Independent University **Bangladesh (IUB)**

IUB Academic Repository

Conference and Proceedings International Conference on Economics, Business and Technology Manag

2025-11

Role of English language and literature studies in achieving sustainable socio-economic development among tertiary students in Bangladesh

Saha, Kishan

School of Business and Entrepreneurship, Independent University, Bangladesh (IUB)

https://icebtm.iub.edu.bd

Downloaded from IUB Academic Repository

Role of English Language and Literature Studies in Achieving Sustainable Socio-Economic Development among Tertiary Students in Bangladesh

Kishan Saha[1], Arman Hossain[2]
[1]Lecturer, Department of English & Assistant Proctor, Southern University Bangladesh
[2]Assistant Professor and Head, Department of English, Southern University Bangladesh
[1.]*kishansaha246@gmail.com,* [2.]*hossainarman690@gmail.com*

PAPER ID : ICEBTM-25-1211

Abstract - **The curriculum applicable to English language and literature studies in the universities of Bangladesh is designed to meet the optimum linguistic and cognitive standards by attaining Second Language Acquisition. This can be achieved through a simultaneous and strategic study of the English language and literature, helping students attain second language acquisition through Stephen Krashen's Monitor Model in EFL classrooms. The authors used a mixed research design for the collection of data. Primary data has been collected from 160 tertiary students studying English Language and Literature in the 16 renowned universities using questionnaires and focus groups. The secondary data has been collected from the existing papers and books by Krashen. The data will be analyzed using the hypotheses of the Monitor Model. Moreover, the shortcomings of the teaching will be highlighted too for an improved and effective EFL teaching environment, finally leading to the socio-economic development of the tertiary students.**

Keywords – **Curriculum, EFL (English as a foreign language), LAD (language acquisition device), Monitor Model, pedagogy, SLA (second language acquisition), socio-economic growth, sustainable, tertiary level**

I. INTRODUCTION

The tertiary students in Bangladesh belonging to the Department of English, Linguistics and ELT (English Language Teaching) study the prescribed texts based on English Literature and Applied Linguistics. The study involved in English Language and Literature is based on the Curriculum and Syllabus designed for the course
B.A. in English, M.A. in English, and M.A. in ELT (English Language Teaching). As a part of the OBE (Objective Based Education), the texts are based on English Language, Literature and Linguistics. The teachers are supposed to use English as a medium of instruction for imparting education in the EFL (English as a foreign language) classrooms. As a matter of fact, English is the target language for the students at the tertiary level, which is also the most essential language in academia and professional fields. The students having command over English as a second language will always have an upper hand in the professional and academic world. The paper has highlighted the Monitor Model by Stephen Krashen to show the process of Second Language Acquisition using the five hypotheses. The Monitor Model includes the Natural Order Hypothesis, Acquisition-Learning Hypothesis, Input Hypothesis, Monitor Hypothesis and Affective Filter Hypothesis, respectively. The authors have collected primary and secondary data from students of the Department of English from various universities in Bangladesh and existing papers of Krashen based on SLA (second language acquisition). It is supposed to improve all four skills of the English Language. This can generate sound and efficient users of English as a second language. Thus, the efficient study of the courses is supposed to help the tertiary students to achieve sustainable Second Language Acquisition, and this is finally supposed to help the students to place themselves in a good professional space, leading to socio-economic development of the students concerned.

Research Gap

The combined and strategic study of Linguistics, English Language, and Literature in the concerned programs is essential for the fulfillment of the academic program. Much of the existing research doesn't highlight the utility of the designed curriculum in attaining SLA through Krashen's Monitor Model at the tertiary level. In addition, this paper also focuses on the achievement of socio- economic development in the concerned students through SLA. The paper has shown the utility of the five hypotheses of Stephen Krashen in the tertiary level, although Krashen specifically doesn't talk about the tertiary level in his studies. This is something very exclusive. It has a wide research gap. It generates a vast area for further research and exploration.

Background Information

- The tertiary students in Bangladesh belong to either public or private universities in Bangladesh.
- The courses in the Department of English are based on English Language and Literature.

ISBN 978-984-35-5270-9

- The courses are B.A. in English, M.A. in English, M.A. in E.L.T., and M.A. in Applied Linguistics.
- The course duration for the Bachelor's and Master's degrees is 4 years and 1 year, respectively.
- The author has included the tertiary students of the Department of English in the universities of Bangladesh as participants in the research paper for the collection of data.

Objective of the Research

- To attain SLA by studying English Language and Literature effectively.
- To attain socio-economic development through achieving SLA using Krashen's Monitor Model.
- Advocating the right teaching methodology in the EFL classrooms to help attain sustainable socio- economic development in the students after their studies.

Significance of the study:

- To determine the (SWOT) strengths, weaknesses, opportunities and threats of the students concerned during the collection of data.
- To foster strategic and in-depth study of English Language and Literature to generate sustainable social and financial growth among the students concerned in the future.
- To show the effectiveness of Krashen's Monitor Model in attaining SLA, which is pivotal in gaining linguistic competence among the students.

Research Question

- Can the study of the contents of English Language and Literature in the universities of Bangladesh be effective in attaining second language acquisition, leading to sustainable socio- economic development among the tertiary students?
- Can SLA lead to sustainable socio-economic development among the tertiary students in Bangladesh?
- Are all hypotheses in Krashen's Monitor Model effective in achieving SLA, which will lead us to sustainable socio-economic development of the students concerned?

Research Problem

- How can the combined study of English Language and Literature contribute to attaining sustainable socio-economic development among the tertiary students in Bangladesh through attaining SLA?

II. METHODOLOGY

The study followed a mixed methodology. The authors have used qualitative and quantitative methodologies in this study simultaneously. The authors visited 16 universities in Bangladesh to collect data from the students of the Department of English. Data has been collected from the following sixteen universities: Southern University Bangladesh, U.S.T.C., Premier University, I.I.U.C., BGC Trust University, North South University, Brac University, East Delta University, Port City University, U.C.T.C., AIUB, National University, University of Chittagong, University of Dhaka, Rajshahi University, and Daffodil University.

The research framework is based on the research hypothesis that effective study of the contents of English Language and Literature leads to SLA, which is responsible for achieving sustainable socio-economic development of the students concerned.

Ten students from each university were selected for the collection of the data. In total, 160 students participated in the vigorous process of collecting data. Questionnaires were provided to the students concerned. The qualitative method highlights the discussion of the focus groups and the observations based on the application of the Monitor Model by Stephen Krashen. The quantitative method focused on the data from the questionnaires only. The data from the questionnaires were quantified to identify the number and percentage of students who agree and don't agree with the effectiveness of the study of English Language and Literature in ensuring socio-economic development of the students concerned through achieving second language acquisition. Discussion based on the open-ended questions and the answers to the closed-ended questions was included in the process of collecting data. The following closed-ended questions were included in the questionnaires, which were to be answered with only yes or no. The questions are given below:

- Does the study of themes in the texts of English Literature help you to develop your command of the English Language?
- When the contents in English Literature are taught by the teachers, does it help you to improve your listening skills sustainably?
- Does the study of literary pieces develop your linguistic competence?

ISBN 978-984-35-5270-9 https://icebtm.iub.edu.bd

- Does the concept of semantics and phonetics help in gaining linguistic competence?
- Does writing long answers in the Literature and Linguistics exam help you to improve your language?
- Can we achieve sustainable SLA by going through the complex texts of the Literature?
- Can we gain sustainable linguistic analytical skills by reading and comprehending the texts and study materials of Literature?
- Does the study of English Literature and Linguistics improve the vocabulary and structural skills of the Second Language?
- Can we achieve sustainable SLA by writing essays on creative or directed topics?
- Do the presentations in the classroom (formative assessment) help to achieve sustainable SLA?
- Does the study of Literature and language improve mathematical skills?
- Does the study of texts help you to gain sociolinguistic development?
- Are the concerned texts capable of developing psycholinguistic competence?
- Is the execution of the Input Hypothesis capable of enabling the students to absorb the comprehensible input?
- Is the natural order hypothesis good enough to provide a correct grammatical sense?
- Is the Affective Filter Hypothesis in the Monitor Model
- capable of activating the positive filters to attain SLA?
- Is the application of the Acquisition-Learning hypothesis helping the students to acquire and learn, depending on circumstances?
- Are the applied hypotheses of the Monitor Model efficient in attaining SLA in students?
- Can the attainment of SLA provide sustainable social status to the tertiary students?
- Can the attainment of SLA provide a sustainable financial status to the tertiary students?
- Are the students being placed in better professional sectors after gaining linguistic proficiency?
- Which teaching methodology is preferred by the students? Is it CLT (communicative language teaching) or GTM (grammar translation method)?
- Does the existing pedagogy help you to improve your language?
- Does the study of literary devices and figurative meaning help in achieving linguistic competence?

The above questions were used to extract data from the students concerned and were analyzed accordingly from a qualitative and quantitative perspective. The focus groups consisted of eight students in each group. They critically analyzed the existing pattern of the study and commented on the teaching methodology, too. The study intends to establish the fact through the results that with the attainment of sustainable SLA, sustainable socio- economic development can also be achieved among the tertiary-level students in Bangladesh. The above questions were used in both open-ended and closed-ended formats for the extraction of the data.

III. RESULTS

The participants and the focus groups provided their answers for the questionnaire. The data collected was analyzed using all the five hypotheses of Krashen's Monitor Model. The focus groups, consisting of sixteen members each, contributed immensely to establishing the results related to the attainment of the sustainable socio- economic development of the students concerned through SLA.

The table given below denotes the preference of the

160 participants with relation to acquisition and learning.

CATEGORIES	ACQUSITION	LEARNING
PHENOMENA	SUBCONSCIOUS IN NATURE	CONSCIOUS IN NATURE
STRESS	MEANING	FORMS/RULES
INPUT OF DATA	COMPREHENSIBLE (i+1)	EXPLICIT INSTRUCTION
OUTCOMES	LONG-TERM FLUENCY	SHORT TERM MEMORIZATION
ENVIRONMENT	LOW ANXIETY	CAN BE LOW ANXIETY OR HIGH ANXIETY

ISBN 978-984-35-5270-9 https://icebtm.iub.edu.bd

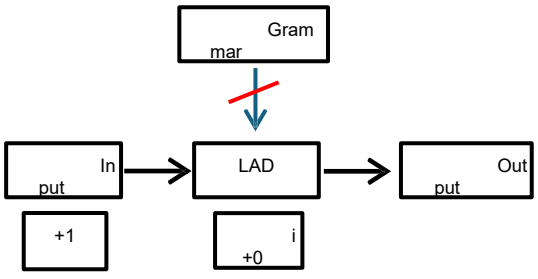
The chart below illustrates the above obtained results.

CHART BASED ON THE DATA OF 160 STUDENTS

Students supporting the effectiveness of the Monitor Model	Students do not support the effectiveness of the Monitor Model	Students are not sure about the effectiveness of the Monitor Model
85% of the participants	3% of the participants	12% of the participants
136 participants	5 participants	19 participants
Prefer CLT Methodology	Prefer GTM	Not sure about the methodology
Will achieve SLA	Will not achieve SLA	Not confident of achieving SLA

- The data collected depicted that around 128 students supported the effectiveness of the Input Hypothesis leading to second language acquisition increasing employability.
- 85% of the total participants supported the above statement and they prefer CLT methodology in the classroom.
- 3% of the total participants didn't agree with the above statement and they prefer GTM methodology.
- 10 students didn't accept the effectiveness of the Input Hypothesis.
- 12 students or 8% of the total participants were not sure of the contribution of the Input Hypothesis in attaining socio-economic development.

PROCESS DIAGRAM FOR THE EXECUTION OF THE INPUT HYPOTHESIS



The data collected from the focus groups denoted the following aspects through qualitative methodology to attain sustainable socio-economic development through attaining SLA:

- The comprehensible input in the EFL classrooms in a low anxiety environment leads to SLA by using LAD (language acquisition device).
- Effective study of the texts of English Language and Literature leads to SLA.
- An effective CLT environment is highly crucial for SLA.
- Formative assessment improves the level of motivation to attain SLA.
- Balanced Application of the Monitor Model triggers SLA.
- Sociocultural and psychological development attained through SLA leads to socio-economic development too.
- The communicative practice using CLT leads to SLA.
- GTM slows down the process of SLA.
- The literary devices and figures of speech improve the skills of English as a language.
- The students at the tertiary level are not interested in GTM.
- The students acquire grammar in a predictable manner, irrespective of the sequence followed by the teacher.
- Writing long answers improves the writing skills indirectly aiding SLA.
- The concept of phonetics, phonology, semantics, and semiotics and translation studies improves the cognitive skills of the students to attain SLA.
- The listening proficiency is improved using the CLT approach.
- All the four skills of English language can be developed using Krashen's Monitor Model leading to SLA generating social identity and financial growth in the students in their professional fields.
- It has been agreed by the participants that language education leads to employability among the tertiary students.

IV. DISCUSSION

The results of the study have proved that language education is directly proportional to employability. The tertiary students in Bangladesh look for jobs after they

ISBN 978-984-35-5270-9

graduate. The tertiary students of the department of English have been taken into consideration in this study. As they belong to the department of English, they are liable to acquire command over the four skills of the English language. The command of the English language increases the chance of employability for students. As they study the contents of the prescribed syllabus, it is easy for them to acquire English as a second language through Krashen's Monitor Model. After the acquisition of the second language, communication and presentation skills increase. This increases the probability of the students establishing their social identity and developing their economic status, too. The fluent users of English are well regarded in the social and professional fields of Bangladesh. The field of teaching and learning emphasizes the importance of English as a language. Good professional exposure and growth will definitely lead to economic growth for the students concerned.

The Natural Order Hypothesis focuses on the natural pattern of the grammatical study, irrespective of the instructions of the teachers in the universities. Reference [6] shows that Krashen (1985) fostered delivering linguistic material through the instructor's lecture, which is slightly higher than their current linguistic proficiency. This is the execution of the Input Hypothesis in the EFL classrooms. It plays a vital role in absorbing comprehensible input and then escalating the existing linguistic competence after the classroom input of the teachers. As in [2], established the idea that the concept of "i+1" refers to the ideal level of comprehensible input required for language acquisition. The Monitor Hypothesis works as an editor that checks the technical standard of the language, elevating it to a standard of perfection. The Affective Filter Hypothesis emphasizes the emotional factors of the learners in the EFL classrooms. The positive filters motivate second language acquisition, whereas the negative filters hinder second language acquisition. According to reference [1], stated that SLA can be achieved through comprehensible input, which is also a central element in his theory. Moreover, the Acquisition- Learning Hypothesis differentiates between acquisition and learning in the EFL classrooms. With the preferred CLT methodology, acquisition is regarded as more effective in the EFL classrooms along with the proper utilization and guidance of Chomsky's language acquisition device. Acquisition allows the students to work on the four skills simultaneously. Evidently, as in [3], argued regarding the usage of explicit grammar rules to facilitate natural language acquisition. The confidence and linguistic competence gained will allow the students to be more communicative in both academics and the profession. This improves the social and financial strength of the tertiary students, providing them with greater recognition. This also generates a greater civic standard for the tertiary students. English is regarded as the most popular second language among students in Bangladesh. Command gained over the language will help the tertiary students to emerge as better linguistic users.

The study of literature and the various genres enriches the linguistic standard of the students. The writing exercises, process of assessment, and study of figures of speech increase the comprehensibility of the users. The authors of various periods and ages of English Literature engage in social, cultural, sociolinguistic and psycholinguistic study, making the process of acquisition more interesting and user-friendly. Consequently, the study has analyzed the collected data proving that the study of English literature and language by the tertiary students improves the socioeconomic standard of the students through SLA, ensuring that it is sustainable in nature. The study has justified its significance. The study has answered the research questions exclusively. It has recommended the usage of Krashen's Monitor Model effectively in SLA. This further leads to sustainable socioeconomic development gained by the strategic study of English literature and language. Thus, it has been depicted that strategic language education can lead to increased employability among tertiary students.

V. CONCLUSION

The study advocates for the study of the contents of the English language and literature, which is to help acquire English as a second language, leading to socioeconomic development of the tertiary students in Bangladesh. The response of the students has been recorded to justify the research questions and research design using both qualitative and quantitative methods.

Limitations of the study

The study can be limited if all the hypotheses of the Krashen's Monitor Model can't be executed to attain SLA through the study of the texts of applied linguistics and English literature at the tertiary level.

VI. REFERENCES

[1] Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. New York: Pergamon Press.

[2[Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. London: Pergamon Press Inc.

[3[Krashen, S. D., & Terrell, T. D. (1983). *The Natural*

ISBN 978-984-35-5270-9 *https://icebtm.iub.edu.bd*

Approach: Language Acquisition in the Classroom. New York Pergamon Press.

[6] Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.

ISBN 978-984-35-5270-9