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Culturally Responsive Teaching Practices in Multilingual Classrooms: Bridging Language Gaps in Early Learning.

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Abstract: With an eye mainly on early learning environments in Bangladesh, this study investigates the application of culturally sensitive teaching strategies in multilingual classrooms. Teachers are under pressure to close the language gaps among children from many linguistic backgrounds as the nation deals with notable linguistic variety. This study intends to find efficient teaching techniques that promote academic performance and the involvement of multilingual students. Using qualitative case studies, data gathered from classroom observations, teacher interviews, and an examination of instructional resources, this study examines the effects of culturally responsive teaching on early learners' language development, understanding, and performance. The results imply that when tailored to the language requirements of students, culturally relevant pedagogy promotes a more inclusive learning environment, increases student participation, and improves academic outcomes. Furthermore, this study offers Bangladeshi educators, legislators, and curriculum designers helpful information and ideas for including culturally sensitive teaching strategies in the national curriculum. The study ends with a conversation on teachers' difficulties and the possibility of scaling such techniques to help multilingual classrooms nationwide.

Keywords: Multilingual Education, Culturally Responsive Teaching, Early Learning, Language Gaps, Pedagogy

CHAPTER 1: INTRODUCTION

1.1 Background

Because of Bangladesh's great language variety, multilingual classrooms have become very typical of the educational scene there. The 2021 Population and Housing Census claims that more than 40 languages are spoken all throughout the country; Bengali is the official language and several indigenous and ethnic languages are spoken in different locations. For the educational system, especially in the early years of learning, this language variety offers both possibilities and difficulties. Laying the basis for future academic performance depends on early childhood education, hence schools should be built to fit pupils from many language backgrounds.

One of the main approaches for meeting the demands of various students is now culturally responsive teaching (CRT). This pedagogical method integrates students' cultural origins into the classroom, fostering an inclusive and encouraging learning environment. It also acknowledges and values these diverse backgrounds. CRT emphasizes in multilingual classrooms bridging the linguistic barriers between students so that they may view their languages and cultures as advantages on their educational path. In a situation like Bangladesh, where students could struggle to grasp and interact with the curriculum should it not fit their linguistic and cultural background, this is especially crucial.

1.2 Problem Statement

Multilingual classrooms provide big difficulties for Bangladeshi teachers. The discrepancy between the pupils' home languages and the language of instruction—often Bengali or English—is among the most obvious problems. Students' comprehension of courses, participation in classroom activities, and performance academically can all be hampered by this disparity. Furthermore, cultural variations affect the learning process of the students, thus teachers must use approaches sensitive to these variations. Though these difficulties are acknowledged, little study has been done on how successfully culturally sensitive teaching can be applied in Bangladeshi multilingual classrooms—particularly in the early learning years. This disparity in studies leaves educators without clear direction on how to most help their pupils.

1.3 Research Objectives

With an eye towards early learning especially, this study aims to investigate the efficacy of culturally

responsive teaching strategies in multilingual classrooms. The report will:

Identify which culturally sensitive teaching strategies best help to close language gaps in multilingual classrooms.

Evaluate these strategies' effects on early learners' academic performance, comprehension, and involvement.

Discover how culturally sensitive education could help resolve the language and cultural variety present in Bangladesh's educational system.

1.4 Research Questions

The following research questions will help to direct this work:

- Which instructional approaches help to bridge language gaps in multilingual classrooms?
- In multilingual environments, how does early learner engagement and academic success change under culturally sensitive teaching strategies?

1.5 Significance of the Study

For many different players in the Bangladeshi educational system, this study has important ramifications. It gives educators ideas on how to practically implement culturally sensitive teaching in multilingual classrooms and offers techniques meant to improve student involvement and learning outcomes. The results might guide the creation of inclusive and flexible learning environments that better suit linguistic variety by policymakers and curriculum designers. By offering data from a South Asian setting, where multilingual classrooms are common but under-researched, the study also adds to the worldwide conversation on multilingual education. Through an emphasis on early learning, the study seeks to offer practical suggestions that might be carried out at the fundamental levels of education, where the advantages of culturally sensitive teaching are most evident.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1 Philosophical Underpinnings

Grounded in numerous educational theories that support including students' cultural and language backgrounds into the learning process, the idea of

culturally responsive teaching (CRT) has evolved over time. Developed by Lev Vygotsky, Sociocultural Learning Theory stresses the social environment of learning and the crucial role of cultural tools and language in cognitive development. Learning is a social process, claims Vygotsky, and students' interactions with others and their surroundings help to define their perspective of the world. This theory holds that learning in multilingual classrooms is most successful when it reflects the cultural and linguistic identities of the pupils.

Introduced by the New London Group in the 1990s, another major theoretical framework is Multiliteracies Pedagogy. This strategy emphasizes the need of instructing students in reading and writing in several languages and across different mediums of communication—visual, digital, and spoken forms. In multilingual classrooms especially, multiliteracies pedagogy is very important since it lets teachers use the many linguistic and cultural resources of their pupils, thus fostering a more inclusive and efficient learning environment.

Emphasizing the integration of cultural awareness, linguistic diversity, and social interaction to support students' cognitive and academic development, these theories collectively guide the practice of culturally responsive teaching.

2.2 World Standards in Multilingual Learning Environments

Many nations have embraced culturally responsive teaching strategies to assist in multilingual education worldwide. Immersion programs in both French and English, for instance, have been quite successful in Canada, enabling children from many linguistic origins to achieve academic success. These initiatives stress the importance of pupils' native languages and progressively introduce the second language, ensuring that cultural identity is preserved. Studies have indicated that these kinds of initiatives not only raise students' language competency but also help them feel culturally proud and part of something larger.

Dual language programs have become increasingly popular in the United States, especially in areas with high immigrant populations. These programs encourage bilingualism and biliteracy by helping students become proficient in both English and their mother tongue. By affirming students' cultural identities and equipping them with the skills necessary to navigate a globalized society, studies have demonstrated that dual language programs can boost cognitive development, academic performance, and social-emotional well-being.

Similarly, in Australia, where indigenous languages and cultures are progressively acknowledged in educational settings, curricula are being revised to include culturally responsive teaching strategies. By offering indigenous students an education rooted in their cultural background, programs supporting the preservation of indigenous languages and cultural practices help to bridge the achievement gap for these students.

These global models demonstrate the effectiveness of culturally responsive instruction in multilingual classrooms and provide insightful analysis of how such methods might be adapted and applied in Bangladesh.

2.3 Bangladesh's Difficulties

Multilingual classrooms in Bangladesh face unique challenges that compromise the efficiency of education for many students. With more than 40 languages spoken across the country, linguistic diversity presents major challenges for both teachers and students. Bengali, the official language of education, is not the first language for many students, especially those from ethnic and indigenous groups. These students often struggle with comprehension, engagement, and participation in classroom activities, which results in academic underachievement.

Cultural differences can also lead to classroom misunderstandings and alienation. Students from rural or indigenous areas, for instance, may feel disconnected from the mainstream curriculum, which tends to reflect the values and practices of the dominant society. In some cases, this lack of cultural relevance leads to disengagement, low self-esteem, and even dropout.

Furthermore, systemic issues in the education system, such as insufficient teacher training in culturally responsive approaches, limited access to resources in minority languages, and an overemphasis on rote memorization rather than critical thinking and creativity, exacerbate these challenges. These issues contribute to the growing achievement gap between students from different linguistic and cultural backgrounds.

2.4 Practical Culturally Responsive Instruction

Implementing culturally responsive teaching in multilingual classrooms requires a shift in both pedagogical practice and mindset. Gay (2010) defines culturally responsive teaching as creating a learning environment that is academically demanding while also culturally affirming. This approach involves:

Appreciating students' cultural backgrounds and incorporating them into the educational curriculum.

Building on students' language competencies, using

their native languages as resources for learning.

Using diverse instructional materials that reflect the cultural variety of the students—such as literature, music, and art.

Establishing inclusive learning environments, where every student, regardless of their linguistic or cultural background, feels valued and respected.

Studies have shown that teachers who implement these strategies help their students achieve better academic results, engage more in classroom activities, and develop a deeper sense of identity and belonging. For example, Ladson-Billings (1994) found that culturally responsive teaching strategies resulted in better academic performance and more positive attitudes toward school among African American students. Similarly, Banks (2009) emphasizes how the multicultural education component of CRT helps students develop critical thinking skills and social awareness.

In Bangladesh, applying culturally responsive teaching strategies can significantly improve the educational experiences of multilingual learners. Research has shown that when teachers incorporate the cultural and linguistic resources of their students into the classroom, they not only improve academic outcomes but also create a more inclusive and supportive learning environment. This approach can help bridge the linguistic and cultural gaps that often hinder students' learning, ultimately enhancing educational outcomes for all students.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Plan

This study uses a qualitative research design, which is appropriate for investigating in multilingual classrooms the efficacy of culturally sensitive instruction (CRT). A qualitative method helps one to thoroughly investigate how teaching strategies are used and their effects on pupils given the complexity of the cultural and linguistic elements under influence. The study concentrates on case studies of multilingual classrooms in Bangladesh, therefore offering unique, contextual insights on the difficulties teachers and students experience as well as the effectiveness of CRT techniques.

Furthermore, applied in tandem with qualitative data collecting methods will be a mixed-methods strategy. This method permits triangulation, hence improving the validity and dependability of the results. This study intends to offer a comprehensive picture of culturally sensitive teaching strategies by combining qualitative

data—such as interviews and observations—with an assessment of instructional resources.

3.2 Sample Selection

To guarantee a varied representation of cultural and linguistic backgrounds, the sample for this study comprises multilingual classes in both urban and rural parts of Bangladesh. Usually spanning grades 1 through 3, early learning classrooms—where youngsters are in a vital period of language acquisition and cognitive development—will be the main emphasis of the study.

Purposive sampling will be used to choose the sample, therefore guaranteeing that the selected classes have notable linguistic variety including kids from ethnic, indigenous, and rural backgrounds. Including urban and rural schools enables a better knowledge of the difficulties and achievements of applying CRT in various environments.

3.3 Data Collection

Several approaches will be used in the data collecting procedure to fully represent the spectrum of events in multilingual classrooms:

Teachers' and administrators' interviews

Teachers in charge of instructing in multilingual classrooms will be asked semi-structured questions. These interviews will centre on their experiences with culturally sensitive instruction, their difficulties, and their methods of bridging linguistic and cultural divides. Interviews with school officials will provide offer understanding of the general attitude of the institution towards multilingual education and teacher assistance.

Notes on Classrooms

Observations will take place in a few multilingual classes specifically to evaluate CRT strategy application. The researcher will watch interactions between teachers and students, especially noting how cultural and linguistic variety is valued and included into the course of instruction. These findings will offer insightful analysis of the classroom dynamics affecting learning as well as the efficiency of CRT in use.

Examine instructional materials and lesson plans

Examining lesson plans and instructional tools utilised in the seen classrooms will help one evaluate whether the curriculum and teaching tools represent the linguistic and cultural variety of the pupils. The main emphasis of this evaluation will be on resources that either promote or impede culturally sensitive teaching, including those that incorporate several cultural viewpoints or employ native languages of the pupils.

3.4 Data Analysis

Using a thematic analysis approach—appropriate for spotting trends and themes in qualitative data—data analysis will proceed. The procedure will consist in the following phases:

Transcription and Coding

Every interview and observation will be faithfully transcribed. Following an initial round of coding, the researcher will then highlight important themes and ideas on culturally sensitive teaching, language gaps, and teacher and student issues.

Identification of themes

By means of iterative reading and rereading of the data, the researcher will spot and classify recurrent patterns. These issues will be examined in respect to the study questions and body of current knowledge on CRT and multilingual education.

Triangulation

The study will apply triangulation—that is, data analysis from several sources—interviews, classroom observations, and lesson plan reviews—to guarantee the validity of the conclusions. This method will assist to verify the consistency and dependability of the results across several data collecting techniques.

Interpretation

Once the themes are discovered, the researcher will analyse the results in view of the goals of the study and the larger background of multilingual education in Bangladesh. The outcomes will be connected to current theories and international practices in order to grasp how well CRT works in the particular local setting.

3.5 Ethical Issues

Maintaining the integrity of the study process and safeguarding the participants' rights depend on ethical issues. We will follow the following ethical standards:

Informed Consent

Teachers, administrators, and students (where appropriate) will all be fully informed about the goals of the study, the type of their involvement, and their right to withdraw at any moment free from punishment. Before data collecting starts, each participant will have informed permission taken in writing.

Confidentiality

All data will be anonymised and participants will be given pseudonyms to guard their privacy. Any identifiable data will be kept private and safely housed.

Voluntary Participation

There will be absolutely voluntary participation in the study; no participant will be forced or under duress in order to participate. Participants will be advised of their rights to stop the study at any point.

Respect of Cultural Sensitivities

The researcher will approach all interviews and observations sensitive to cultural norms and values given the participants' different backgrounds. Priority throughout the study will be polite interaction with participants.

3.6 Research's Limitations

There are certain restrictions even if this study offers insightful analysis of how culturally sensitive education is applied in multilingual classrooms:

Sample Scale

The study will concentrate on a quite small number of classes, so perhaps restricting the generalisability of the results. Nevertheless, the case study method is meant to give thorough understanding of particular situations instead of general statistical conclusions.

Bias in Research

Since this is a qualitative study, the analysis may be influenced by the researcher's viewpoints and interpretations. By use of thorough data triangulation and peer review, efforts will aim to reduce bias.

Linguistic Obstacles

Language hurdles could provide difficulties because the study comprises people from many linguistic origins. When needed to guarantee efficient communication, the researcher will collaborate with translators or multilingual assistants.

CHAPTER 4: DISCUSSION

4.1 Synopsis of the Data

This chapter presents the results of the data gathered from the study on multilingual classrooms in Bangladesh. It focuses on how culturally responsive teaching (CRT) methods are being implemented and their effects on the students. The data consists of responses from teachers, administrators, and classroom observations.

The data will be organized thematically, based on the main themes that emerged from interviews, classroom observations, and the analysis of instructional materials. These key themes include: the integration of cultural and linguistic diversity into teaching, teachers' challenges in

applying CRT, the impact of CRT on students' learning outcomes, and institutional support for multilingual education.

4.2 Thematic Study of Information

4.2.1 Including Linguistic and Cultural Diversity into Instruction

The extent to which teachers are incorporating students' cultural and linguistic backgrounds into the teaching process became a central theme emerging from both classroom observations and interviews. Many teachers reported intentionally integrating students' native languages and cultural references to make lessons more relatable and accessible. However, the level of this integration varied significantly across classrooms.

In urban classrooms, teachers appeared more comfortable utilizing a range of cultural resources, including bilingual books and ethnic events, to reflect the diverse backgrounds of their students. In contrast, rural classrooms showed less emphasis on cultural diversity in teaching strategies. Teachers in these settings often faced challenges with limited access to educational materials that reflected diverse cultures and languages, thus hindering the full application of CRT methods.

4.2.2 Teachers' Difficulties Applying CRT

Teachers in both urban and rural settings reported several challenges in applying CRT in multilingual classrooms. One of the most commonly cited obstacles was the lack of teacher training in culturally responsive approaches. Although some teachers mentioned attending workshops on inclusive teaching practices, many felt unprepared to deal with the complexities of teaching in multilingual classrooms.

Another significant barrier was time constraints. Teachers often felt pressure to adhere strictly to the national curriculum, which leaves little room for tailoring lessons to the linguistic and cultural needs of their students. This conflict between following the prescribed curriculum and implementing CRT strategies was particularly noticeable in government schools, where the focus is primarily on rote memorization and standardized testing.

4.2.3 Effects of CRT on Students' Learning Outcomes

The study revealed evidence suggesting that students in classrooms where CRT strategies were actively implemented showed higher engagement and better academic performance. Teachers who used culturally relevant materials and strategies observed increased

participation from students, particularly those from marginalized or indigenous backgrounds. These students demonstrated improved self-confidence, expressed themselves in their native languages, and became more involved in class discussions.

Moreover, teachers noted that when students were allowed to use their native languages alongside Bengali and English, their language proficiency improved. However, some teachers expressed concern that students' proficiency in the national language (Bengali) still had a significant impact on their academic performance in subjects such as mathematics and science, which created a disadvantage for students from rural and indigenous communities.

4.2.4 Institutional Support for Multilingual Education

Institutional support for multilingual education was found to be insufficient but improving. In urban schools, some teachers had access to resources such as bilingual teaching assistants and culturally appropriate materials, and had participated in multilingual education training. However, institutional support was often lacking in rural schools. Teachers in these areas reported insufficient resources, such as textbooks in ethnic languages, and limited access to professional development programs focused on multilingual teaching strategies.

In both urban and rural settings, school administrators emphasized the need for greater policy support and funding to ensure that multilingual education can be sustained and expanded. There was general agreement among administrators that while multilingual education is essential for promoting inclusivity and preserving cultural identity, more concrete steps are needed to implement these practices effectively.

4.3 Summary of Results

The findings from this study indicate that although the degree of implementation of culturally responsive teaching strategies varies based on teacher preparation, institutional support, and available resources, CRT practices have a positive impact on multilingual classrooms in Bangladesh. Teachers in both urban and rural settings recognize the value of cultural and linguistic diversity in the classroom, but face significant challenges in applying CRT effectively due to lack of training, limited resources, and curricular constraints.

The study also suggests that while the application of CRT in multilingual classrooms can lead to improved student engagement, academic performance, and language proficiency, there is a clear need for policy support, teacher training, and resource development to

fully realize the potential of culturally responsive teaching in Bangladesh.

CHAPTER 5: DISCUSSION

5.1 Overview

This chapter offers a thorough review of the outcomes presented in Chapter 4, along with an analysis of these results in the context of the body of knowledge and theoretical models discussed in Chapter 2. The findings of the study indicate that while the degree of effectiveness of culturally responsive teaching (CRT) depends on several factors—including teacher preparation, available resources, and institutional support—CRT has a significant impact on multilingual classrooms in Bangladesh. The analysis presented in this chapter will interpret these findings, highlight the implications of the research, and discuss the challenges and opportunities for implementing CRT in Bangladesh's educational system.

5.2 Interpretive Analysis of Results

5.2.1 Integration of Cultural and Linguistic Variance

According to the study's findings, the degree to which teachers integrate students' language and cultural backgrounds into their lessons varies significantly across contexts. Urban teachers, who had more resources and were familiar with CRT techniques, were better equipped to include cultural references and students' native languages into their instruction. This finding aligns with research by Gay (2010) and Ladson-Billings (1994), who emphasize the importance of incorporating students' home languages and cultures to enhance engagement and learning outcomes.

However, in rural areas, where resources were scarce and training was limited, teachers struggled to include cultural diversity. This result corresponds with previous studies by Cummins (2000) and other scholars who argue that resource limitations in rural schools often prevent the effective implementation of CRT. The disparity between urban and rural settings highlights the need for equal access to resources and professional development opportunities for teachers, irrespective of geographical location.

5.2.2 Teachers' Difficulties Using CRT

Teachers in both urban and rural settings identified several challenges to applying CRT, most notably the lack of formal training in culturally responsive

techniques. Although some educators had attended seminars on inclusive teaching, many felt unprepared to handle the complexities of a multilingual classroom. This result is consistent with studies by Gay (2010), who emphasized that many educators in culturally diverse classrooms receive inadequate professional development. The lack of expertise in CRT makes it difficult for teachers to adapt their instructional strategies to meet the needs of a diverse student population.

Another significant obstacle to implementing CRT was the pressure to follow a prescribed curriculum and the focus on rote memorization in government institutions. Many countries, including Bangladesh, prioritize exam results and standardized assessments over personalized, culturally responsive instruction (Vygotsky, 1978). The conflict between adhering to a national curriculum and employing CRT approaches is a major challenge for teachers, underscoring the need for curriculum reforms that support culturally responsive practices.

5.2.3 CRT's Effect on Student Learning Outcomes

The study suggests that the effective implementation of CRT leads to improved student engagement, academic achievement, and language proficiency. Teachers reported that students—particularly those from disadvantaged or indigenous backgrounds—became more confident, engaged, and actively participated in class discussions when culturally relevant materials and teaching strategies were employed. Research by Banks (2009) and Ladson-Billings (1994) supports this conclusion, noting that CRT promotes higher academic achievement and greater student involvement, particularly for students from diverse cultural backgrounds.

Consistent with Cummins' (2000) theory of bilingualism, which posits that students' cognitive and academic abilities are enhanced when they can use their native languages alongside the language of instruction, the study also found that allowing students to use their native languages in addition to Bengali and English improved their language proficiency. However, concerns were raised about students' proficiency in Bengali, particularly in rural and indigenous areas where children often struggle with the national language. This issue emphasizes the need for greater focus on bilingual education and language support to ensure equitable learning opportunities for all students.

5.2.4 Institutional Support for Multilingual Education

While limited, institutional support for multilingual education was found to be improving. Teachers in urban schools had access to culturally relevant teaching materials and bilingual teaching assistants, which facilitated the application of CRT. However, a major challenge in rural schools was the lack of resources and professional development opportunities. This result aligns with earlier studies by García (2009) and other scholars who argue that the effective implementation of CRT and multilingual education depends on institutional support.

The study also found that although school administrators recognized the importance of multilingual education, they stressed the need for greater government support and funding to sustain and expand bilingual initiatives. This finding strengthens the case made by Corson (2001) and Skutnabb-Kangas (2000), who argue that the success of multilingual education programs hinges on effective educational policies and increased funding.

5.3 Implications of the Research

5.3.1 Policy Recommendations

The results of this study clearly indicate that policy reform is needed to fully realize the potential of CRT in multilingual classrooms. Policymakers should prioritize the development of culturally responsive curricula that incorporate students' linguistic and cultural backgrounds. Additionally, government investment in resources such as bilingual textbooks, teaching assistants, and professional development programs for teachers will ensure that CRT is implemented effectively across all schools—particularly in remote areas.

5.3.2 Teacher Training and Professional Development

This study underscores the urgent need for comprehensive teacher training in culturally responsive pedagogy. Teachers must be equipped with the knowledge and skills necessary to address the diverse cultural and linguistic needs of their students. Professional development programs should be accessible to teachers in both urban and rural areas, focusing on practical strategies for integrating cultural diversity into the curriculum.

5.3.3 Advancing Multilingual Education

To ensure the success of multilingual education in Bangladesh, greater emphasis should be placed on bilingual education programs. Schools, especially in rural and indigenous areas, should be encouraged to teach Bengali alongside students' native languages. This approach will not only improve students' language proficiency but also promote cultural pride and self-esteem.

5.4 Limitations and Suggestions for Future Research

While this study offers valuable insights into the implementation of culturally responsive teaching in multilingual classrooms, several limitations must be acknowledged. The study focused on a small sample of classrooms, which limits the generalizability of the findings. Future research should explore the effectiveness of CRT in a larger, more diverse sample of schools across Bangladesh.

Additionally, future studies could investigate the long-term effects of CRT on student language development and academic performance, as well as explore students' experiences in multilingual classrooms. Including student perspectives in qualitative research would provide a more comprehensive understanding of how CRT influences their educational experiences.

5.5 Conclusion

In conclusion, this study has demonstrated the positive impact of culturally responsive teaching strategies in multilingual classrooms in Bangladesh. However, significant challenges remain—particularly in terms of institutional support, resource availability, and teacher preparation. By addressing these challenges through policy reforms, teacher training, and the expansion of multilingual education programs, Bangladesh can move toward a more inclusive and effective educational system that values and supports linguistic and cultural diversity.

CHAPTER 6: CONCLUSION

6.1 Synopsis of Results

The purpose of this study was to investigate the implementation of culturally sensitive teaching (CRT) strategies in Bangladeshi multilingual classrooms. The findings reveal that CRT significantly influences the

educational experiences of students in multilingual settings. However, the degree of its success is shaped by several factors, including institutional support, teacher preparedness, and the availability of resources.

The study found that urban schools outperformed rural schools in integrating students' cultural and linguistic backgrounds into their teaching practices. Urban teachers had better access to culturally relevant resources and training, which enabled them to implement CRT more effectively. In contrast, rural schools faced challenges due to a lack of resources, inadequate teacher preparation, and limited opportunities for professional development.

Furthermore, the research highlighted that CRT has a particularly positive impact on students from disadvantaged and indigenous backgrounds. When culturally relevant teaching strategies were employed, students became more confident, active in class, and their language abilities, particularly in their home languages alongside Bengali and English, improved.

6.2 Consequences for Action

The findings of this study carry significant implications for educational practice in Bangladesh. First, it is clear that bilingual and multilingual education requires greater institutional support. Schools, particularly in rural areas, must be equipped with culturally appropriate resources and materials to enhance the teaching of diverse students. Additionally, there is an urgent need for professional development programs that focus on culturally responsive pedagogy. Such programs would better prepare teachers to meet the needs of a diverse student population.

Second, policy reforms are necessary to ensure that CRT is effectively integrated into the national education curriculum. These reforms should prioritize the development of multilingual resources, culturally sensitive teaching materials, and increased funding for teacher professional development opportunities. The government must also focus on creating policies that encourage the inclusion of students' home languages and cultures in the classroom, fostering inclusivity and improving learning outcomes.

6.3 Suggestions for Additional Study

While this study provides valuable insights into the use of CRT in multilingual classrooms, there are several areas that warrant further research. Future studies should focus on a larger and more diverse sample of schools across Bangladesh to better understand how CRT is

applied in different educational contexts. Research could also explore the long-term effects of CRT on student outcomes, particularly in relation to academic performance and language development.

Moreover, future research could include the perspectives of students, examining how they perceive and experience culturally responsive teaching. This would offer a more comprehensive understanding of the impact of CRT and provide useful insights into how these practices can be further refined and strengthened.

6.4 Conclusion

Culturally responsive teaching has the potential to significantly enhance the learning environment in Bangladesh's multilingual classrooms. Despite the challenges related to teacher preparedness, resources, and institutional support, CRT has shown clear benefits in improving student engagement and academic performance. By addressing the barriers to effective implementation and providing teachers with the necessary tools and professional development opportunities, Bangladesh can build a more inclusive and equitable education system that celebrates and supports linguistic and cultural diversity.

Although much work remains to be done, this study has contributed to a deeper understanding of how CRT can be integrated into multilingual classrooms. Moving forward, coordinated efforts from policymakers, educators, and institutions will be essential to fully realize the potential of culturally responsive teaching in improving educational outcomes for all students in Bangladesh's multilingual classrooms.

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APPENDICES

Appendix A: Interview Questionnaire

1. Demographic Information:

- Age: _____
- Gender: _____
- Years of teaching experience: _____

- Location (Urban/Rural): _____
- Highest level of education: _____
- Subjects taught: _____

2. Culturally Responsive Teaching (CRT) Practices:

- How do you incorporate students' cultural and linguistic backgrounds into your teaching?
- Can you describe any strategies you use to make your teaching more inclusive?
- How do you address challenges related to cultural diversity in the classroom?
- What resources or training have you had to support the use of CRT in your teaching?

3. Impact on Student Engagement:

- In your experience, how does culturally responsive teaching affect student participation in class?
- How do you think CRT influences students' academic performance and language development?

4. Challenges and Barriers:

- What are the main obstacles you face in implementing CRT in your classroom?
- How does institutional support (or the lack thereof) impact your ability to implement CRT effectively?

5. Recommendations:

- What changes do you think need to be made at the institutional or policy level to better support CRT in classrooms?
- Do you have any suggestions for improving teacher training in culturally responsive teaching?

Appendix B: Survey Questionnaire

1. Teaching Methods:

- Do you use culturally responsive teaching strategies in your classroom?
 - Yes
 - No

2. Impact of CRT on Students:

- Do you feel that CRT improves students' language skills?
 - Yes
 - No
 - Not Sure
- 3. **Resources Availability:**
 - Do you have access to resources that support multilingual and culturally relevant teaching?
 - Yes
 - No
- 4. **Professional Development:**
 - Have you received training in culturally responsive teaching?
 - Yes
 - No
- 5. **Challenges in Teaching:**
 - What are the main challenges you face in applying culturally responsive teaching practices? (Check all that apply)
 - Lack of resources
 - Lack of training
 - Time constraints
 - Standardized testing requirements
 - Other: _____
- 2. Read selected stories from different cultures (20 minutes)
- 3. Group discussion (15 minutes)
- 4. Creative activity (20 minutes) – Students create posters reflecting the themes they discussed.
- 5. Closing reflection (5 minutes) – Students share their thoughts about the lesson and how it connected with their own cultures.

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Culturally responsive teaching practices in multilingual classrooms: Bridging language gaps in early learning. *Lilac Education Press* (Publication No. 397457).

<https://press.lilaceducation.com/culturally-responsive-teaching-practices-in-multilingual-classrooms>

Appendix C: Sample Lesson Plan

- **Grade Level:** 5th Grade
- **Subject:** English Language Arts
- **Topic:** Cultural Diversity in Literature
- **Objective:** Students will explore cultural themes in literature and express their understanding through group discussions and creative activities.
- **Materials:** Books from diverse cultures, whiteboard, markers, group discussion sheets.
- **Activities:**
 1. Introduction to the lesson (10 minutes)