

Linguistic and Socio-Cultural Challenges in English Learning: A Study on Indigenous Students in Bangladesh's Higher Education

Abdulla-All-Mijan

Assistant Professor, Department of Humanities, Rajshahi University of Engineering & Technology, Rajshahi, Bangladesh.
mijan@hum.ruet.ac.bd | ORCID: 0009-0005-1127-8248

Afsana Chowdhury

Assistant Professor, Department of English, European University of Bangladesh, Dhaka, Bangladesh.
afsana@eub.edu.bd | ORCID: 0009-0004-4845-9256

Md Rabiul Hasan

Student, Department of Building Engineering & Construction Management, Rajshahi University of Engineering & Technology, Rajshahi, Bangladesh.
1812019@student.ruet.ac.bd | ORCID: 0009-0004-1061-9795

Abstract:

Despite growing attention to educational equity in Bangladesh, empirical evidence on the English language learning challenges faced by Indigenous university students remains limited. This study addresses this gap by investigating the linguistic and socio-cultural factors influencing English proficiency among Indigenous students in higher education through a questionnaire survey of 200 participants. Analysis of data assessment was achieved with the help of ANOVA and Spearman correlation and Chi-square tests. Once again, Multiple Linear Regression (MLR) were carried out to analyze the contributing factors to the level of English proficiency. The results showed that the early exposure to the English language ($\rho = 0.848$) and the availability of study material ($\rho = 0.839$) produced the greatest positive effects on language proficiency. However, the socio-economic background and institutional support had a small impact. Regression analysis showed that early exposure to learning ($\beta = 0.422$), as well as learning resources ($\beta = 0.378$), retained their predictive power to resultant proficiency outcomes. The data reflected the presence of ethnic differences in the socio-economic status due to systemic inequalities. The findings provide empirical evidence to

support educational policies and targeted interventions aimed at improving English language learning opportunities for Indigenous students in Bangladesh.

Keywords: indigenous students, English proficiency, language barriers, socio-economic factors, higher education.

1. Introduction

In the Bangladesh tertiary education system, English proficiency is a key factor or determinant of academic achievement and career progression. Since English is a major language of instruction in higher education institutions, students need to acquire excellent reading, writing, and speech abilities to be able to successfully cope with academic studies and career prospects according to Syafrwana (2023). Nonetheless, Bangladeshi indigenous students have a great obstacle to mastering English and they have low chances of succeeding in higher education and finding improved career opportunities. These issues are caused by linguistic, socio-economic, cultural, and institutional factors that disadvantage indigenous students in the presence of their non-indigenous counterparts. Lack of exposure to the English language prior to joining the university is one of the main barriers to acquiring the language among indigenous students. Most native communities mostly speak their own native languages with Bengali as a medium of communication according to Hannan et al. (2024). Consequently, the English language has remained more or less unknown among the students until the time they join the formal education system. This exposure does not come early and as such, they are not exposed to an English-based academic environment and this impacts on their capacity to grasp course content, their writing skills and their capacity to engage in classroom discussions.

These are aggravated by socio-economic limitations. Various native students have low economic backgrounds, which limit their access to quality secondary and primary education. Lack of finances does not allow them to enroll in private tutoring, buy additional learning resources, or use digital resources that may help them develop the English language. Moreover, most students have no other option than to work part-time to fund their studies and have limited

time to invest in becoming better at the English language stated by Hossain (2024). These economic barriers are some of the factors that contribute to the increasing disparity in language skills between indigenous students and their counterparts with more privileged backgrounds. Other than language and financial issues, cultural obstacles also influence the experience of indigenous students in higher education. The local people in Bangladesh have their own language and culture that is not similar to the mainstream Bangladeshi society. Cultural alienation presents itself in the form of many native students in university settings where English and Bengali are the two most spoken languages. Such alienation can lead to a low level of self-confidence, unwillingness to engage in academic dialogue and inability to establish social relationships with students who are more proficient in English. Lack of culturally inclusive learning conditions worsens these struggles and indigenous students find it even harder to succeed in higher education according to Aziz (2022). The institutional elements are also significant in determining the English proficiency of the indigenous students. In Bangladesh, there are several universities that do not have specific language support programs, which take into account the unique needs of students who represent different linguistic groups. In most cases, teaching methods do not take into consideration a student's linguistic background, assuming the average level of a student's English proficiency stated by Qader et al. (2023). The lack of bilingual education plans, special remedial classes and culturally conscious curricula relegate the indigenous learners further making it even harder to enhance their English proficiency according to Oxford & Skehan (1990).

This study is informed by Sociocultural Learning Theory of Vygotsky, which emphasizes that language learning develops through social interaction and access to supportive learning environments. It also draws on principles of Second Language Acquisition theory, particularly the importance of early language exposure for developing communicative competence. In addition, the study adopts an educational equity perspective, recognizing that unequal access to educational resources and institutional support may contribute to disparities in English language learning among Indigenous students. Although previous studies have examined English language learning barriers, socio-economic inequalities, and bilingual education in Bangladesh, limited

empirical research has specifically investigated how linguistic, socio-economic, cultural, and institutional factors jointly influence English proficiency among Indigenous university students. Furthermore, few studies have employed multiple statistical techniques to identify the relative contribution of these factors in the context of higher education. This gap limits evidence-based policy formulation for promoting equitable English language education among Indigenous learners.

The research paper is an attempt to investigate the major obstacles to the achievement of English proficiency among native students in the tertiary education sector in Bangladesh. In particular, it aims at investigating linguistic, socio-economic, cultural, and institutional factors that lead to language acquisition challenges. It is also determined in the study how much the previous exposure to English and economic factors influence the level of proficiency in students. It also assesses the success of language support programs, culturally inclusive instruction patterns, and financial assistance programs in enhancing the learning of English in indigenous students. To achieve these objectives, the present study addresses the following research questions:

1. What linguistic, socio-economic, cultural, and institutional factors influence English proficiency among Indigenous university students in Bangladesh?
2. What relationships exist between socio-economic status, learning resources, institutional support, and English proficiency?
3. Which factors significantly predict English proficiency when demographic, early exposure, socio-economic, and institutional variables are considered simultaneously?

2. Literature review

One of the major issues facing indigenous students when acquiring English proficiency is language barrier between their own language and English. In Bangladesh, the majority of the indigenous communities speak their own languages, with the use of the Bengali language as a secondary one. Consequently, students tend to join university with little exposure to the

English language and it is hard to blend with an academic society that speaks English. According to Aziz (2022), phonetic and syntactic variations between indigenous languages and English are some of the factors that make students have difficulties in pronunciation, grammar, and sentence structure. Likewise, Hossain (2024) discovered that, students tend to use their mother tongue when constructing English sentences, which results in grammatical errors and fluency deficiency. These challenges are also exacerbated by the lack of bilingual education programs. According to Benson (2002), students who are offered early education in both their own language and English language are likely to acquire a better command of language. The education system in Bangladesh is however biased towards learning the English and Bengali languages and therefore does not provide sufficient support to learn the native language among the local students. This makes them disadvantaged in the university setting as a number of them do not understand how to read, write academic papers and to communicate verbally.

In addition to language issues, socio-economic aspects are very important in determining the capacity of students to learn English proficiency. A number of indigenous students belong to low-income families reducing their accessibility to good primary and secondary education. The study by Chakma (2024) established that students are unable to obtain private tutoring, language enrichment and digital learning tools due to financial constraints, which are necessary to enhance English proficiency. Also, most native students have to work part-time to sustain themselves, meaning that they do not have time to study language. Technological access has an impact on English proficiency too. As Ahmed (2024) notes, students with economically advantaged backgrounds enjoy access to online language-learning platforms, multimedia materials and social media interactions in English whereas those with lower-income backgrounds have less access to such resources. The digital divide also exacerbates the disparity between indigenous students and their counterparts, and it is harder to acquire good knowledge in English language.

The cultural background is an important aspect of the attitude of the students towards learning English. The communities of indigenous students in Bangladesh usually have a rich linguistic and cultural heritage that is very different to the mainstream Bangladeshi society. Once they get into university,

it might be a case of cultural dissonance where the Bengali and English language controls the academic and social spheres. It was discovered in Yongo et al. (2024) that cultural alienation is a factor that leads to poor self-confidence and their lack of engagement in classroom discourse because students might be afraid that their level of English proficiency does not match that of their classmates. The same was witnessed in Hossain (2024) where the author noted that the indigenous students who believe that their cultural identity is not recognized within the academic environment have difficulties with motivation and engagement. The absence of culturally inclusive pedagogues only contributes to these problems and students are not easily able to see themselves in the learning process. According to Chakma (2024), the employment of cultural references and bilingual pedagogical techniques in the curriculum can considerably help to increase student engagement and understanding.

Another important aspect that affects English proficiency in indigenous students is the accessibility of institutional support. Most of the Bangladesh universities lack the provision of specialized language courses that meet the needs of the students of various languages. As Hannan et al. (2024) point out, universities do not necessarily have remedial English classes, structured tutoring sessions, and bilingual teaching strategies, which means that indigenous students are deprived of the necessary resources to enhance their language competencies. Another concern is faculty training. According to Oxford and Skehan (1990), most teachers believe that all students have an equal level of English proficiency and therefore, they will present teaching methods that do not meet the special needs of indigenous learners. According to Hossain (2024), universities need to focus more on faculty education on culturally responsive pedagogy to teach faculty how to assist students with language barriers. Some policy measures have been suggested to take corrective actions to these institutional failures. Qader et al. (2023) reviewed the programs aimed at enhancing the English learning of the marginalized students and suggested specific scholarship programs, community-based language programs, and increased digital opportunities of learning. Nonetheless, the effectiveness of such interventions on indigenous students within the Bangladesh higher education system is not empirically studied.

Although the effects of linguistic, socio-economic, cultural, and institutional factors on English proficiency have been examined in the past, few studies have conducted research specifically on indigenous students in Bangladesh. The majority of the research discusses the language barriers of the marginalized communities in general and does not look at how indigenous learners intersect these issues. Moreover, not much empirical research has been conducted to assess the effectiveness of bilingual education models, localized funding strategies as well as culturally inclusive curricula in enhancing English proficiency among indigenous students. This paper will fill this research gap by engaging in an in-depth examination of the impediments that impede the development of English proficiency among native students in the tertiary education system in Bangladesh. Using the survey data and statistical analysis, this study will offer information concerning the particular linguistic, economic, cultural, and institutional issues that indigenous students have to struggle with. The results will be used to design evidence-based policies and scholarly interventions that will facilitate equal access to language education so that indigenous students can have the opportunity to succeed in higher education and more.

This study is theoretically informed by perspectives on multilingual education and Second Language Acquisition (SLA). Multilingual education recognizes that learners develop additional languages more effectively when their linguistic and cultural backgrounds are acknowledged and incorporated into the educational process according to Benson (2002). For Indigenous students, maintaining their native language while acquiring English can promote both academic achievement and cultural identity. In addition, Second Language Acquisition theory emphasizes that meaningful language exposure, interaction, and access to supportive learning environments are fundamental to developing language proficiency stated by Oxford & Skehan (1990). These theoretical perspectives provide a suitable framework for examining how early English exposure, learning resources, institutional support, and socio-economic conditions collectively influence English proficiency among Indigenous university students in Bangladesh.

3. Methodology

This paper uses a structured questionnaire-based survey to explore the interaction between socio-economic status, early English exposure, institutional support and English proficiency among tertiary level indigenous students in Bangladesh. Since the country has a varied socio-cultural and economic environment, especially among the indigenous groups, the survey was carefully crafted to capture all the data and retain a high level of statistical soundness. The study will help to identify the distinctive challenges and opportunities that the indigenous students receiving the education at Bangladeshi universities face in order to obtain a sufficient level of English proficiency on the context of higher education. The survey tool was constructed on extensive analysis of the available literature on language acquisition, socio-economic influences in education, and measurement of linguistic proficiency. It was designed in a way to help to obtain quantitative and categorical data, and to provide the multifaceted analysis of the interdependence between the socio-economic background, early exposure to English, institutional support, and language proficiency results. The questionnaire was also developed in a manner that would bring out answers that could be undergone strict statistical analysis, and thus the validity and reliability of the results. The survey was conducted with 200 native university students who were of different ethnicities and different socio-economic statuses. Participants were selected using a convenience sampling approach based on their voluntary willingness to participate and eligibility as Indigenous students enrolled in Bangladeshi higher education institutions. Prior to data collection, informed consent was obtained from all participants, and anonymity and confidentiality were maintained throughout the study in accordance with standard research ethics.

3.1 Survey structure

The survey questionnaire was logically designed to measure the most important variables that are necessary to analyze the relationships between the socio-economic status, early exposure to English, institutional support, and English proficiency. It was separated into five different parts, which covered a particular aspect of the research. Table 1 shows the questionnaire structure, including the main thematic areas and the nature of responses that will be

gathered. The demographic section will collect the necessary background data, such as gender, undergraduate year, and ethnic identity, as well as socio-economic background data, such as parental education, household income, and financial stability. These variables give a background knowledge of the socio-economic differences and how they can affect language learning. The early English exposure section evaluates how much the respondents were exposed to the language at an early age. It records information about parental support, the language of instruction in primary and secondary school, and the availability of English-language media, such as books, television, and online resources. These are important elements that can define the importance of early exposure in developing English proficiency at a later stage. In the questionnaire, to assess the differences in terms of educational resources, there is a section which deals with learning resources, where the students will be assessed on the availability of textbooks, digital learning materials, personal tutoring and language support in their respective institutions. Given that the availability of resources is usually associated with socio-economic status, this section will allow conducting a detailed analysis of the influence it has on language acquisition. Institutional support role is measured through reviewing university policies, encouragement of faculty, and the presence of English-speaking environments. These institutional factors influence students' ability to develop language proficiency within their academic settings, making this section crucial for understanding structural facilitators and barriers to English learning. Finally, the questionnaire includes a section dedicated to English proficiency, where respondents self-assess their abilities in reading, writing, speaking, and listening. A five-point Likert scale is used to quantify language skills, allowing for comparative analysis across different socio-economic groups. The inclusion of this section ensures that proficiency levels can be statistically tested against socio-economic background, early exposure, and institutional support.

Table 1

Structure of the Survey Questionnaire.

Section	Focus area	Question type
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Demographics	Gender, undergraduate year, ethnic group, socio-economic status indicators	Multiple-choice, Likert scale, open-ended
Early English Exposure	Parental encouragement, schooling language, access to English media	Likert scale, multiple-choice
Learning Resources	Availability of English books, tutoring, institutional support	Likert scale, multiple-choice
Institutional Support	University policies, faculty encouragement, academic resources	Likert scale, multiple-choice
English Proficiency	Self-reported reading, writing, speaking, and listening skills	Likert scale

3.2 Analysis techniques

In order to explore the correlations between socio-economic status, early exposure to English, institutional backup, and English proficiency in tertiary-level students in Bangladesh, multiple statistical methods were used. The Python 3.11.1 was used to carry out the analysis, and it has utilized the related statistical libraries like `scipy.stats` and `stats models`. The choice of statistical tests was predetermined by the nature of the variables and hypotheses of the research that are stated in Table 2. ANOVA was used to establish the statistically significant differences in the socio-economic status of different ethnic groups and to establish the effects of the socio-economic status and the early exposure to the English language on the English proficiency. The approach is suitable in a comparison of mean between two or more categorical groupings to determine whether the observed differences are statistically significant. The strength and direction of relationships between socio-economic status, early exposure to English, cultural respect and English proficiency were measured with the help of Spearman correlation. Since the data is ordinal, Spearman correlation was chosen instead of Pearson correlation since it does not assume a linear relationship or normally

distributed value. Once again, a chi-square test was used to assess the independence of the socio-economic status and early exposure to English and whether the socio-economic background was a significant indicator of cultural respect. The non-parametric test is appropriate when the data used are categorical and is used to establish a relationship between categorical variables. In addition, a multiple linear regression model was developed to investigate how the demographic and socio-economic factors are interacting to influence English proficiency. The independent variables were gender, undergraduate year, socio-economic status, early exposure to the English language, learning resources, and the support provided by the institutions. It is a regression model that enables the evaluation of the effect of multiple predictors on English proficiency and the control of possible confounding factors.

Table 2

Description of statistical techniques.

Statistics	Purpose
ANOVA	To examine whether socio-economic status and early English exposure significantly affect English proficiency and vary across ethnic groups.
Spearman’s Correlation	To measure the strength and direction of relationships between socio-economic status, early exposure, cultural respect, and proficiency.
Chi-Square Test	To determine whether socio-economic background significantly influences early English exposure and cultural attitudes.
Multiple Linear Regression	To estimate the combined effects of demographic and socio-economic factors on English proficiency.

3.3 Multiple linear regression (MLR)

Multiple Linear Regression (MLR) refers to a statistical method that is applied to investigate the association between a dependent variable and two or more independent ones. This research uses MLR to examine the joint impacts of demographic, socio-economic and institutional variables on the English proficiency of tertiary students in Bangladesh. The model is especially helpful in the interpretation of how various variables interact to contribute to language proficiency to have a more holistic view than univariate statistical techniques. For this study, the multiple regression model is specified as:

$$\begin{aligned} \text{English Proficiency} &= \beta_0 + \beta_1(\text{Gender}) + \beta_1(\text{Undergrad year}) \\ &+ \beta_1(\text{Socio - economic status}) \\ &+ \beta_1(\text{Early english exposure}) \\ &+ \beta_1(\text{Learning resources}) \\ &+ \beta_1(\text{Institutional support}) + \epsilon \end{aligned} \quad \text{Eq. 1}$$

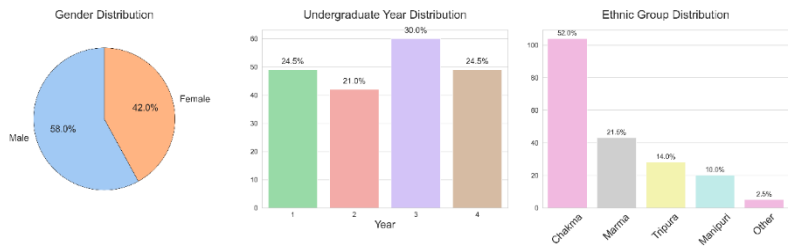
The formulation allows taking a closer look at the interaction of different demographic and socio-economic factors that influence English language proficiency. The model also incorporates socio-economic status as a predictor to account its effects whilst adjusting other predictors, and thus its effects are not overstated by confounding factors. Another important predictor is early exposure to English, which can be used to assess whether students who have a higher initial exposure to English show better levels of proficiency. Also, the learning resources and institutional support gives an insight on whether educational infrastructure access plays a major role in language acquisition. Control factors (gender, undergraduate year) can be used to isolate the impact of socio-economic and institutional factors on language proficiency. This approach to research enhances the credibility of the results by alleviating individual differences biases. MLR, in its turn, does not merely aid in testing the hypothesis but also enables a solid framework of explaining a complicated interaction between a number of determinants that define the achievement of English proficiency among tertiary-level students in Bangladesh.

4. Result and discussion

4.1 Demographic characteristics of participants

Figure 1

Demographic distribution of survey participants.



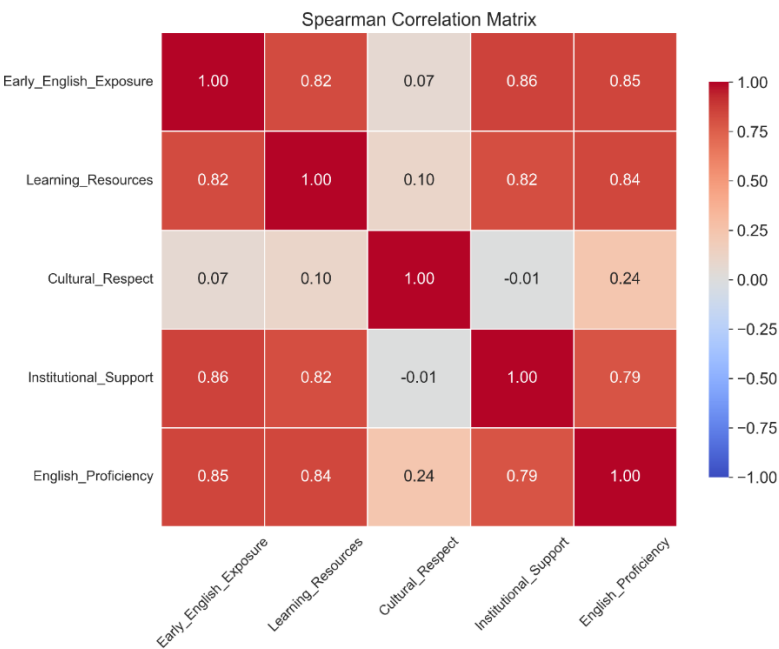
The detailed knowledge of the demographic features of the survey participants plays a vital role in providing the results of this study with a context. The entire sample will consist of 200 students of different indigenous communities in Bangladesh at tertiary level and this will have a wide representation that will be needed in the context of analyzing the interaction between socio-economic status, early exposure to English, institutional support, and English proficiency. As the demographic distribution as shown in Figure 1 shows, there are differences in gender, academic status, and ethnicity, all of which are important variables in the overall analytical context of this study. The sample gender representation is balanced as 58 percent of the participants described themselves as males, whereas 42 percent of the participants described themselves as females. This balanced work enables the comparative analysis of the differences in language acquisition between the genders and the socio-economic factors that affect the acquisition of the English language. Since previous research has already reported the possible differences in access to educational resources and language exposure between the genders, this allocation enhances the capacity of the study to investigate such subtleties. The sample involved in the study was selected across the four years of undergraduate studies, which meant that the viewpoints of various levels of tertiary education were well represented. The percentage of respondents based on the academic years was as follows: 24.5% first year, 21 percent second year, 30 percent third year and 24.5 percent fourth year. This homogenous distribution makes sure that the information about the English language

proficiency development during the university education will be adequately represented. Interestingly, the higher proportion of the third-year students can be the evidence of the higher readiness of the students who are at the higher level of their studies to be involved into academic research work or analyze their experiences in learning the language. The characteristic of this study is ethnic diversity since it specifically focuses on indigenous students. Most of the respondents are Chakma (52%), Marma (21.5%), Tripura (14%), and Manipuri (10%), and 2.5 per cent of other indigenous groups. The high population of Chakma students in the sample is consistent with the national demographics, since the Chakma is the largest indigenous population in Bangladesh. The ethnic representation difference is another chance to analyze the differences in socio-economic status, institutional support, and early language exposure among ethnic backgrounds and the resulting differences into differences in English proficiency.

4.2 Spearman correlation analysis

Figure 2

Spearman correlation among variables.



The Spearman correlation analysis was also used to assess the relationships among the key independent variables, which were early exposure to English, learning material, institutional support, and cultural respect, and English proficiency. It is a non-parametric statistical method that evaluates the strength and direction of monotonic relationships among variables, and it is thus quite appropriate to evaluate ordinal and Likert-scale data gathered in this study. The correlation findings, shown in Figure-2, empirically support the research objectives of the study by depicting the effects of socio-economic factors and exposing the indigenous students in Bangladesh to English at an early age on their English proficiency. The results show that there is positive correlation ($\rho = 0.848$) between early exposure to English and English proficiency, implying that the more a student was exposed to English at an early age, the high the level of proficiency he/she has in the language. This finding is in line with previous studies on language acquisition, which supports the claim that early language contacts have a great role to play in eventual language competence. The fact that this correlation is strong responds directly to the aim of the study to determine the effect of early exposure to English-on-

English proficiency and this confirms that there is significant relationship between the two variables. Likewise, the institutional support and learning resources were observed to have very high levels of correlation with the English proficiency with correlation coefficients of 0.839 and 0.792 respectively. These results underscore the significance of access to instructional resources, support systems in educational institutions, and provisions made by the institutions in influencing language acquisition. Those students who had more access to learning materials, including English textbooks, online materials, and organized academic assistance, were more proficient in English. This finding is in line with the second goal of the study that aims at investigating the influence of socio-economic status on the conditions of learning and language proficiency. The positive correlation indicates that the difference in access to academic resources might have a substantial impact on English language outcomes because institutional support is usually different depending on socio-economic status. Curiously enough, cultural respect demonstrated a less significant but statistically significant positive association ($\rho = 0.239$) with English proficiency. This finding indicates that although cultural diversity and respect attitudes might have a role to play in language learning, it is not as have a strong impact as direct educational factors like learning materials or institutional facilities. However, the association shows that students whose appreciation of linguistic and cultural diversity is stronger are more likely to be interested in becoming proficient in English, which might be a manifestation of an openness to multilingual learning conditions. Nevertheless, the close relationships between socio-economic backgrounds, early English exposure, and English proficiency highlight the inequity in language acquisition, especially in indigenous learners in Bangladesh. The findings support the argument to have specific educational policies that promote institutional assistance and access to learning facilities so that students of different socio-economic backgrounds have equal chances to acquire English language proficiency.

4.3 ANOVA and Chi-square test

ANOVA and Chi-Square tests were used in order to investigate the links among socio-economic variables, early English exposure, and English

proficiency. ANOVA was employed to establish the fact whether there are significant differences in the socio-economic status and English proficiency, depending upon ethnic group and early English exposure. In the meantime, Chi-Square test was performed to test the relationship between socio-economic status and early English exposure, cultural respect. The results are summarized in Table 3.

Table 3

ANOVA and Chi-Square test results.

Test Type	Independent Variable	Dependent Variable	Hypothesis	Test Statistic	p-value
ANOVA	Ethnic Group	Socio-Economic Status	H ₀ : Ethnic group has no effect on socio-economic status. H ₁ : Ethnic group significantly affects socio-economic status.	4.512	< 0.05
ANOVA	Socio-Economic Status	English Proficiency	H ₀ : Socio-economic status has no effect on English proficiency. H ₁ : Socio-economic status significantly affects English proficiency.	143.39	<0.001
ANOVA	Early English Exposure	English Proficiency	H ₀ : Early English exposure has no effect on English proficiency. H ₁ : Early English exposure significantly affects English proficiency.	125.30	<0.001

Chi-Square	Socio-Economic Status	Early English Exposure	H ₀ : Socio-economic status and early English exposure are independent. H ₁ : Socio-economic status and early English exposure are associated.	334.90	<0.001
Chi-Square	Socio-Economic Status	Cultural Respect	H ₀ : Socio-economic status and cultural respect are independent. H ₁ : Socio-economic status and cultural respect are associated.	18.74	0.025

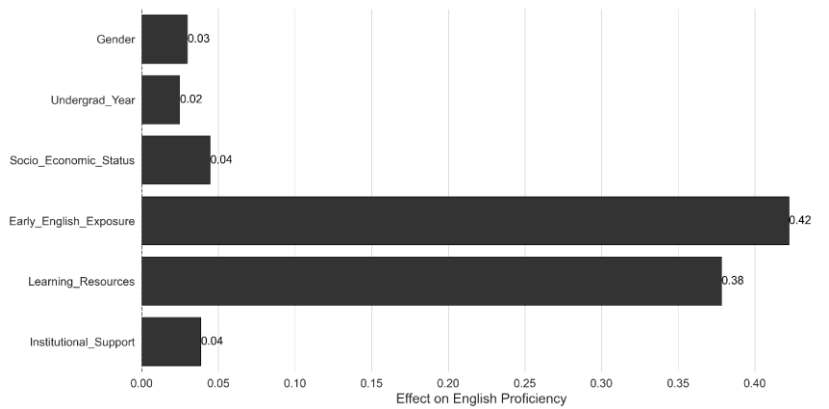
The ANOVA findings indicate that ethnic group makes a significant impact on socio-economic status ($F = 4.512, p < 0.05$), which implies the presence of economic differences between various ethnic groups. This observation is in line with the available literature that emphasizes the economic disparities among ethnic minorities, which are likely to be affected by socio-political circumstances in the past and access to educational and job opportunities. It highlights the role of tackling institutional inequalities that can obstruct social mobility and academic progress among underrepresented ethnic groups. In addition to that, the socio-economic status also played a significant role in English proficiency ($F = 143.39, p < 0.001$), as people with higher socio-economic status are more likely to attain better English proficiency. This finding confirms the hypothesis that financial resources enable access to good education, private tutoring, and learning resources, which will increase the acquisition of the language. Conversely, people of low socio-economic status might encounter obstacles in the form of the lack of access to English-mediated instructions and the lack of language exposure opportunities.

In the same way, English proficiency was greatly influenced by the exposure to English in the early years ($F = 125.30$, $p < 0.001$), which proves that early exposure to English is an important factor of language acquisition. This observation is consistent with the linguistic acquisition theories, which focus on the benefits of early exposure to attain greater levels of fluency. Learners who are exposed to English early in life enjoy cognitive flexibility, extended language reinforcement and communication confidence. These findings are also strengthened by the Chi-Square test results. The substantial correlation between socio-economic status and early exposure to English ($\chi^2 = 334.90$, $p < 0.001$) indicates that students with a more advantaged background have more chances to be exposed to language at an earlier age. Such a relationship can be explained by such factors as attendance at English language schools, home backgrounds where English is spoken, and early exposure to English media. Also, there was a strong association between socio-economic status and cultural respect ($\chi^2 = 18.74$, $p = 0.025$), which revealed that economic background affects the attitude of a person towards cultural diversity. This finding indicates that students with diverse economic backgrounds might experience different levels of exposure to multicultural settings, which influence their attitudes towards cultural inclusivity. Individuals with higher social-economic statuses, who possess a wide range of social networks and international interactions, can gain a wider perception and comprehension of various cultures and appreciate them.

4.4 Multiple linear regression (MLR) results

Figure 3

Predictors impact on English proficiency on Multiple linear regression analysis.



A Multiple Linear Regression (MLR) analysis was performed to further test the factors that affect English Proficiency as shown in Figure 3. The model showed a powerful explanatory level with the value of R-squared of 0.753 meaning that 75.3 percent of the variability in English Proficiency can be explained by the independent variables. The F-statistic of 98.05 ($p = 0.001$) verifies the overall model significance. The most influential predictors were Early English Exposure ($\beta = 0.422$, $p = 0.001$) and Learning Resources ($\beta = 0.378$, $p = 0.001$). The positive and statistically significant coefficients demonstrate that people who have early exposure to English and have better access to learning resources are more likely to be more proficient in the language. This corresponds to the research hypothesis that early linguistic immersion and availability of resources stimulate language acquisition. Conversely, Socio-Economic Status ($\beta = 0.0446$, $p = 0.707$), Institutional Support ($\beta = 0.0386$, $p = 0.654$), Undergraduate Year ($\beta = 0.0248$, $p = 0.528$), and Gender ($\beta = 0.0298$, $p = 0.738$) did not exhibit statistically significant relationships with English Proficiency. These results indicate that institutional support and socioeconomic factors might also have a significant effect, but it

is not as significant as direct linguistic exposure and resource access. The fact that gender and the academic year are not significant suggests that the level of proficiency is rather similar among various groups of people. However, the regression analysis supports the study's objectives by quantifying the extent to which different variables contribute to English proficiency. The strong impact of early English exposure and learning resources underscores the importance of early educational interventions and resource development in improving language skills.

5. Conclusion

The paper has mentioned the variables that influence English proficiency among students and it contained statistical tests such as ANOVA, Chi-square tests, Spearman correlation, and Multiple Linear Regression (MLR) tests to explore the relationships between the key variables. The findings underscore the need to be exposed to the English language early and to the reading material on language proficiency. The result of the MLR indicated that the two factors were positively correlated more than any other factors with the English proficiency, which confirmed that the early linguistic immersion factor and well-developed educational support system were critical in language acquisition. Further details were unveiled in ANOVA and Chi-square tests that showed the interplay of the ethnic background, socio-economic status and cultural respect. Even though the socio-economic status was initially thought to affect the proficiency of the English language, its statistical non-significance in the regression analysis suggests that other direct variables in education are more important. Also, institutional support, though an important aspect of general learning, did not significantly affect the level of proficiency and more specific interventions are necessary in the institutional setting. The results of the Spearman correlation have corroborated the results of the correlation analysis, particularly in the positive significant correlation of early exposure, learning resources and English proficiency. This is based on the hypothesis of the study that the linguistic competence is significantly enhanced in case of a structured exposure to the language at a young age. Nevertheless, the work makes a contribution to the research of language learning in multilingual and socio-economically diverse environments. It emphasizes that the policy measures should be targeted to enhance the early

English learning, enable access to learning resources and establish the conducive cultural environment that might assist in raising the extent of English proficiency. Subsequent research could also focus on other psychological and cognitive predictors of language learning, and the latter impact of the predictors on academic and professional success.

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