto thakde leghapora goro, shomoy thakte lekhapora koro. (points at the poster and starts reading)

Teacher: Erpor eta ki? (points at an alphabet)

Students: Aaa

Teacher: Aaa te ki hoy?

Students: Anach

Teacher: Haee, Aa te Anach, mane Anarosh, Jumot Anach ki hoy?

Students: Jumot Anach Pakkon, Jume ae Anarosh paka shuru hoy.

Teacher: Ee te ki? (Points at a picture)

Students: Ee te Eejae, Chingri.

Teacher: Ki rodot shugon?

Students: Eejae rodot shugon, chingri rodre shukay.

Teacher: Uu te ke? (points at the poster)

Students: Ulu, Chalta .

Teacher: (points at the sentence from the poster)

Students: Ulu kor bua haan. Chalta vorta khawa jay.

Appendix D

ଅର୍ଥ ଲେଖି ଯେ ମ ଲୁ (ଛୁବି ରିଞ୍ଜି ସେଇ ଆ ହୋଇ) ଛୁବି ଦେଖି ଓ ବାଲି

କା ଚା ଗା ଘା ଙା



କମ୍ପ୍ୟୁଟର

କମ୍ପିଉଟାର
(କମ୍ପିଉଟାର)



ଚରଗଡ଼

ଚରଗଡ଼
(ଚରଗୋସ)



ଗଜଘର

ଗଜଘର
(ଗଜଘର)



ଘର

ଘର
(ଘଡ଼ି)



ଞା

ଞା
(ଞା)

দুষ্ঠ, যুষ্ঠ, ণ য়ঠঠঠ পৃষ্ঠ (সুনি, হোই আ অহরক পুরি-শুনি, বলি ও বর্ণ পড়ি)

কম্পিউটার মংগা জিনিচ

কম্পিউটার মংগা জিনিচ - কম্পিউটার মূল্যবান বস্তু

খরগচ জার ভিদিরে থান

খরগোস জংগলে বসবাস করে

গনদার দরগরে পারা দেগা জাই-গভার দেখতে ভয়ঙ্কর দেখা যায়

গনদার দরগরে পারা দেগা জাই-গভার দেখতে ভয়ঙ্কর দেখা যায়

ঘুরি অভ্র দেগাই- ঘড়ি সময় দেখায়

ঘুরি অভ্র দেগাই- ঘড়ি সময় দেখায়

বেঙে পুক হান

বেঙে পুক হান - ব্যাঙ পোকা খায়

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কম্পিউটার

এজ পুরি- এসো পড়ি



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কম্পিউটার

এজ লেগি- এসো লিখি

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ଓ କା					
ଠ ଖା					
ଠ ଗା					
ଝ ଷା					
ଢ ଜା					

১৬। উপরে আলোচিত বর্ণ সমূহের ছবিসহ শব্দ প্রয়োগ দেখানো হলো। যাতে সকলের বুঝতে সুবিধা হয়।

চাকমা বর্ণ	চাকমা উচ্চারণ	ছবি	চাকমা শব্দ	চাকমা উচ্চারণ	বাংলা অর্থ
ᱠ	চুচ্যাঙা-কাতে		ᱵᱟᱨᱵᱟᱫᱽ	কলাভুর	কলার মোচা
ᱡ	ঙজাঙা-খাতে		ᱵᱟᱨᱵᱟᱫᱽ	খরগচ	খরগোস
ᱢ	চানদ্যা-গাতে		ᱵᱟᱨᱵᱟᱫᱽ	গুলচোধুরি	দোয়েল
ᱣ	তিনখাল্যা-ঘাতে		ᱵᱟᱨᱵᱟᱫᱽ	ঘুরি	ঘড়ি

Appendix E

Education Research Questionnaire:

By completing this questionnaire, it will help the researcher (Md. Nazib Ajman) to understand the current situation of the primary level students, who are natives (native race), in Bangladesh. Completing this questionnaire will also aid the researcher to find out how much focus it has been put on the education system in the natives' schools in Bangladesh so that the researcher can propose a solution through his research paper that will benefit the native people of Bangladesh by preserving their precious language and culture. The researcher will use the information gathered from this questionnaire and maintain confidentiality to a certain audience.

প্রশ্নমালা-সংবলিত এই মূল্যায়ন-কার্য সম্পন্ন করার একটি লক্ষ্য আছে। ওই লক্ষ্য হল : বাংলাদেশের আদিবাসী শিক্ষার্থীদের শিক্ষাক্ষেত্রে বিদ্যমান প্রকৃত অবস্থা সম্পর্কে অবগত হওয়া। এই প্রশ্নমালার যথাযথ উত্তর সংগ্রহের কাজটি গুরুত্বপূর্ণ। কারণ, এসব উত্তরের মাধ্যমে বোঝা যাবে : বাংলাদেশের আদিবাসী শিক্ষার্থীদের প্রাথমিক বিদ্যালয়সমূহের শিক্ষাব্যবস্থার উন্নয়নে এযাবৎ কতটা মনোযোগ দেওয়া হয়েছে। এই মূল্যায়ন-কার্য থেকে প্রাপ্ত তথ্যসমূহ গবেষক মুহম্মদ নাজীব আজমানকে তাঁর গবেষণায় সহায়তা দান করবে। বাংলাদেশের আদিবাসীদের মূল্যবান ভাষা ও সংস্কৃতি রক্ষায় এ-প্রচেষ্টা বিশেষ অবদান রাখতে পারে বলে বিশ্বাস করা যায়। বর্তমান গবেষক এই প্রশ্নমালার উত্তরসমূহ থেকে সংগৃহীত তথ্য তাঁর গবেষণায় ব্যবহার করতে ইচ্ছাপোষণ করেন। তিনি এসমস্ত তথ্য নির্দিষ্ট শ্রোতৃবৃন্দের কাছে উপস্থাপন করবেন এবং এসম্পর্কে গোপনীয়তা বজায় রাখবেন।

Dear responder, please provide your phone number to help the researcher by proving the validity of your response. Question number 18 to 20 may require written answers (in English or Bengali), please provide them by giving your valuable opinions.

সম্মানিত উত্তরদাতা, অনুগ্রহপূর্বক আপনার জবাবের যথার্থতার প্রমাণ হিসেবে আপনার ফোন নম্বর নিচে উল্লেখ করুন। ১৮ থেকে ২০-সংখ্যক প্রশ্নের উত্তর (ইংরেজিতে বা বাংলায়) লিখিত ভাবে দিন। আপনার মূল্যবান মতামত এই গবেষণায় সবিশেষ অবদান রাখবে বলে আমার বিশ্বাস।

- Md. Nazib Ajman

1. Your Name (আপনার নাম): *

2. From which race you are? আপনি কোন্ 'রেস' (=উপজাতি/আদিবাসী/ক্ষুদ্র নৃগোষ্ঠী)-এর লোক? *

3. Your School Name (আপনার বিদ্যালয়ের নাম) *

4. Your Mobile Number (আপনার মোবাইল নাম্বার):

5. Your Village Name (আপনার গ্রামের নাম): *

6. Your Upazila Name (আপনার উপজেলার নাম): *

7. Your District Name (আপনার জেলার নাম): *

8. Do you feel easy while giving class lessons in your mother language (native language)? আপনাদের মাতৃভাষার (=আদিভাষার) মাধ্যমে ক্লাস নেওয়া কি আপনার কাছে সহজ মনে হয়? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

9. Is it easy for your students to understand class lessons in Bengali? আপনার ছাত্রছাত্রীরা কি বাংলা ভাষায় ক্লাস নেওয়াটাকে সহজবোধ্য মনে করে? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

10. Is it easy for your students to understand class lessons in your mother language (native language)? আপনার ছাত্রছাত্রীরা কি আপনাদের মাতৃভাষায় (=আদিভাষায়) মাধ্যমে পড়ালে সহজে বুঝতে পারে? আপনি কি মনে করেন? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

11. Are the new books in your mother language (native language) from NCTB available to your classroom? আপনাদের মাতৃভাষায় 'প্রণীত' (=রচিত) 'জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড' (এনসিটিবি)-এর বইগুলো কি আপনারা শ্রেণীকক্ষে ব্যবহার করেন? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

12. Do your students follow the new NCTB's books which are written in your mother language (native language)? আপনাদের মাতৃভাষায় (=আদিভাষায়) -প্রণীত এনসিটিবি-র বইগুলো কি আপনার ছাত্রছাত্রীরা ব্যবহার করে? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

13. Are the new books in your mother language (native language) from NCTB easier to understand? আপনাদের মাতৃভাষায় (=আদিভাষায়) প্রণীত এনসিটিবি-র বইগুলো কি আপনাদের কাছে সহজবোধ্য মনে হয়? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
- ☐ No (না)
- ☐ Maybe (সম্ভবত)
- ☐ Not Applicable (প্রযোজ্য নয়)

14. To what extent do the new books in your mother language (native language) from NCTB have mistakes or errors? আপনাদের মাতৃভাষায় (=আদিভাষায়) প্রণীত এনসিটিবি-র বইগুলোতে ভুলত্রুটির পরিমাণ কেমন? *

Mark only one oval.

- ☐ Very High (খুব বেশি)
- ☐ High (বেশি)
- ☐ Low (কম)
- ☐ Very Low (খুব কম)
- ☐ None (একেবারেই নেই)

15. Do you find it difficult to produce question papers in your mother language (native language)? আপনাদের মাতৃভাষায় (=আদিভাষায়) প্রশ্নপত্র প্রণয়ন করা কি আপনার কাছে কঠিন মনে হয়? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

16. Does it become hard for your students to answer questions in spoken format through their mother language (native language)? আপনার ছাত্রছাত্রীরা তাদের মাতৃভাষায় (=আদিভাষায়) মৌখিকভাবে প্রশ্নের উত্তর দেওয়াটাকে কি কঠিন মনে করে? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

17. Does it become hard for your students to answer questions in written format through their mother language (native language)? আপনার ছাত্রছাত্রীরা তাদের মাতৃভাষায় (=আদিভাষায়) লিখিতভাবে প্রশ্নের উত্তর দেওয়াটাকে কি কঠিন মনে করে? *

Mark only one oval.

- ☐ Yes (হ্যাঁ)
☐ No (না)
☐ Maybe (সম্ভবত)

18. Did you receive any training or course from the government or any organization to help using the new NCTB books that are written in your mother language (native language)? আপনাদের মাতৃভাষায় (=আদিভাষায়) প্রণীত এনসিটিবি-র বইগুলো বোঝানোর লক্ষ্যে বাংলাদেশ সরকার অথবা অন্য কোনো প্রতিষ্ঠান কোনো প্রকার কোর্সের বা প্রশিক্ষণের ব্যবস্থা করেছেন কি? *

Mark only one oval.

☐ Yes (হ্যাঁ)

☐ No (না)

☐ Other: _____

19. Is there anything more that you want to address regarding the new NCTB books? এনসিটিবি-র বইগুলো সম্পর্কে আপনার আরও কোনো বক্তব্য বা পরামর্শ আছে কি?

20. Is there anything you want to suggest or tell us? এসব ব্যাপারে আপনার নিজস্ব কোনো মতামত, পরামর্শ অথবা প্রস্তাব আছে কি?
