

Social Class, Language, and Academic Achievement: Understanding English Performance in the Context of Bangladesh's Stratification

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Abstract

This study investigates the complex interplay between social class, language, and academic achievement, with a particular focus on English performance among secondary and higher secondary-level students in Bangladesh. A mixed-methods methodology enabled the researchers to acquire quantitative and qualitative responses through stratified sampling from 250 students and 25 teaching staff throughout three districts serving government and non-government educational institutions across rural and urban areas. The quantitative section utilizes ANOVA statistical procedures to determine the relationship between students' economic status together with their command of the language and their results in English academic subjects. Semi-structured teacher interviews, together with classroom observations, provide researchers with qualitative knowledge that explains educational barriers' direct impact on teachers' and students' experiences. The study demonstrates that upper-class students achieve better English results than lower-class students each year. Educational success among students depends on three fundamental factors, which consist of household language practice, educational resource availability, and established teacher expectations. This research shows that English proficiency serves as both an entry point and a source of difficulty in educational progress because it holds essential importance within the educational stratification system. This work enriches research about developing nations' educational inequalities by providing recommendations for policies that combat the linguistic factors responsible for social achievement disparities. The research analysis supports extensive educational changes that must follow Bangladesh's systematic social inequalities and the essential role language plays in determining academic results.

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INTRODUCTION

Educational equity in Bangladesh, which places an emphasis on English proficiency, is influenced by social class as well as the diversity of languages spoken there. Globalization increased the English language's role as a gateway to education, employment, and social opportunities (S. M. A. Rahman, 2024). Class divisions create English proficiency disparities that hurt low-income pupils owing to institutional regulations and linguistic status hierarchy.

In Bangladesh, social class discrepancies produce educational resource inequalities that allow rich families to provide their children with private tutors, English schools, and technology (Uddin & Jahan, 2023). Low-SES pupils, who make up over 80% of rural learners, struggle with English vocabulary and grammar in elementary and secondary school (Hossain, 2024). The exam-oriented curriculum focuses on memorization rather than communicative skills, leaving pupils unprepared for university-level English (Mridula & Bin Ahsan, 2025). Communicative Language Teaching (CLT) was used in the 1990s to address the teaching gap, however, teacher preparation gaps and inconsistent implementation prevented its success (S. M. A. Rahman, 2024).

Educational policies on the medium of instruction (MoI) reinforce institutional language divides. Elite colleges and universities use English instead of Bangla, which disadvantages Bangla medium pupils (Kamal et al., 2024). Rural pupils, who make up 60% of the population, disengage from school since English seems irrelevant (Hassan, 2024). Urban middle-class households value English and send their children to private schools that promote linguistic supremacy (Uddin & Jahan, 2023). High-SES households provide English media, extracurriculars, and better home learning settings than low-SES families (Jahan & Hamid, 2019).

Obstacles have strong negative effects. Low-income students' English evaluation scores are lower than those of wealthier pupils, limiting their university and career options (Hossain, 2024). New Bangla-medium university students who require translation software to finish their English-based courses struggle with academic English writing and reading (Mridula & Bin Ahsan, 2025). Large 1:60 class sizes in rural locations and conventional teaching approaches that lack multilingual instruction for transitions provide hurdles for students (Jahan & Hamid, 2019; Sikder, 2024).

Social class equality and gender roles are linked. Hossain (2024) reports that rural female students' English competence is 35%, compared to 52% for male

students, putting them under social and infrastructural pressure. Rahman (2024) claims that the urban elite, who utilize private tutors and foreign textbooks, dominate prominent sectors as they create advantages. It is necessary to change the language policy by using a paradigm that is centered on equality, such as increasing financing for schools located in rural areas. Investigators recommend curriculum restructuring that emphasizes communicative competency, CLT-trained instructors, and financial assistance for rural children to acquire English (Mridula & Bin Ahsan, 2025; Sikder, 2024). Bangladesh risks having two parallel educational systems if intervention measures to improve English language ability are not undertaken. The existing system treats English literacy as a wealth indicator rather than a universal talent. In Tanzania, the education system exhibits characteristics of two parallel systems, and this bifurcation poses challenges for students transitioning between educational levels, as many have limited proficiency in English, affecting their academic performance and access to higher education (Qorro, 2013).

LITERATURE REVIEW

Since English literacy is necessary for higher education and economic growth in Bangladesh, academics have extensively researched the link between social class, language competence, and academic accomplishment over the past decade. This study examines recent research on how multilingual schooling in Bangladesh affected social group results across English academic ability.

English has played several roles in Bangladeshi education due to its colonial legacy and shifting socio-political conditions. Due to an unofficial association with national policy, English has not become a second language in Bangladesh for four centuries (Ara, 2020). English is important in Bangladeshi elementary through higher education because students see it as a road to social and professional success in worldwide communication (Ramalingam & Islam, 2024). Large class numbers, poor skill training, and student disengagement make primary school English instruction difficult and lead to vocabulary shortages (Imam & Al-Mahmud, 2024). According to Hamid & Ali (2023), Bangladesh's secularized English language teaching (ELT) policies were a result of patriotic reactions to worldwide terror conflicts that set it apart from other Muslim areas. Bangladeshi private universities are using digital tools to enhance English language teaching and listening and speaking skills via interactive training (Shorna & Suchona, 2024). Due to its historical and current worldwide relevance, English has remained vital to Bangladeshi education for several reasons.

Social inequalities in Bangladesh prevent minority and indigenous communities from accessing linguistic resources. According to Awal (2023) and Rahman (2023), Bengali's legal and political supremacy has reduced ethnic languages' survival prospects and cultural depletion, leading to their extinction. Rahman (2023) states that Bengali domination and economic constraints that restrict educational chances limit these people's access to linguistic resources. According to Aziz et al. (2020), the COVID-19 epidemic has strengthened digital barriers across groups that impede access to information and crucial resources. Public university libraries ignore varied language needs in collection creation and resource accessibility; hence, they are less interested in open-access materials (M. M. Islam & Bhattacharya, 2023). Language regulations, financial position, and internet access complicate Bangladeshi social stratification (Dong et al., 2020).

Bangladesh's economic and cultural characteristics are shown by parents' investment in English language instruction. Primary school children have poorer language proficiency because parents with lower socioeconomic positions spend less on human social, cultural, and economic resources (Uddin & Jahan, 2023). Irfan et al. (2023) state that SMP Alam Lubuklinggau parents invest in English to provide their children with global language skills. According to Roshid & Sultana (2023), Bangladeshis consider English-version schools as useful institutions that provide affordable tuition while retaining culture. According to Mousumi and Kusakabe (2017), strategic market pressures and shortcomings in Bangla-medium schools drive demand for English-medium schools (EMSs) despite their high prices. English education has economic advantages in rural places despite limited resources and cultural traditionalism (Hassan, 2024). Historical EMI implementation in higher education shows neoliberal political, economic, and educational development links, according to Hamid and Sultana (2024). Jannat et al. (2022) found that media content affects early childhood language learning. Family ambitions, economic planning, and Bangladeshi culture shape English language learning in the country.

Bangladesh's English-dominated instructional language system marginalizes national languages and their knowledge systems, creating epistemic inequity. Bangladesh's English Medium of Instruction (EMI) policies are criticized for favoring Western and English epistemologies over Indigenous languages and knowledge, which discriminates in knowledge recognition and validity (Dong & Han, 2023). Bangladeshi boys' worldwide educational experiences show native-speaker and

monolingual English beliefs that perpetuate these bad scenarios (Dong & Han, 2023). Bangladeshi higher education encounters the English language during student learning and critical thinking, although mother-tongue-based translanguaging remains favored due to monolingual prejudices (Sultana & Fang, 2024). Battles over instruction language ideology create elite social identities that connect English-medium pupils to global identities and exacerbate community differences (Jahan & Hamid, 2019). Research on EMI policy enforcement at private colleges in Bangladesh suggests that policymakers lack an adequate understanding of real practices, raising concerns regarding policy quality and impacts (M. M. Rahman et al., 2020). EMI policies have neoliberal ideas that undermine poor persons' sense of language talents, denying them meaningful knowledge acquisition (Phyak & Sah, 2024). Teaching English in Bangladeshi schools worsens educational outcomes and increases social and epistemic inequality (Sultana & Fang, 2024).

English language learning in Bangladesh is divided by gender and region, with rural and urban areas having differing results. Rural students struggle to learn English due to sociocultural hurdles, limited resources, and unfavorable community views. They consider English useless for daily life. Hossain (2024) states that cultural conventions impede female students' education and English language participation. These issues are exacerbated by the fact that cities have better English learning facilities than rural locations. Amin & Greenwood (2023) say rural pupils dislike English since it doesn't connect to their lives. Awal (2024) states that male-oriented English textbooks in Bangladesh may make female pupils feel excluded from language instruction and shape their gender norms. Urban regions have higher results due to education, profession, and social possibilities, notwithstanding rural communities' deep links and favorable social orientation (M. R. Islam, 2024). Rabbi et al. (2023) suggest that blended learning in higher education might assist in bridging these gaps by providing flexible learning experiences. Policies and educational changes must address Bangladesh's socio-cultural and economic realities (Hossain, 2024).

Recent policy liberalization in Bangladesh has profoundly influenced the commercialization of educational languages, especially English Language Teaching. Neoliberalism has made education a marketable commodity since English competence is a key economic indicator (Karki, 2024). English-medium teaching matches global education trends and the commoditization of education; therefore,

higher education institutions worldwide adopt it (Hamid & Sultana, 2024). Roshid & Sultana (2023) say parents pursue linguistic capital with cash benefits for their children in elementary and secondary EV schools. Ali (2022) claims that neoliberalism's human capital development drives the secondary English curriculum via employment-related and national development objectives. Neoliberal development assistance programs hide colonial structures and promote Eurocentric learning frameworks (Ali et al., 2023). We need a new educational approach that respects many languages and encourages multilingual education from native tongues to conserve traditional languages and linguistic human rights (Ahmed, 2024). According to Lawrence Karki (2024), Bangladesh's language education programs require critical examination due to neoliberalism, globalization, and linguistic nationalism.

Studies suggest that strategies that address distributed language resource disparities and monolingual Eurocentric performance criteria are crucial. Long-term monitoring of language development by social class and participatory studies on disadvantaged students' daily experiences are lacking in academic research and need urgent scientific attention to drive equitable teaching practices.

JUSTIFICATION OF THIS STUDY

Bangladesh's socioeconomic strata need an urgent academic study on how social classes affect language acquisition and academic success. According to Uddin et al. (2023), over 80% of low-SES children do worse in English language acquisition than high-SES children. English opens doors to education and employment while perpetuating economic inequality in Bangladesh's globalizing economy (Awal, 2019). Several studies show that parent education, family wealth, and cultural assets continue to affect pupil English proficiency (Hannan et al., 2024). Middle-class private university students outperform their disadvantaged colleagues due to superior tutoring, digital tools, and English-medium education (Jahan & Hamid, 2019).

Current research neglects how colonial history and neoliberal policies affect pedagogical teaching practices and linguistic assumptions. Sultana et al. (2024) say teacher education and institutional support are lacking; therefore, English curricula seldom include social justice. Rural-urban diversity increases educational inequality since rural schools lack qualified teachers and resources (Uddin & Jahan, 2023). Elite cultural norms in assessment situations and classrooms have hindered TQI-SEIP and

National Instruction Policy (2010) efforts to provide equitable English instruction (S. M. A. Rahman, 2024).

This research analyses economic and cultural capital inheritance that perpetuates English language competency discrepancies, evaluates policy intervention efficacy, and develops localized equal language teaching methods to fill knowledge gaps. Research on postcolonial linguistic inequality uses hybrid methods to establish a theoretical understanding. The study's findings will help government officials, education experts, and NGOs design Bangladesh's educational quality initiatives for the Sustainable Development Goal.

RESEARCH QUESTIONS

The study investigates how social class distribution influences student learning of English as a second language.

Sub-questions:

- a) Do students raised in a supportive atmosphere acquire superior English proficiency than their peers?
- b) Does the social milieu of Bengali-speaking individuals adversely affect children's acquisition of a second language?
- c) Does social stratification influence the varying performance of distinct social groupings of students?
- d) To what degree may a person from a rural, economically disadvantaged, and illiterate family background excel in English despite social stratification challenges?

METHOD

The study compares students from diverse social backgrounds such as lower class/working class, middle class, rural and urban backgrounds, bilingual/multilingual backgrounds, private and public-school backgrounds, and economic disparity. The next section describes how researchers studied this topic. Students' survey reports on their educational background, school and home experiences, and academic performance are the major sources of the study. The researcher collected quantitative and qualitative data from secondary and upper school pupils. This study employed mixed approaches where quantitative data were collected from students by using a semi-structured questionnaire survey, and qualitative data were collected from teachers by using an open-ended interview.

The study relies on student and teacher semi-structured questionnaire survey answers. The researcher selected pupils from municipal and regional public and private universities. Research participants were selected from several academic institutions by using stratified sampling. To investigate why different student groups, perform differently, the researcher interviewed urban and rural English instructors for their perspectives and solutions.

Specific schools are sampled, and chosen teachers are closely linked to pupils. The study included 250 pupils and 25 teachers from government and non-government schools in Chandpur, Comilla, and Dhaka. Most of these institutions are urban and agricultural. Any employee in the designated schools is considered, regardless of demographics. An adequate number of study participants helps the research. Researchers assessed the project's timing and execution costs.

Those helping with the research are participants. Five high schools and five universities were randomly picked by the researcher. The study comprised urban and rural Chandpur, Comilla, and Dhaka schools and colleges. All participants were of different ages and courses. Students in grades 8-12 took the survey. Only one school does not use co-education; the others welcome both genders. There were 250 participants. Some participants knew the researcher and supported the study fully. This study project's thirty-five teachers worked hard to provide the researcher with accurate information. Students from scientific, business, and art majors participated.



Fig. Research Study Area

RESULT

A. Students' Questionnaire

Question 1: What is your current place of residence?

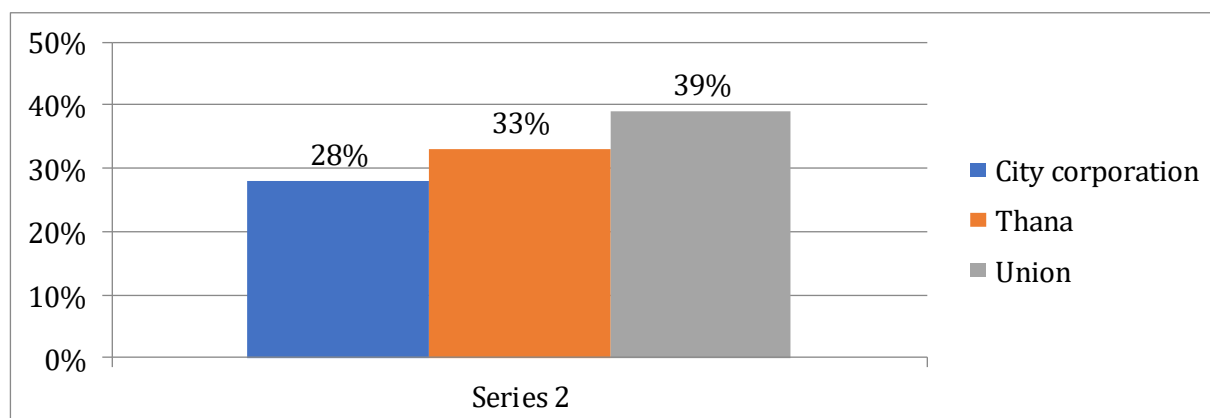


Fig.1 The current place of residence

The research includes participants from the city corporate region and Thana and Union, as per the data shown above. The population living ratio consists of 28%, 33%, and 39%. The survey participants come from all societal strata, but rural citizens make up the smallest group. Residential location shapes the living standards of learners and leads to major effects on their academic results, particularly in the English subject.

Question 2: What is your Guardian's Profession?

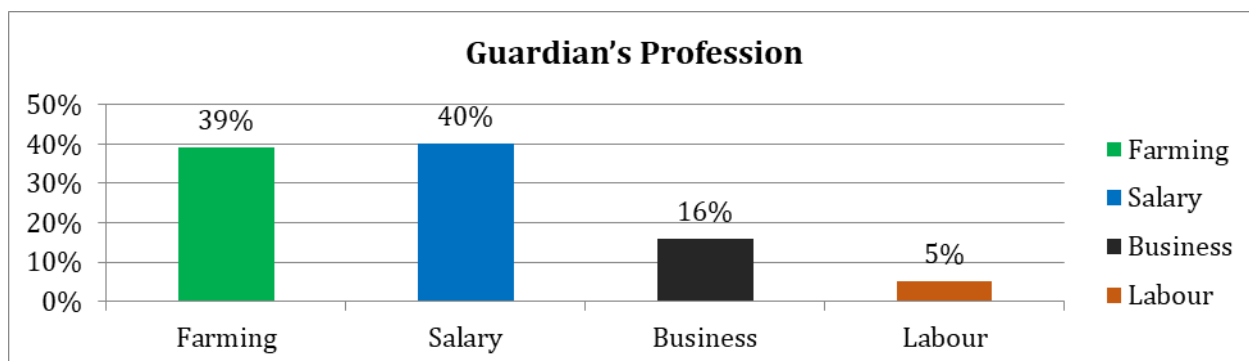
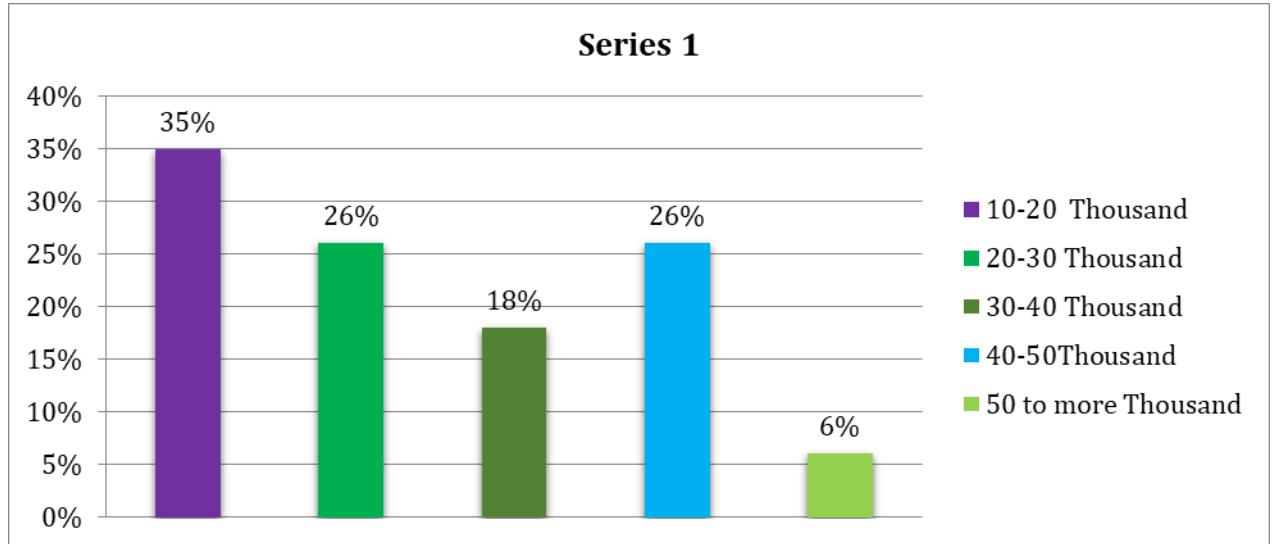
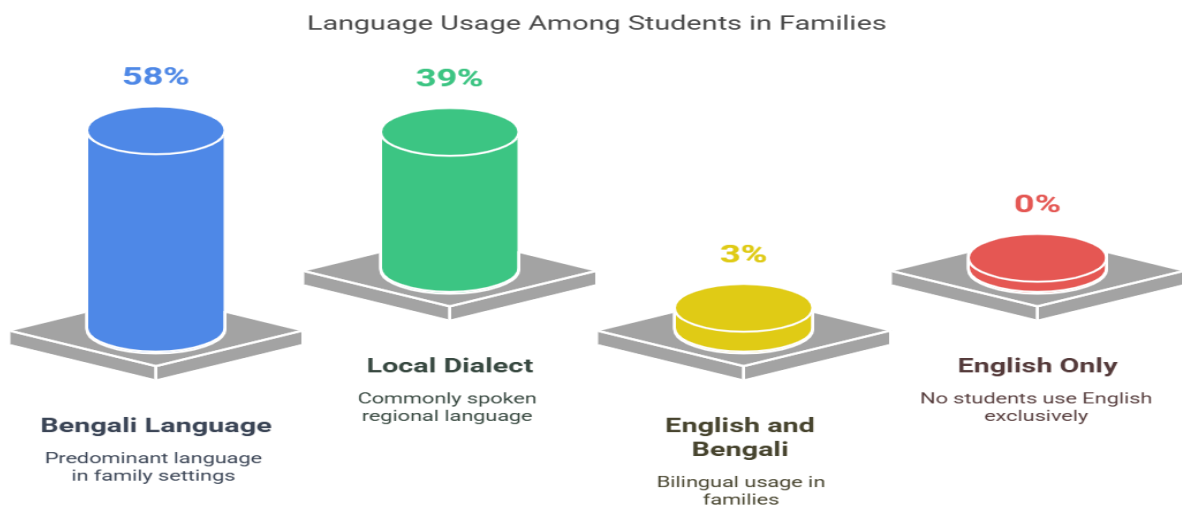


Fig. 2. Guardian's Profession

The data shows that 39% of guardians work in agriculture and employment represents 40% of respondents, while commerce brings income to 16% of participants with 5% due to labor work. The data shows that the average guardian earns money through physical occupations while their income remains irregular, which directly impacts English academic performance for students.

Question 3: What is the monthly income of your guardian?**Fig.3. Guardian's Monthly Income**

The results demonstrate that fathers who earn between ten to twenty thousand takas comprise 35% of participants while those who make twenty to thirty thousand takas represent 20%, earnings of thirty-to-forty-thousand-taka account for 18%, and the group earning forty to fifty thousand taka stands at 15% while father earning above fifty thousand takas per month makes up 6%. Having enough money is a rare thing in this group, but their income has a strong influence on academic outcomes, especially in English for their children.

Question 4: What language do you mostly use inside your family setting?**Fig.4. Mostly Used Language in Family Environment**

The aforementioned line graph illustrates that kids use the Bengali language 58% of the time within their familial context, the local dialect 39%, a combination of English and Bengali 3%, and, notably, English is used 0% of the time. This reveals the indifference of students in our nation towards English, which is responsible for their inadequate academic performance in the subject.

Question 5: Who provides you with more assistance in acquiring English proficiency?

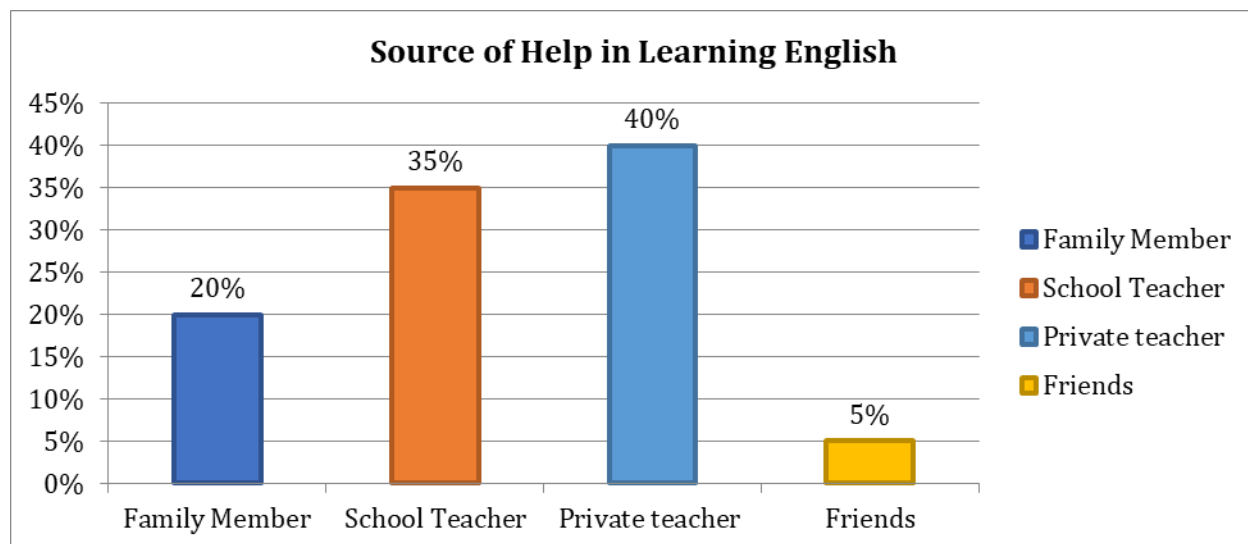


Fig.5. Source of Help in Learning English

The statistics show that English language assistance in the country mostly comes from private instructors, with school teachers in second place and family members and friends coming next. Learners receive better English proficiency growth from personal tutors, yet schools treat their faculty members as supplementary teaching resources. Family members provide insufficient help in English, and the help from friends is even more inadequate.

Question 6: Which individual is given the most importance in your family?

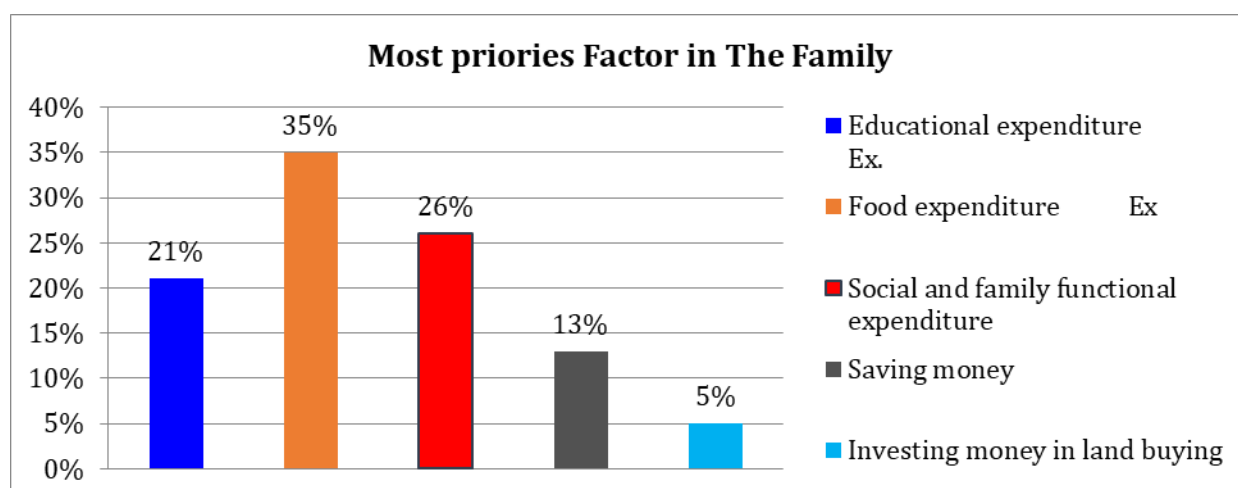


Fig.6. Most Priorities Factor in The Family

The majority of participants spend most of their household budget on food at 35% due to financial circumstances. Social and family functioning spending falls after food expenditure as the second highest priority according to the participants, yet educational spending ranks only as the third priority at 21%. The priority given to saving money for land purchase stands at 13%, while money-saving takes the top spot at 13%.

Question 7: What is the highest academic degree you want to achieve?

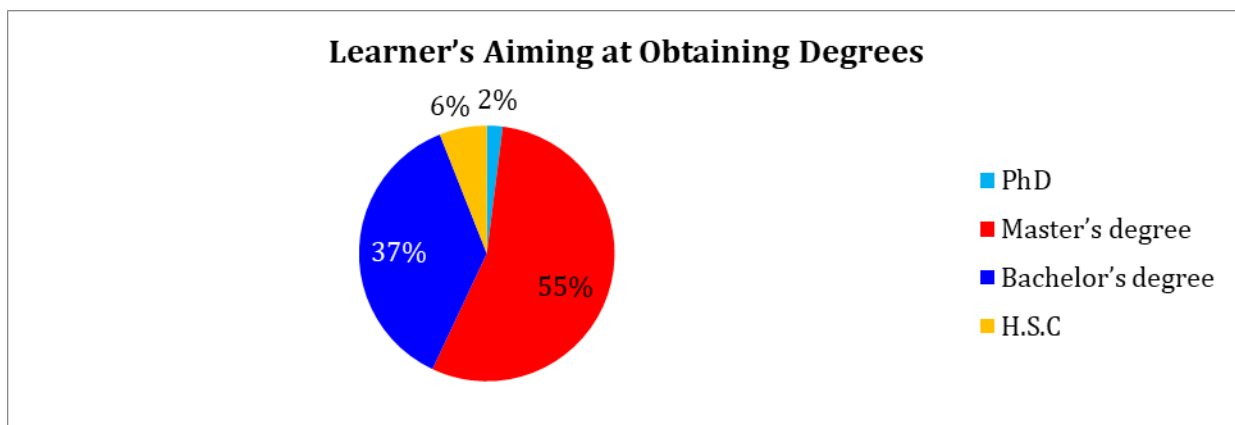


Fig.7. Learners Aiming to Obtain Degrees

Research shows our population of learners targets the four highest degrees as 2% want the PhD while 55% want to earn their Master's degree alongside 37% for a Bachelor's degree and 6% for an HSC. Approximately half of the student population shows interest in obtaining a Master's degree while doctorate pursuits remain low and attaining only a Higher Secondary certificate stands as the most troubling goal. Public economic adversity, together with minimal parental education and other surrounding factors, contribute to this academic outcome.

Question 8: What is the significance of English in your daily life?

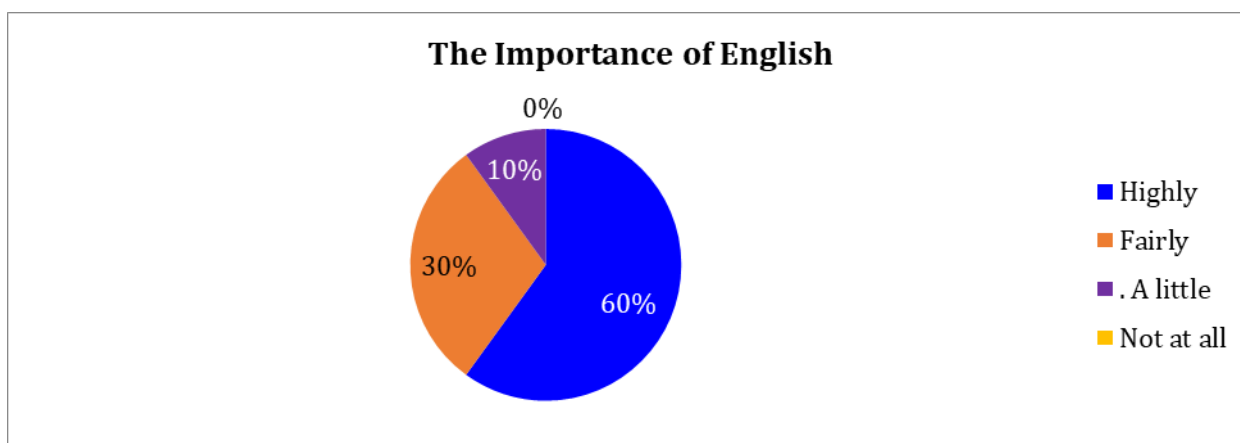


Fig.8. The Importance of English

The data shows English holds great importance to all participants because 62% find it essential while 30% see it as somewhat crucial and only 10% rate it as unimportant; no respondents downplayed its significance.

Question 9: For what reason do you need English?

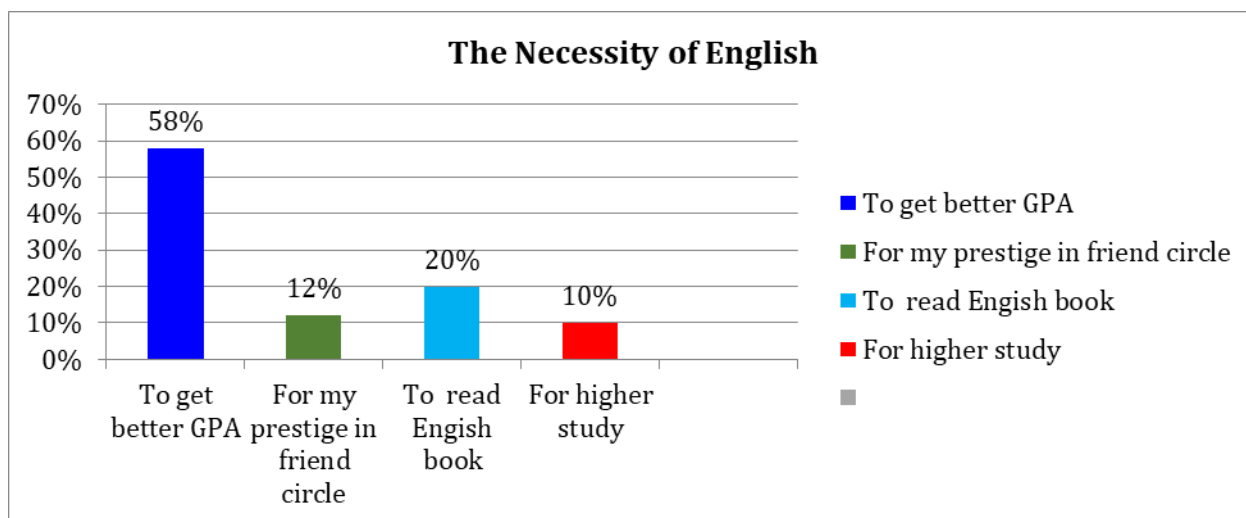


Fig.9. The Necessity of English

The figures demonstrate that English language education serves students mainly to receive passing grades or higher GPAs because 58% use English for that purpose. Students who study English for social status account for 12%, while reading English content makes up 20% of the students. According to the survey data, only 10% of students studied English to attend college education outside their home country.

Question 10: Your average GPA in English

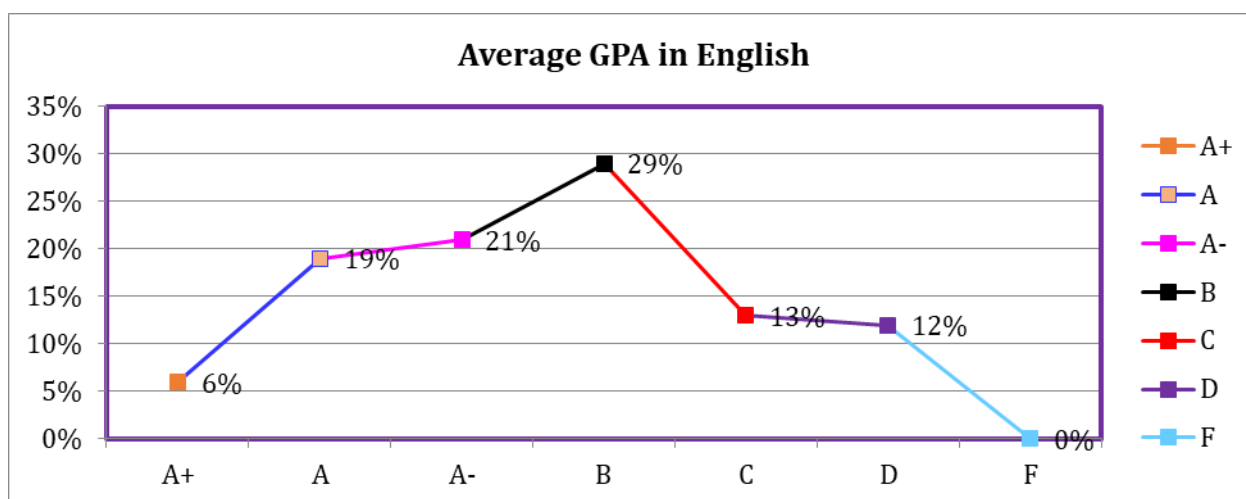


Fig.10. Average GPA in English

English scored the best grades with A+ among the participants yet the frequency of students reaching this level was 6% while those who scored A made up 19% and A- made up 21% of the participants and B made up 29% of the group and

C made up 13% and finally D made up 12%. The reported grade lies substantially below what students usually earn in their cumulative GPA.

Question 11: Which language did you mostly use in the English classroom?

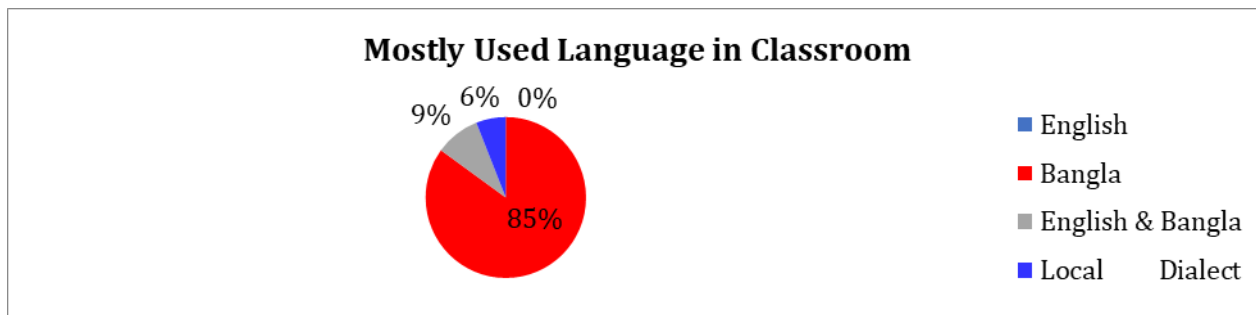


Fig.11. Most Used Language in Classroom

This figure reveals that students fail to use English as their primary language in their educational environment since most of them (80%) communicate through Bengali, while 9% blend these two languages and 6% use their local dialect.

Question 12: Which language did your teachers mostly use at School/College?

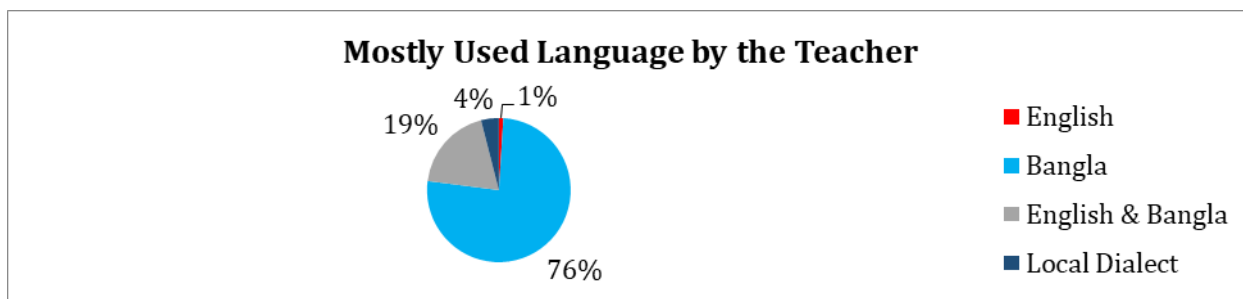


Fig.12. Mostly Used Language by the Teacher

Figuratively speaking, the survey indicates that classroom English usage by teachers reaches a maximum of 1% while Bengali language dominance approaches 76% along with mixed interaction between Bengali and English at 19% and 4% teachers using local dialect.

Question 13: What is your reason for getting a poor GPA in English?

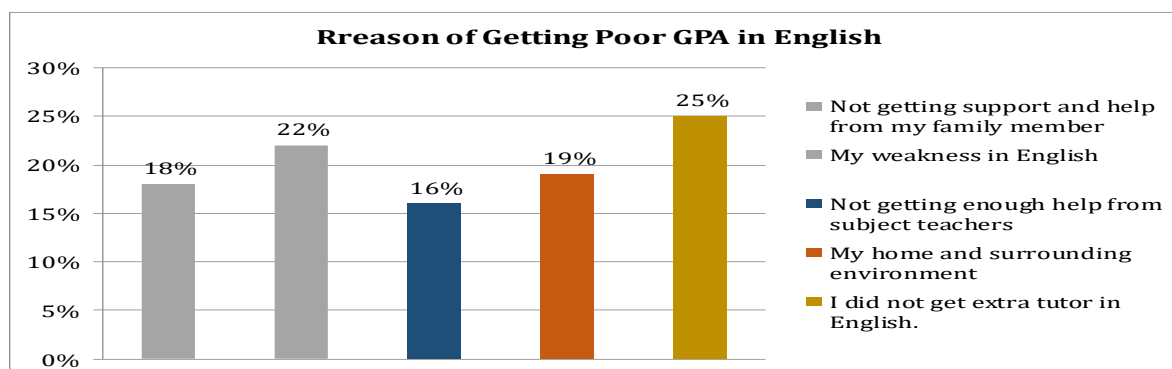


Fig.13. Reason for Getting Poor GPA in English

The graphical representation shows which elements hinder students from achieving good GPAs in English subjects. The participants showed that 18 percent of students failed to achieve satisfactory English results due to family members' lack of support 22 percent failed because of English learning weaknesses 16 percent due to insufficient subject teacher assistance and 19 percent of negative home environment conditions plus a maximum of 25 percent students cited private tutoring deficiency as the reason for obtaining lower English GPAs.

Question 14: What is the secret of your higher GPA in English than your CGPA?

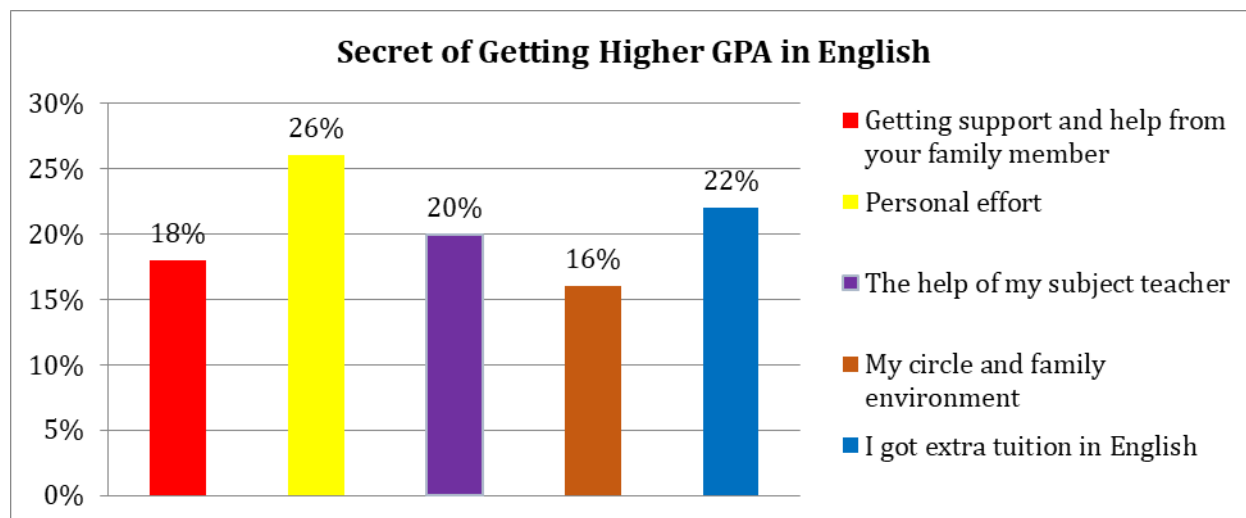


Fig.14. Secret of Getting a Higher GPA in English

The data in the above figure indicates the elements that help students earn higher English GPAs. Student success in English resulted from their family support (18%), personal work (26%), adequate teacher assistance (20%), and favorable home environment (16%), while private tutoring only played a role for 2% of the participants.

B. Teachers' Interview Questions

Question 1. Do you think urban students have more chances to show better performance in academic English than rural students?

All teachers surveyed believe that urban students possess superior academic English skills compared to rural students. The teachers indicated knowledge about multiple contributors to this phenomenon. The urban regions host more quality teaching staff together with their students when compared to rural areas. A better economy enables urban students to gain feedback that outperforms what rural students receive. The combination of urban society together with culture, family teaching methods, and urban environment proves superior to rural life. The higher

level of competition in urban regions provides beneficial conditions for students to develop English skills that rural learners lack. Various seminars, debates, and programming events, along with encounters with foreign people, operate exclusively in urban regions, which enables urban students to remain ahead of their pastoral counterparts.

Question 2. In what ways do an individual's social status and economic circumstances influence their academic success in English?

Teachers believe that English serves as both a school subject, yet it primarily stands as a foreign language requiring extensive practice together with correct guidance and appropriate materials for students to excel in mastering it. A purely excellent social environment enables children to develop their English skills effectively. Social prestige, together with favorable environments, plays a motivating role as an encouraging factor.

Student English performance in academic studies depends heavily on financial resources since money remains the only viable avenue to purchase materials, educational guidance, and additional necessary items. The investment of money creates outstanding English skills for learners. The process of private tutoring requires spending money for both coaching attendance and private tutor acquisition. The position one holds in society, together with one's economic standing, determines one's English academic success strongly.

Question3. Do you believe that pupils from educated families have a greater likelihood of demonstrating superior success in Academic English?

Napoleon revealed through this comment, "Give me an educated mother; I will give you an educated nation." The academic achievement of children in the English language receives a positive influence from parent education since educated parents understand the worldwide value of this language. Illiterate parents face difficulties in understanding the educational worth, particularly of English learning. The parents define their acceptable performance standards as pass marks. Together with showing awareness to children, experienced parents stay in front of parents with lower educational attainment. The foundation through which children become excellent in English benefits greatly from this variable of family education.

Question 4. What is your perspective on the impact of a student's living environment on their acquisition of a second language (English)?

A growing child receives significant educational input from their environment since man gains knowledge from their surroundings quite extensively. Learning English becomes exciting for individuals who have smart environments together with available healthy competition and accessible materials and facilities. A student who has English medium reading friends near them will likely receive encouragement to master the English language. Students who have neighbors attending English medium education often receive motivation to learn English, while students at Madrasahs tend to stay away from learning it. The skills someone develops in English depend significantly upon their cultural environment. Several key study environment factors, including silent reading rooms both the nuclear family and educated family structures, and excellent teaching support the acquisition of proper English language knowledge.

Question 5: Do you think that local and familial culture may influence an individual's academic achievement in English? In what manner?

According to traditional wisdom, a person should start their charitable work within their home environment, thus influencing family traditions that result in major effects on English academic performance. Children will naturally follow the family culture when all their extended family members have a cultured behavior and all people in their area have similar cultural standards. The students firmly believe that being born into a cultured environment ensures an improved educational space, which boosts their academic success in English language studies.

Question 6: In what ways might private tutoring impact a learner's academic achievement in English?

Most parents across our nation lack strong English proficiency, both among educated parents and those who are not highly educated. The difficulty of learning a foreign language called English appears challenging even though it remains unavoidable. The main part of our cultural setting provides limited help for English learning, specifically within rural areas. The students can achieve improved academic outcomes through working with a private English teacher. Student weakness in the English language requires private tutoring as part of pastoral support because students receive minimal feedback in this subject. The requirement for

private tutors to teach English remains essential without any limitations for students who want to learn this language.

Question 7. To what degree is a conducive institutional atmosphere critical for enhanced success in English?

Educational institutions present a major part of the student's academic life, according to most of our respondent teachers. Students gain most of their knowledge at this location. The majority of students from this village rely entirely on educational institutions for learning purposes. The absence of favorable conditions in academic institutions makes it impossible for students to learn proper education together with correct English.

Question 8. Do you have any recommendations to minimize the problem of social stratification in the academic arena?

The staff of teachers acknowledged that this issue proves difficult to resolve because wealth and family education impact most learning outcomes. Some actions may help decrease the extent of social stratification, but these measures alone will not eliminate it.

- a. The program of English needs reform to become practical with contemporary valuable information presented in an enjoyable strategic format.
- b. Both the village and town require the appointment of quality English faculty.
- c. Education scholarships from the government should be distributed among students grouped by class.
- d. Backward students require special emphasis on English since its relevance must be displayed to them.
- e. The government should implement an Especial English course as an additional program in schools and colleges through its financial resources.
- f. The proposed measures should work favorably to tackle social stratification challenges within academic institutions.

DISCUSSION

This section extends the analysis of student performance results in English classes. The researcher obtained information about students, followed by their evaluations and insights regarding the factors affecting their English performance. He has reviewed English teachers' opinions to discover potential factors behind academic achievements along with or against expectations. The study participants,

including students and English teaching professionals, correctly identified social differences and social classification as direct or indirect causes that affect student academic achievements in English learning. Students having academic ability commonly serve as the basic requirement for successful performance, although real-life observations show that different social factors positively influence learning achievements. The collected data about students includes detailed academic records, information regarding schooling and family history, and the educational achievements and professional backgrounds of family members. Additionally, it encompasses student study routines and factors from their social environment and psychology that appear to impact their English performance.

Socioeconomic Factors Affecting Performance in English

Results showed that 45% of parents and guardians maintained their education stopped at the secondary school level, but 40% have college degrees, and 17% finished university. The academic modeling abilities of parents are limited when they fall short of having a high level of education.

Current statistics show that among the parents and guardians whose children are students, the majority earn their living from farming 39% while 40% receive salaries as their main source of income, together with 16% running businesses and 5% receiving income from casual labor. The irregular nature of their financial income indicates that students whose parents depend on them will receive poor educational materials and essential provisions. Such students demonstrate consistently poor academic performance. The academic achievement of students whose parents come from low socio-economic backgrounds tends to become diminished due to limited resources at their disposal.

English teachers believe that the English performance of students declines due to adverse cultural influences. The achievement level of students suffers from negative influences of beliefs together with early marriage, while family income and cultural constraints also contribute to student achievement decline. Students from insecure environments because of socio-cultural practices like cattle rustling, early marriages, and female genital mutilation (FGM) create emotional issues at school (Morium, 2024). These students show weak focus during classes, along with diminished confidence when they try to complete their tasks.

a) Educational Institution

Educational success heavily depends on what kind of school children attend, according to research on both socio-economic background and school type. Everybody accepts the positive effects that schools have on student academic performance. This research establishes that students at urban educational institutions achieve an 82.05% success rate. People belonging to rural educational institutions hold a 17.85% opinion stating that urban educational facilities function better than their rural counterparts. The educational institution success rate depends on several factors that educational institutions employ. Urban educational institutions typically use admission tests to select their most qualified students.

b) Helping Hand in Better Performance

Both school teachers and various personal resources, including family members, private teachers, and coaching centers, teach English classes to students. The students who stick only to instructional classes taught by their subject teacher at school exhibit higher achievement results. Among students who receive assistance from both private tutors and coaching centers and outside sources, there is a remarkable success. Research reveals that the family exists as one of the most potent unregulated educational institutions. Education without educated families or parents appears to lack any suitable replacement among the various tutoring possibilities such as private teaching or coaching institutions.

c) Students' Area of Residence

Non-metropolitan school students demonstrate lower educational performance in English subjects, together with lower student retention rates when compared to metropolitan students. A low number of educational institutions operate in rural areas of Bangladesh, yet students from these locations still face various other disadvantages. Regional students encounter barriers to education access for various reasons, including high costs coupled with limited transport availability and inadequate levels of financial assistance for families. The educational quality that rural students experience tends to be inequitable because of restricted and limited instruments that affect the quality of their educational experience. The educational facilities and recreational facilities inside schools often remain scarce for students studying there.

d) Attitude to English

The subject concerns motivational elements. The main driving force in L2 learning motivates students to start their tasks and decide their work intensity. Negative learner feelings create significant mental barriers that prevent them from learning. The assortment of attitudes directly affects second language learning achievements. Second language learners benefit largely from the attitude they take towards their studies and their performance. This research shows that students who rate English importance highly achieve higher success levels at 64.41% success.

RECOMMENDATION

Various psychological and social factors affect how differently students perform at school, which relates to their location and educational establishment and their parents' education levels and occupations, as well as family financial status and cultural values. Despite receiving numerous professional suggestions for English teachers, the author presents only several recommendations that adapt to Bangladesh's socio-cultural and socio-economic context.

Rural educational institutions need to receive all essential logistical support services. The educational institutions located in rural areas need strong oversight combined with educated members in their committees to establish better educational facilities. Teachers who have obtained proper qualifications serve as the core element in educational instruction with language teaching requiring no different approach. It is necessary to deploy English teachers who possess both better qualifications and motivation to vacant positions. The proper development of teaching staff as a professional group requires continuous assessment programs. The Government, along with school institutions, must organize ongoing training arrangements for their language education staff.

School-based instruction must become more successful and practical because it replaces the educational backing that students usually receive from their families. The guardians from rural areas who are poor have no means to buy teaching materials essential for their son's or daughter's education. Students from disadvantaged family circumstances qualify for specific educational grants devoted to governmental financial support. The authority should implement an upgrade of existing libraries through modern technological equipment like digital textbooks to simplify language education for students of all backgrounds. The school should

establish extracurricular activities dedicated to English language learning, when possible, through programs like English debates or open discussion gatherings.

CONCLUSION

The data collection from students and teachers reveals that differences in living standards, school quality, parental background, and access to private tutoring contribute to unequal academic results among different student groups. Multiple factors contribute to this issue, including socioeconomic disparities, unequal educational facilities among different institutions, parental backgrounds, and family culture. Additionally, the costs of individual tutor assistance and self-motivation also play equally important roles. The researchers have started this investigation to explore certain sociolinguistic variables that impact academic English performance across different educational levels in Bangladesh. English language acquisition among children experiences negative effects from the supportive environment and social context of Bengali-speaking communities thus proving that students' English proficiency strongly relates to their family background factors including social status economic stability and cultural heritage. Students who come from urban backgrounds combined with urban schooling and solvent family and scholarly family culture demonstrated better learning outcomes than other students.

The researcher has evaluated several research questions through a study approach that shows learners who are strongly dedicated and committed can break through numerous social and economic obstacles. Every human society maintains different levels of status and its corresponding inequalities. Such issues exist, but numerous people refuse to observe them. The social barriers along with psychological obstacles confronting poor students remain absent from the minds of Bangladeshi curriculum policy experts. The research proves that students achieve differently in English based on their social background. Public officials, along with teaching staff and guardians, must implement targeted funding, teacher training, and policy reforms to minimize the performance disparities between various student groups.

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