

Proficiency in English: Prospects and Challenges at Secondary Level in Tangail District

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Abstract

Original Research Article

English proficiency remains a critical concern in Bangladesh's secondary education system, particularly in district-level contexts where resource constraints and pedagogical gaps are pronounced. This study examines the current level of English proficiency among secondary students in Tangail district, identifies key challenges, evaluates existing teaching practices, and explores prospects for improvement. Adopting a mixed-methods approach, data were collected from 200 students (Classes IX–X) through an English proficiency Multiple Choice Question test and a structured questionnaire, and from 20 English teachers via semi-structured interviews. Findings reveal that students exhibit moderate overall proficiency, performing relatively better in reading comprehension but showing significant weaknesses in vocabulary, grammar application, sentence construction, and especially speaking skills. Classroom practices remain predominantly examination-oriented, relying heavily on the Grammar Translation Method (GTM) with limited implementation of Communicative Language Teaching (CLT). Major challenges include insufficient vocabulary, difficulty applying grammar rules, fear of mistakes, limited speaking opportunities, large class sizes, and inadequate teaching resources. Urban students outperformed their rural counterparts across most indicators. The study concludes that without a shift from rote memorization to communicative practice, supported by enhanced teacher training, technology integration, and assessment reform, students' communicative competence will remain limited. Practical recommendations are offered for policymakers, educators, and school authorities to foster more effective English language education in similar rural and semi-urban contexts.

Keywords: English proficiency, secondary education, Communicative Language Teaching (CLT), rural-urban disparity, teacher training, continuous professional development.

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INTRODUCTION

English has established itself as the global lingua franca, playing a pivotal role in higher education, international business, technology, and employment opportunities. In Bangladesh, English is a compulsory subject from Class 1 to Class 12, yet achieving functional proficiency, particularly in communicative skills, remains elusive for many secondary-level students. This gap is more pronounced in district-level areas such as Tangail, which encompasses both urban and rural educational settings with varying access to resources and quality instruction. Despite national curriculum reforms emphasizing Communicative Language Teaching (CLT), classroom practices continue to be examination-driven, focusing primarily on reading and writing for the Secondary School Certificate (SSC) examination. Speaking and listening skills are often neglected, resulting in students who can memorize grammar rules

and passages but struggle to use English meaningfully in real-life situations. Rural students face additional disadvantages due to limited exposure, inadequate infrastructure, and socio-economic constraints. This study investigates the English proficiency level of secondary students in Tangail district, explores the major challenges they encounter, assesses the effectiveness of current teaching approaches, and identifies practical strategies for improvement. By providing context-specific insights from a mixed-methods perspective, the research aims to contribute to more targeted educational interventions that can reduce urban-rural disparities and enhance students' communicative competence.

Research Questions

- i. What is the current level of English proficiency among secondary students in Tangail district?

- ii. What challenges do these students face in achieving English proficiency?
- iii. How effective are the current teaching approaches used by English teachers?
- iv. What strategies can improve English language skills at the secondary level?

Research Objectives

- i. To identify the current level of English proficiency among secondary students in Tangail district.
- ii. To identify the challenges students, face in learning English, including issues of teaching methods, resources, and students' engagement.
- iii. To evaluate the teaching methods practices by English teachers in secondary schools in Tangail and their effectiveness in fostering language proficiency.
- iv. To explore the opportunities for improving English proficiency at the secondary level, focusing on technology use, extracurricular activities, and policy support.

Overview of the Study

This study investigates the current level of English proficiency of secondary students in Tangail district and focuses on the challenges that hinder their proficiency development. It also examines the opportunities that will improve English language learning at this stage. The study also pays attention to the students' language skills such as reading and writing skills along with their vocabulary and grammatical competence as well as the instructional approaches and contextual factors that influence English learning in secondary schools. It considers both student and teacher perspectives and aims to provide a comprehensive understanding of the current situation of English education in the local context. The research introduces the background of the study, outlines the objectives, research questions, reviews relevant literature related to English proficiency, challenges in English language learning, and teaching practices at the secondary level, describes the research methodology, data collection instruments, and data analysis procedures and presents the findings of the study with the recommendations for improving English proficiency at the secondary level in Tangail district.

LITERATURE REVIEW

English as a Second Language (ESL) in Bangladesh occupies a complex position. While Bangla remains the national language, English serves as a key medium for higher education, administration, commerce, and global connectivity (Hamid & Erling, 2016; Banu & Sussex, 2001). However, policy implementation often suffers from a disconnect between national aspirations and ground realities "policy without planning" (Hamid & Erling, 2016). English proficiency is generally understood as the ability to use the language effectively

across the four skills: listening, speaking, reading, and writing, along with appropriate grammatical, lexical, and pragmatic competence (Harsch, 2017). In the Bangladeshi secondary context, proficiency is largely measured through SSC examinations that prioritize grammar, vocabulary, and reading comprehension over communicative use. This creates a washback effect, where teaching becomes heavily test-oriented (Rahman *et al.*, 2021). Students at the secondary level face multiple challenges in achieving English proficiency such as the effects of inadequate teacher training, exam-oriented teaching methods, limited opportunities for speaking practice, insufficient resources, large class sizes, low confidence, limited exposure to English, and socio-economic constraints. There is inadequate teacher training and many teachers lack awareness of Communicative Language Teaching Method (Alam, 2016; Teevno, 2011). Students struggle for their low confidence, language anxiety, and limited exposure outside the classroom (Kovačević *et al.*, 2018; Akbari, 2015). Socio-economic and rural-urban disparities hinder students' English proficiency (Hossain, 2016; Erling *et al.*, 2012). Prospects for improvement lie in Continuous Professional Development (CPD) for teachers, curriculum reform toward competence-based learning, and integration of technology (Fullan, 2016; Budiman *et al.*, 2023). Theoretical frameworks such as Krashen's Input Hypothesis ($i+1$) and Affective Filter Hypothesis, Hymes' Communicative Competence, and Vygotsky's socio-cultural theory provide useful lenses to understand both acquisition processes and contextual barriers.

Theoretical Framework

This study is grounded in a combination of established theories in second language acquisition and language teaching. These include Krashen's Input Hypothesis and Affective Filter Hypothesis, Hymes' concept of Communicative Competence, and Communicative Language Teaching (CLT), and the socio-cultural perspective of learning. These theories provide a comprehensive framework to understand students' English proficiency and the challenges they face at the secondary level in Tangail district. One of the major theoretical bases of this study comes from Krashen (1982) who argues that learners acquire a language when they are exposed to meaningful and understandable input that is slightly beyond their current level ($i+1$). This idea is known as the Input Hypothesis. In short, students learn better when they are exposed to language that is mostly understandable to them but still find it slightly challenging. However, Krashen (1982) also highlights that emotional factors play a crucial role in learning. Krashen's Affective Filter Hypothesis explains that feelings such as fear, anxiety, low confidence, and lack of motivation can act as a barrier to learning. When students feel nervous or afraid, they are less likely to participate and less able to absorb language input. In

other words, students engage in language learning when they get a relaxed environment.

Another important concept that supports this study is communicative competence which is introduced by Hymes (1972). According to this theory, knowing a language is not just about understanding grammar rules or vocabulary rather being able to use the language effectively in real-life situations. Communicative competence includes different aspects of language use. It includes forming correct sentences, understanding social context, maintaining conversation, and using strategies to express meaning when communication breaks down. Communicative Language Teaching (CLT) is closely related to the concept of communicative competence. It is an approach to language teaching that focuses on developing students' ability to communicate meaningfully in real-life context. CLT encourages the use of communicative activities such as group work, pair work, discussions, and real-life communication tasks in the classroom. This study is also influenced by Vygotsky's (1978) socio-cultural perspective of learning. Vygotsky (1978) emphasized that learning takes place through interaction with others and within a social context. According to Vygotsky (1978), language development is shaped not only by individual ability but also by environment, support, and opportunities for interaction. These factors make it more difficult for students to develop strong language skills. Therefore, the socio-cultural perspective helps explain how external factors influence students' English proficiency.

These theories work together to explain the overall situation of English learning in Tangail. Krashen's theory explains how students acquire language and how emotional barriers affect their learning. The concept of communicative competence defines true proficiency in English. CLT shows how teaching methods can support or hinder language development. Lastly, the socio-cultural perspective shows the influence of environment and context in language learning. In this study, students experience limited exposure to meaningful English, high levels of anxiety, and classroom practices that do not fully support English communication. At the same time, their social and educational environment does not always provide enough opportunities to practice the language. As a result, many students fail to achieve the expected level of English proficiency, especially in speaking and listening. This theoretical framework helps explain possible reasons behind learners' proficiency and challenges. While national and urban-focused studies exist, there is a noticeable research gap regarding district-specific realities in places like Tangail. This study addresses that gap by offering empirical, localized evidence.

METHODOLOGY

This chapter describes the methodology used in the present study. It explains the research design,

participants, data collection instruments, procedures, and methods of data analysis. The purpose of this chapter is to provide a clear description of how the research was conducted to address the research questions.

Research Design

A mixed method approach was adopted for the study. This type of research involves both numerical (quantitative) and descriptive (qualitative) approaches in a structured way within one study that allows for a more detailed and well-rounded understanding of the issue being investigated. This study combines both quantitative and qualitative approaches. Quantitative research focuses on using numerical data collected from observations to describe and explain different phenomena. It is based on objective, fact-driven descriptions of real situations and follows systematic methods of analysis rather than making judgments about what should happen. On the other hand, qualitative research uses a variety of empirical sources such as case studies, personal experiences, and stories to explore people's everyday lives and the challenges they face. It aims to understand deeper meanings, feelings, and motivations that cannot be expressed through numbers alone (Taherdoost, 2022).

In this study, the quantitative approach was used to measure students' English proficiency and to gather their responses through a questionnaire. The qualitative approach was used to collect data from English teachers through semi-structured interviews. This framework provided both numerical data and detailed insights into the prospects and challenges of English proficiency at the secondary level in Tangail district.

Population and Sample

Population means the entire set of items, people, or events that share a certain characteristic and that a researcher plans to examine. Sampling refers to choosing a subset of individuals from a larger group so that their views and characteristics closely represent those of the entire population (Buchstaller & Khattab, 2013). In this study, the population included secondary level students and English teachers from selected schools in Tangail district. The sample consisted of 100 students from classes IX and X. Students participated in the English proficiency test and completed the questionnaire. In addition, twenty-five English teachers were selected for interviews. Students were selected randomly, while the teachers were chosen through purposive sampling based on their teaching experience at the secondary level.

Research Instruments

Research instruments are tools that are used to collect information needed for a study. Three research instruments were used for data collection in this study.

- I. **English Proficiency Test:** A 20-item Multiple Choice Question test (based on Krashen's i+1 principle) assessing grammar, vocabulary in

context, reading comprehension, and sentence meaning & use, with each question carrying one mark, and the total score of the test was 20 marks. The test was conducted within a 30-minute time limit to ensure uniformity in testing conditions.

- II. **Students' Questionnaire:** A structured questionnaire was designed to collect data from secondary level students regarding their English proficiency, challenges, and prospects. The questionnaire consisted of four sections: background information, yes/no questions, Likert-scale statements and an open-ended question. The close-ended questions helped to collect quantitative data in a systematic manner. In addition, the questionnaire included one open-ended question that allowed students to express the main problems they face while learning English in their own words.
- III. **Semi-structured Teacher Interviews:** A semi-structured interview was conducted with English teachers to explore their perceptions of students' English proficiency, teaching practices, challenges, and prospects for improvement. The interview included questions related to students' language skills, classroom practices, examination pressure, class size, institutional support, and recommendation for improving English teaching and learning at the secondary level. The interviews were conducted individually at a convenient time and place for the teachers. A friendly and supportive environment was maintained to encourage honest and detailed responses.

Data Collection and Analysis

This chapter presents the procedures of data collection and the analysis of the collected data. Data were collected through three instruments: an English proficiency MCQ test, a students' questionnaire, and semi-structured interviews with English teachers. The chapter analyze both quantitative and qualitative data to answer the research questions of the study. Fieldwork was conducted in selected secondary schools of Tangail. Data were collected from 14 secondary schools (government and non-government) representing both rural and urban locations in Tangail. The schools were chosen based on their location to examine the present condition of English proficiency of rural and urban

students. The proficiency test and questionnaire were administered to 100 students. Semi-structured interviews were held individually with 25 teachers. Permission was obtained from school authorities before data collection. The English proficiency MCQ test and students' questionnaire were administered during regular class hours and required approximately 1 hour to complete. Teacher interviews lasted between 25 to 35 minutes and were audio-recorded with participants' consents. Quantitative responses were tabulated into Microsoft Excel. Descriptive statistics including percentages, means and standard deviations were calculated and converted into charts and tables for clear visualization. Interview recordings and open-ended answers were transcribed verbatim. The transcripts were analyzed using Braun and Clarke's six-step thematic analysis. Initially, the transcripts were read repeatedly for familiarization. Meaningful units were coded, similar codes were grouped into categories, and broader themes were generated. These themes were then reviewed, defined and interpreted.

Ethical Considerations

Ethical considerations were maintained throughout the study. Participation was voluntary and informed consent was obtained from both students and teachers. The participants were assured that their identities and institutional information would remain confidential. The collected data were used solely for research purpose.

Findings of the Study

This study presents the findings of the data collected through the English proficiency Multiple Choice Question test, questionnaire including close-ended and open-ended questions, and a semi-structured interview.

Overall English Proficiency Level of Students (Proficiency Test)

The proficiency test results showed a moderate overall level. The findings indicate that though a significant portion of students show high proficiency, a larger portion of students fall into the low and very low proficiency categories. This imbalance highlights the need for more supportive and input-rich classroom environments to help students progress from lower levels toward higher proficiency.

Table 1: Distribution of Students According to Proficiency level

Proficiency Level	Score Range	Number of Students
High	16-20	37
Moderate	11-15	18
Low	6-10	33
Very Low	0-5	12
Total		100

Skill-wise Performance Analysis

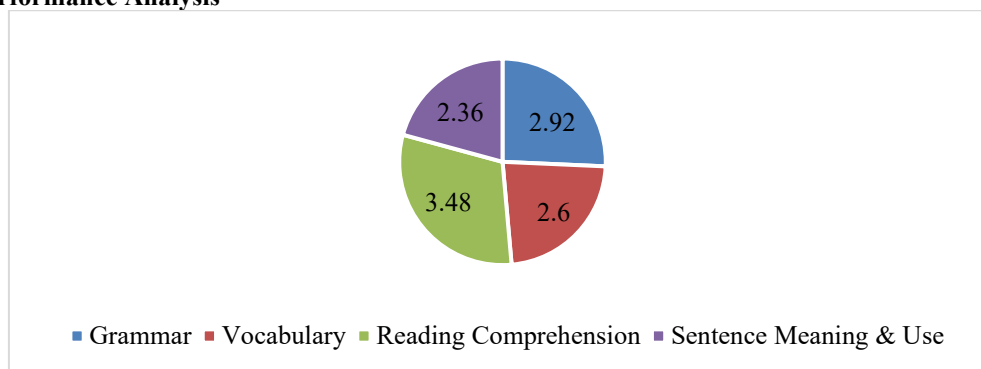


Figure 1: Mean Scores of Different Test Section

The proficiency test consisted of four sections: grammar, vocabulary, reading comprehension, and sentence meaning and use. Each section carried five marks. Students' performance across these sections provides insight into their strengths and weaknesses.

Skill-wise analysis revealed that students performed best in reading comprehension, followed by grammar, vocabulary, and weakest in sentence meaning and use. This indicates strength in receptive skills but serious limitations in productive and applied language use. The chart shows that students performed comparatively better in reading comprehension, with a mean score of 3.48 out of 5. This indicates that most students were able to understand the main ideas and answer factual questions from the passage. The higher score in this section suggests that students may be more familiar with reading-based task due to textbook practice. In the grammar section, the mean score was 2.92, which reflects moderate performance. Although students demonstrated some understanding of grammatical rules, errors were still noticeable. This suggests partial mastery of structural forms but lack of consistent accuracy. The vocabulary section shows a lower mean score of 2.60, indicating limited lexical knowledge. Students appeared to struggle with understanding words in context and identifying correct meanings. This may be due to insufficient exposure to varied vocabulary in classroom instruction. The lowest mean score was found in sentence meaning and use, with 2.36 out of 5. This suggests that students face significant difficulty in applying language rules in context. While they may recognize grammar forms in isolation, using them correctly in meaningful sentences remains challenging.

Students' Perceptions and Affective Factors

The questionnaire data revealed a notable mismatch between students' intrinsic motivation and their actual classroom performance. A significant majority of the participants reported an affinity for learning English (79%), while only a minority actively engaged in oral communication during class, with a mere 37% stating that they speak English in the classroom.

This difference may be heavily influenced by affective variables. 66% of the surveyed students expressed experiencing feelings of shyness or anxiety when attempting to speak English. Furthermore, students indicated several critical linguistic and psychological barriers to oral proficiency. A majority of respondents identified a deficient vocabulary repertoire as a primary obstacle. Other frequently mentioned challenges included difficulties in the practical application of grammatical structures, an acute lack of targeted speaking practice, and a pervasive fear of committing errors in front of peers and teachers.

Institutional and Environmental Constraints

The findings indicate that institutional practices and student diversity strongly shape the learning experience. More than half of the respondents (58%) characterized their English language learning as predominantly examination-focused. This perception aligns with student descriptions of the pedagogical environment, which is reportedly dominated by reading and writing exercises tailored to test preparation. At the same time, the implementation of interactive communicative activities and the use of supplementary teaching aids were observed to be highly constrained. Structural issues further compounded these pedagogical limitations. Specifically, large class sizes were identified as a detrimental factor, with 67% of the students perceiving overpopulated classrooms as a major impediment to their learning efficacy.

Future Prospects and Academic Orientation

Despite the reported pedagogical and affective barriers, the data demonstrated robust long-term motivation among the students. Over 80% of the participants either agreed or strongly agreed that achieving proficiency in the English language is vital for their future prospects, specifically noting its critical role in facilitating success in higher education and expanding career opportunities.

Rural vs Urban Comparison

Urban students demonstrated significantly higher proficiency compared to rural students. Rural

students faced more challenges, reported a less supportive teaching-learning environment, yet held

similarly positive views regarding the future value of English.

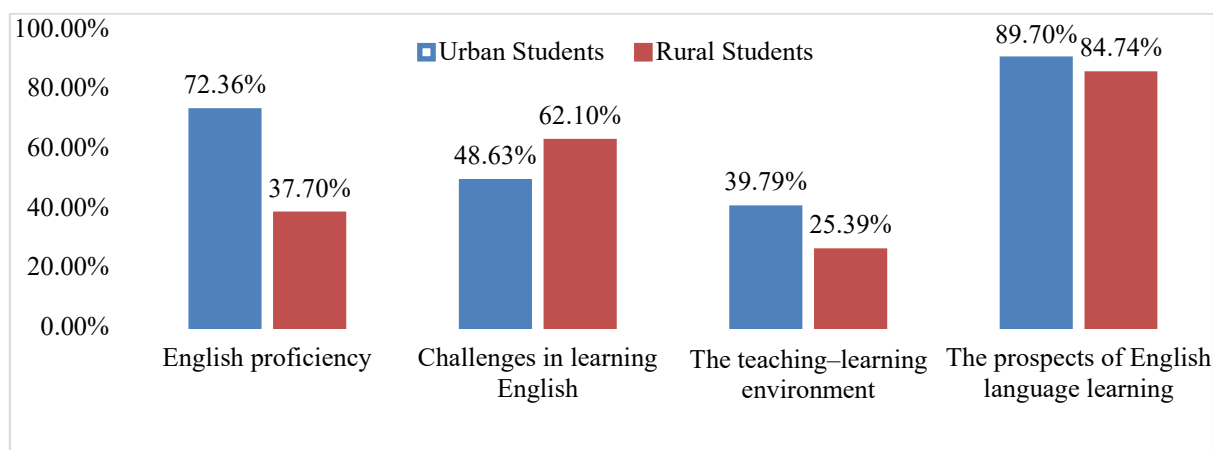


Figure 2: Comparative Analysis between Rural and Urban students

This chart shows the comparison between urban and rural students based on their English proficiency, the challenges they face in learning English, the positive teaching-learning environment and the prospects of English language learning. The findings indicate that urban students are in a better position at every sphere than those of rural background. According to the findings, urban students are more proficient in English than rural students, which is reflected in the chart. In urban areas, 72.36% of students are proficient in English, while in rural areas, it is only 37.70%. This result suggests that urban students are comparatively better in English proficiency than rural students. In consideration of the challenges faced by the students in learning English, rural students face greater difficulties compared to their urban counterparts. Approximately 62.10% of students from rural backgrounds face challenges in learning English, whereas the corresponding figure for urban students is 48.63%. Again, 39.79% of students from urban areas get a positive teaching-learning environment, while this positive environment is only 25.39% in rural areas. The difference between urban and rural areas in the teaching-learning environment shows that urban students get a more friendly environment to learn than those of the rural areas. The positive perception of the prospects of English language learning is very similar in both urban and rural areas. In urban areas, the positive perception of prospects is 89.70%, while in rural areas, it is slightly lower at 84.74%. This indicates that urban students have a more positive perception of English language learning compared to others.

Overall, the students from urban areas are more proficient, get more facilities, face comparatively fewer challenges, experience a more positive teaching-learning environment and demonstrate a higher level of perception of prospects of English learning than rural students. This difference shows geographical location affects students' language proficiency. To reduce the differences and make rural students more proficient,

teaching-learning environment should be improved in rural context and the barriers in learning should be reduced. Initiatives should be taken based on the identified issues.

Teacher Perspectives

Teachers largely assessed student proficiency as low to moderate, with speaking and listening as the weakest skills due to lack of practice and confidence. GTM remains the dominant method, while CLT implementation is limited and inconsistent. Examination pressure was cited as a major factor pushing teachers toward rote learning. Large class sizes, insufficient resources, and socio-economic constraints in rural areas were highlighted as key barriers. Teachers recommended enhanced CPD, curriculum-assessment alignment, increased speaking practice, and technology integration.

DISCUSSION OF THE STUDY

The findings of the study reveal that the overall English proficiency level of secondary students in Tangail district is moderate. The results from the English proficiency test indicate that although a portion of students demonstrate high proficiency, a larger proportion falls within the low and very low proficiency categories. This suggests an imbalance in language competence among learners. The skill-wise analysis further shows that students perform relatively better in reading comprehension, indicating familiarity with textbook-based learning. However, their performance in grammar, vocabulary, and sentence use remains comparatively weak. In particular, students face significant difficulty in applying language rules in meaningful contexts, which reflects a gap between knowledge and practical usage. Moreover, findings from questionnaire responses indicate that while many students can understand classroom lessons and textbooks, a considerable number struggle with expressing their ideas in English and lack confidence in

real-life communication. Speaking remains the most underdeveloped skill due to limited practice opportunities and classroom interaction. Therefore, it can be concluded that students possess basic and partial proficiency, but they lack communicative competence, especially in productive skills such as speaking and writing.

The findings identify several significant challenges that hinder students' English proficiency at the secondary level in Tangail district. One of the major challenges is the lack of vocabulary, as a large number of students reported that they do not have sufficient vocabulary to communicate effectively. In addition, students face difficulty in applying grammar rules in speaking and writing, which limits their ability to construct meaningful sentences. Another critical challenge is the lack of speaking opportunities. The data show that most students do not actively speak English in the classroom, and many feel nervous or shy while doing so. This indicates a high level of language anxiety and low confidence, which acts as a barrier to language learning. Furthermore, the findings highlight the issue of limited exposure to English outside the classroom. A significant number of students do not practice English in real-life contexts, which restricts their ability to develop communicative competence. The study also reveals several contextual and institutional challenges, including large class sizes, limited teaching resources and aids, lack of interactive classroom activities, socio-economic barriers, especially in rural areas. Overall, these challenges demonstrate that students' low proficiency is not only due to individual limitations but also influenced by pedagogical, psychological, and environmental factors.

The findings suggest that the current teaching approaches used in secondary schools are partially effective but largely insufficient in developing students' overall English proficiency. The data indicate that English teaching is predominantly exam-oriented, with a strong focus on reading and writing skills. As a result, students are trained to perform well in examinations rather than to use English for communication. This limits the development of speaking and listening skills. Although teachers reportedly encourage students to speak English, classroom practices do not fully support active participation and communicative interaction. The implementation of Communicative Language Teaching (CLT) remains limited, and traditional methods such as the Grammar Translation Method (GTM) still dominate classroom instruction. Teacher interview findings further reveal that factors such as examination pressure, large class sizes, and lack of resources restrict the use of communicative activities. As a result, students receive limited opportunities to engage in meaningful language use. Therefore, while teaching approaches provide some foundational knowledge, they are not effective enough to

develop practical language skills and communicative competence, which are essential for real-life language use.

Based on the findings of the study, several effective strategies can be proposed to improve English language skills at the secondary level. Firstly, there is a need to shift from exam-oriented teaching to communicative language teaching (CLT). Teachers should incorporate more interactive activities, such as group discussions, pair work, and speaking tasks, to enhance students' communicative competence. Secondly, teacher training and Continuous Professional Development (CPD) programs should be strengthened. Proper training will enable teachers to apply modern teaching methods and create more engaging classroom environments. Thirdly, the integration of technology can play a vital role in improving language learning. The use of digital tools, multimedia resources, and language learning applications can provide students with additional exposure and practice opportunities. In addition, students should be encouraged to practice English outside the classroom through activities such as watching English media, using online platforms, participating in English clubs or discussions. Moreover, curriculum and assessment reforms are necessary to align teaching practices with communicative goals. The assessment system should evaluate not only reading and writing but also speaking and listening skills. Finally, creating a supportive and low-anxiety classroom environment is essential to reduce students' fear and increase their confidence in using English. Overall, a combination of pedagogical improvement, technological integration, and policy support is required to enhance English proficiency among secondary students in Tangail district.

CONCLUSION OF THE STUDY

This study investigated the level of English proficiency among secondary level students in Tangail district and explored the major challenges and prospects related to English language learning. This study confirms that secondary students in Tangail district possess moderate English proficiency, with noticeable strengths in reading but critical weaknesses in speaking and productive skills such as vocabulary, sentence meaning and its use and grammar. The persistence of traditional, exam-oriented teaching practices, despite national CLT policy, creates a significant gap between curricular goals and classroom realities. Rural-urban disparities further exacerbate educational inequality. The findings underscore the urgent need to move beyond memorization toward meaningful communicative practice. Key barriers such as limited teacher training, inadequate resources, large classes, and assessment systems that ignore oral skills that must be addressed systematically. Teachers use GTM method instead of CLT which does not help improving students' overall language proficiency.

To improve English proficiency, it is important to practice communicative teaching methods, provide more opportunities for speaking practice, and improve teacher training. The use of technology, interactive learning strategies and modern teaching strategies can also support language development. The alignment curriculum and assessment system is needed for the development of the students' language skills. There is a need to design the curriculum in line with the modern world. Overall, this study suggests that a more practical and student-centered approach is needed to enhance English learning at the secondary level in Bangladesh. Improving English proficiency will not only support students' academic success but also prepare them for future opportunities in a globalized world. Based on the findings of the study, several recommendations are proposed to improve English proficiency at the secondary level in Tangail district. These recommendations focus on teaching practices, curriculum development, student engagement, and policy-level improvements.

English classes should shift from exam-oriented instruction to communicative approaches. Teachers should incorporate more interactive activities such as group discussions, pair work, role-plays, and real-life communication tasks to improve students' speaking and listening skills. Continuous Professional Development (CPD) programs should be regularly organized to enhance teachers' pedagogical skills and language proficiency. Teachers need proper training on modern teaching methods, especially on the effective implementation of CLT. The current examination system should be reformed to assess all four language skills, particularly speaking and listening. This will encourage both teachers and students to focus on practical language use rather than memorization. Schools should create more opportunities for students to use English in and outside the classroom. Activities such as English clubs, debates, presentations, and classroom discussions can help reduce students' fear and improve confidence. Educational institutions should promote the use of digital tools such as language learning apps, multimedia resources, and online platforms. These tools can provide additional exposure to English and make learning more engaging and interactive.

Classrooms should be made more supportive and student-centered. Reducing class size where possible, ensuring the availability of teaching aids, and creating a low-anxiety environment can significantly enhance learning outcomes. Teachers should design activities that help students learn vocabulary in context and apply grammar in meaningful communication. Task-based learning and contextual exercises should be encouraged instead of isolated rule memorization.

Students should be encouraged to practice English outside school through media, internet resources,

peer interaction, and self-learning strategies. This will increase exposure and improve real-life language use. Special attention should be given to rural schools by providing additional resources, teacher training, and technological support to reduce the gap between rural and urban students. The curriculum should be revised to ensure a balance between academic requirements and communicative competence. It should focus more on practical language use rather than only examination performance.

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