

English Language Learning by the Secondary-Level Tribal Students in Bandarban, Bangladesh: Challenges and Ways for Improvement

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ABSTRACT: Proficiency in English language has increased in importance for academic performance, tertiary education, employment possibilities and social advancement in Bangladesh. However, the secondary level tribal learners of Bandarban have different problems in learning English due to linguistic diversity, geographical remoteness, economic hardship, unavailability of educational facilities, teacher-related problems, and lack of exposure to the language. The study examines the major barriers of the secondary tribal students in learning English language in Bandarban and suggests the specific approaches for improvement in the setting. The research uses qualitative content analysis based on secondary data sources such as peer-reviewed articles, government documents, policy analyzes, institutional publications, and relevant studies on tribal education, multilingual education, and teaching English language in Bangladesh. The analysis reveals several interlinked issues, such as barriers in mother-tongue and multilingual education, teachers' limited proficiency, unavailability of culturally relevant teaching materials, emphasis on exam-oriented pedagogical practices, inadequate digital and physical infrastructure, and limited opportunities for practicing communicative English. The research claims that the improvement in English education might be achieved by changing the standardized, assessment-oriented approach to a multilingual, culturally sensitive, student-centered, and context-aware way of instruction. It advocates development of culturally relevant resources and increased digital access, interactive learning experiences, and improved school-community partnerships, as well as professional development for instructors. This study provides a synthesized, contextualized overview of the existing information, policy and pedagogical recommendations, in an effort to promote fairness in the teaching of English in Bandarban.

1. Introduction

1.1. Background of English Education in Bangladesh

English is a required subject at secondary level and has a vital role in the education system of Bangladesh. It is not just significant in regard to formal schooling but also related to access to higher education, acquiring a job, professional communication and involvement in the global knowledge economy (Hamid & Baldauf, 2011). The National teaching Policy of Bangladesh 2010 recognizes the educational entitlements and linguistic needs of the excluded groups (Ministry of Education, 2010) and

emphasizes the improvement of quality and effectiveness of language teaching. However, studies show that there are still structural and pedagogical problems in teaching English at the secondary level. In particular, assessment-oriented approaches may lead to a disconnection between communicative aims and educational practices (Ali & Hamid, 2020; Hamid & Baldauf, 2011).

1.2. Educational Context of Bandarban

Bandarban, one of the three districts of the Chittagong Hill Tracts (CHT) needs special attention for these barriers. The CHT has difficult terrain and large ethnic and cultural diversity, leading to different conditions for educational access and participation (UNICEF Bangladesh, 2019). Most of the tribal people do not have Bangla as their mother tongue. UNESCO considers multilingual mother-tongue education to be a key strategy to support the educational inclusion and progress of tribal children in regular schools (UNESCO, 2024). Geographic isolation, poor infrastructure, unequal access to educational materials, language variety, are other issues children in the area may have.

1.3. English Learning among Tribal Students

For many tribal learners English is experienced as a part of a multilingual educational trajectory where the home language and Bangla precede or complement English. It could be that classroom practices do not fully capture the cultural and linguistic circumstances of the learners during the shift from a familiar home language to formal schooling through Bangla and then to the acquisition of English, which may provide linguistic and pedagogical issues. The research from Bangladesh also shows that socioeconomic hardship can constrain learners' prospects of out-of-the-classroom development of English (Hamid & Baldauf, 2011).

1.4. Problem Statement and Research Gap

Although English is important, previous studies have not sufficiently synthesized the unique linguistic, pedagogical, socio-economic, topographical, and institutional issues that secondary-level tribal learners confront in Bandarban. Therefore, it is necessary to undertake a policy-oriented and context-specific synthesis. This gap is filled in this work by qualitative content analysis of secondary sources.

1.5. Objectives and Research Questions

The purpose of the research is to identify major issues, examine the linguistic, pedagogical, socio-economic and institutional factors, suggest context-specific intervention options and analyze relevant educational policies and approaches. It

answers four questions: What are the major barriers? What are the determinants of the acquisition of English? What are the shortcomings of current policies and practices? And what techniques could be implemented to improve the learning outcome?

2. Literature Review

2.1. English Language Education in Bangladesh

English plays an important role in secondary education system of Bangladesh because it is important for professional communication, global involvement, job and in higher education. But there has been a longstanding division between the purpose of English education (communication) and the actual classroom situation, as has been demonstrated by studies. In rural Bangladesh, English was seen as a good choice economically and socially, and the opportunities for private learning was restricted (Hamid and Baldauf, 2011). An examination-based approach has also been said to promote examination-oriented teaching practices (Ali and Hamid, 2020). Learners who are geographically isolated and socio-economically disadvantaged and might lack alternative opportunities to learn English are particularly affected by these issues.

2.2. Tribal Education in Bangladesh

Bangladesh has a large ethnic and linguistic diversity especially in the Chittagong Hill Tracts (CHT), which comprises of Bandarban, Rangamati and Khagrachari. The area is geographically different and known for its rugged terrain and diverse tribal communities (UNICEF Bangladesh, 2019). Bangladesh's National Education Policy recognizes the importance of mother-tongue education and special support to marginalized tribal children. UNESCO reports that mother-tongue-based multilingual education has been introduced in several tribal languages at the pre-primary level, but its wider implementation remains a challenge (UNESCO, 2025). Thus, issues of educational access, equity, linguistic inclusion, cultural recognition and appropriate learning materials remain relevant in Tribal education.

2.3. Language and Multilingualism Education

Language is a key determinant of participation in education as the understanding and engagement of learners with teaching is dependant on their command of the language of their education (UNESCO, 2007). For many tribal learners in Bangladesh, the linguistic trajectory may be mother tongue → Bangla → English, however this trajectory may be different between communities and individuals. Hence, English can be seen as an extra language that students acquire after they have formed their linguistic identities in their mother tongues and in Bangla. UNESCO emphasizes that

the use of learners' mother tongues in educational processes can improve learning and inclusiveness (UNESCO, 2025). Failure to recognize the language assets students bring to the classroom may further inhibit comprehension, involvement, and confidence.

2.4. English acquisition in geographically isolated groups

Opportunities for language learning may be affected by a combination of socioeconomic and institutional conditions and geographic location. The hilly nature of the CHT makes service delivery and access to schooling particularly challenging (UNICEF Bangladesh, 2019). Remote institutions may experience difficulties such as availability of teachers, infrastructure, learning resources, transportation and digital connectivity. In more broad terms, research in rural Bangladesh reveals that learners' access to additional support for learning English outside school may be limited by socioeconomic deprivation (Hamid & Baldauf, 2011). These constraints imply that learning English should be understood not only as a classroom matter but also as a broader matter of educational opportunity and resource distribution.

2.5. Culturally Relevant Teaching of English Language

Culturally responsive pedagogy focuses on the integration of learners' cultural identities, experiences, knowledge, and community contexts into the teaching process. Research on tribal education reveals that culturally responsive teaching can create more equal educational experiences, yet the simple inclusion of cultural elements may not suffice (Castagno & Brayboy, 2008). There is potential for more meaningful English learning when language instruction involves culturally relevant stories, local knowledge, community experiences and tribal identities. Similarly, UNESCO emphasizes the importance of incorporating tribal languages, cultures, histories and knowledge into education (UNESCO, 2022).

2.6. Previous Research on the Development of English Language Skills of Tribal and Minority Learners

Existing worldwide research constantly highlights the need for culturally responsive education, linguistic inclusion, teacher competence and suitable learning materials for tribal and minority learners. UNESCO (2022, 2025) points to the pedagogical significance of tribal languages and multilingual approaches. Studies in Bangladesh have shown the association between socioeconomic deprivation, rurality and unequal access to educational opportunities and English learning (Hamid & Baldauf, 2011). Most of the extant research on the subject deals with the junction of English

education, rural education and tribal education as separate fields and not at the secondary level in Bandarban.

2.7 Gaps in Literature

Therefore, a relevant contextual gap can be observed in the literature. Although there have been studies on English education in Bangladesh, tribal education, multilingualism and rural educational disadvantage, no research has yet brought these dimensions together to examine secondary-level English learning for tribal students in Bandarban. Moreover, there is a lack of synthesis of secondary data that integrate linguistic, educational, socio-economic, geographical, technological and institutional aspects. This study tackles this gap by conducting a qualitative content analysis of the existing academic, policy and institutional sources. It also develops context-based methodologies for effective learning of English language in Bandarban.

2.8 Theoretical/Conceptual Framework

The present study takes two intertwined perspectives, multilingual education and culturally responsive pedagogy, to investigate the English language learning experiences of tribal secondary students in Bandarban. These perspectives together provide a contextually informed basis for appreciating the significance of language, cultural, social and institutional aspects in English learning.

2.9 Multilingual Education Perspective

The multilingual education position accepts that the current linguistic resources of learners are significant components of the educational experience. For many tribal students in Bandarban, the language evolution may be viewed as Mother Tongue → Bangla → English, however the order and level of proficiency may vary for people and communities According to UNESCO (2025), good use of students' mother tongue in education can promote inclusivity, engagement, and learning results. Such barriers to English acquisition can not be simply explained as individual language deficits, but also the difficulties of juggling many language systems with the context of formal schooling.

2.10. Culturally relevant instruction

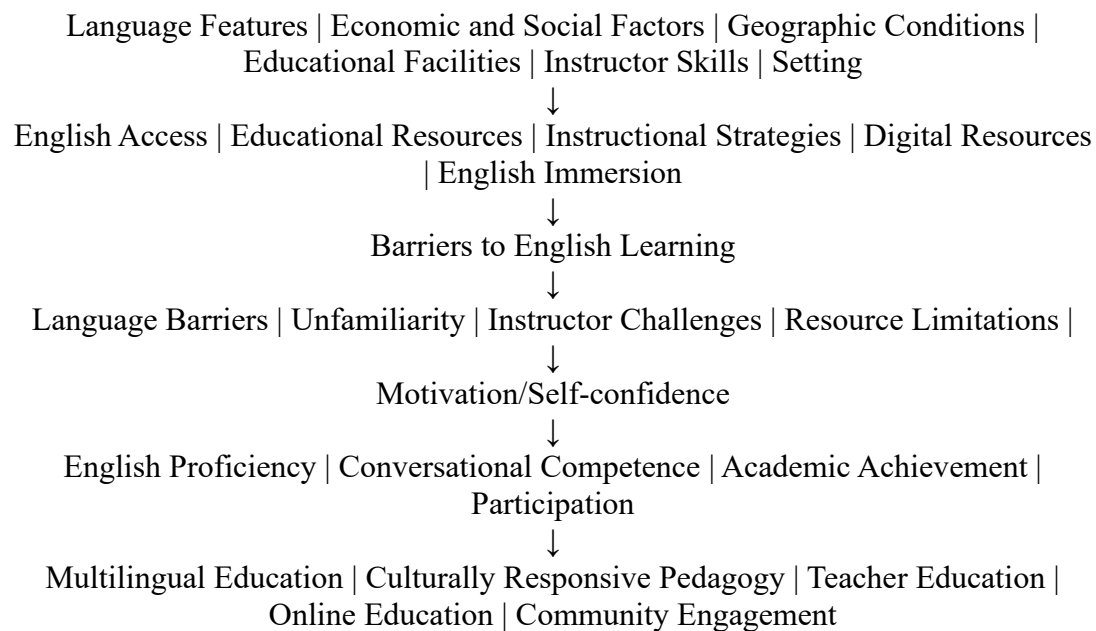
The research is also informed by culturally responsive pedagogy which emphasizes the value of integrating instruction to students' cultural identities, experiences, knowledge and communities. Culturally responsive education can be advantageous when teaching practices are informed by the cultural heritage of tribal students and include local knowledge and experiences (Castagno & Brayboy, 2008). This position

in the English language teaching framework encourages the use of culturally relevant examples, local stories, community experiences and tribal viewpoints and also respects students' identities.

2.11. Theoretical Frameworks Under Review

The study conceptualizes the influence of English learning by the convergence of environmental and instructional elements as pictured in the above perspectives:

Issues in context



This paradigm informs the thematic analysis of secondary sources and relates identified challenges to contextually appropriate educational remedies.

3. Methodology

3.1. Methodology and Data Sources

The study attempts to explore the problems and feasible strategies of English language learning of the tribal secondary students in Bandarban, Bangladesh using qualitative content analysis of secondary data. The secondary data were sourced from scholarly journal articles, books, policy documents, official reports, and publications of international and development organizations. Relevant materials were collected from Google Scholar, Scopus, Web of Science, ERIC and institutional repositories

with different combinations of keywords such as Bandarban, tribal students, tribal education, English language acquisition, multilingual education and Chittagong Hill Tracts.

3.2. Review and Selection

Sources were included if they were related to English language instruction, education of tribal or minority groups, secondary education, multilingual learning or relevant educational contexts in Bangladesh. Web materials that were not verified, opinion articles, and sources that were not directly related to the study inquiries were excluded. The selected literature and documents were thematically analyzed through repeated reading, coding, categorization and synthesis. The key themes for analysis were language barriers, pedagogical methods, teacher proficiency, socio-economic and geographical limits, learning resources, cultural factors, digital access, and policy issues. Thematic analysis is a method that enables investigators to identify recurring patterns and themes in qualitative data from documents (Braun & Clarke, 2006). Source triangulation and precise selection criteria were used to make the analysis more reliable.

4. Results and Analysis

The secondary data analysis identified eight interrelated themes related to the study of English language by secondary level tribal children in Bandarban. Linguistic issues, teacher-related constraints, instructional deficiencies, cultural mismatch, socio-economic difficulties, geographical and infrastructural problems, digital gap, psychological and motivational concerns. These themes show that learning English is not only about the individual's ability but also about language, educational contexts, socio-economic difficulties, and the broader academic environment.

4.1. Language Barriers

The fundamental problem is the bilingual setting in which many tribal pupils are acquiring English. Some children's academic journey begins with mother tongue, develops to Bangla and then ends in English. This adds to the demands of the child's language environment, for English is acquired in an already complex language context. Research in rural Bangladesh reveals that English is seen as foreign inside the learners' tribal linguistic environment. However, it is widely appreciated due to the expected educational and economic benefits (Hamid & Baldauf, 2011). In areas where schools and education systems are not effectively responsive to linguistic variety, linguistic barriers have become a serious educational issue for the CHT (World Bank, 2017). Limited exposure to English outside the classroom may also

inhibit vocabulary acquisition, pronunciation, listening, and conversational confidence.

4.2. Barriers for Educators

Another key concern is the accessibility and capacity of educators. Documentary evidence on CHT showed that it is difficult to attract and retain talented teachers in remote areas especially in English, maths and science subjects (World Bank, 2017). Geographical remoteness can make it difficult to assign teachers and have them present regularly. In addition, teachers who are not familiar with tribal languages and cultures may have difficulty adapting their English instruction to meet the specific needs of their pupils. Teacher professional development is critical not just for language instruction, but for multilingual and culturally attentive instruction.

4.3. Barriers to Education

The study shows that there is a continuing tension between communicative English-learning goals and examination-oriented teaching practices in Bangladesh. Evaluation pressures and broader sociopolitical and institutional forces may impact English education at the secondary level, leading to deleterious washback on classroom teaching practices (Ali & Hamid, 2020). If language, memorization, workbook exercises, and test preparation are emphasized too much, there may be little potential for meaningful discussion for poor pupils. This means that learners could learn English without sufficient opportunities to really communicate.

4.4. Cultural and contextual barriers

The other recurring theme is the importance of culture. The CHT is ethnically and culturally diverse and isolated geographically from the plains of Bangladesh (UNICEF Bangladesh, 2019). Educational systems may not accurately represent tribal learners' cultural experiences and knowledge. Educational institutions in CHT have barriers such as lack of proper knowledge of tribal cultural differences, language barriers that are documented by World Bank (World Bank, 2017). Therefore, English products that rely heavily on obscure cultural settings might become less relevant and engaging. Culturally responsive teaching strategies increase the relevance of the English education by incorporating regional stories, practices, locations and community knowledge (Castagno & Brayboy, 2008).

4.5. Economic and Social Limitations

Socioeconomic poverty also influences the access to English education. Hamid and Baldauf (2011) found that rural students in Bangladesh placed a high value on

English, but had economic barriers to accessing additional private English education. This is vital for students in poor neighborhoods, where supplementary coaching, private tuition, English-language resources and online resources can give educational opportunities not available in traditional institutions. Thus, socio-economic inequality may result in unequal opportunities for English development.

4.6. Geographic and Structural Barriers

Bandarban's geographical attributes create extra restrictions on education. The CHT is characterized by steep, hilly and mountainous terrain, which can be challenging for transportation and access to education services (UNICEF Bangladesh, 2019). Documentation in the development sector points to infrastructure and transportation-related constraints and difficulties in recruiting educators to rural settlements in the CHT (World Bank, 2017). These infrastructure conditions may reduce children's regular access to libraries, language learning resources, competent teachers and other educational programs.

4.7. Disparity in Technology

The digital divide has become more and more important for language learning. Digital resources can provide access to English language movies, lexicons, phonetic tools, virtual classes and real communication opportunities. However, there may be restrictions of electricity, internet and adequate devices in remote locations. According to UNICEF, children in the remote areas of CHT have had educational environments with limited access to electricity and modern technologies like as television and the internet (UNICEF Bangladesh, 2020). The digital divide therefore poses a risk of adding even another layer of inequality to the process of acquisition of the English language.

4.8. Psychological and Motivational Aspects

Finally, language and structural deficiencies could eventually influence learners' confidence, motivation and participation in class. English is often perceived as a necessity for future academic and employment opportunities. However, students in rural areas could feel disappointed when educational teaching does not provide them with sufficient opportunities to improve their language abilities (Hamid & Baldauf, 2011). Limited exposure, fear of error, unfamiliarity with teaching methods, and lack of opportunities for communication may consequently impede active engagement. A classroom culture that values and supports children's home languages and identities may help increase children's confidence and engagement.

The findings show that learning of English language by the tribal children in Bandarban is a complicated educational problem. Linguistic diversity affects teacher effectiveness, pedagogy, economic conditions, geography, culture and access to technology. Thus, improvement involves more than simply expanding English language education. It involves multi-lingual, multi-cultural, multi-sensory, multi-interactive, and multi-contextual pedagogical techniques.

4.9. Existing Policies and Educational Initiatives

Bangladesh has introduced a number of policies and programs to improve access to education, its quality and inclusiveness especially for tribal and geographically marginalized groups. The National Education Policy 2010 emphasizes the need to ensure equal access to education irrespective of social, economic, ethnic or geographical backgrounds and advocates the relevance of contextualizing education within the cultural and social contexts of learners (Ministry of Education, 2010).

Communicative Language Teaching (CLT) has been explicitly added in the National Curriculum 2012 for English at all levels of education from primary to higher secondary. The secondary English curriculum is intended to develop the integrated skills of hearing, speaking, reading and writing with an emphasis on meaningful, interactive, real world language use rather than on grammar focused education (NCTB, 2012).

Targeted programs have also addressed educational disparities experienced by tribal youth. The primary education development program of Bangladesh developed a strategy for improving the primary education of tribal youth recognizing linguistic barriers, shortage of teachers, poor infrastructure and geographical difficulties as major constraints. It recommended the recruitment and training of teachers, the provision of more learning materials, and the increasing participation of tribal people in education planning (World Bank, 2010).

However, research indicates a gap between policy and practice still exists. The national policy promotes equality and the curriculum promotes teaching English in communicative ways. However, implementation in remote tribal areas may be hindered by teacher shortages, infrastructure, language diversity and the lack of culturally appropriate resources. The World Bank (2025) notes that successful inclusive education relies on sufficient teachers, culturally appropriate methodologies, focused financing, and robust community engagement.

To improve the quality of secondary English education in Bandarban, policy implementation should not be constrained to formal curricular frameworks. It should also include multilingual teaching methods, culturally relevant resources, teacher training, digital access and more collaboration between schools and communities.

4.10. Methods of Improving English Language Proficiency

The findings show the need for a context sensitive approach to improve the English language instruction of the tribal secondary students of Bandarban. Such an approach has to overcome linguistic, educational, cultural, social, geographical and institutional barriers all at once. The following strategies are recommended.

4.11. Multilingual education methodology

Teaching English should not treat students' home languages as obstacles but should build on the stock of language students already have. A flexible progression from mother tongue to Bangla to English may improve understanding, engagement and confidence. UNESCO recognizes that “students with limited mastery of the language of instruction can suffer serious educational disadvantages” and that “multilingual approaches can facilitate inclusion and learning” (UNESCO, 2007). Hence, teachers may consciously use the languages pupils speak at home to explain difficult concepts, clarify terminology and make links with other languages before switching to English.

4.12. Culturally Relevant Teaching of English

English instruction must be culturally and socially meaningful for tribal students. It is possible to introduce educational methods with regional narratives, customs, ecological insights, communal living and recognized social frameworks. Cultural identity recognition is especially crucial for tribal students because it may improve their educational engagement and foster more inclusive educational environments (Castagno & Brayboy, 2008). English textbooks and other materials should be more focused on local and tribal contexts.

4.13. Enhancing Teacher Competencies

Intervention should be directed toward the development of educators. Instruction should include the following: multilingual education, culturally sensitive pedagogy, communicative language teaching, inclusive educational practices and student centered methods. The National Curriculum (NCTB, 2012) focuses on quality of effective communication, cohesive language skills, engaging activities and well prepared teachers as the key elements of English instruction. This is especially true in

distant locations where certified English teachers have been documented (World Bank, 2017).

4.14. Creating Contextually Relevant Education Materials

Topography, tribal people, cultural heritage, historical background, ecological aspects and everyday life experiences of Bandarban, these should be available in other English sources. These techniques can help bridge the cultural gap between the textbook material and students' experiences, and be an improvement for English vocabulary and communication skills. Educational resources should be developed in partnership with tribal educators, community leaders and regional education specialists.

4.15. Enhancing Communicative Learning Opportunities

Classroom instruction should provide frequent opportunities for students to work with English, not merely to memorize linguistic structures. Collaborative assignments, group discussions, role-plays, story-telling, presentations, debates and English clubs can be used to make the students deal substantially with the spoken English. This is in accordance with the communicative curriculum of Bangladesh which stresses on integrated skills and practical use of language (NCTB, 2012). These efforts can also help children conquer their fear of making mistakes and increase their confidence in communication.

4.16. E-learning and Blended Learning

Digital resources can provide audio, video, digital dictionaries, pronunciation help and offline educational materials to supplement the limited classroom interaction with English. Digital projects have to consider the connectivity and device restrictions of remote people. Therefore, low bandwidth downloaded resources are more practical than continuous high speed internet resources. Digital education is not a substitute for good teachers, but an addition.

4.17. School-Community Connections

Schools need to build relationships with parents, leaders of the tribal community, local organizations, non-governmental organizations, teachers and school boards. Community engagement can help to identify language and cultural needs and to develop educational materials appropriate to the area. Previous CHT research demonstrates that tribal educators and community-led programs can help address linguistic and cultural barriers (World Bank, 2010).

4.18. Institutional and Policy Support

Ultimately, sustainable improvement requires action at institutional and policy levels. Areas of focus should include recruitment and retention of quality teachers, infrastructure improvements, resource allocation, access to digital resources, culturally relevant curriculum, and ongoing evaluation. The CHT suffers from isolation, lack of infrastructure, transportation, professional teachers and neglect of cultural differences regarding education (World Bank, 2017). Hence, the progress of English education in Bandarban has to be integrated with the larger endeavor of providing inclusive and equitable education and cannot be treated as a standalone issue of language education. Therefore, a multilingual, interactive, culturally appropriate, technology-augmented and community-engaged strategy should be used to give tribal kids with a successful English education, which is not mainly standardised and assessment-based.

4.19. Policy Implications

The findings of this study imply that an integrated effort at the classroom, school and policy levels is needed to boost secondary tribal students' English language competency in Bandarban. The micro-meso-macro framework can be a link between institutional support, macro-level educational policy, and instructional practice.

4.20. Education Context Individual Level

At the classroom level, English teaching should be more multilingual, more interactive, more student-centred and more culturally responsive. Linguistic diversity should not be considered a flaw but instead used purposefully by teachers to enhance the learning of English through the use of students' first languages and Bangla. According to UNESCO (2025), multilingual education is important to promote inclusive and quality education. English teaching should be situated in local stories, tribal cultural knowledge, shared experiences and environmental contexts that students can relate to. Culturally responsive approaches can raise student engagement and sense of inclusion (Castagno & Brayboy, 2008). Teachers should provide more opportunities for oral communication, group activities, story-telling, role-play and other interactive exercises rather than depending heavily on memorization and test preparation (Ali & Hamid, 2020).

4.21. Educational Institution: Middle School

What matters is institutional support at the level of education. Adequate qualified English teachers, continuous professional training, teaching materials, libraries and digital learning facilities must be supplied to educational institutions in remote areas.

Communicative language teaching, multilingual teaching, culturally responsive pedagogy, and classroom methods for inclusion should be part of educator preparation. Extra-curricular activities and English clubs provide students with more chances to practice English beyond the classroom. Given the geographical hurdles of the CHT, educational institutions need to explore inexpensive and offline digital resources in places with limited internet access (UNICEF Bangladesh, 2020).

4.22. Policy: A Macro Viewpoint

There is a need at the policy level to bring greater coherence between national ambitions for education and the realities of tribal communities. The National Education Policy of Bangladesh emphasizes equal access to education and recognizes the need to pay attention to tribal pupils, but also calls for more attention to linguistic and cultural diversity for its implementation (Ministry of Education, 2010). For cultural sustainability, policies should stimulate the creation of culturally relevant teaching resources, the establishment of systematic education results monitoring system, the use of context-sensitive teachers, the allocation of financial resources to remote schools, the strengthening of digitization tools. Development of curriculum and programs must include full participation of tribal communities. These may help to create a link between these various educational settings in Bandarban, and the national objectives for English. Overall, policy approaches should recognize that English competency and linguistic inclusiveness are not mutually exclusive but mutually reinforcing. A micro-meso-macro coordinated approach can increase the probability of tribal children being more equal while maintaining the national relevance of English education.

4.23. Limitations of the study

There are many limitations to this research that need to be recognized while assessing its conclusions. The research begins by relying exclusively on secondary sources such as scholarly articles, policy papers, institutional reports, and literature from the development sector. Hence, the study is based on secondary data than primary data collected from students, teachers, parents or schools. Secondary data research may be affected by differences in quality, scope, methods, and geographical coverage of original studies (Johnston, 2017).

Secondly, the empirical study on the acquisition of the English language of the tribal students at the secondary level in Bandarban is significantly lacking. Much of the current work is on wide-ranging issues such as tribal education, rural education, multilingualism or English language teaching in Bangladesh. Consequently, various

discoveries have been investigated by correlating information from associated geographical and educational settings instead than only from Bandarban.

Third, current research may have different definitions of tribal communities, educational attainment and study methodology which makes direct comparisons difficult. Furthermore, secondary sources may not be able to accurately portray students' life experiences, linguistic identities, classroom dynamics, motives, and perspectives. However the research does not directly examine the present skill of kids in English and does not determine causal relationships between specific variables and educational achievement. Present studies may also be deprived of sufficient disaggregated data by ethnicity, gender, educational setting or socioeconomic status. Future primary research can overcome these constraints by employing student surveys, teacher interviews, classroom observations and case studies of schools to obtain more robust data.

4.24. Future Research

The study also points to some major areas for future research on the English language learning of the tribal students of Bandarban. Student-centered surveys can be performed initially to assess learners' motivation, English competency, language learning experiences, availability of resources, and comments on classroom methods. This numerical evidence would therefore support the secondary data conclusions of the current investigation.

Second, qualitative studies involving classroom observations and interviews with instructors may provide a lot of information on culturally sensitive teaching techniques, pedagogical approaches, and multilingual classroom relationships. The case studies undertaken at the school level in different geographical regions in Bandarban may throw light on the role of infrastructure, availability of teachers and socioeconomic position in learning of English.

Thirdly, comparative studies might be undertaken to explore the English education of a wide range of tribal persons in Bandarban and other areas of the Chittagong Hill Tracts to pinpoint both shared issues and unique community needs. Longitudinal studies may be useful to study the changes in educational engagement and English language proficiency across time.

Future research should assess in depth the English competency (listening, speaking, reading and writing) so as to corroborate the empirical findings on the learning

outcomes. Finally, intervention-based research needs to evaluate the impact of digital learning tools, community participation, locally generated instructional materials, culturally responsive pedagogy, and multilingual instruction.

The use of mixed-method and quasi-experimental design can be useful to determine whether the programs bring about concrete improvements in students' English learning. Such evidence would contribute to the establishment of educational policies and practices that are more sensitive to the requirements of tribal learners in Bangladesh.

5. Conclusion

This study intends to find out the barriers and potential improvements in learning English among the secondary tribal students in Bandarban. This study is a qualitative study and secondary data has been used. The statistics reveal that the problems of learning English are not just a function of students' individual talents, but are affected by a complex of linguistic, educational, socio-economic, geographical, cultural, technical and institutional factors. Many students face additional language difficulties when switching between their native tongue, Bangla, and English, while lack of exposure to English, a lack of qualified teachers, exam-oriented teaching methods, poor educational resources and geographic isolation can further hinder learning opportunities.

The analysis reveals that the enhancement of English education has to move from a rather standardized way to a multilingual, communicative, culturally sensitive and student-centered teaching approach. Educators need to capitalize on the language and cultural assets kids bring to school, and schools need to develop the skills of teachers, regionally relevant teaching materials, internet access, and opportunities for meaningful interaction in English. It is important to provide targeted support to remote educational institutions and increase the engagement of tribal communities at the policy level.

In general, the preservation of tribal linguistic and cultural identity and competence in English need not be seen as competing interests. A critical educational approach, thus, can promote the English language skills and at the same time respect the linguistic diversities, thus encouraging a more equal and inclusive secondary education in Bandarban.

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