

Social Context and Sociolinguistic Factors in Second Language Acquisition (SLA): Perceptions of Tertiary Students in Bangladesh

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ABSTRACT

The research examines how Bangladeshi tertiary students perceive social context and sociolinguistic factors that influence their learning of English. Understanding the influence of social contexts and sociolinguistic elements on English acquisition is essential to create effective educational methods because English language proficiency matters in Bangladesh's current globalization process. The study addresses three essential inquiries regarding social factors that influence target language acquisition and their variation between Bangla and English medium education environments, as well as their influence on final language performance results. Through quantitative research methodology, data were collected from 40 tertiary-level students (equally distributed between Bangla and English medium backgrounds) from three universities using a 15-question survey instrument. The research data demonstrates substantial differences between Bengali and English schools regarding how students learn language. Socioeconomic status proved essential for understanding success in language learning since participants pointed to restricted contact opportunities and ill-prepared teachers, together with limited resources, as essential challenges that prevented underprivileged students from mastering English language skills. Cultural beliefs, along with linguistic nationalism, function as additional obstacles for students to practice English. This scholarly work provides crucial information to second language acquisition theory because it shows how the educational medium, together with socioeconomic background and cultural environment, and motivational elements, develop separate paths for language acquisition. Research data should guide the creation of inclusive language teaching practices and policies that accommodate Bangladesh's varied sociolinguistic diversity.

Keywords: *Second Language Acquisition (SLA); Sociolinguistic Factors; Social Context; Educational Medium Differences; Tertiary Education Bangladesh.*

INTRODUCTION

English language learning within second language acquisition has become essential for Bangladesh's education system, caused by globalization, together with expanding international possibilities. Tertiary students face linguistic challenges while

learning at college and working because social context interacts with learning processes in distinct ways as they operate in academic and professional domains. Of the many Bangladeshi students who receive English instruction during a decade of education, they still encounter major obstacles toward developing proficiency because social elements present significant barriers Mridula & Bin Ahsan, (2025). The introduction investigates how public settings affect Bangladeshi tertiary students' English mastery based on three essential research inquiries.

Each component of the social environment has a comprehensive impact on target language acquisition among Bangladeshi learners. Research from this year demonstrates that social origins affect language education results substantially, while socioeconomic ranking proves especially important. Anxiety stands as a major obstacle for female tertiary students in Bangladesh who strive to learn a second language, based on Karim et al. (2023). Social variables produce anxiety through concerns about public speaking and negative evaluation, as well as a lack of self-confidence, while these elements form psychological barriers against successful language learning. Barua (2022) showed that anxiety, which develops in particular circumstances, adversely affects the acquisition of second languages due to psychological obstacles that emerge from social settings. Research by Shurovi (2024) showed high correlations between school location and parental education and learners' task-value in English learning to prove how background economics forms both motivation and achievement levels.

Social factors influence educational activities differently between Bangla teaching and English teaching institutions in Bangladesh, which brings about separate instructional results. According to Mridula and Ahsan (2025) Bangla-medium students encounter greater challenges in understanding lessons, developing academic writing skills, and participating in English-language classrooms. Despite receiving similar instruction time, these students struggle because English-medium education is exam-focused, and they lack enough exposure to practical, communicative English. The study findings of Alam (2019) demonstrate significant differences between assessment practices of English-medium schools that develop speech abilities through ongoing evaluations, which create uniform language progression. Karim et al. (2023) observed that public and private universities follow different policies concerning language instruction, enabling students to access unequal linguistic resources. The translation services indicate public institutions have poorly maintained language laboratories that often function improperly and lack instructional staff, according to Williams et al. (2024) less advantaged students face additional learning obstacles.

Social elements strongly impact learning results, so educational institutions need to give them proper weight. Kamal et al. (2024) state that English Medium Instruction (EMI) provides global academic benefits to students but creates extensive learning barriers that primarily affect vulnerable students who lack English resources during and outside classroom periods. Hopkyns et al. (2024) point out that existing EMI policies fail to address fundamental issues concerning native-speakerism, along with translingual discrimination, precarious student translingual practices, which create negative educational effects and sustain linguistic inequality. Student language learning

expectations, according to Haque (2015) play an essential role in shaping classroom conduct and academic results, which highlights the necessity for educational practices to match the expectations of Bangladeshi tertiary education students.

The study examines how tertiary students from Bangladesh understand which social and sociolinguistic circumstances affect their experience of gaining a second language. A detailed exploration of student perceptions across different educational levels allows the study to uncover essential elements in second language acquisition as Bangladesh undergoes rapid globalization in its multilingual postcolonial environment. The knowledge of these factors enables better creation of inclusive language teaching approaches along with effective educational policies that serve different socioeconomic and educational learner groups. Students who need help with their basic psychological needs can reach peak motivation with better achievement in second language learning by recognizing which social factors influence their learning, according to Shurovi (2024).

The research targets the examination of advanced links between sociolinguistic aspects and social elements that influence SLA for tertiary education students across Bangladesh. The research investigates social identity together with the medium of instruction and community attitudes toward English language learning to identify their collective influence on student linguistic development. Learning how these dynamics function between social factors represents essential knowledge for developing successful educational approaches that support Bangladesh's various student needs within its diverse educational structure.

The literature review examines the association between teaching environments and sociological language aspects that impact second language education for university students in Bangladesh. The research examines three fundamental questions about language learning influences from social elements and investigates the differences between Bangla and English learning spaces and their resulting outcomes.

Target language learning processes for tertiary students in Bangladesh experience multiple kinds of social factors.

The social environment of Bangladeshi higher education institutions directly affects student learning of additional languages. Success in language acquisition primarily depends on psychological elements of anxiety combined with motivational factors, as documented by research. The English communication anxiety among tertiary-level Bangladeshi women is high because sociocultural elements, along with educational conditions, directly modulate their ability to use English outside academic settings, according to Chowdhury et al. (2024). Social obstacles directly impede the capacity of individuals to understand mental language at a basic level.

Students' sociopsychological attributes during language learning develop broader effects that extend beyond educational spaces into community surroundings. Research indicates the global economy demands multilingual communication competencies to boost career opportunities because 60% of employers confirm it Shkurti, (2024). Educational economics produces an expansion of societal stress that burdens students.

The social exchanges that students have in their classrooms directly change their language acquisition potential. Rosyidi et al. (2023) demonstrated that Scavenger Hunt enabled students to experience direct encounters through which they developed enhanced understanding of sociolinguistic concepts within second language learning environments. From personal experiences with language education, students demonstrate the need for direct exposure to target language interactions.

The learning progress of new languages heavily depends on social motivation as a fundamental component. Tabassum and Aziz (2024) investigated how military institution education shapes L2 learning motivation and anxiety among students learning written skills first instead of spoken skills at army-run institutions in their research. The research data confirms that flexible learning environments that merge internal with external motivation should be developed to handle these learning conditions.

Differences Between Bangla and English Medium Settings

Academic studies reveal considerable differences between social factors that function through Bangla-medium institutions and English-medium institutions in Bangladesh. The official teaching medium of Bangla supplemented the unofficial teaching medium of English, according to Akter (2024). Educational stratification emerges from the mismatch and maintains existing social group divisions between people.

The opposing educational directives from these centers generate certain educational impediments. Muniruzzaman and Afrin (2024) show that Bangladeshi English studies undergraduates encounter major academic writing difficulties because their "poor grammatical competence and brainstorming skill, and insufficient vocabulary and inadequate knowledge of mechanics and writing style, as well as mother tongue interference" results from their education in Bangla. Academic education determines the language direction that students receive, according to research findings. Research evidence proves that upper socioeconomic students excel in education due to their improved facilities and native speaker opportunities, and additional language learning programs Bipasha & Islam, (2025).

When different dialects exist in one language environment, the learning process becomes even more challenging to understand. The researchers at the tertiary level Rani & Akhter Tina, (2020) studied how various dialects used in Bangla affect English pronunciation among students by documenting specific pronunciation patterns that come from major Bangladesh regions. Students encounter distinct learning obstacles in second languages based on where they come from in Bangladesh.

Multiple institutions employ various methods to deal with their present obstacles. According to Hasan (2022) the use of medium variables in higher education across Bangladesh continues as a disputed matter because private universities always teach through English, while public universities implement multilingual policies, leading to confusing learning environments. Educational facilities funding determines separate institutional locations, which results in unequal social classes obtaining language learning opportunities.

Research conducted by Akteruzzaman and Anwar (2024) found that Bangla-medium students who had learned from the National Curriculum and Textbook Board syllabus struggled during writing tasks using only English. Their action research proved that by utilizing translingual approaches, students improved their academic writing skills through the challenge of conventional monolingual teaching philosophies.

Native Bangladeshi university students make up just one set of communication challenges that affect the university environment. Snigdha and Hasan (2024) studied foreign students' encounters in public Bangladeshi institutions that instruct with both Bangla and English language media. Extensive research findings revealed comprehensive language problems alongside lecture understanding, together with academic writing challenges, thus proving institutional language policies cause adverse effects on diverse student participation.

Social Aspects and Learning Outcomes

Available research demonstrates that tertiary schooling educational achievements in Bangladesh are strongly affected by student social interactions. Research indicates that using teaching strategies based on communicative competence brings positive effects to educational outcomes. Nisha (2024) demonstrated through his research that Communicative Language Teaching improved EFL speaking proficiency skills of tertiary-level students. The active teaching technique enhanced student fluency while improving their complex speaking abilities, thus proving its usefulness for academic outcome development.

Modern education techniques that use native speech environments produce beneficial academic results for students. Yasmin et al. (2024) investigated TBLT as a teaching methodology in tertiary literature classes, which received positive support from both learners and their teachers because these structured tasks established specific outcomes for student success. The research showed that TBLT needs teachers fully competent in the methodology to achieve successful implementation.

The manner through which students learn reading skills as academic skills depends largely on their interaction with social factors. The acquisition of reading skills for university freshmen in Bangladesh becomes challenging during their tertiary education phase, and reading fears present a major obstacle, according to Rahim et al. (2023). Text interaction by students depends on institutional structures that develop reading strategies and competency within their societies.

The analyzed literature demonstrates that sociolinguistic influences, together with social environment, significantly impact language education for second languages at the tertiary level in Bangladesh. Intense learning conditions that significantly impact second language acquisition emerge from multiple social elements connected to anxiety levels and motivational factors, and institutional policies. Bangla-educated students face specific educational challenges when they move from their medium institutions to English-dominant tertiary education because institution-level teaching styles vary significantly. Using communicative teaching methods alongside task-based instruction proves to be advantageous for language education due to their capability to respect the sociolinguistic variables.

Studies should examine how digital tools can reduce sociolinguistic barriers that occur between Bangla medium teaching and English medium teaching. Research examining the sociolinguistic progress of graduates during career development after their studies could lead to important findings that enhance tertiary curriculum development.

The acquisition of English as a second language in Bangladesh presents a complex challenge influenced by a multitude of sociolinguistic factors that remain inadequately explored in the tertiary education context. While English proficiency is increasingly essential for academic advancement, employment opportunities, and global communication, the interplay between Bangladesh's rich cultural heritage and linguistic demands creates significant barriers for learners. Despite the implementation of Communicative Language Teaching (CLT) methodologies in Bangladesh's education system, many tertiary students continue to struggle with achieving proficiency across all language skills. This struggle manifests unevenly across different educational backgrounds, with notable disparities between students from Bangla-medium and English-medium institutions. Furthermore, the socio-cultural context of Bangladesh, where Bangla dominates daily communication, often restricts opportunities for authentic English language practice and creates situation-specific anxieties that impede learning outcomes. The lingering influence of colonial language policies, combined with current socioeconomic disparities, further complicates students' relationships with English acquisition. While previous research has examined rural contexts and specific language learning barriers, there remains a critical gap in understanding how tertiary students perceive and navigate these sociolinguistic challenges in their language acquisition journey. This study addresses this gap by investigating tertiary students' perceptions of how social context and sociolinguistic factors influence their English language acquisition in contemporary Bangladesh.

This study aims to elucidate the answers to the following questions:

- a) How do social factors impact learners' acquisition of a target language?
- b) In what ways do these social influences vary between Bangla and English-medium educational settings?
- c) To what extent do these social factors shape the overall language learning outcomes?

METHOD

The methodological framework within this section provides an extensive system to analyze the social influences on learning languages in various higher educational settings across Bangladesh. Researchers investigate the influence of societal elements on language acquisition for learners while evaluating these factors between Bangla and English medium education systems. The quantitative research method obtains statistical information from tertiary-level students to evaluate how educational systems affect second language acquisition between these groups.

A) Participants

The study included 40 tertiary-level students who received equal representation between students from Bangla medium education and students from English medium

education. Most subjects studied at Dhaka University, but Comilla University and the University of Chittagong also provided participants to include a broader geographical representation.

The participants belonged to diverse academic areas, which included English (ENG), Electrical and Electronic Engineering (EEE), Computer Science and Engineering (CSE), and Economics (ECO). The researchers selected an interdisciplinary participant group because they wanted to evaluate differences in language learning approaches across various educational majors. The research participants had advanced status as third or fourth-year undergraduate students aged 19 to 24.

B) Instrumentation

A total of 15 questions comprised this research instrument, which was developed according to quantitative research methodologies. Multiple question types appeared in the design to gather multiple data elements, which covered all research questions thoroughly. The questionnaire contained questions having binary answer options and flexible statement-oriented inquiries that measured participant sentiments and observations in detail.

The instrument contained a mix of open-ended and closed-ended queries, which helped the researcher gather quantitative information for statistical purposes in addition to qualitative insights. The questionnaire adopted a 5-point Likert Scale for measuring attitudes based on Likert's 1932 approach. Various response forms, such as short answers, checklists, and multiple-choice selections, appeared in the instrument to handle different data types while keeping participants engaged during the survey.

C) Data Collection Procedure

The researcher created the questionnaire directly from the research objectives for distribution to the participants at the three selected universities. Physical copies of the questionnaire reached students from Comilla University, the University of Chittagong, and the University of Dhaka through direct distribution to enable proper finishing and explore any in-process questions.

The research activities led to some reluctance from potential participants, which caused the researcher to receive only partial acceptance for study enrollment. The researcher chose students based on criteria that generated 40 students for the final sample. The research period for data collection ended when the researcher started analyzing the gathered information during specific weeks. The established timeframe gave sufficient time for detailed data collection without losing project speed.

D) Data Analysis Procedure

The measurement and assessment of social influences on Bangladeshi students' second language acquisition followed a quantitative methodology for the study. The researchers chose this approach because of its capacity to generate objective, measurable outcomes that enable performance analysis between educational settings. During the survey phase, the researcher translated participant survey results into percentages to allow quantitative analysis of ESL/EFL learning influenced by social factors. The researcher used Microsoft Office Excel 2007 together with visualization

software to design tables and charts to present data outcomes in an accessible graphical format that exposed data patterns and relationships. The visual representation tools simplified comprehension of intricate social factor-language acquisition relationships between public and private education systems.

This research's methodology created an organized system to analyze how social constituents impact language learning success within Bangladeshi dual educational systems. The study defines how social factors affect second language acquisition differently by using appropriate participant selection with extensive instrumentation, extensive data collection, and rigorous analysis for both Bangla and English medium education.

FINDINGS & DISCUSSION

Q.1: What was the first place you learned English?

Medium of Education	Answer type	No. of Participants	Percentage
Bangla	At home	4	25%
	At school	16	75%
English	At home	13	70%
	At school	7	30%

Table 1: Location of Learning English First

According to the data collection, 75% of students from the Bangla medium stream acquired English education in the classroom, whereas 70% of students from English medium schools learned English at home. Independent research reveals different conditions of early language acquisition that result from public schools' and private schools' education systems. Almost all students learned Bangla first as their native language in Bangladesh, but their English Foreign Language proficiency was minimal. The observed patterns indicate potential consequences for future language skills because of unequal English language learning opportunities during the early stages.

Q.2: What was your initial approach to acquiring English?

Medium of Education	Answer type	No. of Participants	Percentage
Bangla	As an academic subject	15	80%
	As a second or target language	5	20%
English	As an academic subject	9	45%
	As a second or target language	11	55%

Table 2: English as an academic subject or second language (L2)

The research demonstrates that 80% of Bangla medium students in Bangladesh learn English as an academic subject, and 55% of English medium students specifically learn it as their second language (L2). A notable divergence exists between teaching approaches that starts with 80% of Bangla medium students and 55% of English medium students. Bangla medium schools dedicate their efforts to academic

instruction while completely failing to implement complete second language acquisition structures. Better communicative competence results from using established language learning theories, which English-medium institutions implement through their ESL/EFL teaching methods. This disparity likely impacts students' overall language proficiency and fluency development.

Q.3: Was your motivation to speak English as a second language influenced by your parents or the environment in which you grew up?

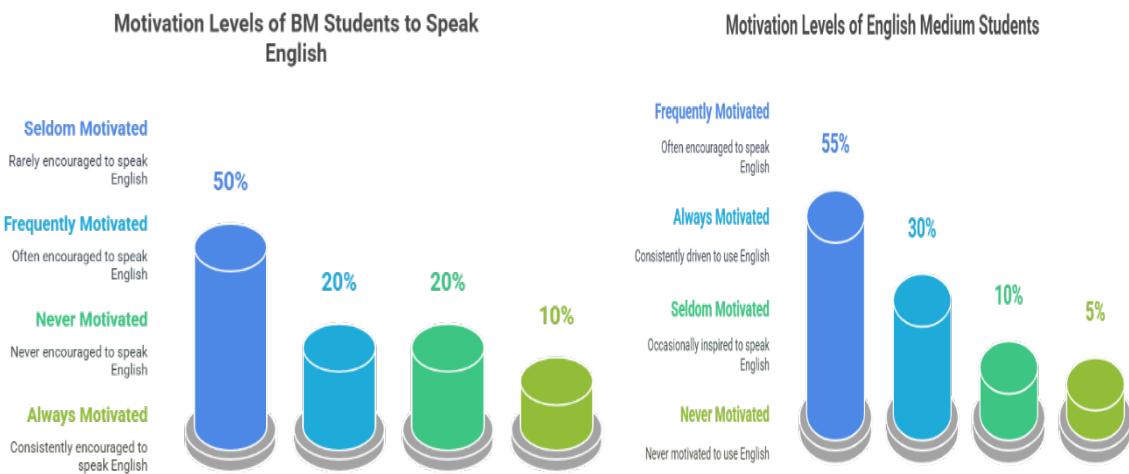


Figure 1: Inspiration from the Environment to Speak English

Results demonstrate that substantial variations exist between the ESL speaking motivation levels of students who study through Bangla Medium (BM) versus English Medium (EM). The survey data indicated that parents and surroundings provided motivation to BM students in infrequent increments but failed to inspire 50% of them, while 20% received regular motivation, and failure to motivate was observed in 20% of the students, and the least motivated group consisted of 10%. A higher level of encouraging behavior existed among EM students since 55% of participants indicated frequent motivation, while 30% received constant encouragement, but 10% seldom experienced motivation, and 5% never received motivation.

The supportive environment of EM students enables them to attain better proficiency in English speaking skills than their BM peers, whose environment fails to provide consistent encouragement. The lack of motivation between BM and EM students should be resolved to achieve better ESL performance among BM students.

Q.4: During my childhood, my family members conversed with me in English.

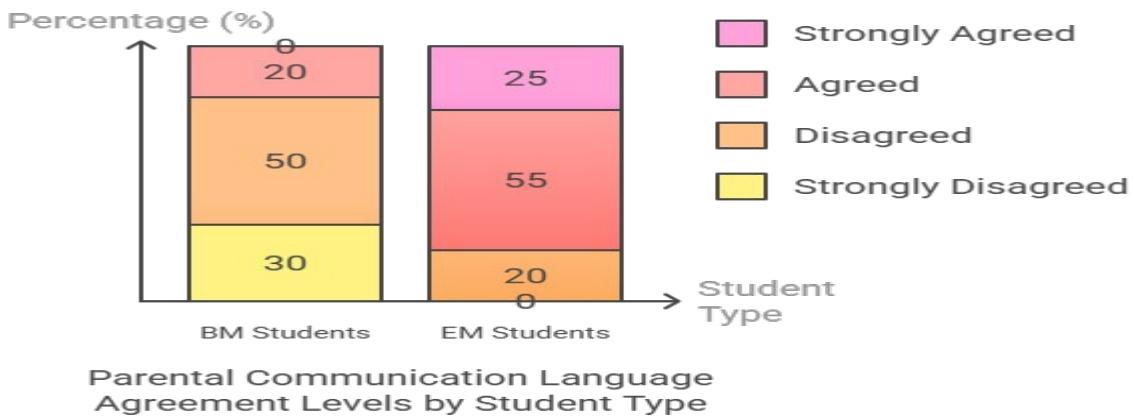


Figure 2: English-speaking family members

Data demonstrates that EM students encounter English in their childhood to a significantly higher extent compared to students studying in the BM program. Home English communication remained minimal for 80% of the BM students, as shown by 50% disagreement, along with 30% strong disagreement, but 20% of students agreed. A majority of 80 percent of English Medium students reported speaking English with family members (55 percent agreed and 25 percent strongly agreed about this experience).

Family communication follows common patterns in Bangladesh since people mostly speak their native language (L1) during domestic interactions. EM students have the special advantage of encountering the English language at home, which fosters their English proficiency development since BM students receive restricted exposure.

Q.5: The L2 learning process of pupils can be significantly influenced by the proficiency of their parents in the target language.

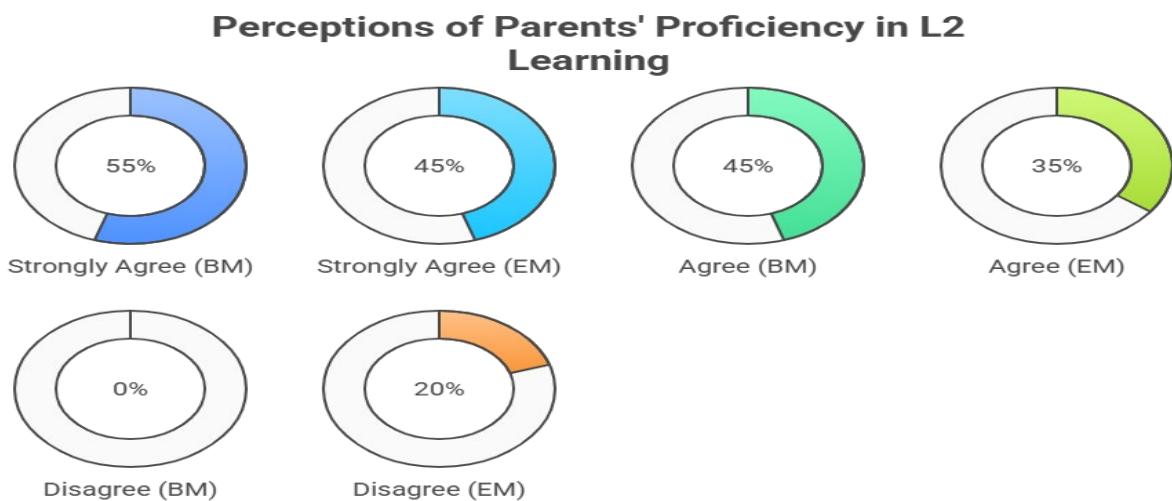


Figure 3: Significant Role of Parents' Proficiency

The data from the Figure demonstrates that L2 learning by students heavily depends on their parents' target language knowledge capabilities. The respondents in the BM section considerably endorsed the importance of BM, with 45% showing agreement and 55% expressing strong agreement, thus demonstrating its key position. Most EM participants concurred, yet either agreed or strongly agreed (35% agreed and 45% strongly agreed), nevertheless, 20% of participants disagreed with this statement. Data presentation suggests that students with English as a mother tongue see their peers' and friends' L2 knowledge as parallel influential variables, which reduces their dependence on parental language skills. The research data confirms that parental language skills play an essential part in L2 learning, yet social networks also demonstrate their significance in L2 learning.

Q.6: What is the impact of your medium of instruction (Bangla and/or English) on your acquisition of the target language (English)?

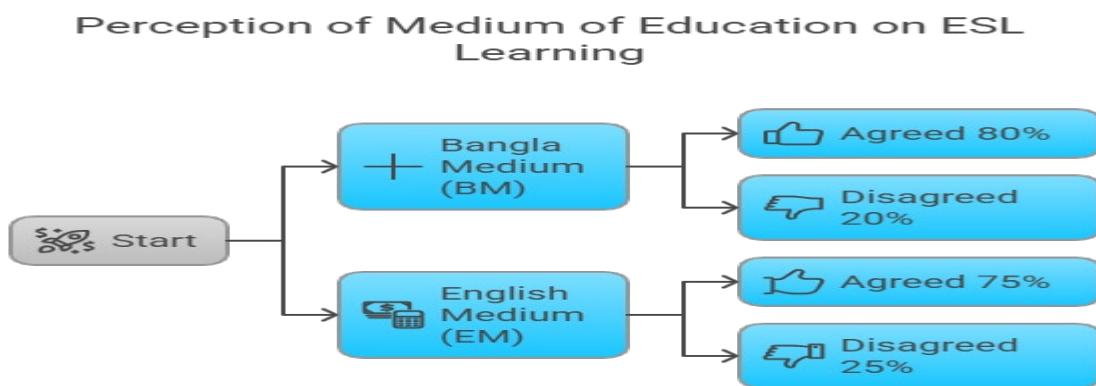


Figure 4: Impact of Educational Medium (English or Bangla)

Educational medium has a major impact on language acquisition, according to 80% of students in the Bangla Medium group and 75% of students in the English Medium group, but 20% of students in the Bangla Medium and 25% of students in the English Medium groups express different opinions.

The English Medium student body gets an advantage from their complete English learning environment, which incorporates curriculum developments alongside teaching techniques, together with peer group setups that build English skills. The education system through which Bangla Medium students learn creates different conditions that restrict their exposure to English and influence their language acquisition method. The students from both groups recognize that their respective educational medium plays a substantial role in influencing their approach to learning English, which supports the development of better English language learning results through customized educational strategies.

Q.7: What is the impact of your native language or L1 on the process of acquiring the target language?

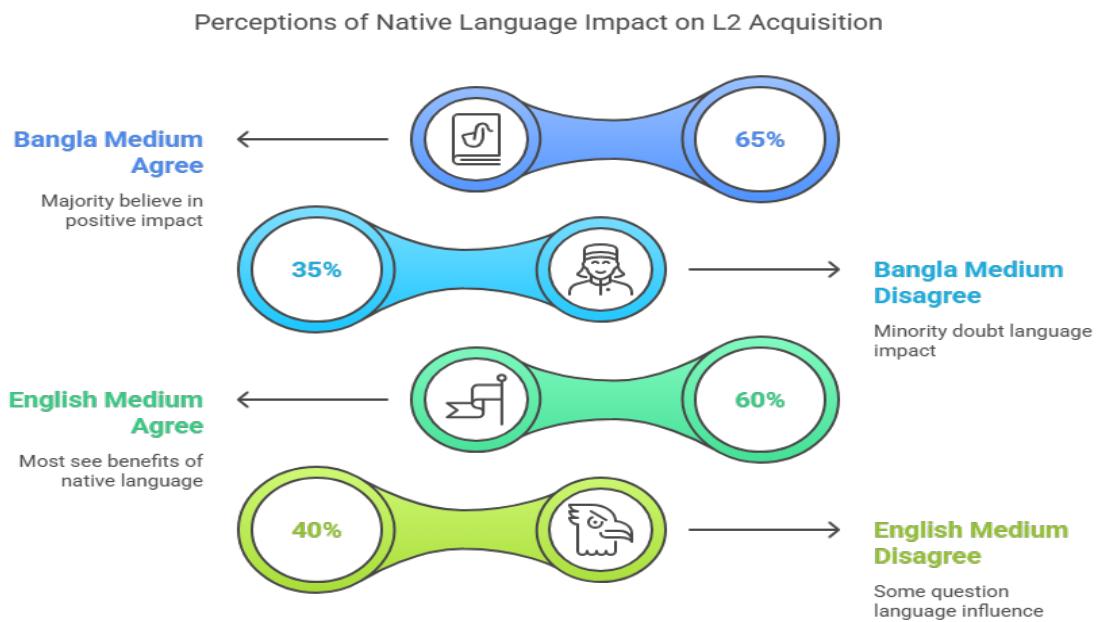


Figure 5: Native Language Influence on Second Language Acquisition

According to the results, 65% of students who learn in Bangla Medium (BM) institutions and 60% of students in English Medium (EM) institutions think their native language (Bangla) has a major effect on their learning of the target language (L2). Thirty-five percent of BM students, together with forty percent of EM students, maintained differing opinions.

BM students show stronger L1 influence on L2 acquisition since they were taught using the Grammar-Translation Method in their schools. The educational method employs L1 (Bangla) to interpret L2, which causes phonological, syntactical, and structural changes throughout the second language learning process. Study results demonstrate that native language interference plays an essential part in teaching English as a second language in this environment.

Q.8: Do your academic institutions promote the acquisition of English outside of the academic setting?

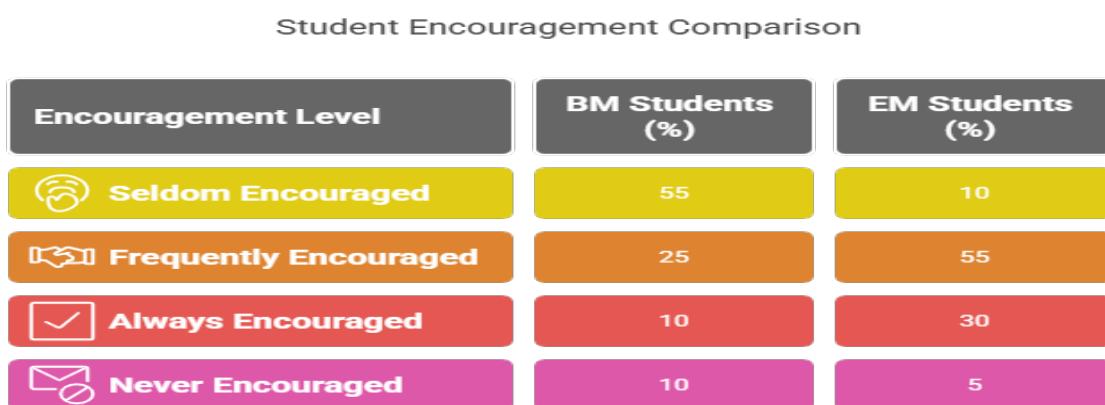


Figure 6: Academic institutions' encouragement

The research demonstrates that extracurricular English learning receives different levels of encouragement at Bangla Medium (BM) institutions as opposed to English Medium (EM) institutions. Among Bangla Medium students, 55% observed minimal encouragement to study English, but 25% received regular encouragement, alongside 10% who received constant encouragement, while 10% received no encouragement at all. The study shows EM students received more encouragement since 55% of them reported being encouraged often, while 30% were always encouraged, but 10% were seldom encouraged, and 5% received no encouragement.

The active English promotion within EM institutions results in better communication capabilities among their students. BM students who come from rural backgrounds miss essential practices of English, which hinders their language skills acquisition and produces learning difficulties. Great institutional support must be developed in order to address the discovered discrepancy between education systems.

Q.9: If you attempt to communicate in English with individuals who possess a lower or nonexistent level of proficiency or English skills, do you receive criticism?

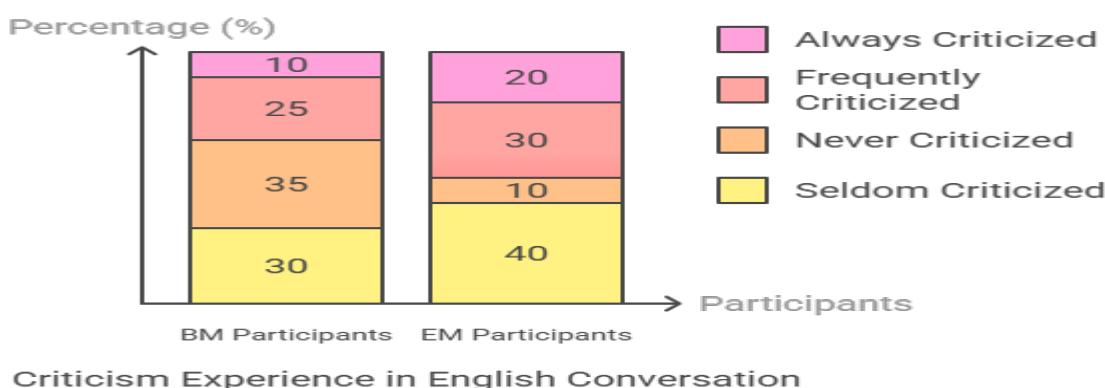


Figure 7: Receiving Criticism for Your Superior English Proficiency

English communication analysis showcases two different realizations between Bengali Medium (BM) and English Medium (EM) students regarding critical experiences. A survey revealed that 35% of Bengali Medium students never receive criticism, yet 30% among them are infrequently criticized. On the other hand, EM students received higher levels of criticism since 30% of them reported frequent criticism, and an additional 20% received constant criticism.

BM students receive more tolerant reactions from speakers, possibly because the speakers perceive their students as trying to better their English proficiency. Students with English as their mother tongue face evaluation for their language fluency because public perception interprets their ability as elitist or exclusionary within the complex framework of language use.

Q.10: If you attempt to communicate in English with individuals who possess a superior level of proficiency or talent in the language, do you receive criticism?

Criticism Levels Comparison		
Criticism Level	BM Participants	EM Participants
 Seldom Criticized	50	35
 Frequently Criticized	30	15
 Always Criticized	15	10
 Never Criticized	5	40

Figure 8: Criticism regarding one's reduced proficiency in English

Students within the Bangla Medium program encounter more severe criticism than those within the English Medium program while speaking English with speakers who have superior proficiency in the language. Among the participants of the Bangla Medium program, 50 percent face occasional criticism, but 45 percent await regular or continuous criticism, while only 5 percent have not faced criticism at all. Survey data shows that English Medium students do not receive criticism, since 40% state no criticism occurred, while 35% faced occasional criticism, but only 25% faced persistent or frequent criticism.

Frequent criticism induces learners to stop practicing English, which slows down their development of speaking skills. Students in Bangladesh, especially those with a BM background, tend to display this language proficiency effectively, thus requiring supportive educational spaces to practice language abilities.

Q.11: Higher socio-economic status learners are more likely to succeed in L2 learning than those from lower socio-economic backgrounds.

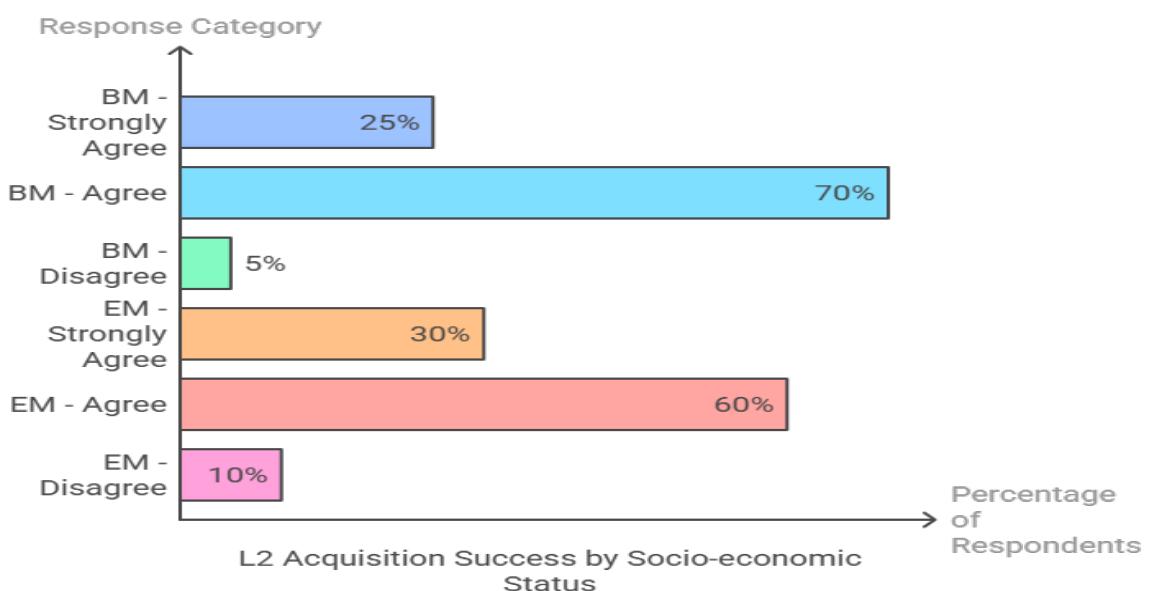


Figure 9: The Influence of Socio-economic Status on the Success of L2 Acquisition

Most participants showed a strong agreement that second language learning success depends strongly on socio-economic status. Survey participants from both groups indicated that a lower socio-economic background creates barriers to L2 learning success. The responses showed 70% of BM students and 60% of EM students agreed that a lower socio-economic background hinders L2 learning success. Meanwhile, 25% (BM), along with 30% (EM), strongly agreed with this view. Respondents displayed limited agreement about this statement because 5% of BM participants combined with 10% of EM participants did not support the statement.

Socio-economic differences control how students obtain language learning resources, thereby causing diverse results during L2 acquisition. The majority of participants reported that socioeconomic factors control how well someone can learn additional languages.

Q.12: Students who are from lower socioeconomic backgrounds find it challenging to learn English due to the following:

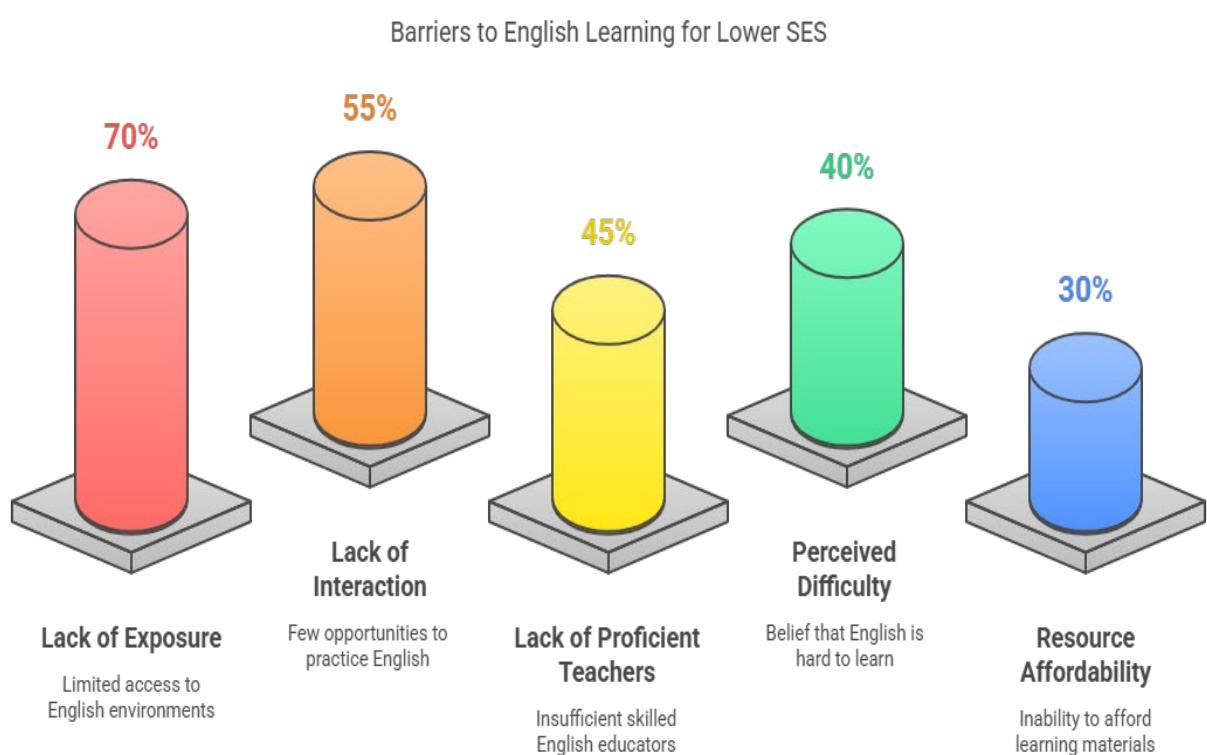


Figure 10: L2 Learning Challenges for Individuals with Lower Socioeconomic Status

The survey document identifies multiple obstacles that prevent English learning success among students who belong to lower socioeconomic groups. English exposure constitutes the main obstacle, as both 70% of Bengali Medium students and 65% of English Medium students experience insufficient exposure both at home and at school. The survey data showed English interaction difficulties among 55% (BM) and 70%

(EM) respondents, while 45% (BM) and 50% (EM) mentioned a lack of proficient teachers teaching English. Students from lower socio-economic backgrounds face economic difficulties when buying learning resources, according to statistics indicating 30% (BM) and 40% (EM). According to survey data, English proves challenging to learn from the perspective of 40% (BM) students as well as 30% (EM) students. Combining these environmental barriers creates obstacles for English acquisition among these language learners.

Q.13: Do you believe that effective communication in English can be achieved by beginning to acquire the language at a young age?

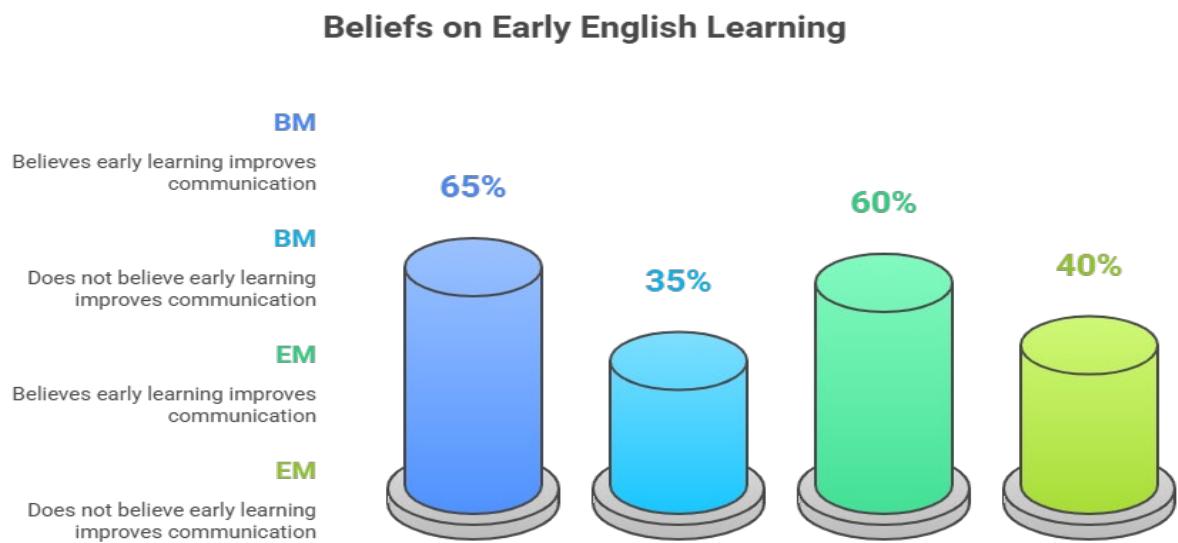


Figure 11: The Benefits of Learning English at a Young Age

Most students from both Bengali Medium (65%) as well as English Medium (60%) indicate that starting English education at an early stage leads to better communication abilities. Only 35% of Bengali Medium students, together with 40% of English Medium students, stood in the middle regarding the possibility of early English learning. Early language exposure receives widespread acceptance across the population for improving language proficiency. Research indicates that delivering proper English teaching in primary classrooms would boost students' abilities to learn and communicate effectively.

Q.14: Bangladesh's cultural beliefs may impede the willingness to engage and restrict opportunities to practice English.

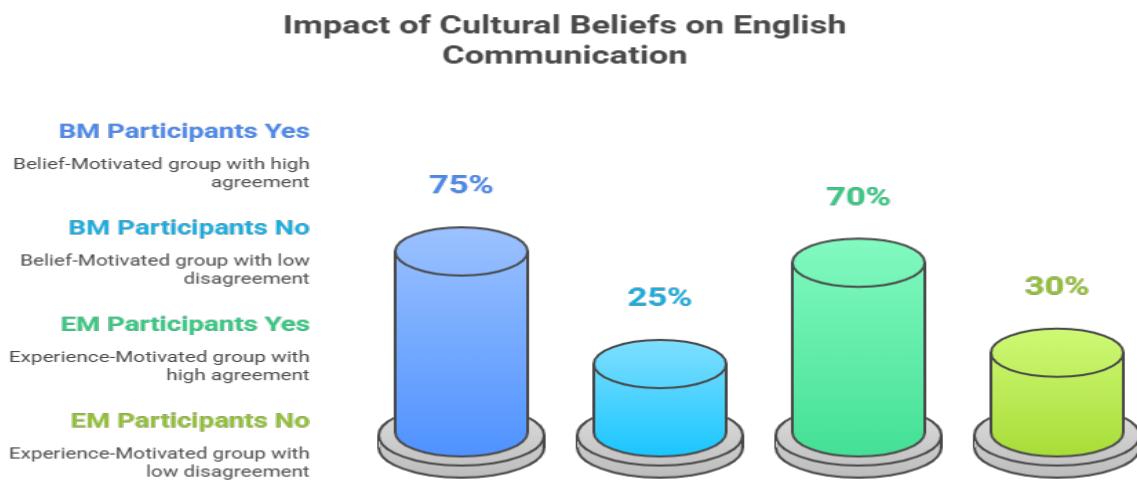


Figure 12: Interaction in L2 is impeded by the cultural beliefs of Bangladesh.

Results of the survey demonstrate how Bangladesh's cultural beliefs strongly restrict the practice of the English language. The survey revealed that traditional and nationalistic sentiments stop English communication practice according to 75% of the Bangladeshi participants and 70% of the expatriates. Native language and culture loyalty lead learners to develop negative views about English, with its connected culture, which hinders their progress in the L2. The research confirms that Bangladesh requires educational programs that address cultural differences in teaching English as a foreign language.

Q.15: Are you of the opinion that Bangla medium students are experiencing a stagnation in their ability to succeed in English as a second language, as opposed to English medium students, due to the distinct methods of implementing factors such as the curriculum, learning environment, and peer groups?

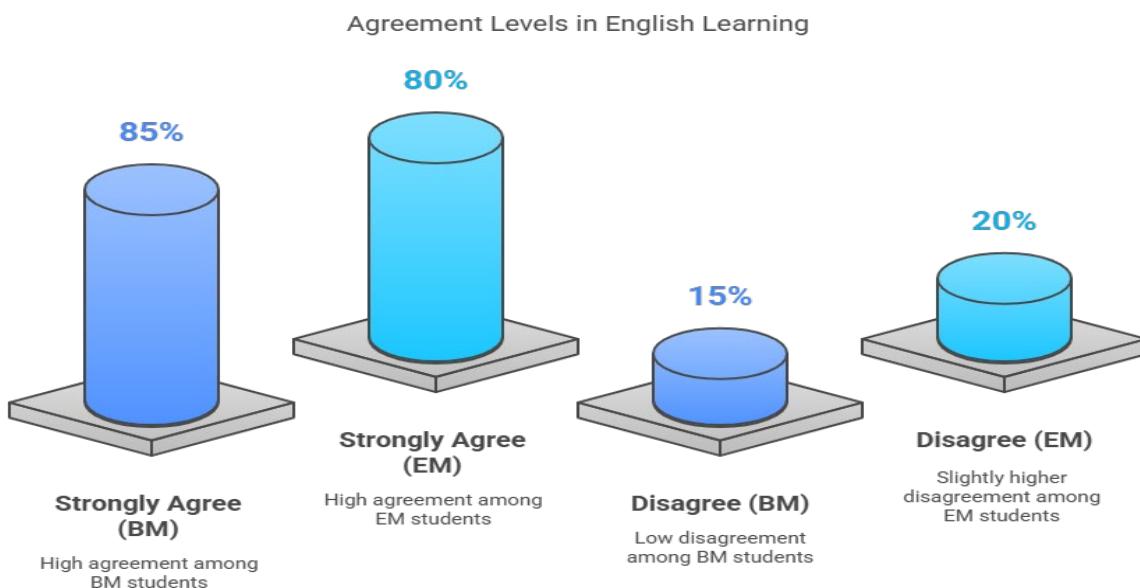


Figure 13: Diverse Methods of Implementing Pedagogical Elements

The research demonstrates that students educated through Bangla Medium suffer learning impediments in English language proficiency when studying English as an L2, when compared to English Medium learners, according to most student opinions (85% for BM groups and 80% for EM groups). At the same time, 15% of students in the BM group and 20% in the EM group disagreed that the medium of instruction impacts student L2 English skills.

The unique way teachers apply educational methods to curriculum development, combined with lesson instruction and student-to-student interactions, produces visible differences in language mastery accomplishments. Students in the BM education sector show lower English proficiency because their teaching environments provide less immersion and fewer chances for practical English communication. The necessary reforms should merge social elements with contextual considerations into the English teaching system of BM schools to solve this disparity.

The discussion part shows how diverse social elements impact Second Language Acquisition in Bangladesh through specific interactions between students in Bangla Medium and English Medium educational systems.

Linguistic Background and Learning Context

The linguistic backgrounds of learners, as well as their age at language exposure, act as fundamental elements that shape SLA results. Most students from the BM program regard English as an academic discipline instead of a second language, which results in critical acquisition obstacles during their initial exposure. The use of English acts as a genuine target language for students in English Medium education contexts because it stands distinct from the way Bangla Medium students approach the language. Children who start learning English at a young age demonstrate superior command of all language abilities due to established SLA theories regarding sensitive learning periods. The study demonstrates that holding off on English language exposure leads to enduring difficulties during the process of maximum proficiency development.

Socioeconomic Influences on Language Learning

A variety of social and economic factors determine what students learn by affecting their language acquisition process. Audience members from disadvantaged backgrounds encounter major obstacles due to their lack of learning materials, limited contact with authentic language, and lack of access to qualified teachers. The rural areas show the most extreme manifestation of this lack of balance because they lack the technological resources needed for language learning. The research outcomes show how students from lower economic backgrounds perform poorly in language proficiency tests because structural disadvantages block their progress. Economic standing establishes a perpetual process of language capabilities being tied to social status.

Cultural Context and Language Dominance

The social environment consists of multiple forces that both make it easier and more difficult for students to learn English. The dominance of Bangla culture, together

with nationalistic feelings and everyday communication needs, results in restricted English learning spaces in ordinary interactions. Research findings demonstrate that English language dominance exists in private sector establishments, yet Bangla controls both public service organizations and spontaneous, unprofessional conversations, according to study data. The split between languages within the society makes learning difficult because students have trouble finding genuine communication chances in environments outside schools and colleges.

Exposure and Parental Influence

The quality and the context of language exposure play direct roles in shaping acquisition results. The findings demonstrate that natural opportunities for speech acceleration, linguistic learning, and native-speaking environments deliver a superior learning environment than bilingual areas. Parental behaviors stand as essential elements that create noticeable educational environment disparities. EM parents actively support English learning, but many BM parents face challenges either in English proficiency or cultural alignment necessary to help students learn English effectively. The exposure gap between EM and BM students grows after parental involvement, since their support levels differ dramatically.

Motivational Factors and Attitudes

Learners' motivation and attitudes toward English reveal important distinctions between educational contexts. Students from the Black Minority ethnic background demonstrate primarily instrumental motivation since English serves as their primary tool for professional advancement. The learning patterns of EM students typically display integrative motivation that leads to natural acquisition. Academic data supports that favorable English attitudes create strong ties to learning success because educators should focus on building intrinsic motivation over instrumentally oriented teaching systems.

The research reveals that social factors determine unique paths of language acquisition in Bangladesh through different educational and socioeconomic backgrounds of learners. To achieve effective language education policies, both instructional methods and wider social elements need attention for enhancing acquisition results across multiple learning environments.

CONCLUSION

The research exposed fundamental understanding about social background and sociolinguistic elements that mold English language learning development among tertiary students in Bangladesh by showing stark educational differences between Bangla-medium and English-medium Institutional education. The research results show that students' language acquisition paths develop significantly due to their early language experience, together with how their family uses language and institutional program support, as well as the combination of economic factors in their environment.

Social factors generate unique environments through which children learn language, according to research evidence. Students who learn in English as their medium of instruction receive comprehensive linguistic support at home since most of

them (70%) are exposed to English early in their lives, along with equivalent family usage of the language (80%) and permanent motivational encouragement (85%). English learning opportunities for Bangla-medium students mainly exist in the official educational curriculum (75%), and they see English as a subject course instead of a communication tool (80%), while receiving minimal institutional backing for language development outside the classroom.

Research findings revealed socioeconomic status as an essential element for achieving language learning success because both groups, representing 70% BM and 60% EM, identified its importance. Economically disadvantaged students face three major obstacles to language development because they receive limited exposure to the language and encounter difficulties interacting with it, and lack qualified teachers to instruct them. Approximately 75% of participants identified cultural beliefs and linguistic nationalism, along with other variables, as barriers to English practice opportunities.

An educational medium forms its own acquisition pathways by using specific curricula and learning environments as well as peer learning opportunities. Survey results demonstrated that most participants acknowledged Bangla-medium students encounter structured obstacles when learning English, which prevents them from reaching the English-medium students' level of proficiency (85% BM and 80% EM respondents).

These research results influence how language education policies should be developed in Bangladesh. The results indicate that educational policy must work towards providing better language instruction for Bangla-medium students while expanding their authentic language experiences, together with teaching methods that respond to social language facts of the different learner groups. Language education initiatives moving forward need to unite different educational systems by honoring Bangladesh's heritage, along with the practical communication requirements of students in their modern globalized environment.

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