



Tanchangya Language Revitalization in Bangladeshi Primary Schools: Integrating Strategies, Inclusive Pedagogy, and Digital Tools

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Abstract: This investigation discloses the substantial experiments in preserving the Tanchangya language, which is spoken by almost 30,000 inhabitants in the Chittagong Hill Tracts (CHT), Bangladesh, those who face indirect laxity and negligence in formal learning positions. The study targets to inaugurate an inclusive strategy for the restoration of the local language, assimilating it strategically in the local primary school. Gearing up with the qualitative enquiry and that enquiries highlight three robust models: (i) the implementation of Mother Tongue-Based (MTB) multilingual educational formula, (ii) the present capacity for inclusive, bilingual, and multilingual pedagogical practices among local teachers, and (iii) the feasibility of integrating friendly digital tools for linguistic documentation and archiving. Related information was attained through in-depth interviews, non-participants observation and open-talks with 28 key informers, having community dwellers, local instructors, and national legislators. Key findings exhibit a large division between strategies making and ground-level practice, a fundamental deficiency of formal academic documentation supporting Tanchangya-specific pedagogical schooling, and extensive infrastructural hurdle limiting digital integration in rural CHT areas. The enquiry determines with a multi-dimensional set of recommendations to bridge these gaps, notably proposing the formulation of specific linguistic revitalization policies, the expansion of a bilingual or multilingual lexicon via handy digital platforms, and the obligatory foundations to support bilingual teaching-learning environment in Tanchangya-majority primary to high school classrooms level.

Keywords: Bilingual & Multilingual Pedagogy, CHT, Digital Documentation, MTB-MLE Strategies, Revitalization, Tanchangya Language.

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1. INTRODUCTION

1.1 Background and Context

The Chittagong Hill Tracts (CHT), positioned in the south eastern area of Bangladesh, denotes one of the most linguistically and culturally different lands. The district is home-based to more than a dozen native people, each enjoying individual local languages, verbal ethnicities, and cultural performance (Chowdhury & Haque, 2020). Amid these, the Tanchangya language, pronounced by nearly primary 30,000 entities (local people), vestiges mostly susceptible. Irrespectively, its ancient cultural heritage, Tanchangya language is isolated from formal education and legal communication, deducing it exceptionally vulnerable

(UNESCO, 2017). Declination of a language is not only a linguistic phenomenon but also an insightful cultural epistemological disaster. As Fishman (1991) coined, the eradication of a language signifies the diminishing awareness day by day, Tanchangya dialect, and communal matters. In the context of the Chittagonian regional language death has been accelerated in excess of national homogenous stratagems, insufficient of logistic formal learning schooling, and substandard teacher's training for primary school classrooms (Barman *et al.*, 2018). Afterwards, invigorating the Tanchangya dialect is both an educational urgency and a cultural authorization.

1.2 Problem Statement

In recent years, Bangladesh has validated the Bilingual-based and Mother Tongue-Based (MTB) multilingual education to endorse Tanchangya languages in primary education; its implementation vestiges uncomfortable and exclusionary, mainly for ethnic groups like Tanchangya dialect. Remaining MTB multilingual educational ingenuities have a tendency to support superior languages, including Chakma and Marma, which appreciate greater institutional illustration (Chowdhury & Haque, 2020). Consequently, Tanchangya children are duty-bound to initiate schooling in Bangla-only environments, prominent to learning obstructions, self-conflicts, and on-going language shifting to prevailing languages. This complete negligence intensifies disorders for intergenerational language damage. Using inadequate school curricula materials, limited teacher's training prospects, and negligible technological possessions, Tanchangya is at risk of vanishing from both educational and domestic fields. Additionally, the lack of modern technological instruments and linguistic documentation such as online archives, dictionaries, or bilingual teaching aids constrains community-driven renewal efforts. As a result, without targeted intrusion, the Tanchangya language faces coming up cultural and linguistic destruction.

1.3 Research Objectives

On the discourse of challenges, this study targets to improve a multi-dimensional structure for the revitalization of the Tanchangya language through its incorporation in school level formally in the Chittagong Hill Tracts regions. The precise objects of the study are:

- a. To experiment the application gap in the MTB multilingual educational strategies as it relates Tanchangya language.
- b. To assess the capabilities and readiness of native teachers to implement comprehensive, bilingual, and multilingual pedagogical approaches.
- c. To explore the challenges and prospects associated with integrating modern technological instruments for Tanchangya language documentation, learning and archiving.

With the concern of these objectives the research pursues to cognitive connectional strategies and reformation, pedagogical innovation, and postmodern technological addition to recommend sustainable strategies for original language preservation.

2. LITERATURE REVIEW

2.1 Mother Tongue-Based Multilingual Education (MTB) Multilingual Educational 00

Mother Tongue-Based Multilingual Education (MTB) multilingual educational has been extensively renowned as an operative methodology to endorsing linguistic variety along with reasonable schooling in multilingual societies. Internationally, states such as the Nepal, Papua-New-Guinea and Philippines have applied MTB multilingual educational programs to reinforce early primary literacy, preserve native natural languages, and boost understanding in later steps of learning (Benson, 2017; Malone & Paraide, 2011). UNESCO (2019) accentuates that learning in one's first language progresses academic consequences, reinforces cognitive development, and nurtures positive cultural distinctiveness. In the Bangladeshi context, MTB multilingual educational was officially introduced through the National Education Strategies 2010, which acknowledged the state's concern to be responsible for primary education in native learners' mother tongues (Government of Bangladesh, 2010). In the face of this strategies commitment, its practical recognition has been limited to only a few major indigenous languages, including Chakma, Marma, and Tripura (Barman *et al.*, 2018). In this perspective Mro, Bawm and Tanchangya are trivial linguistic groups that are still mostly remained struggling since all smaller groups are not formally renowned, don't have enough language documentation and don't get ample resources (Chowdhury & Haque, 2020). The study demonstrates that there are still disconnection in-between exercises and strategies in Bangladesh's bilingual or mother tongue based multilingual educational implementation. Whereas the strategies distinguish linguistic multiplicity, educational planning still positions Bangla first as the main language of instruction, which reinforces a monolingual pyramid (Rahman, 2019). This procedure generates biased environment, where kids from smaller aboriginal groups have faced trouble learning and feeling well-intentioned about themselves in early primary education, which clues to visible gaps and partial attainment (Benson & Kosonen, 2013). Correspondingly, there aren't ample institutional observations or less practice of teacher training for native languages especially for Tanchangya, as Tanchangya linguistically marginalized in this vary sense. Consequently MTB multilingual education is an authentic inkling in making theory, its choosy usage energies against its goal of being exposed to everyone. To bring back efficiently vanishing languages like Tanchangya, we need to investigate MTB multilingual educational strategies again from most reasonable way and Tanchangya contextual point of view and that minor aboriginal groups are included in national language planning outlines.

2.2. Inclusive Bilingual & Multilingual Pedagogy

In this very moment, comprehensive multilingual educational circumstances claim not only teacher's pedagogical innovations but also strategies

support. Cummins (2000) put up with bilingual education that added extras while instructors can employ both languages as cognitive and cultural assets in place of distinguishing the mother-tongue as interference to learning. For that reason, the success of any multilingual initiative relies on profoundly on teachers' boldness, entree to ethnically relevant instructional resources and linguistic proficiency (Heugh, 2015). Most of the native teachers often lack formal training in bilingual pedagogy in Bangladeshi CHT district. Most of them obtain their teaching in Bangla environments only and consequently struggle to combine aboriginal languages successfully in the classroom (Rahman & Pandian, 2018). This shortage is compounded by the absence of identical teaching materials for example Tanchangya-language-textbooks, storybooks, or bilingual dictionaries which avoids high-level teaching in the mother language. In most cases, the insufficient written lexicon for Tanchangya or structural explanations for further limitations of origination that culturally stranded learning ingredients needed (Chowdhury & Haque, 2020). In this regards, general pedagogy also includes sociolinguistic distinctiveness of students. Skutnabb-Kangas (2009) states that the necessities of "linguistic human rights," disagrees that young children have an exact right to learning in their mother's dialect. In the Chittagong hill tracks area operational discriminations in education continue linguistic incorporation imposing marginal students to unrestraint their inborn linguistic in support of Bangla for communal flexibility. This tendency if undermined who indicates to language transferral and cultural damage (Benson, 2017). As a result, revitalizing of the Tanchangya dialect necessitates authorizing teachers' linguistic insertion, providing them with both localized ingredients and pedagogical skills. A participatory Tanchangya-model connects all certain teachers, young learners, elders, and communal multilingual resources creation can join the present gap in-between strategies and classroom-practices, confirming that bilingual teaching becomes both rational and racially genuine.

2.3. Digital Tools and Language Documentation

In these specific reasons, banishment of Tanchangya languages, for insufficient resources, and for the development of language documentation, revitalization, as well as preservation of original shape, post-modern technology has generated new prospects in recent years. Most of the researchers have emphasized how digital-archives, smartphone-apps, and communal platform based can be reprocessed to document oral antiquities, produce lexicons, and accommodating language attainment (Austin & Sallabank, 2018; Bird, 2020). Modern technology can do performance as a balancing dynamic need for minor language people by facilitating them to reasonably record and allocate linguistic ingredients all over the world. Even though, the digital boundary, carriages an important impediment for

the Tanchangya people. In the Chittagong hill Tracks areas long-lasting infrastructural matters comprise underprivileged internet connectivity, unpredictable electricity-supplies, and a lack of modern tools like computers and smartphones (Islam & Rahman, 2021). These challenges brand it more difficult to the usage of the modern digital tools for language archiving along with e-learning.

Additionally, the potential and probable revitalization is the coming next limitations by the lack of institutional firmness and teachers training in digital-literacy. All the same, these impediments there are boosting possibilities for assimilating reasonable and straightforwardly available modern digital tools, for example: open-source lexicon-software, community-based documentation platforms, and audio recording applications. The Maori and Quechua digital- archives are the samples of ordinary projects in equivalent contexts that display how native or communal force-driven determinations can reserve marginal Tanchangya dialects (Thieberger & Berez-Kroeker, 2022). For this specific Tanchangya community, generating mobile-assisted storytelling technical app, bilingual or multilingual digital lexicon could involve young Tanchangya learners while stabilizing oral functions. With the intention of effective integrate modern digital-technology, it is indispensable to address inequalities in arrangement, endorse communal ownership, and make sure for durable formal care. As a result, modern technology ought not to be painstaking as supplementary extraordinary tool but rather a vital part of up-to-date revitalization strategies.

3. METHODOLOGY

3.1. Research Methodology

This project plan reconnoitres the sociolinguistic, pedagogical, and strategies-related features of Tanchangya-language revitalization in the Chittagong hill tracts through a qualitative research methodology based on a fact-finding strategic-context. Since it authorizes delicate receiving of participants' envelopments, insights, and contemporary realities, the qualitative method was adjudged suitable (Creswell & Poth, 2018). Meanwhile there hasn't been much more experimental research on Tanchangya teaching previously, the study pointed to arouse meticulous insights rather than assessable simplifications. The oral-dialectical model allows appreciative fabrication and Tanchangya language exercises, ethics, and strategies are implanted in cultural and authorized contexts (Denzin & Lincoln, 2018). For this reason, this proposal expedited the investigation of different stakeholders like teachers, strategies-makers, and communal members differentiate and exchange negotiation to the challenges of Tanchangya language safeguarding and even in multilingual schooling.

3.2. Participants of the Study

The research project was piloted in Tanchangya-speaking localities within the Rangamati and Bandarban districts of the CHT, regions where the language remains in active community use but is underrepresented in formal education. These areas were selected purposively because they reflect both the cultural vitality of the Tanchangya people and the educational neglect they face under national language strategies structures. To ensure representation from various stakeholder groups directly involved in the preservation or teaching of the language, a total of 28 participants were nominated through random sample collections. The following was the makeup of the participants: a. Five local teachers employed by government and community-based primary schools; b. 21 community members, including parents, local elders, and young people engaged in unofficial cultural and linguistic activities; and c. Two national strategy makers connected to the Ministry of Cultural Affairs and the DPE. An inclusive perspective on the difficulties of language revitalization from both institutional and grassroots perspectives was provided by this sample technique. All participants were aware of the work's tendency and their right to withdraw at any time, in accordance with the ethics of qualitative research (Braun & Clarke, 2006). Assumed names were used to maintaining confidentiality and anonymity.

3.3. Data Collection Instruments

Three main mechanisms were used to adjust the statistical data: document analysis, focus groups, and semi-structured interviews. In this regard, to ensure intensification the validity of the project and multiple data from various sources, these tools were preferential (Patton, 2015). A pilot project of semi-structured interview discussions was directed with two nation-wide strategy as well as policy fabricators and five local teachers. The discussion and dialogues guidelines open-ended yes no questions about the execution of MTB multilingual educational strategies, the complications in teaching native languages whereas assimilating modern digital tools in pastoral school atmosphere. In accordance with interview rules, the conversations of the participants were directed in standard Bangla language and in some cases in English language that lasted 10 to 20 minutes for each member. 21 members of the native were fragmented into three minor groups for focused group discussions (FDG). Most of the participants were motivated by these discussions to share their personal stories, language projects run by the communal persons, and ideas on preserving of Tanchangya dialect. Moreover, the FGD-model allowed interactive discussion, offering insights into the linguistic exercises and set the specific dialectical practices. After verifying national importance and regional publications, including UNESCO's

Strategies Guide on Aboriginal Languages in Education (2019), the National Education Strategies (2010), and the Primary Education Development Program (PEDP-4), was the part of the strategies for document investigation procedure. In Tanchangya a dialectical context, the impartial object was to evaluate broaden the strategic placement or miscommunication between official matters and local procedure. Every interview and conversation was methodically transmuted for investigating of real facts, handwritten documents, and approval of the strategies.

3.4. Data Analysis

With the purpose of analysis the authentic data procedure it set the determined steps, the Tanchangya pilot-project was carried out for this investigation: here, three researcher have read all of the recorded material several times in order to realize main concepts and narratives that were developing from Tanchangya acquaintance persons; especially categorized text what using vivid languages that directed significant topics by coding fast, like "strategies and practice-gap" "teachers calibre," "digital restrictions." The graphical themes involved related codes into more wide-ranging themes those were later polished to sustain coherence and consistency. The goal of the project is to connect with existing body of the Tanchangya literature that were taken in terms of analyzing the central themes to set up an authentic connection in-between technology and pedagogical strategies.

3.5. Ethical Considerations

In accordance with the code of ethics of *American Anthropological Association* and the *Bangladesh National Research Ethics Guidelines* (2019), the ethical consideration was upheld to all-inclusive research progression. The clear concept of this project is to refresh and relocate the minor Tanchangya language, the unpaid willingly participation, and data privacy were assured to interview-partakers. While verbal consent was sought for group discussions involving community elders who preferred oral communication, written consent was obtained from adult participants. Following data analysis and a debriefing session with local representatives, sensitive cultural materials were handled in accordance with community protocols.

4. FINDINGS AND RESULTS

4.1. Strategies Disjunction and Implementation Gaps

An important discrepancy between national MTB multilingual educational strategies and their actual application in Tanchangya-speaking communities was found by the analysis. According to strategy makers interviewed, the National Education Strategies 2010 and later MTB multilingual educational programs recognize linguistic diversity in theory but neglect to take into

account the particular requirements of smaller indigenous communities, such as the Tanchangya (Government of Bangladesh, 2010). "The strategies aim to include all indigenous languages, but resources are concentrated on Chakma and Marma," one strategy maker observed. Tanchangya simply lacks an official curriculum and textbooks. Parents and elders in the community voiced their annoyance at the lack of institutional support (Participant Strategies 1). The majority of Tanchangya kids start school in Bangla-medium classrooms, which causes disconnect between language usage at home and at school. This is constant idea of language change, which grasps that young generation slowly take interval for their usage of mother tongue in school and community (Fishman, 1991).

Most of their language instructors also cited some crucial factor and difficulties to set up MTB multilingual educational performances. They keenly uttered that insufficient teachers training, less logistic modern materials, and less practice of emphasis from the institutional experts. One of observance of an educationalist related "There are no storybooks, textbooks, or assessment guidelines in Tanchangya dialect, even if I wanted to teach there. Bangla language environment is the first requirement that set by the policy." (Educator Involved 3) Facing national goal strategies, the outcomes coined a strategy and a practice-gap that downgrades such native languages. The major impact factors here are to avoid suitable monitoring, authentic curriculum, and modern ingredients settlement.

4.2. Pedagogical Documentation Challenges

After the adherence of teachers' calibre and pedagogical boundaries, a second major theme reappeared to this special concern. In most of cases it is found that their awareness and readiness of teaching in the mother language based schooling, insufficient formal training for the local teachers to improve bilingual or multilingual pedagogy. This finding ensured Cummins' (2000) argument that dexterous teachers are vital to operate bilingual or multilingual teaching. Some specific gap of documentation for Tanchangya was confirmed by the native speakers from the time when there were no exclusive dictionaries, grammars and textbook materials for improving syllabi and teaching in primary school was very challenging. "Our Tanchangya language has mostly been pronounced, interacted and communicated orally." One of the elder from that community expounded. School's less interest of using textbooks and lectures materials even where another educator find some rigorous challenges to transcribe exactly. (Participant from the Community 7) Most probable outcomes of the research emphasize the consequence of increasing culturally suitable materials for this native language recovery as well as revitalization (Benson, 2017; Skutnabb-Kangas, 2009) and authenticate the critical

academic documentation gap. In some cases pedagogical tensions were also found in this project where teachers weren't indisputable whether to emphasis on schooling of mother tongue proficiency in Tanchangya or set mastery in Bangla for formal primary examination.

4.3. Digital Integration and Infrastructural Barriers

However, insufficiency of modern tools and less technological advancement fountained the third major theme of computerized Tanchangya-documentation, lexical-resources, and interactive learning materials for interested learners and participants. Practical infrastructural barriers frequently revealed some subject matters those involved logistic modern suggestopedia, slower internet connectivity and inconsistency of power supply over there: "We would praise to songs and stories in Tanchangya dialect using tablets and smart phones, but slower internet access is recurrently frequent and many families do not have power supply at home." (Participant 15 in the Community) Another teachers articulated similar worries for affordable language materials, offline-friendly potential mobile apps, online-offline dictionaries, and audio-visual aids. Other practitioner proposed that "It would be much easier to use in classrooms if we could have offline audio lessons or a printed lexicon with QR codes for audio." (Participant Teacher 2)

The probable findings addressed the limitations of the infrastructure of primary school in CHT area and modern digital tools can be an impact factor and mostly toughest for Tanchangya protection. Bangladeshi government's logical support and teachers training on modern tools and communal initiatives would be the positive effective operation. The combinations of three problematic outcomes branch on Tanchangya language revitalization: (1) Less logistic national strategies, (2) Less pedagogical resources (3) technological and infrastructure hurdles to confirm sustainable language conservancy, multi-layered strategies addressing Tanchangya dialect.

5. DISCUSSION

5.1. Interpreting the Strategies & Practice MTB

The outcomes of MTB method for multilingual educational strategy for Tanchangya language instruction in the primary school level through national strategies formally will recognize the value of teaching aboriginal languages; their genuine application is really stagnant, esteeming superior and more existing languages like Chakma and Marma. In the prior research strategies it has been presented that the lack of proper monitoring, communal involvement or less ingredients and resources portion recurrently did not fill the preferred consequences (Benson, 2017; Rahman, 2019) where this disturbance has also exhibited significant

ramifications. With statement of Fishman (1991) language transferal is accelerated when formal back up is absent, predominantly then tender aged boys and girls who are mostly wide-open to a standard Bangla language. But Tanchangya children are generally taught Bangla language in the hill tracks area that impresses them to be bias culturally and face complete alienation and cognitive obstacles to learn their own native language. From the perspective of sociolinguistic realities for the minor ethnic groups are very challenging and to make it on the naturalization process MTB implementation will be the future major initiative.

5.2. Teachers Action and Resource Creation

Teacher's calibre is an indispensable element of positive language revitalization has been identified as the best impact factor here. Regardless of their excessive needs, native teachers are on the process in bilingual learning pedagogy and less Tanchangya-specific teaching materials. Cummins (2000) supported the outcomes of that success of bilingual and multilingual education which really rely on the proficiency and action of the teachers. The master project specifies that the excellence of the mother-tongue-based education can be comprehensively better-quality by means of countenancing teachers through communal involvement, setting up the effective development on professionalism, and involving authentic physical and virtual resource formation. For the improving revitalization process this project demands proactive educators and communal fellows in formation of bilingual monolingual dictionary, storybooks, and textbooks that are relevant to the area not only recovery of schooling but also the promotion of cultural possession of Tanchangya language (Skutnabb-Kangas, 2009). Further, a dual-focus pedagogical approach is needed to resolve the conflict between teaching Tanchangya for linguistic preservation and Bangla for official purposes. In this approach, mother tongue instruction promotes cognitive development while introducing the dominant language gradually. This approach is consistent with international best practices for teaching minority languages (Benson & Kosonen, 2013).

5.3. A Balanced Approach to Technology

Revitalization of Tanchangya language and its preservation is a mammoth task through the usage of digital tools like ubiquitous device to assemble mobile-based story, to accelerate digital monolingual dictionary, and to ensure audio clips of all participants' interest. Likewise, strategies are applicable in other aboriginal contexts, along with digital documentation plans for Maori and Quechua people (Thieberger & Berez-Kroeker, 2022). On the other hand, foremost difficulties are modelled by physical instability of electricity, limited internet access, and less digital mastery. In consequence, it is recommended to initiate a balanced approach of

these limitations. Inadequate physical structure can be diminished offline-compatible technologies like communal digital centers, participatory e-documentation and learning through low-cost materials like USB-based content and audio-enabled printed materials. In terms of confirming that digital initiatives are durable and culturally suitable as long as compulsory to shape the calibre of teachers and communal members. Modern digital tools have the potential help as a promoter for Tanchangya language safeguarding strategies as well as strengthening both formal primary education and communal language communication.

5.4. Linking Findings to Existing Literature

The outcomes of the project on the revitalization of vanishing Tanchangya like other languages are an international phenomenon on research. Cummins (2000) and Skutnabb-Kangas (2009), stated that even if teachers' action focus on the target language and modern resource creation is consistent of the strategies and practice boundary is suggestive of Benson's (2017) criticism of selective MTB multilingual educational implementation. Modern digital tools have the possible improved documentation and less learning language resources, as reasoned by Austin and Sallabank (2018). To accentuate the distinctive complications confronted by native linguistic groups like Tanchangya, these findings intensify on prior research in the Bangladeshi hill tracks context (Chowdhury & Haque, 2020; Rahman & Pandian, 2018). In contradiction of separate mediations it displays that durable language revitalization requires parallel assimilation of strategies, pedagogy, and modern-technology.

6. CONCLUSION AND RECOMMENDATIONS

This investigation underscores the complicated, multi-layered difficulties associated with revitalizing the Tanchangya language in Bangladesh's Chittagong Hill Tracts (CHT). The qualitative data found from three intersected areas of examining local teachers, community members, and strategy producers: incoherence techniques for minor linguistic groups like Tanchangya, the national MTB multilingual educational strategy's implementation is still inadequate, in spite of its formal primary ministerial acknowledgment of the importance of aboriginal languages it reaches not larger languages tendency to approve in national curriculum development, modern resource distribution, and three to four layered monitoring strategies that banishes Tanchangya speakers to standard Bangla language shifting. Most of the teachers indicated awareness of teaching in the mother tongue and to take multiple authentic initiatives, but the reality is less formal training and learning resources implementation in Tanchangya dialect. The vast number of communal diffusion arises verbally those clues to insufficient academic documentation and diminutive classroom application of

this dialect. Even-though this community have interested in utilizing modern digital tools for language protection, real-world adoption, for not facing such restrictions: shortage electricity, low-speed internet facilities, and a shortage of ubiquitous devices. The whole outcomes together highlight the necessity for an combined strategy for example: learning pedagogy, modern technological infrastructure, and strategies for durable language revitalization. The three major potential impact factors are suggested based on the outcomes of Tanchangya language revitalization:

1. Strategies Interventions

- a. Formulation of Tanchangya MTB multilingual educational strategy, including primary school curriculum, teaching and learning materials, and standardization of the target language.
- b. Assurance of reasonable logistic resource distribution and multi-layered monitoring system to improve probable fascination.
- c. Promotion of cultural grounds and communal participation on practicing.

2. Pedagogical Interventions

- a. Arrangement of professional development and bilingual or multilingual training for local teachers, concentrating on Tanchangya language teachers.
- b. Creation of bilingual and multilingual teaching materials: dictionaries, storybooks, and textbooks on the basis of their real life stories.
- c. Promotion of dual-language strategy: their mother tongue and standard Bangla language to accelerate the cultural identity and intellectual development.

3. Modern Technological Interventions

- a. Assurance of distribution of low-cost offline apps for recording oral histories, compiling lexicons, and creating collaborative e-learning content.
- b. Development of community-based digital centre, arrangement of training sessions, and archiving resources and documents.
- c. Encouragement of teachers' community with digital literacy programs for durable performance on technological advancement.

At the last moment, it can be said that Tanchangya language revitalization may expedite the life of this specific minor community and it can also be established as language variation that also be accelerated durable unification, sustainable implementations that linking to three dimensions.

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