Integrating Local Culture and Multilingualism in English Language Teaching in Bangladesh: Bridging Global Standards and Local Practices

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ABSTRACT

This review paper examines the integration of culture and multilingualism into English Language Teaching (ELT) in Bangladesh, striking a balance between global frameworks and local applications. Recent ELT research suggests that situating language instruction within a cultural context has beneficial implications for understanding and retention of content, emphasizing that local culture can foster a sense of belonging among learners. It highlights the complexities that come with multilingualism, including cognitive flexibility and linguistic proficiency, which offer learners the opportunity to establish a solid linguistic foundation. Several cases of linking international ELT standards to local approaches to education through culturally responsive instructional methods are presented in this review. The paper offers educators valuable suggestions for incorporating local culture and multilingual approaches into their classroom practices, and it encourages policymakers to promote these integrative approaches through targeted policy adjustments. Additionally, the review highlights the potential for improved language learning outcomes and advocates for a progressive shift in the ELT paradigm in Bangladesh. It also identifies areas for future research, proposing the exploration of these integrative perspectives, as well as the achievement of a balanced approach that meets both global demands and local contexts.

Keywords: Local Culture, Multilingualism, Global Standards, Cultural Integration, Teaching Strategies

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A 2016 study by the World Bank classified Bangladesh as a lower-middle-income country based on the country's economic performance over the last decade. Given such growth and its attribution to the formation of skilled manpower on the world stage, English assumes special significance. Thus, financial aspects have led to a focus on the development of ELT and quality learning (Hamid, 2020). And yet, despite the sincere efforts of recent years, these initiatives have not paid the due dividend. A number of obstacles have thus persisted in the ELT scenario in Bangladesh. Political decisions since the country's independence have gradually de-emphasized and marginalized English, while deficiencies in the CLT-based curriculum, methodologies, and instructional materials further worsen the problem. Additionally, the language policies implemented in schools are not yet uniformly promoted throughout the country. According to Khanam and Hoque (2021), such policies have only been discussed to date without being implemented in every school across the country.

In any case, the lack of student performance evaluation and the shortcomings in the so-called TPDs hold back entirely the pursuit of higher ELT standards, even at the state level. However, recognizing the multilingualism of learners and incorporating local cultural material into lessons is likely to enhance the prospects of ESL education. A successful ELT program must ensure that course materials are relevant to students' abilities with a view to helping them absorb and apply cultural practices in the classroom. Allow students to express their multilingualism, which would enhance cognitive and linguistic complexity (Razi, 2016). More importantly, rather than just teaching English, multilingualism should be stressed in the ELT curriculum. This would make education multiculturally rich, taking into consideration the students' diverse linguistic backgrounds and encouraging them to learn many languages, an imperative skill in today's world. This approach not only enhances meta-cognitive awareness of language as a social phenomenon but also prepares students for functioning within other cultural contexts.

Additionally, there is significant potential for integrating technology in ELT classrooms to enhance multilingual learning and instruction. Technology can definitely enable students to access diverse learning resources in a range of languages at their own pace and in ways that resonate with their individual learning styles. By utilizing digital platforms, educators can expose their students to a more diverse array of content representative of their cultural identities, thereby increasing motivation and engagement in the learning process. It is, therefore, crucial that international ELT standards are integrated with national needs and an emphasis on multilingualism during curriculum development, enabling Bangladesh to establish a more inclusive education system. Such alignment will not only improve the quality of teaching and learning of the English language but also enable students to identify themselves as multilinguals and eventually join the workforce with greater competence and adaptability in the global economy (Rahman et al., 2019).

This study examines the following objectives: 1) Critically analyze the historical, political, and social conditions influencing English in Bangladesh, focusing on perceptions of multilingualism in education. 2) Examine the current status of English language education within national education policies, assessing support for multilingualism and cultural inclusivity. 3) Promote

multilingualism as a primary goal within the ELT curriculum, integrating students' home languages alongside English.

This review article will be handy for teachers, lawmakers, and students in Bangladesh. It provides strategies for educators to integrate multilingualism and local culture into English language instruction as a global language. This paper aims to elaborate on how global approaches to ELT address local concerns, including the importance of culture and the increasing need for multilingual education in Bangladesh as an important pathway to enriching language learning. This review synthesizes information from published studies, describing how the learning process incorporates local culture and critically assessing the strengths and weaknesses of the multilingual model of learning within the linguistic ecology.

There will be recommendations for policymakers to make these integrative techniques more accessible to implement. The advantages to us as learners include increased student engagement and a notable improvement in language learning rate and quality. Ultimately, this essay presents several ideas and proposals for enhancing ELT in Bangladesh by addressing the aforementioned issues.

Literature Review
Global Englishes in ELT: Challenging Norms, Fostering Inclusivity

Broadening and refining English through interactions with diverse individuals and situations from different parts of the world resulted in increased heterogeneity levels and the development of a new sociolinguistic character (Cenoz, 2013). Global Englishes (GE) attempts to address this change by arguing that people who speak different varieties of English from around the world should be accepted and that English no longer has a single source of authority, power, and standard. In other words, GE aims to dispel the notion of a single English that has emerged from standardization and is being imposed on a wide range of users. It also asks whether one type of English is better than another and allows people to eliminate biases about different types of language. GE also builds confidence, an inner voice, the right to speak the kind of English most people use, and a sense of ownership over it (Galloway, 2017). The changing nature of English makes it harder for different ELT methods to fully capture an accurate sociolinguistic picture, particularly in the context of ELT use. Therefore, ELT scholars have urged the field to educate students about the various forms of English, enabling them to utilize English in a global context. In this age of globalization, it is even more critical, as it helps children prepare for various types of English and diverse groups of people, including both native and non-native speakers. Although there have been numerous requests for proposals on how to incorporate Global English elements into ELT, classrooms continue to employ the standard, uniform teaching method based on the Western paradigm, which aims to help students achieve native-like or non-native-like pronunciation. The fact that there are few clear examples of Global English being used in classrooms suggests that benchmark native speaker models are, in fact, the most common in foreign ELT (Sa'd, 2018).

Exploring Global Englishes in ELT: Impact on Language Learning and Use

Incorporating General English (GE) into ELT classes and encouraging students from diverse backgrounds to engage in in-depth conversations about GE's political and linguistic aspects were the primary goals of this study, which aimed to help students learn more about the global use of English. The effects of GE instruction on students' attitudes toward linguistic change are the subject of three distinct lines of inquiry. This study is among them. According to Jindapitak et al. (2022), the article examines how GE instruction influences students' perspectives on language acquisition and usage. People who copy others' work usually perform poorly in school. On the other hand, ELF can be a possible outcome of the process of advertising, competing for, and ultimately winning bids. These guidelines were primarily derived from a study on how proficient language users develop their skills in applied linguistics and second language acquisition. According to Kissling and O'Donnell (2015), proficiency regimes have been established by professional organizations like the Common European Framework of Reference for Languages (CEFR) and the American Council on Teaching of Foreign Languages (ACTFL). One of the most popular language teaching methods is Communicative Language Teaching (CLT), which focuses on how speakers talk to one another while speaking the target language. According to CLT, practice sessions should utilize real-world materials and, if feasible, items that can be applied in real-life situations. Another critical method is Task-Based Language Teaching (TBLT) (Lin, 2020). To keep students engaged, it focuses on having them use the language in real-life situations. A different approach to learning is the lexical method, which suggests that students begin by learning individual words and short sentences. Learning more words and sentences is a better way to improve accuracy and speed than learning specific grammar rules. Based on ideas such as Stephen Krashen's "Input Hypothesis," these methods are effective because they provide individuals with knowledge that they can comprehend at a level neither below nor above their current language proficiency (Luo, 2024).

Cultural Diversity in English Language Teaching: Insights from Bangladesh and Beyond

Culture plays a crucial role in ELT, helping students connect with their learning while fostering academic success and cultural pride. Beyond utilizing cultural materials, ELT should adopt teaching methods to align with students' diverse backgrounds, thereby creating an inclusive and effective learning environment (Razi, 2016). Studies have shown that culturally relevant materials enhance language comprehension and reduce culture shock caused by Western-centric ELT content (Rahman et al., 2020; Van Geel et al., 2023).

Multilingual education promotes linguistic diversity and cognitive flexibility, fostering creativity and student equality. However, its implementation in Bangladesh faces challenges, including insufficient teacher training, limited instructional materials, and financial constraints (Banks, 2015). Balancing local language preservation with English proficiency—essential for global communication—remains a key concern.

Bangladesh's linguistic diversity presents both opportunities and challenges for ELT. While bilingual education supports cultural preservation, it requires policy adjustments and funding (Hossain & Tollefson, 2017). Similar issues have been observed in India, where language politics

have complicated the implementation of multilingual education. To ensure inclusive and effective ELT, policies must consider historical and contemporary linguistic realities (Sakib, 2023).

Despite English being taught from kindergarten to high school, ELT in Bangladesh struggles due to underqualified teachers, inadequate resources, and inconsistent language policies. Addressing these issues through strategic reforms is crucial for enhancing ELT outcomes and promoting a culturally relevant education system (Islam et al., 2021).

Integration of Local Culture and Multilingual Approaches in ELT Practices in Bangladesh

The CLT method has been extensively utilized in the field of ELT; however, most educators continue to instruct grammar-translation in an outdated manner. The gap exists because instructors lack sufficient access to programs that facilitate the development of their abilities and are unaware of most aspects of CLT. It is also challenging to effectively implement interactive teaching methods when concerns arise about the inadequacy of materials and an excessive number of students. In Bangladesh, efforts to impart cultural awareness, language skills, and knowledge of local material in English as a Second Language (ELT) have been less well-organized and have not progressed as far (Ansarey, 2012). Although students in Bangladeshi schools are taught about certain aspects of their culture, the emphasis on Western literature and the setting render these teachings ineffective. It is challenging to locate numerous stories and folklore from various regions of the country in English-language publications. They are not regarded with the respect that their rich cultural backgrounds warrant, even when they are present. Students would acquire additional knowledge by incorporating local culture into ELT materials. Developing ELT materials that are distinctive to the students' society and daily routines may be advantageous. The Bangladeshi educational system has been sluggish in recognizing the benefits of teaching in multiple languages. Although some courses are bilingual, they are not exceedingly popular (Haider, 2022).

Private institutions typically host these events. Bangla is the medium of instruction in most public elementary and middle schools. Classes in English are conducted separately. Multilingual people may benefit from a partially integrated approach, but this divide ignores that possibility. There is often a difference between international norms and regional practices in ELT. This implies that professional development and teacher training must be enhanced. The training of teachers must include the acquisition of the ability to incorporate Indian languages and customs into their teachings. Teachers should expand their knowledge of communicative and task-based methodologies as part of their professional development. Additionally, they should acquire the ability to be empathetic toward various dialects and nations. ELT materials must be developed with sensitivity to the racial backgrounds of the pupils and the experiences they have as refugees as a result. It would be beneficial if the texts and additional readings included historical context, traditions, and stories from the region. In this way, students could effortlessly establish a connection between their academic studies and their personal lives. When language experts, educators, and individuals who assist individuals in comprehending other cultures collaborate, they can develop well-designed instruments that facilitate learning and teaching (Huq, 2021).

Advancing Multilingual and Culturally Inclusive ELT in Bangladesh: Policy and Community Engagement Strategies

Bangladesh needs to adopt multilingual education in a planned and effective manner, with support from the government, the right tools, and the assistance of the people. Policymakers should recognize that bilingual education is a valuable way to enhance students' cultural and cognitive skills and support programs that utilize more than one language in the classroom. This could also mean that policies should be made that are bilingual or multilingual, including English, Bangla, and other regional languages.

Bangladesh can consider the following to promote transparency in educational language standards. This tends to introduce a new language teaching method, more like how students use the language in their community. The policy should integrate local languages and English to promote strong English teaching and learning, as well as multilingualism. Communities and organizations must incorporate local language, culture, and multilingualism within ELT (Ozfidan & Toprak, 2019). According to the research's primary themes, parents, local government, and cultural organizations may considerably improve schooling for people from varied cultural backgrounds. It would enable them to verify the appropriate approaches and propose them to the lesson planning and execution groups. With these recommendations, Bangladesh can enhance its English education, avoid cultural impropriety, and align with the norms and practices of other nations.

Parents, local governments, and cultural association societies can significantly improve education for diverse cultural groups. It can verify that the methods are adequate and familiarize them with education planning and delivery teams. Following other nations ' lead, this article's proposals can assist Bangladesh in improving its English teaching methods. Thus, it will reduce language and cultural barriers, as well as address 21st-century crises and provide fair and reasonable training for children.

Method

This review journal employs a qualitative research method to analyze existing studies on enhancing culture and multilingualism in Bangladesh's English Language Teaching (ELT) without collecting original data. Using a narrative review strategy, it examines various perspectives and situational complexities in ELT. Studies were sourced from databases like JSTOR, Google Scholar, and Springer, focusing on peer-reviewed articles, monographs, and reports published over the past decade. Key search terms included "ELT in Bangladesh," "local culture in ELT," and "teacher professional development." Additionally, policy papers and reports provided valuable insights into the political, social, and historical context of ELT in Bangladesh.

Inclusion and Exclusion Criteria
Inclusion Criteria
- Studies focusing on ELT in Bangladesh or similar contexts.
- Research is examining the integration of local culture and multilingualism in ELT.
- Articles published in peer-reviewed journals or reputable academic sources.

- Studies using qualitative methodologies, including case studies and ethnographic research.

Exclusion Criteria
- Studies focused on primary data collection unrelated to the integration of culture and multilingualism.
- Research conducted outside the context of Bangladesh should not provide comparative insights.
- Articles are not available in English.
- Publications before 2010-2024, unless foundational or highly relevant to the topic.

Data Analysis

This study employed a thematic summary review of the selected papers, given the prevalence of qualitative investigations. Finding themes or patterns is the main objective of data analysis. Thematic analysis is a method that can be applied to several forms of challenging qualitative data in this way. As a first step, data initialization involved taking a high-level overview of the selected research to understand its purpose and context. The initial programs were created, which included extracting raw data related to the research objectives.

The next step was to reorganize the categories into potential themes based on their connections to exploring local culture and a multilingual approach in ELT. Nonetheless, these topics were revised and reassembled to guarantee they demonstrated more and addressed the research objectives. Using titles and details about the study's objectives, the research material was categorized into themes. Because of this, the researchers could zero in on what was genuinely crucial. Ultimately, the study's aims and objectives were achieved by combining these concepts. These overarching topics made it simple to code the materials while maintaining a little flexibility for the qualitative data. To better understand culture and multilingualism in Bangladesh, we identified the most pressing problems and explored potential solutions via this ELT lens. This study provides a comprehensive overview of ELT in Bangladesh, employing a qualitative narrative review methodology. But it states that global standards should be adjusted to accommodate the specific requirements of any nation. This study aims to provide educators, legislators, and specialists with information to help ELT students in Bangladesh better understand the local culture and language, thereby enabling them to excel academically.

Results and Discussion

Integration of Local Culture in ELT

Cultural inclusion in the classroom has a significant role in creating an inclusive and safe learning environment for all learners. Research indicates that incorporating culturally relevant content enhances students' learning and helps them feel a stronger connection to their national identity and heritage. This will improve motivation because students see English as a tool to share their own culture with others and preserve it for future generations. As McKay (2004) notes, this relevance can increase motivation as students see English as a means of sharing their own culture with others and preserving it for future generations.

The significance of multilingualism, rather than simple English competence, can give more dignity to ELT curriculum design. It provides students with the opportunity to fully utilize their linguistic repertoire, as the idea is reinforced that linguistic diversity is a strength. Consequently, this approach fosters a deeper understanding and appreciation of one's own language and culture while respecting and valuing others. It also fosters a more holistic view of language learning, with languages considered interrelated.

Integrating technology in ELT classrooms significantly supports multilingual learning. The employment of digital tools such as translation applications, interactive language learning software, and other multimedia helps them become exposed to different languages and cultural content. These helps bridge the gaps between the native languages of students and that of English, making the abstract or complex more accessible and relevant to the experiences and backgrounds of students. A familiar cultural reference point—probably proverbs, traditions, and idioms—can capture a rather inclusive and culturally responsive classroom environment, one that can suitably further enhance students' functional language and expressive potential.

Table 1 presents some possible ways to incorporate local culture into ELT, which can make the learning process more resourceful and help achieve higher-order educational goals related to intercultural understanding and linguistic diversity. Setting multilingualism as a goal, the curricula of ELT could be more adaptable, motivating, and successful for students in a multicultural world.

Table 1

Integrating Local Culture into ELT

Example	Description
Local Folklore	Incorporating local folklore and traditional stories into ELT lessons makes learning more relatable and engaging. For example, a lesson on past tense verbs could involve retelling a famous local legend, allowing students to practice language skills while connecting with their cultural heritage.
Cultural Festivals	Teaching about regional festivals and customs enriches vocabulary and cultural discussions. Discussing traditional festival customs introduces vocabulary related to celebrations, foods, and rituals, while fostering cultural pride and awareness.
Traditional Crafts and Activities	Integrating traditional crafts or games allows children to engage with English through hands-on learning. For example, introducing a traditional craft could teach specific vocabulary related to tools, colors, and techniques while connecting language with cultural practices.
Local Music and Songs	Using local music and songs in ELT lessons helps students learn English through rhythm and melody, making language acquisition enjoyable. Activities like translating song lyrics into English reinforce language skills and highlight cultural significance.
Proverbs and Idioms	Teaching English equivalents of regional proverbs and idioms helps students understand complex language in context. This approach enhances communication skills by showing students how language reflects culture and everyday values.

Example	Description
Local Heroes and Historical Figures	Including stories of local heroes and historical figures inspires students and provides meaningful context. For example, reading a biography of a prominent local figure offers historical background while improving reading comprehension.
Multilingualism as a Goal	Promoting multilingualism in ELT classrooms encourages students to view English as part of a broader linguistic repertoire. Lessons can include comparisons between English and students' native languages, fostering an appreciation for linguistic diversity and cultural identity.
Technological Integration for Multilingual Learning	Incorporating digital tools, such as translation apps or multilingual learning software, supports ELT by exposing students to multiple languages. This approach bridges gaps between students' native language and English, enhancing understanding and engagement.

Role of Multilingualism in ELT

Multilingualism in ELT is a powerful approach that enriches students' cognitive, cultural, and linguistic development. Research has shown that it enhances cognitive flexibility, which generally suggests that multilingual students are better problem solvers and more easily adapt to changes. Such partial proof comes from code-switching, which can be employed to enhance students' skills in languages and logical thinking in the ELT classroom. Allowing multilingualism to be a guiding principle, rather than an end goal related to English fluency, would enable ELT programs to establish more open-minded and globally aware learning environments. This way, one can create an inclusive classroom where learners will not only learn about English but also show respect and tolerance for linguistic diversity (Okal, 2014).

Beyond cognitive benefits, multilingualism fosters greater language awareness. The study of a few languages allows students to understand the mechanics of language more profoundly, thereby gaining an understanding of both practical and structural aspects. For example, multilingual students tend to listen more carefully and develop better pronunciation as they develop a keener sense of subtlety in sound and tones, which assists them in speaking and understanding English. For instance, discussing topics in local languages before switching to English enables the students to contextualize and consolidate their language learning through meaningful interactions. This would also allow bilingual materials and texts to be translated side by side, supporting the understanding of idiomatic expressions and other phrases, thereby making English proficiency more pragmatic and accessible.

Multilingualism as a Goal in ELT Curriculum Design and Integration

Having multilingualism as a goal within the ELT curriculum design revolutionizes the way students engage with languages. This helps to place English within a broader linguistic repertoire rather than presenting it as a language that replaces students' mother tongue. For instance, collaborative activities in which students produce work in both English and their native languages create an atmosphere for peer learning and appreciation of linguistic diversity. Multilingual

projects, such as bilingual storytelling or group discussions in both languages, encourage students to apply and extend their language resources in culturally relevant ways.

Integration of Technology to Promote Multilingual Learning in ELT

It is essential that technology integration in an ELT classroom can significantly promote multilingual learning. Translation apps, bilingual e-books, and multimedia language platforms are some of the tools that can be employed to expose students to both English and their native languages simultaneously. Such tools have been found to help students switch between languages for improved comprehension in real time. Even more, this makes language learning interactive and fun. Digital language games that allow the inclusion of multiple vocabularies or reading apps with in-built translation functions enable students to be fully immersed in the learning process and learn both English and their mother tongue in context.

At this juncture, with appropriate integration of multilingualism and technology, ELT can develop a comprehensive language-learning setting that would eventually help the learners to sustain the challenges of the multilingual, multicultural world that is at large. Such strategic integration will not only solidify the students' language skills but is also hoped to establish respect for the diversity of cultures, foster understanding, and create effective and empathetic global communicators.

Bridging Global Standards with Local Practices

An example is when the CEFR was used with students from different cultural and linguistic backgrounds, which really exposed the problems associated with aligning global ELT standards with local practices. One finding of the study was that global systems often restrict teachers in their efforts to find culturally relevant materials that resonate with their students' lives. One glaring issue is the lack of professional development and resources to support teachers in integrating multiple languages with local culture within ELT. In fact, in most South Asian countries, including Bangladesh, teachers undergo a highly insufficient professional program that would have supported them in the process of localization of ELT, thereby promoting multilingualism. Indeed, Issue-I states that it happened in the year 2021. The children of today's world are being adversely affected by this, as many teachers continue to teach the traditional grammar-translation method.

However, several frameworks allow for alleviating these problems. For instance, it is possible to introduce local literature, culture, and language through loopholes in school requirements, making ELT more relevant in the process. Malaysia, for example, introduced a national curriculum that combined local requirements with preparation for international tests, providing a perfect blend of international ELT standards and national needs (Pandian, 2002).

Multilingualism as Objective of Creation of ELT Curriculum and its Implementation

Positioning multilingualism as a goal, rather than simply learning English, changes the purpose and method of ELT. By valuing students' native languages alongside English, the curriculum can be more inclusive and respectful of linguistic diversity. The inclusion of multilingual projects, such as comparative literature studies or dual-language assignments, can enable students to learn

English in a way that supports their native language, thereby strengthening cognitive and cultural understanding.

Professional Development of Teachers
Another crucial way to close the gap between international ELT standards and local contexts involves constant teacher training. Indeed, in a country like Finland, continuous education courses place great emphasis on both pedagogical skills and cultural knowledge, which allows teachers to apply multicultural perspectives in the classroom. Methodology training that focuses on multilingual teaching, such as code-switching and comparisons across languages, also successfully leads the way for teachers to manage linguistic diversity.

Integrating Technology to Address Multilingual Outcomes in ELT
Technology also plays an integral part in multilingual approaches in ELT, and translation apps, dual-language digital resources, and multimedia content support students in the linking process between English and the student's mother tongue. Digital platforms that embed multiple languages engage students in interactive vocabulary, grammar, and pronunciation learning across languages. For example, bilingual e-books and language-learning games that involve cultural aspects help students comprehend English within a more familiar linguistic and cultural setting.

ELT can develop multilingualism and local culture among the students in easier and more comprehensible ways by adjusting the curriculum, training teachers, and using technological tools. Alignment of ELT to both global standards and local practice would make learning English relevant, culturally inclusive, and responsive to the linguistic background of the students.

In the following Table 2 some effective strategies are shown to address the challenges of integrating Local culture into Bangladeshi ELT classrooms for Bridging Global Standards with Local Practices.

Table 2
Successful Strategies for Bridging Global Standards with Local Practices

Challenges	Strategies
Tension between standardized curricula and local context	Implement flexible curricula that integrate both local content and multilingual objectives while aligning with global standards.
Lack of resources and professional development	Provide continuous professional development programs focused on multicultural, multilingual, and technology-supported education.
Resistance to change in teaching methodologies	Engage community stakeholders and educators in curriculum development, emphasizing the benefits of multilingualism to increase cultural relevance and acceptance.
Limited access to diverse learning materials	Promote collaborative learning activities where students research and present local topics in multiple languages to reinforce bilingual or multilingual goals.
Prioritization of English over multilingual objectives	Position multilingualism as a central goal in the ELT curriculum, using English as a bridge rather than a replacement, fostering a multilingual environment.
Need for technological support for multilingual learning	Integrate digital tools such as language translation apps, bilingual digital resources, and multimedia platforms to support multilingual ELT practices.

Comparative Analysis

A comparison of Bangladesh, India, and South Africa, therefore, provides a holistic understanding of how ELT works in multilingual classrooms and highlights similarities and differences among the three countries. Concerns over the shortfall of resources and the needs related to professional development for teachers seeking to introduce local cultures and multiple languages into ELT are expressed across all three contexts. However, the unique languages spoken and regional differences pose very different challenges in each setting.

India, with its myriad languages and diverse traditions, affords an expansive example of how the many ways of viewing EFL can be effectively brought into the lessons from the local context. This again highlights the importance of making multilingualism a core goal within the ELT curriculum, rather than focusing solely on learning English. It will allow educators to design a more inclusive learning environment, valuing students for their linguistic background and cultural identity.

The policies of support for bilingual education in South Africa outline effective strategies addressing language diversity at schools. The policies emphasize the importance of using multiple languages in the learning process, which aligns with the concept of developing multilingualism. Qualitative data from these cases further stress the importance of teachers' position regarding the success or failure of ELT. Lessons integrated with culture have been proven to foster student involvement, leading to the sustainability of the culture and its traditions. Moreover, the development of multilingualism allows students to grow not only academically but also in tolerance, a virtue essential in today's world. Successful ELT in these multilingual contexts appears to combine international methodologies with local adaptations, ensuring that students receive a competitive education that stands out against the rest of the globe while remaining culturally sensitive.

Further integration of technology in the ELT classes can be expected, which can also encourage multilingual learning and teaching. Digital language translation tools, language learning apps, and bilingual resources will help instructors guide students in managing different languages, facilitating a more comprehensive learning process. Encouraging multilingualism as the central objective in the ELT class provides an inclusive and culturally sensitive pedagogy for language learning and teaching, benefiting both students and the broader community.

Implications

For Educators

Culture and multilingualism are always essential building blocks that should be incorporated into ELT. The learners themselves can explain grammatical items and new vocabulary through presenting stories and folklore, in which case lessons become more interactive and relevant to the students' everyday lives while developing their cultural competence at the same time. For instance, completing sentences with "celebration" guides students in learning important vocabulary related to holidays, traditions, or customs, enabling them to become more culturally aware. Furthermore, locally identifiable songs and music provide a deeper insight into language acquisition and

immerse students in their cultural roots. Teaching through traditional crafts and activities would make learning more meaningful and connect students with their roots in culture. Moreover, teaching through proverbs and idiomatic expressions is of immense use in in-depth grammar teaching and helps students appreciate the subtleties of meaning in both languages.

Some bilingual approaches, such as the use of dictionaries, eliminate barriers linked to variations in translational methods. They will also help in an effective way to build vocabulary. It will be beneficial for them in their language development and help facilitate collaborative learning, thereby encouraging students to use English in conjunction with their other home languages. By assigning or matching children who can speak multiple languages, they learn from one another and promote the discovery of new languages. Moving within multilingual groups forces students to practice multiple languages; they must present in several languages, as this enhances their linguistic versatility. Translation toys and translation games will make learning new words and phrases fun and interactive. These findings confirm earlier studies involving qualitative analysis, showing that lessons embedded in the culture and language of students lead to increased engagement and motivation, as they feel valued and connected to their learning, which in turn yields successful outcomes. Another significant focus is relevance. In ELT, materials must be culturally relevant to learners' contexts, bringing abstract concepts into tangible realities that enable learners to better understand and retain them. Reflections on linguistic intolerance toward multilingualism make students more accepting of speakers of other languages, enrich the ELT environment, and thereby produce diversity.

Also importantly, framing multilingualism as a destination rather than a strict focus on English alone invites a more holistic approach to language education. By designing and integrating the ELT curriculum, prioritizing multilingualism enables teachers to create an appropriate learning environment that respects and celebrates linguistic diversity. The integration of technology into ELT classrooms for a multilingual learning approach can be facilitated with digital tools such as language apps and online resources, which cater to instruction in a more dynamic and interactive manner. By applying the knowledge from the research presented in this article, teachers can enable their students to gain a deeper understanding of multiculturalism, leading to improved grades in an ELT class and fostering curiosity about learning how to protect culture and language (Kramsch and Hua, 2016).

For Policymakers
The central and local governments play a highly instrumental role in the development of ELT and the promotion of culture and multilingual education in Bangladesh. The effectiveness of ELT calls for modifications in various policies based on the critical information gathered from the qualitative studies. First is the policy promotion of a flexible curriculum, which incorporates international standards alongside local cultural materials. The two-way approach would ensure that the students' output is competitive in the global market and relevant to the communities in which they belong. The incorporation of local culture into ELT materials, such as folklore, traditional stories, and community events, instills pride and a sense of responsibility among students, thereby motivating

them to learn further. Therefore, the government and relevant ministries should make cultural issues compulsory in national curricula and issue guidelines accordingly (Rahman & Pandian, 2018).

Secondly, there needs to be a shift in the goal away from English-only learning towards multilingualism, making it a central or focal aim of the ELT curriculum. It fosters the reality of multilingual competencies, which help students better identify with more varied cultures and, in general, serve to enhance their overall communicative competence. Characterizing multilingualism as an ideal encourages educators to design a more spirited and rewarding learning environment, one that prepares a student more realistically for a world that has shrunk into global proportions while remaining sympathetic to linguistic origins. Continuous professional development for teachers is an investment that is always needed. According to the research, the majority of teachers lack training in teaching local culture and multilingualism. It is in this respect that government-led teacher training in all aspects related to professional development, particularly in handling culturally diverse students, should equip teachers with good methodologies and resources to build culturally responsive classrooms through workshops, seminars, and training sessions focusing on updated ELT strategies. In this respect, collaboration with local language and cultural experts would provide teachers with an opportunity to investigate further how they can utilize local content more effectively in their lessons. Community involvement is another critical issue that lawmakers should address: engaging parents, local government officials, and cultural organizations provides assurance of cultural appropriateness and community acceptance of ELT methods. Policies should encourage the creation of Community Advisory Boards that would be involved in the planning and operationalization process of the curriculum to enhance the relevance of learning interventions offered by current language teaching solutions. There is also a need for advancements in multilingual education policies that recognize the diverse languages spoken by students. Not only does promoting the use of native languages alongside English enhance cognitive flexibility, but it also fosters tolerance and appreciation for linguistic diversity. Indeed, there is proof that bilingual learners constantly outperform their peers in all subjects, including even English (Azuaga, 2015).

Integration of Information and Communication Technology (ICT) into ELT classrooms is important. Technology can provide students with a range of learning materials in multiple languages, allowing them to study at a comfortable pace and in a style that suits their individual learning needs (Jabeen & Shah, 2011). The teacher will ensure that, with multilingual resources and tools, students are able to create a more inclusive learning environment in which they can effectively utilize their language skills. This integration of technology will further help in reaching multilingualism objectives: students are given opportunities to work with content across languages, following a more holistic approach toward language learning. Considering multilingualism within the ELT framework, Bangladesh can offer its students a more inclusive and effective language learning environment that respects and celebrates the linguistic and cultural identities of all students.

For Learners

ELT can be highly advantageous for learners, as it integrates local culture and multilingualism, and the outcomes may be even more advantageous. The primary benefit will be an increase in participation and motivation, leading to a higher output from those involved. Members of a particular culture are more likely to identify with the material when educational resources are designed to consider that culture's cultural and linguistic processes. Feelings of purpose and community may lead to improved retention of the target language and a stronger motivation to study. Teachers who demonstrate an interest in and appreciate the backgrounds and experiences of their students are more likely to encourage them to complete assignments and participate (Belli, 2018).

Another critical teaching talent is the ability to think on one's feet. According to a study, the propensity to think creatively, solve problems, and utilize one's brain more efficiently is all enhanced in bilingual children. Additionally, this cognitive flexibility improves the ability to solve problems, improves academic performance, and enhances English language acquisition. Form-related processes, including transitions between first and second languages, contribute to the mental benefits that a learner may experience, such as enhanced comprehension of the concepts in focus, pattern identification, and the acquisition of new information. The world is becoming more inventive and dynamic in resolving contemporary societal issues. Additionally, integrating local culture into ELT fosters a sense of pride in students and a recognition of their heritage. Engaging with English language materials that illustrate students' cultural customs and celebrations, such as festival activities, enhances their sense of cultural identity and self-worth. As a result, they develop an appreciation for English not as a means to an end (the erasure of their culture) but as a means to an end (the promotion of their cultural heritage). For example, students may be assigned essays or speeches that explore their cultural heritage, which enhances their English fluency and artistry. Furthermore, this approach is even more effective than the conventional approach in terms of the student's interaction and learning experience while assuming the roles and in its ability to conserve and cultivate the diverse cultures that exist in the world today (García, 2011).

Conclusion

The new values of the local culture that need to be incorporated into ELT in Bangladesh also require endorsing multilingual approaches to ensure material relevance and supportive learning environments for learners with diverse backgrounds. Such integration not only quickens the pace of language acquisition but also enriches students' cognitive processes, attitudes toward languages, and cultural self-image. One may also suggest that through the inclusion of folklore, cultural events, proverbs, and other forms of cultural practices in ELT, learners are more likely to be guided toward a familiar learning context. To this effect, there has been a clear association between knowledge and culture, particularly in the development of language skills among students, with a focus on cultural sensitivity.

Different bilingual education strategies, such as code-switching and assignments that require understanding in both languages, enhance cognitive skills and further develop language skills.

These approaches enable learners to navigate the challenges associated with their language difficulties while deepening their insights into complex language concepts and identifying nuances that might otherwise remain unclear. The identity-related connections learners have with their education are most effective when the learning environment reflects their cultural identity; this leads to better and more effective engagement and learning.

It is now up to policymakers to recognize these culturally sensitive strategies as significant and provide them with the relevant support and framework for implementation. For instance, devising learning models that incorporate local content and professional development programs focusing on multicultural and multilingual education. A few of the benefits this approach offers are improved communicative competence, increased listening capability, and enhanced multilingual awareness. All these acts are to simplify the process of learning the English language.

It means that preparation for life in a global society requires equipping the students with profound knowledge concerning both the language and its culture, which will contribute to a harmonious society. If such strategies are adopted, together with supporting policies, then ELT can be turned into an effective tool that enhances educational outcomes while promoting cultural awareness and linguistic diversity in Bangladesh. Of equal importance is the role of technology in ELT classrooms, which offer new ways to support multilingual learning and instruction for students in an increasingly interconnected world.

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Conflict of Interests
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