

**The Role that Social Factors play in Second Language Acquisition (SLA): An Observation
of Tertiary Level Students in Bangladesh**

A thesis

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By

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Declaration

I hereby assure that the study offered in this dissertation is my own research work. The contribution of the primary and secondary resources has been acknowledged with due references wherever they have been used.

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Dedication

I would like to dedicate this piece of work to my parents especially my mother who always inspires me to try my level best. Their support and blessings are always motivating and empowering me to reach my aspirations.

Acknowledgement

I would like to start by expressing my thankfulness to the Almighty Allah for bestowing me with sufficient strength and sound health during the time of this research and for providing me the mental and physical potency and aptitude to accomplish my dissertation. Afterward, I am affably grateful to Ms. Dr. Asifa Sultana for being undeniably helpful, cooperative, supportive and sincere supervisor, without whom, conducting this dissertation would be impossible. The advice, guidance and encouragement, she provided, from the very beginning to the end of the work has increased my self-confidence and knowledge effectively on the relevant area and inspired me to complete my thesis on time. Furthermore, I am appreciative to all the students who has participated in the survey and helped me collect important data for my research and without their cooperation I could not be able to reach to the conclusion. Moreover, my special gratitude goes to my parents for their inspirational endorsement that in due course facilitated me to finish the research work fruitfully.

Abstract

Language is certainly one of the most unique human traits that people occupy. Although acquiring native or first language is quite innate and easier, when it comes to learn a whole new language the process becomes difficult at times. Second Language Acquisition (SLA) is termed as a parasitic discipline as it encompasses more or less all the factors of other disciplines like, cognitive, social, affective psychologies, sociology etc. Moreover, bearing in mind that acquisition and learning are two different processes of SLA where the former happens subconsciously and the latter occurs with intentional efforts, the role that social factors play in learners' L2 learning journey in a non-native context like Bangladesh is a matter of grave importance. In fact, even though Communicative Language Teaching (CLT) method of L2 teaching and learning has been introduced to the education system long ago, few students of Bangladesh are improving within their podiums whereas few others are lagging behind in terms of successfully acquiring all the four skills of English (reading, writing, speaking and listening). Thus, this piece of paper intends to examine the influences of typical as well as unique social factors on SLA among the tertiary level students from both Bangla and English medium background of Bangladesh.

Keywords: Influence, Acquisition, learning outcomes, pedagogical, inhibit, aptitude, patriotism, dominance, interaction.

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Chapter 1

Introduction

1.0 Introduction

Second Language Acquisition (SLA) has always been a long and on occasion complicated journey for the learners depending on distinct and relevant factors affecting the learning process. It is undoubtedly true that acquiring and practicing a second language beside the native one is an amazing quality, however, this quality takes a lot of effort and time to be obtained. In fact, how to acquire a new or second language is a question of obvious significance to language learners, and L2 learning has been studied almost exclusively by educational psychologists who are classically more focused on prognosis testing (predicting who will be successful in the acquiring a target or foreign language) than in constructing a theory to explain the L2 acquisition (Gardener, 1958).

L2 acquisition is an intricate course of action, in lots of manners way more complicated than L1 acquisition since the factors associated are more numerous. In view of the fact that English is extensively used after the native language Bangla in this country, it is certainly important to teach and learn both the competency and proficiency in English as a second language rather than considering it as an academic subject to study for the fulfillment of the course only. In order to do that, some essential and prominent factors like, affective, cognitive, social, psychological, cultural etc. should be taken into account since these play considerable role in the level of achievement in L2 acquisition. Moreover, as the education system follows Communicative Language Teaching (CLT) method of learning and teaching in case of acquiring a target language i.e. English, it is high time to explore the significance of inter-connected, interacting and inter-endorsing social factors in SLA in the context of Bangladesh.

As a matter of fact, Communicative Approach promotes an environment that maximizes positive impact of social factors like, linguistic background, social and cultural context, socio-economic context, nature of exposure, attitudes towards the learning environment, parental role and so forth on learners' learning journey of English. However, a considerable number of tertiary level L2 learners in Bangladesh react to these learning contexts in both optimistic and pessimistic ways due to the existing variations in teaching method of English in the contexts of Bangla

Medium and English Medium of education. Moreover, in a social setting like Bangladesh where Bangla is used more frequently than any other language, the practice of English as L2 on a regular basis becomes an unusual phenomenon among the learners. Therefore, as language acquisition and learning can happen both consciously and subconsciously, the degree at which the relevant social factors function in a learner's learning process should be taken into account so that maximum output can be obtained.

1.1 Problem Statement

Inside the boundaries of Bangladesh, learners come from different educational and culture backgrounds i.e. both Bangla medium and English medium students are obtaining educational degrees from same or different academic institutions. In fact, English as a second (ESL) or foreign language (EFL) is taught amid majority of L2 learners of Bangladesh (especially Bangla Medium) as one of the mere academic subjects ignoring the vital effects of the relevant factors of SLA. On the contrary, students of English Medium are taught English effectively considering all the factors and skills of the target language. It is evident that the way social factors influence in acquiring English of Bangla and English medium differs to a great extent and eventually shapes the learning outcomes as well. This research addresses the role of the social factors in acquiring a target language (English) for the tertiary level students of Bangladesh.

1.2 Research Questions

This research intends to discover the answers of the following questions:

1. To what extent do the social factors influence learners' target language learning?
2. How differently these factors function in learning process in both Bangla and English medium settings of education?
3. How effectively these social aspects determine the learning outcomes?

1.3 Limitations

The limitations of this research are:

1. The researcher had to collect the data online as during this pandemic situation every academic institution is closed.

2. The researcher has collected the data of the survey through circulating questionnaire within the Dhaka city.
3. Around 40 tertiary students participated in this research; however it was not adequate to present the entire scenario of Bangladesh.

Chapter 2

Literature Review

2.0 Introduction

This chapter of the paper discovers the contemporary literature on the constructs of notable social factors in the field of Second Language Acquisition (SLA). Reviewing related literature usually encompasses analytical recognition, context, evaluation of information relevant to research problem (Gay et. al, 2011, p.80). Moreover, it also assists in connecting earlier literature with current studies which is indeed beneficial for conducting the research. Therefore, the researcher portrays the literatures related to SLA, Schumann's Acculturation Model, Gardner's Socio-educational Model, Spolsky's Portrayal of L2 Education, Sociolinguistic Theory, The Socio-Cultural Theory (SCT) and Medium of education in Bangladesh.

2.1 What is SLA?

As a matter of fact, the expansion of SLA occurred significantly during the late 20th century (i.e. 1980s and 1990s) and near about 40 years later through the process of experiential growth this field finally attained the state of an independent discipline (Larsen-Freeman, 2000). In fact, SLA is the analysis of the acquisition of a language which is beyond the native language or L1 (Gass, 2013, p.1). Moreover, Krashen (1982) asserted that in case of SLA acquisition is often diversified with learning and also pointed out that the former signifies involuntary gain of knowledge which occurs while meaning is focused more than the language form (Lightbown and Spada, p. 177).

In fact, SLA is the studious discipline of inquisition which determines the competence of the individuals to acquire languages in addition to the first, whenever they require the competence such as, during late childhood, adolescence, adulthood, and when L1 have been acquired (Ortega, 2014, p.1-2). Ortega adds that when anyone learns a language in different contexts then SLA offers various complicated influences that shape the possible outcomes of L2 learning (p.2). Furthermore, Wold (2006) reckons that learning ESL puts particular disputes forward for learners whose L1 has limited correspondence to English in form, sound and syntactic or orthographical arrangement and the learners may experience inconvenience in their learning of ESL (p.16).

2.2 Schumann's Acculturation Model

The Acculturation model was proposed by Schumann in 1978 where he highlighted how crucial the recognition with a group of target language speaking people is as a prerequisite of SLA. Schumann's Acculturation Model treats L2 acquisition as one of the aspects of acculturation. He assumed L2 acquisition as simply one of the aspects of acculturation and claimed that the extent to which a learner acculturates to the target-language group will influence the level of his acquired proficiency of L2 (p.34). More specifically, acculturation can be termed as the social along with psychological association which occurs when the novice collaborates with the Target Language (TL) group of people (Schumann, 1986).

On top of that, as claimed by Chizzo (2002), Schumann's model portrays how that socio-psychological remoteness between L2 learners and the TL group play the role as an essential factor when it comes to examine level at which the L2 students will acquire L2 with no pidginization (p.1). Additionally, the model suggested by Schumann encompasses the taxonomy of social variables which help defining the nature of interaction amid L2 apprentices and TL community. The variables are,

- a. **Social Dominance/Subordination:** Relating to the apparent condition of a community with regard to others. To illustrate, English Language Learning (ELL) group will not tend to learn the target language when they are culturally, economically or politically superior to the target language (TL) group. Having said that, when the ELL group is substandard to the TL community, denial might be noticed to learn the target language.
- b. **Integration pattern (Assimilation, Preservation, and Adaptation):** If ELL group prefers assimilation as the combination rule then it has to abandon its own lifestyle while adopting the TL group's lifestyles. Contrastively, preservation occurs when the ELL group clings to its own lifestyle and standards while discarding those of the TL group. Added to that, adaptation happens if the ELL group adjusts the standards of the TL group, and also sticks with its own lifestyle for intra-group purpose.
- c. **Enclosure:** Enclosure refers to the measure to which the two distinct groups share the same social constructs like, academic institutions, recreational facilities, professions, trades etc.(low enclosure), or have dissimilar social constructs (high enclosure). In fact, when the enclosure is low, L2 acquisition is facilitated more.

- d. **Cohesiveness:** It refers to the situation where the two group will tend to stay separated from each other or not. In this regard, there are two standards such as, intra-group (cohesive), inter-group (non-cohesive).
- e. **Size:** When ELL group is larger, then the interaction between themselves will be more than that with the TL group.
- f. **Congruence:** When the groups are analogous, social communication is easier which ultimately makes L2 learning more facilitated.
- g. **Attitudinal Evaluations:** It explains the positive along with negative attitudes of the groups towards each other. If both the groups have optimistic attitudes for each other, then L2 learning can be facilitated.
- h. **Intended Length of Residence:** It certainly illustrates the aspect that states if the learner plans to stay in TL context for a long time then s/he will feel the need to learn the TL.

As Hoque (2017) claimed that it is presupposed that if the social and psychological distance between the L2 learners and TL group is greater, then L2 learners will have lower degrees of acculturation toward TL group (p.12). Moreover, Matsumoto (2012) mentions that it can be further assumed that social factors between the L2 apprentices and TL culture play an essential role in order to assess the level of L2 proficiency.

2.3 Gardner's Socio-educational Model

In 1984, Gardner proposed a model of Second Language Learning (SLL) named Socio-educational Model which portrays the importance of social and cultural milieu or context since variables like, growth of attitudes and connections between the members of similar and dissimilar racial, social, political cultures, one's opinions about different groups, as well as personalities that affect the interpersonal alliances (Gardner & Clément, 1990, p.495). During the research, Gardner strongly claims that gaining knowledge of a wholly new language is not merely attaining a new knowledge about the language including vocabulary, grammar, phonetics etc., it rather is about acquiring figurative elements of a distinct ethno-linguistic community (Gardner, 1979).

2.3.1. Social Milieu

One of the variables of the model proposed by Gardner is social milieu which generally “... refers to the individual’s cultural beliefs or environment and it plays a role as influencing both affective and cognitive individual differences among language learners” (Lovato & Junior, 2011). It essentially deals with the cultural phenomena about SLA, for example, the expected level and rationale of acquiring L2 by students, teachers as well as parents (p.6). The socio-structural one takes several contextual aspects which affects SLA into account. For instance, if an L2 learner is in a context without TL speaking group, then the social aspects of L2 learning like, language course instructions, teachers, parents’ support, mass media and so forth can have huge impact on SLA. Contrastively, if L2 learners stay in a context where TL group is present, then factors such as, nature of interaction, relevant social statuses of both TL and ELL, and the linguistics elements become essential in terms of influencing SLA (Gardner, 1990).

From another point of view, the socio-perceptual perspective indicates an L2 learner’s discrete insight of social formation, which is known as “ethno-linguistic vitality”, a theory established by Giles and his associates (1977). According to their philosophies, when apprentices belonging to a marginal language group have high ethno-linguistic vivacity i.e. they maintain a sound determination with their own group and at the same time their identification of in-group and out-group boundaries is firm, then, they have less probability to succeed in SLA. In fact, the socio-structural and the socio-conceptual norms are analogous to the aspects stated by Schumann’s acculturation model.

2.3.2 Motivation and the Learning Situation

Motivation has been one of the focal aspects of Gardner’s model ever since 1979. Motivation can be defined as a “... complex phenomenon made up of four components: the setting of an objective, the desire to reach that objective, favorable attitudes towards a particular activity, and effort” (Castro, 1991, p.11). In fact, Gardner and Lambert (1959) claims that motivation for L2 acquisition differs from that of other learning procedures as language is innately linked to the social and cultural distinctiveness along with socio-political aspects. They distinguish motivation into two types,

- i. **Integrative motivation:** When a novice learns a language out of his or her curiosity towards the people and the culture of L2 and accordingly intends to communicate with the native people of TL.
- ii. **Instrumental motivation:** When learner intends to acquire L2 for functional purpose, for instance, for getting a better job, to pass tests, to be able to read foreign news paper, journals, articles etc.

To tell the truth, learners can be influenced by both of the types of motivation. Consequently, Gardner (1985) defined motivation as the collaboration of desire and effort to achieve the goals of learning L2 along with favorable attitudes toward the learning the target language (p. 10). Not only that, “The second language learning can be considered as a social event so motivation is of great importance in this process” (Rodriguez, 2017).

2.3.3 Attitude toward the Learning Situation

Ellis (1985) defined attitude as impressions about the culture of TL, native culture, classroom instructions, teachers, tasks given to learner and so on (p. 292). The certain type of attitude (positive or negative) toward the target language reflects the perception of linguistics i.e. whether it will have complexity or simplicity, also the degrees of vitality, social status, and so forth (Richards, 1985, p.155). Stern (1983) had classified different attitudes into three types:

- 1) Attitudes towards the group of people who speak L2,
- 2) Attitudes towards learning situations,
- 3) Attitudes towards languages and language acquiring on the whole.

As a matter of fact, some particular personality traits and wide-ranging interest in foreign languages can influence learners either in positive or negative ways. It is also crucial how they feel about learning a language from a teacher. Lastly, it is apparent that learners who have positive attitudes tend to acquire comparatively more, and learners who learn fruitfully tend to acquire positive attitudes overtime as well.

2.4 Spolsky's Portrayal of L2 Education

Spolsky outlined a scheme through integrating a set of variables such as, political, economical, psychological, linguistics, sociological, as well as occurrence of them in L2 learning process (Stern, 2003). Stern also asserted that social factors can essentially determine the

influence of social structures in the society in L2 acquisition. Alternatively stated, when the people belonging to higher status groups in the society put their interest in L2 learning, then learners also put importance on their L2 acquisition. Thus, it indeed influences the mind-set of learners' to L2 acquisition in linear direction. Moreover, in case of economic variable, it deals with the matter of a social group investing in L2 education as it noticeably relies on social, cultural, economical, political opinions about the significance of learning L2 for academic, social as well as economic status in the society.

2.5 Sociolinguistic Theory

Janet Holmes in his book named *An Introduction to Sociolinguistics* sets forth four significant social dimension scales. These are,

- a. **The solidarity scale:** This scale is functional in signifying that how well we know someone is a relevant factor in linguistic choice. In Wales, the preference between *Meg* and *Mrs Billington* occupies reflection of this dimension, for instance. People's choice of *Ranamål* vs *Bokmål* in *Hemnesberget*, or German rather than Italian in Sauris.
- b. **The status scale:** This scale highlights the importance of relative status in some linguistic choices. The choice of *sir* by Ray in the first example, for instance, signaled Ray's awareness that the school principal was of higher status and entitled to a respect term.
- c. **The formality Scale:** This scale is essential in evaluating the effects of the social setting or type of interaction on language choice. Degrees of formality are repeatedly and mostly determined by solidarity and status relationships, but not always. A very formal setting, such as a law court, will influence language choice regardless of the personal relationships between the speakers.
- d. **The referential and affective function scales:** Even if language offers many purposes, the two identified in these scales are particularly pervasive and useful for analysis. Language can convey objective information of a referential kind; and it can also express how someone is feeling. Gossip may provide a great deal of new referential information, while also clearly conveying how the speaker feels about those referred to. It is very common for utterances to work like this, though often one function will dominate.

2.6 The Socio-Cultural Theory (SCT)

Vygotskian's Socio-Cultural theory developed a transformation in individuals' perceptions on social context (Morales, 2017, p.88). In fact, this theory claims that social interactions help in the growth of human intellectual and advanced mental capacity mainly through the contribution in social activities which necessitates cognitive and communicative operations, and humans are focused onto the exploitation of these functions in ways that cherishes and sustains them (Cook, 2008). Moreover, the fact of humans being social creatures makes it necessary for them to interconnect with each other through possible interactions and these circumstances build up symbolic signs to assist the fluent commendation and expansion of social, economical, cultural alliances (Lantolf et. al, 2015). Therefore, the fact language is employed in social contexts developed through interaction makes it reasonable enough to analyze the effects of societal factors on teaching and learning languages (Lightbown and Spada, 2011, p.65)

2.6.1 Mediation

Mediation is one of the chief hypotheses that connect almost all the genres of SCT. It is, in fact, ingrained in the notion that humans' cognitive and material activities are mediated by symbolic along with physical tools (Aimin, 2013). In fact, physical tools function as secondary means to augment the aptitude to be in command of and transform the physical world, and symbolic tools work to be in charge of and restructure our physically capable psychological processes (Bruner, 2020). Language being the most persistent and influential symbolic tool makes humans establish their union within themselves and also with the universe (Centeno-Cortes, 2003). In a nutshell, mental functioning of human beings is essentially a mediated procedure dominated by social and cultural activities and concepts (Ehrich, 2006).

2.6.2 Zone of Proximal Development (ZPD)

It is certainly a leading notion in socio-cultural theory originated from Vygotsky's genetic law of cultural developments (Chaiklin, 2003). In fact, it works through the achievement of cooperative mediation as it is unachievable alone (Lantolf, 2011, p.29). In a word, ZPD is a lesser degree of a cognitive level which is present in the mind of the learner; it is rather a socially formulated activity. As Newman and Holzman (2006) claim it "the ZPD is not a place at all; it is an activity..." (p. 289). Accordingly, it is not correspondent to the constitutional syllabus that the

learner is pre-determined to pursue, as argued by some intellectually-oriented researchers (for instance, Corder 1967; Krashen 1981). Few developmental restrictions on the prospect of developing a ZPD with a learner are evidently there, however these are not universal since they differ from one learner to another. In point of fact, the standard of the mediation provided influences the success of constructing a ZPD a lot. Hence, “To use Vygotsky’s own metaphor, it is the ‘bud’ rather than the ‘fruit’ of development” (Ellis, 2015, p.236).

2.7 Medium of Education in Bangladesh

Bangladesh as non-English speaking part of the globe has embraced the instrumental potentiality of English as a universal lingua franca. In fact, different dynamics of Bangladesh such as, socio-historical, cultural, and political have formulated certain education system of Bangladesh comprising mainly three streams namely, Bangla Medium, English Medium and Madrasa Medium (Hamid & Jahan, 2015, p.76-77). Bangla Medium (BM) indulges mainstream education to majority of the population and differs from English Medium in terms of social status, quality, location (e.g. rural, metropolitan, regional contexts etc.). On the other hand, English Medium (EM) education was embraced during British colonial period and presently purveyed by mainly private schools in urban or metropolitan areas. The instruction of this stream does not follow the National Education Policy since EM is “totally different and isolated from the nationally accepted curriculum” (Chakraborti, 2002). To tell the truth, EM academic institutions usually follow the UK-based General Certificate of Education curriculum conducted by British council in Bangladesh ((Hamid & Jahan, 2015, p.78).

Chapter 3

Methodology

3.0 Introduction

The main questions of this research are: to what extent do the social factors influence learners' target language learning and how different these factors function in learning process in both Bangla and English medium settings of education. This particular chapter of the study will explore the procedure of conducting the research. The researcher here will describe the data collection methods which were obtained through circulating questionnaire. The study is intended to complete through descriptive analysis of survey questionnaires which will be represented by charts, tables etc. In addition, this chapter portrays the research design, participants, instrumentation, data collection procedure, and data analysis procedure. Additionally, Likert scale is used to label the stances of the respondents concerning the topic.

3.1 Participants

In order to conduct this research, 40 tertiary level students from both English (20) and Bangla (20) medium backgrounds were selected and nearly all of them are from Brac University except a few who are from other universities. Students from different departments like, English and Humanities (ENH), Mathematics and Natural Sciences (MNS), Computer Science and Engineering (CSE), Economics and Social Science (ESS) etc. participated in this research. In fact, majority of the participants are 2nd and 3rd year students and their age range is 19-23 years.

Table 1

No. of Participants	Age	Medium of Education		Departments	Universities
24	19-22	Bangla	15	ENH, CSE, EEE, ESS, MNS	Brac University
		English	9		
9	22-23	Bangla	6	ENH, CSE, ESS	Independent University Bangladesh
		English	3		
7	21-23	Bangla	2	ENH, ESS	American International University-Bangladesh
		English	5		

3.2 Instrumentation

A questionnaire comprising of 28 questions was designed by following quantitative research method. There are several types of items arranged in the questionnaire. Few of them are question-oriented, which mean the respondents need to fill-up the form with yes and no. Moreover, there were questions which were statement-oriented as well. The questionnaire also had both open-ended and close-ended questions. Additionally, it provided participants 5 point “Likert Scale” (a. Strongly Agree, b. Agree, c. Neutral, d. Disagree, e. Strongly Disagree) (Likert, 1932). Moreover, in the questionnaire, participants would have to answer the questions in the forms of short answers, multiple choice answers, checkboxes etc.

3.3 Data Collection Procedure

To carry on the survey, the researcher designed the questionnaire and circulated it among the selected participants with the help of a Google Form. Since the research took place during the helpless situation of Covid-19 pandemic, the researcher could only share the soft copies of the questionnaire as Google Form via emails to tertiary students of Brac University, Independent University Bangladesh and American International University-Bangladesh. In fact, the researcher encountered a large number of potential data samples, however only a handful of them agreed to participate. The researcher was able to finish the surveys within a few weeks after collecting the data from the participants and started analyzing them afterward.

3.4 Data Analysis Procedure

In order to accomplish the survey, quantitative method is been applied to measure the influence of social factors on students’ second language acquisition in Bangladesh. After completing the survey, researcher converted the responses into percentages to investigate the scenarios of the influence of social factors while learning ESL or EFL. Afterward, in order to portray more clarified view of the study, the responses of the students are portrayed in tables and charts by using Microsoft Office Excel 2007.

Chapter 4

Findings and Analysis

4.0 Introduction

This chapter represents the findings and analysis of the survey research questionnaire through portraying tables and graphs. This research was conducted to determine the influence of social factors on the acquisition of learners' target language and how different these factors function in learning process in both Bangla and English medium settings of education. Most of the questions were quantitative including multiple choice questions, open-ended, closed-ended questions.

4.1 Findings from the Survey Questionnaire

Q.6: Where did you learn English first?

Table 2: Learning English First

Medium of Education	Answer type	No. of Participants	Percentage
Bangla	At home	4	20%
	At school	16	80%
English	At home	13	65%
	At school	7	35%

From the table, it is noticed that majority i.e. 80% of the Bangla medium students started learning English at school rather than at home, whereas 65% of the English medium students learnt it from home and the rest learnt at school first.

In fact, majority of the students are learnt Bangla as their L1 and mere attention is given to learn or practice English as their L2 in Bangladesh.

Q.7: How did you start learning English first?

Table 3: Learning English as Academic Subject or L2

Medium of Education	Answer type	No. of Participants	Percentage
Bangla	As an academic subject	15	75%
	As a second or target language	5	25%
English	As an academic subject	9	45%
	As a second or target language	11	55%

Here, 75% of the Bangla medium students begin to acquire English actually as an academic subject but not as L2, whereas, 55% of English medium students learnt it as an L2 explicitly.

In Bangladesh, teaching and learning of English for a child does not generally start with the way in which a foreign language should be taught and acquired considering all the stances of SLA, rather young learners study English explicitly as an academic subject for the fulfillment of their academic course. However, the situation is quite different in some English medium institutions here, where students are guided to learn and acquire ESL or EFL with proper framework.

Q.8: At what age did you begin to learn English?

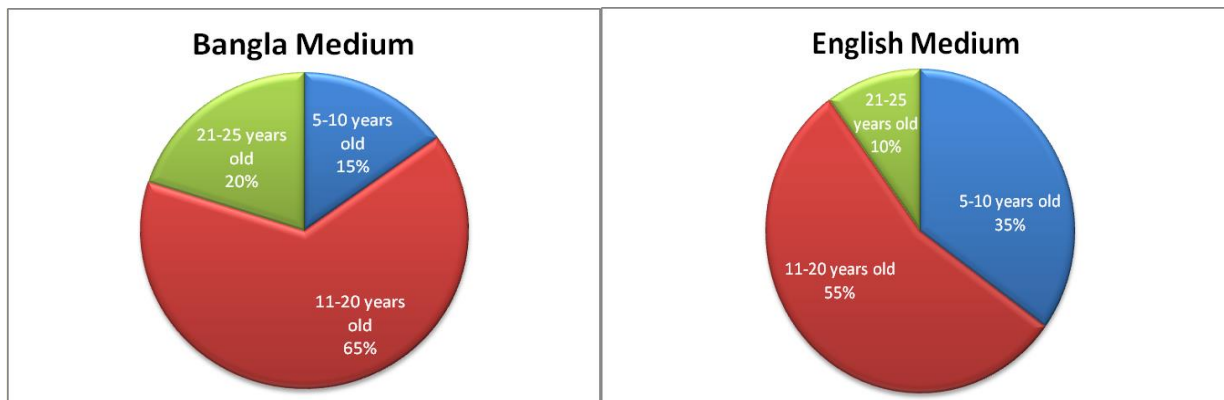


Figure 4.1.1

Figure 4.1.2

Pie Charts: Age of learning English first

Here, 65% of Bangla Medium (BM) and 55% of English Medium (EM) students learnt English as a L2 at their elementary level of education, whereas, 15% BM and 35% EM students learnt English as L2 at their early primary level i.e. at the age of 5-10 years old, and very few of them seems to have learnt it at their tertiary level.

It is true that in many cases learners begin to be acquainted with English as a foreign language during their elementary school years both in case of Bangla and English medium students; however a few exceptions can be seen when people are learning English consciously from their primary levels. Moreover, the Bangla medium students mostly begin to learn English as a second language at their tertiary level when they truly feel the urge to improve their competency and proficiency in English owing to the demand of it both at academic and professional arenas.

Q.9: Did your parents or the surrounding where you grew up motivated you to speak in English as a second language?

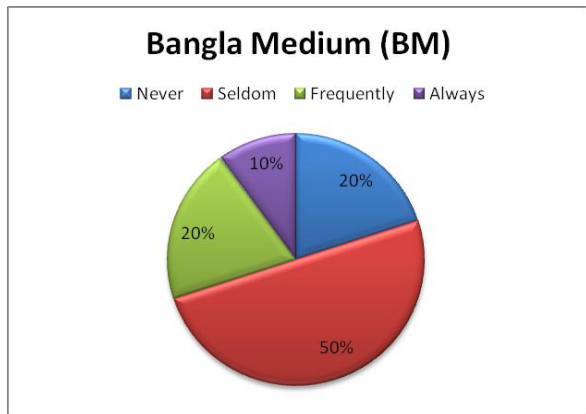


Figure 4.1.3

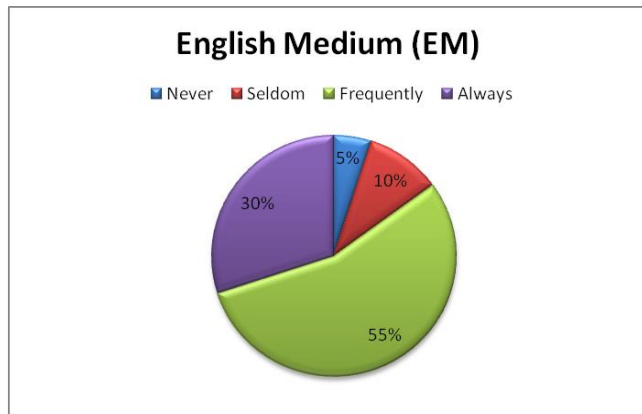


Figure 4.1.4

Pie Charts: Motivation from Surrounding to speak English

The figure 4.1.3 displays that, majority i.e. 50% of the BM students has implied that during their upbringing their parents along with surroundings seldom motivated them to speak ESL, whereas, 20% said they were frequently motivated, 20% were never motivated and the rest 10% were always motivated. On the contrary, figure 4.1.4 portrays that 55% of EM students asserted they were frequently motivated, 30% were always motivated, 10% were seldom motivated and only 5% said they were never motivated to speak ESL.

Q.10: My family members used to speak in English with me when I was a child.

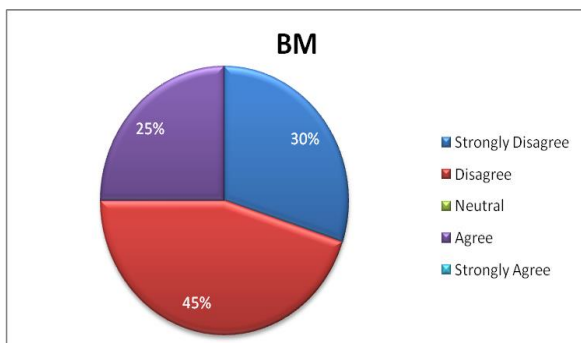


Figure 4.1.5

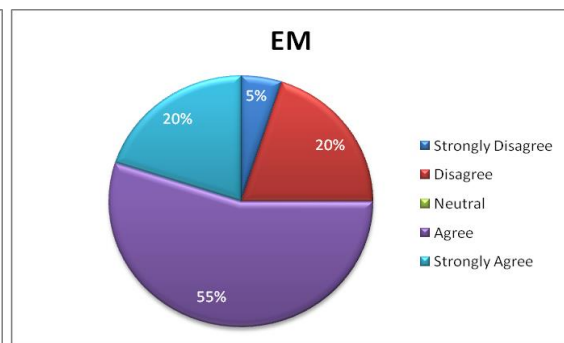


Figure 4.1.6

Pie Charts: Family members speaking English

The graphs indicate that 45% of BM students disagreed and 30% strongly disagreed with the statement whether their parents used to communicate in English with them when they were child

or not. However, only 20% agreed with the question. In case of EM students, 55% and 20% agreed and strongly agreed respectively with the statement, while 20% disagreed.

It is a very common phenomenon in Asian countries especially in Bangladesh that children at their childhood find their family members speaking in L1 mostly, thus creating an unfavorable environment for English to be practiced. However, as the data revealed that the family members of students from English medium background used English for communicating with them and this scenario can seldom be observed in Bangladeshi context.

Q.11: Parents' proficiency in the target language can have an important effect on students' L2 learning process.

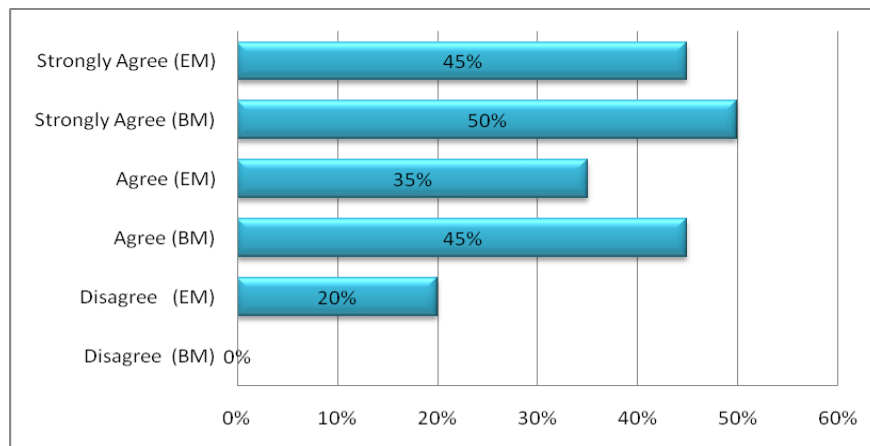


Figure 4.1.7

Bar Chart: Importance of Parents' Proficiency

As the data evinces, all of the BM participants either agreed or strongly agreed with the statement that claims parents' proficiency in L2 have vital effect on students' L2 learning process. However, majority of EM students also agreed but there are some disagreements as well.

It is evident from the data that parents' proficiency plays a crucial role in building up a young learner's competency and proficiency. However, there are some disagreements found from the responses of EM students because perhaps parents' proficiency would not be a performing factor if the peers and friends learners stay with have a good knowledge of L2.

Q.13: Does your medium of education (Bangla and/or English) have vital effect on your acquiring of target language (English)?

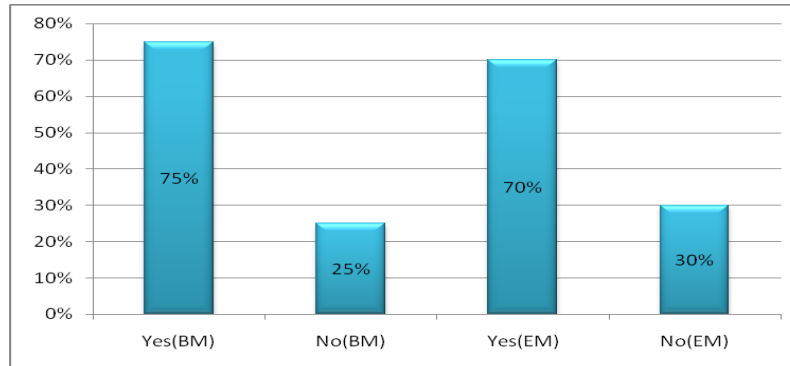


Figure 4.1.8

Bar Chart: Effect of Medium of Education (Bangla or English)

The data states that majority of both BM (75%) and EM (70%) students agreed that medium of education (Bangla/English) indeed has vital effect on learning ESL, however, 25 % (BM) and 30% (EM) denied the matter by replying in negative.

Participants indeed strongly believe that the medium of educations they are in influences the way they acquire the target language English to a great extent. That is, in case of English medium students, curriculum, pedagogical settings, peer groups etc. are designed to make learners not only competent but also proficient in English both implicitly and explicitly. However, the phenomena are different when it comes to describe the educational contexts in which BM students get the knowledge of English.

Q.16: Does your native language or L1 affect the way you acquire target language?

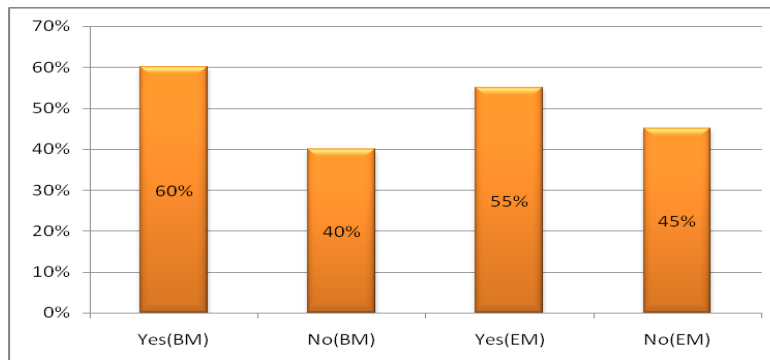


Figure 4.1.9

Bar Chart: Effect of Native Language on L2 Acquisition

As the data portrays, 60% of the BM and 55% of EM i.e. the majority participants from both groups believes that their L1 or native language Bangla has quite a considerate impact on the ways they acquire the target language, whereas 40% Bangla medium and 45% English medium students denied the statement.

Quite a good amount of influence of L1 i.e. Bangla language is observed on the way L2 is acquired in this country. Since BM students are mostly taught following the Grammar-Translation Method in institutions, they always use L1 to interpret L2 thus making some phonological, syntactical, structural changes to occur while learning L2.

Q.17: Do your academic institutions encourage you to learn English outside of the academic arena?

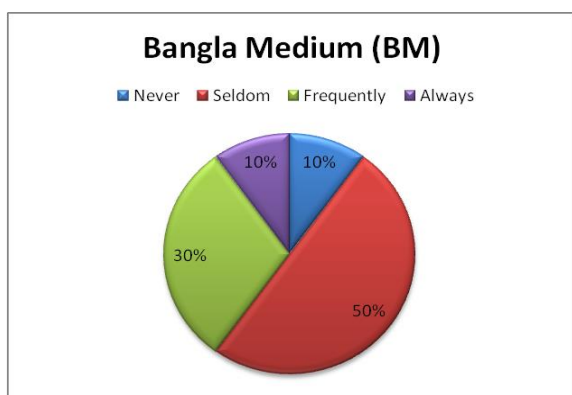


Figure 4.1.10

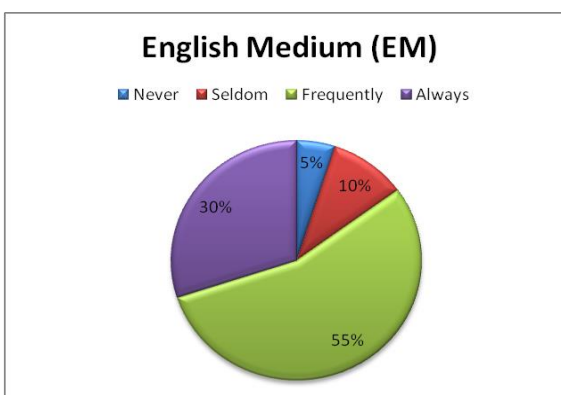


Figure 4.1.11

Pie Charts: Encouragement from Academic Institutions

The study portrays that 50% of the BM students agreed that their academic institutions seldom encourages them oftentimes to learn and practice English outside the academic podium, whereas 30% are frequently encouraged. Contrastively, 10% claimed that they are never encouraged to learn English outside their academic area. In case of EM participants, 55% are frequently encouraged, 30% are always encouraged and 10% are seldom encouraged.

At present time, it is observed that the academic institutions are encouraging students to practice English even outside the classroom by simply not suggesting them to do it rather they are creating the opportunities for the learners mostly in EM settings. This means they are initiating the era of using L2 not only for written purposes but also for fulfilling communication goals. Nevertheless, learners from BM background especially rural areas lack these sorts of

opportunities as they are not facilitated with enough motivation to practice English for communication.

Q.18: What are the supplementary platforms that you use to improve your proficiency in English?

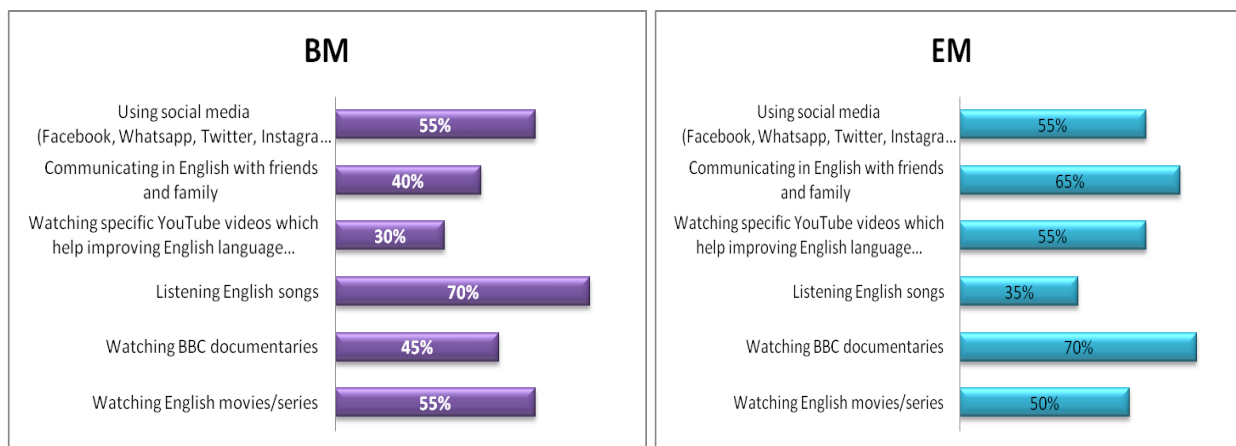


Figure 4.1.12

Figure 4.1.13

Bar Charts: Use of Supplementary Platforms to improve Proficiency in English

Learners who are aspired to get proficiency over the L2, they do not only focus on curriculum and study materials but also on gathering knowledge from the different sorts of concurrent educational and supplementary platforms and the data revealed the same.

To illustrate, the data of Figure 4.1.12 and 4.1.13 reveals that both BM and EM participants exploits different kinds of platforms other than academic ones to learn and improve their English such as, relevant YouTube videos, BBC documentaries, social media (Facebook, Twitter etc.), English movies, songs and so forth to learner and improve their proficiency of reading, writing, speaking and listening skills of English language. However, majority of BM (70%) students said that they learn English by listening to English songs whereas, most of EM (70%) students asserted that they learn English by watching BBC documentaries.

Q.19: Do you get criticized if you try to communicate in English around people of lower or no level of proficiency/skills in English?

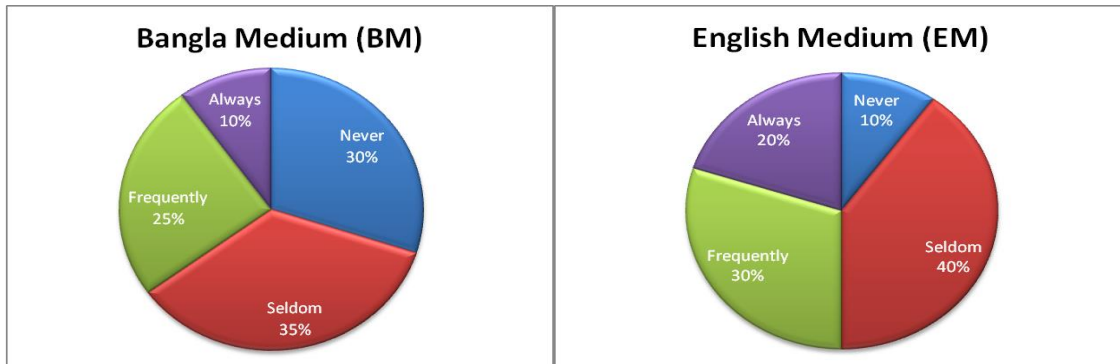


Figure 4.1.14

Figure 4.1.15

Pie Charts: Experiencing Criticism for having higher proficiency in English

As the graphs show, 35% i.e. majority of the BM participants responded that they are rarely criticized while trying to converse in English where people of lower proficiency were present, whereas 30% said that they are never criticized, 25% said they are often criticized and lastly the rest 10% said they are always criticized for speaking in English. However, in regard of EM background students, 40% i.e. majority of them are seldom criticized, 30% are frequently criticized, 20% are always criticized and 10% never faced any criticism for conversing in English.

Q.20: Do you get criticized if you try to communicate in English around people of higher level of proficiency/skills in English?

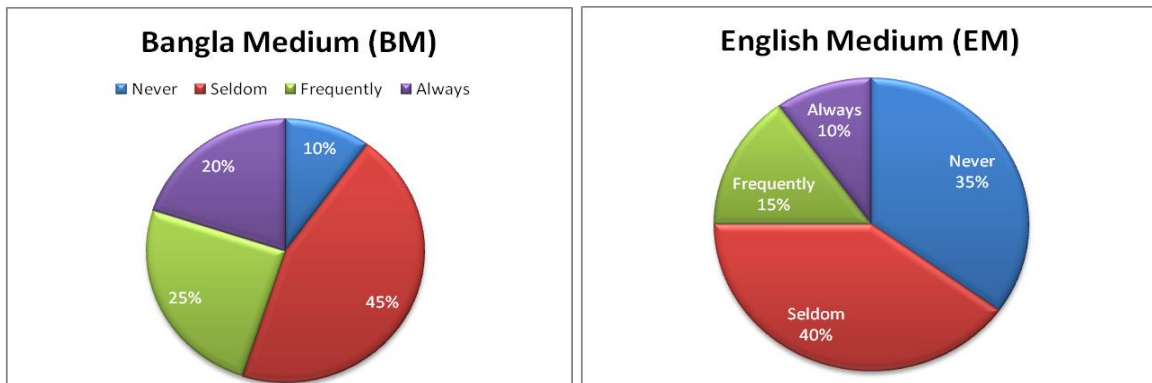


Figure 4.1.16

Figure 4.1.17

Pie Charts: Experiencing Criticism for having lower proficiency in English

When asked, 45% of the BM participants responded that they are rarely criticized while trying to converse in English around the people of higher proficiency in English, whereas 25% said that they are frequently criticized, 20% said they are always criticized and lastly the rest 10% said they are never criticized for speaking in English. However, in regard of EM background students, 40% i.e. majority of them are seldom criticized, 35% are never criticized, 15% are frequently criticized and 10% always faced any criticism for conversing in English.

Learners often face a common issue around people of higher or lower proficiency and this might trigger the negative attitude in regard of improving the speaking skills of them towards the target language and ultimately they would restrain themselves to use English for communication to improve their speaking skills. The data portrayed these sort of phenomena can be frequently observed among the learners in the context of Bangladesh.

Q.21: Dialects of different regions of Bangladesh have considerate influence on learners' Second Language learning.

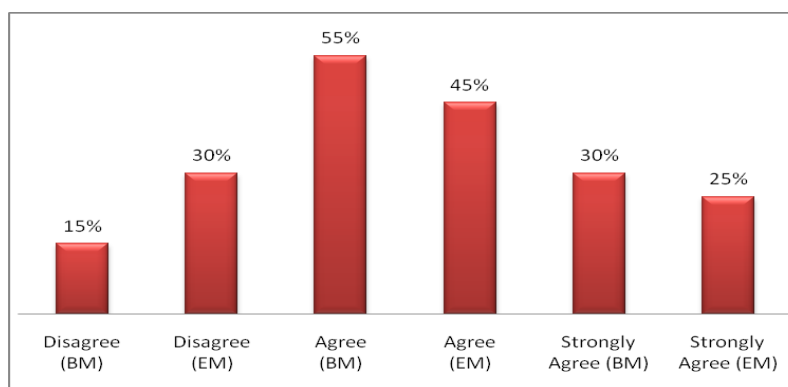


Figure 4.1.18

Bar Chart: Influence of Dialects on SLA

The data shows that majority of both the BM (55%) and the EM (45%) participants agreed that the dialects of different districts of Bangladesh have noticeable impacts on L2 learning and on the accent of their English as well, whereas, 15% of BM and 30% of EM students think the opposite and denies the statement.

In Bangladesh, different learners come from different regions and backgrounds and they have different languages dialects that they used growing up. These dialects have prominent effects on especially the phonemic development of L2 which in due course shapes the varied pronunciations of the learners from different regions while speaking in English.

Q.22: Learners from lower socio-economic status are less likely to be successful in L2 learning than learners from higher socio-economic status.

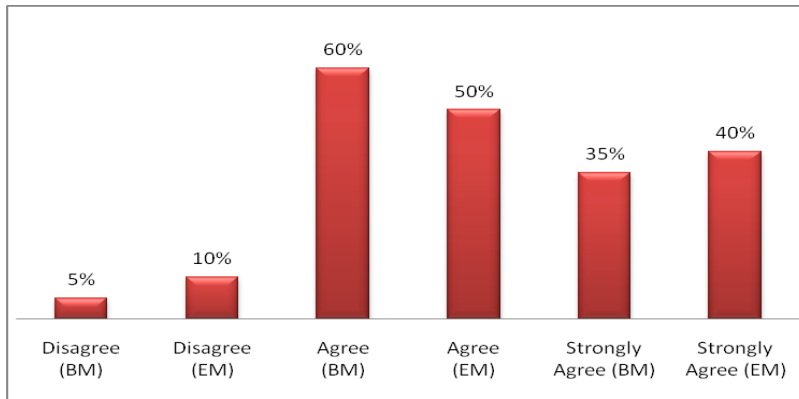


Figure 4.1.19

Bar Chart: Success in L2 Acquisition based on Socio-economic Status

From the figure 4.1.19, it has been noticed that greater part of both BM (60%) and EM (50%) of the students agree with the statement that the lower socio-economical status hinders the success of learning L2, whereas only 10 % (EM) and 5% (BM) disagreed.

Learners from different socio-economic backgrounds and settings experience variations when it comes to get the facilities of learning a new language and oftentimes these variations result in positive and negative outcomes of acquisitions for the learners. Most of the participants agreed on this matter that the socio-economic status indeed calculate the level of success in L2 learning.

Q.23: Students from lower socio-economic status finds it difficult to learn English because -

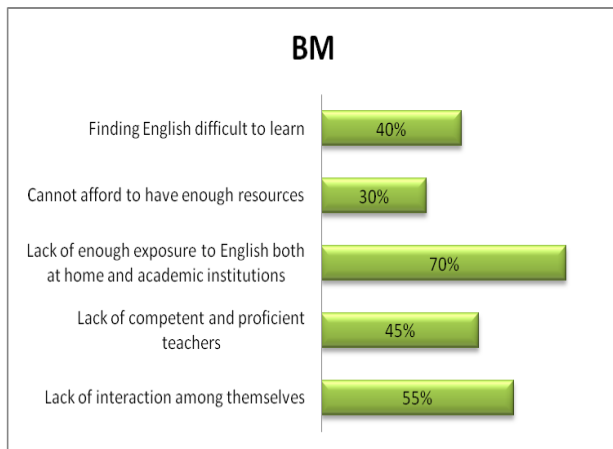


Figure 4.1.20

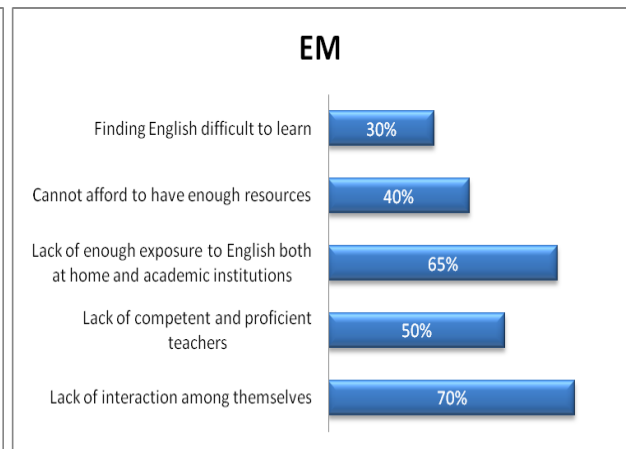


Figure 4.1.21

Bar Charts: Difficulties of L2 Learning for Lower Socio-economic Status

There are many reasons and factors that work behind when a learner is not having a successful learning process of English. From the survey, it is found that most of the participants i.e. 70% BM and 65% EM participants asserted lack of enough exposure to the L2 both at home and academic arena make them students from lower economic background feel vulnerable to learn English. Moreover, 55% (BM) and 70% (EM) said lack of interaction, 45% (BM) and 50% (EM) said lack of proficient teachers, 40% (BM) and 30% (EM) argued they find English difficult to learn, and lastly 30% (BM) and 40% (EM) said students cannot afford enough resources, hence all of these might be the reasons too.

Q.24: The attitude of the learning community towards learning English as second language in Bangladeshi context is not encouraging enough.

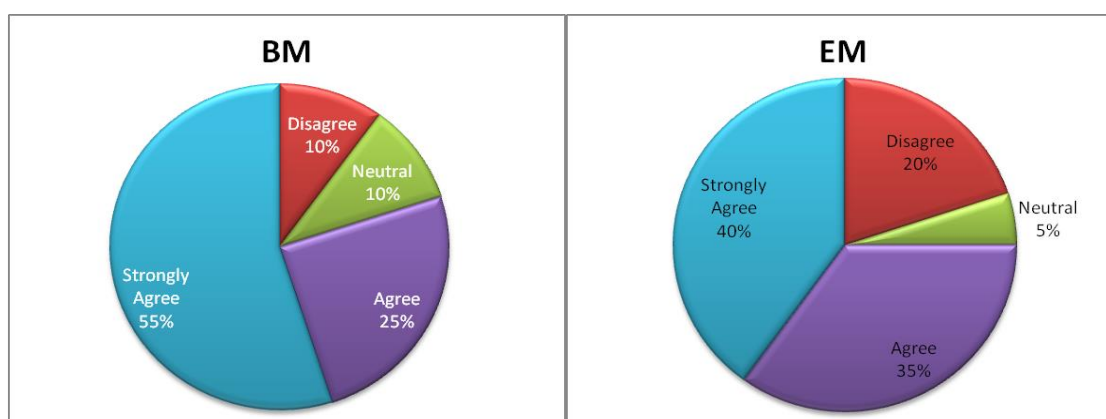


Figure 4.1.22

Figure 4.1.23

Pie Charts: Attitude of the learning community of Bangladesh

According to the survey data of 1st graph, 55% of the BM participants strongly agreed with the statement that asserts that the attitude of the learners toward learning ESL in Bangladeshi context is not encouraging enough, while few of them such as, 10% disagreed. On the other hand, data of 2nd graph shows that, 40% of EM students strongly agreed with a 35% of agree portion, but 20% disagreement are there as well.

In Bangladeshi context, benefits of practicing English at greater extents is not yet acknowledge and as a result people do not have encouraging views when it comes to communicate in English in their daily lives. The mentioned data validates the fact that Bangladeshi people are deliberately ignoring speaking English on a regular basis considering it another language of use.

Q.25: Amount of interaction plays a vital role in learning the target language in a social context where the target language (TL) group is present.

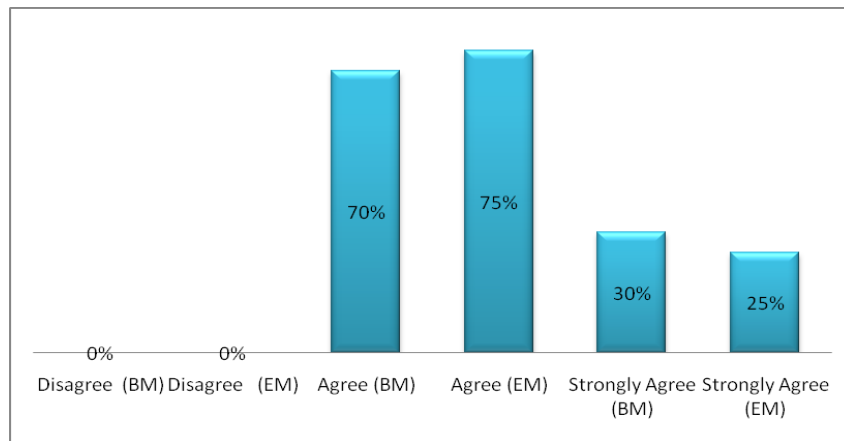


Figure 4.1.24

Bar Chart: Role of the Amount of Interaction

As revealed by the statistics, all of the BM and EM students agreed with the statement that amount of interaction play a vital role in learning the target language in a social setting where target language group exists.

As a matter of fact, success in SLA depends greatly on the time spend practicing the target language especially in the form of communication. This is also true for Bangladeshi context where learner can use English as L2 on a daily basis so that the amount of interaction implicitly as well as explicitly triggers the positive outcome in all the four skills of English.

Q. 26: Do you believe that if you start learning English at an early age, then you can communicate in English better?

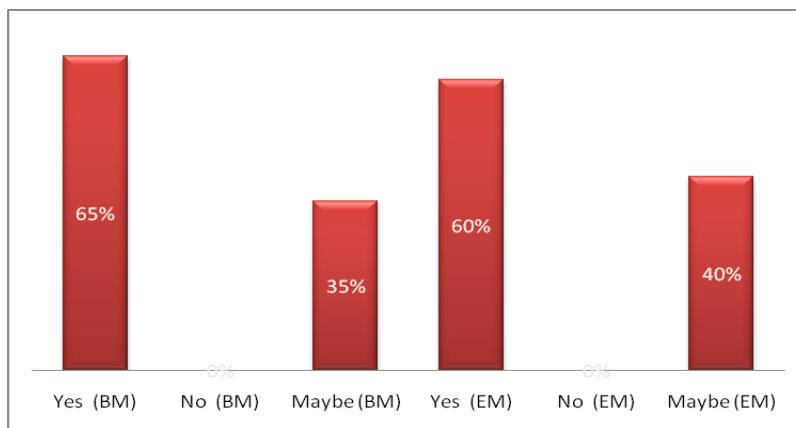


Figure 4.1.25

Bar Chart: Advantage of Learning English from an Early Age

As the data shows, majority of BM (65%) and EM (60%) participants believe that they could communicate in English better if they could have started learning English at an early age with effectively. Although nobody denied the matter, 35% BM and 40% EM students asserted it might be possible.

In case of learning a new language, the age at which learners learn it has eminent role to play. If teaching, learning and practice of a language start from an early age, then learners indeed tend to acquire the language more proficiently than when they start learning it at later ages. As the data showed that the participants believe that they could be more competent and proficient in English if they were facilitated with appropriate teaching methods at their primary or elementary levels mainly.

Q.27: The cultural beliefs of Bangladesh may inhibit the willingness to interact and limit opportunities to practice English.

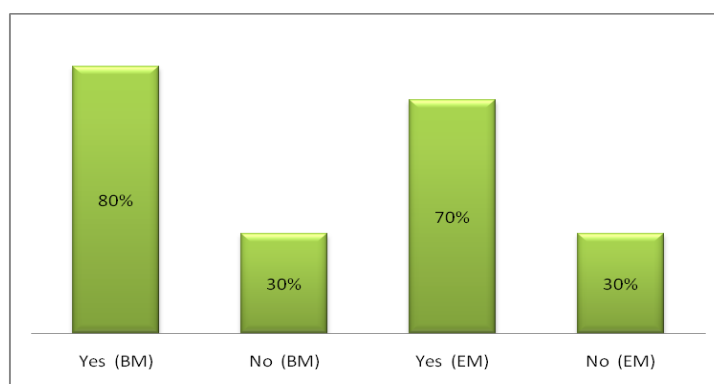


Figure 4.1.26

Bar Chart: Inhibition of Interaction in L2 for cultural beliefs of Bangladesh

The data from the survey reveals that, greater parts of both BM (80%) and EM (70%) of the participants reckoned that the cultural beliefs that are prevalent in Bangladeshi context may restrain the willingness to communicate and lessen the chances of practicing English language skills.

It is evident that Asian country like Bangladesh is notably concerned with the cultural and traditional beliefs which are also associated with the use of native language. Consequently, this sense of nationalism and affection towards own cultural customs hinder the use of another language such as English amid the people of Bangladesh. Not only that, L2 learners living in this

country are influenced by this sort of prevalence which poses negative attitude towards the target language along with its culture.

Q. 28: Do you think that Bangla medium students are stagnated in achieving success in English as L2 than English medium students particularly because of the different ways of implementing aspects like, curriculum, learning setting, peer groups etc.?

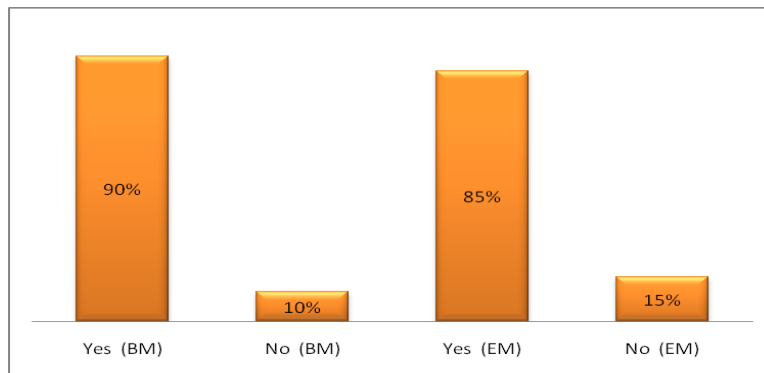


Figure 4.1.27

Bar Chart: Different ways of Implementation of Pedagogical Elements

While answering to this question, 90% of the BM and 85% of EM students strongly agreed that Bangla Medium students are underperforming when it comes to learning English since they have different curriculum, learning setting, peer groups etc. than those of English Medium students.

The implementation of the pedagogical elements of Bangla and English medium of education in Bangladeshi context is design in totally distinctive ways. Hence, the amount of positive outcomes in terms of learning English as L2 differs to a great extent while proficiency and competency students from these two backgrounds are compared. Participants opined that Bangla Medium students are lagging behind than English Medium students in achieving desired proficiency in English because of the ways their curriculum, lesson plans, tasks, activities, assessments, peer groups etc. are designed and executed. Hence, there are indeed some variations in the learning process and outcomes of English as a target language between the existing two medium of education in Bangladesh which will be discussed more elaborately from the lens of social factors of SLA.

Chapter 5

Discussion

5.0 Introduction

This chapter focuses on the interpretation of the findings of this research by arranging the data into different themes as a means to examine the importance of the social aspects on the chance of Second Language Acquisition (SLA).

5.1 Linguistic Background and Age

Linguistic background plays a significant role when it comes to learner's learning of a target language. As Mami (2015) asserts that social context where the learner has brought up and the linguistic background s/he belongs to have special effects on learning a target or second language. Hence, it is apparent that the environment where the person starts learning the L2 is crucial enough for his/her learning outcomes. Since the survey result shows that majority of the Bangla Medium students begun to learn English not as L2 rather as an academic subject similar to other subjects like, mathematics, social science, science etc., whereas majority of the English Medium students begun learning English actually as a target language or L2. Hence, it can be asserted that SLA in case of BM students and also for a few EM students did not have the proper course of action to be implemented which could be a good beginning of language acquisition since language learning procedure has a completely different format than learning other academic subjects.

Moreover, this has been the common scenario in Bangladeshi context that quite a good number of participants claimed that they became late in starting learning English as a target language but if they would have started learning it at earlier age then they would be more proficient in all the four skills of English. In actuality, the effect the native language or L1 has is linked, in some cases, with the age at which exposure to another language occurs for an individual. This will surely influence the level of the proficiency s/he will have while acquiring it as the findings from both the BM and EM groups of student claims this matter. To exemplify this, it is essential to bear in mind how old the participants were when they began to acquire English or the target language for SLA.

5.2 Socio-Economic Context

While measuring the influence of socio-economical context on learner Second Language Acquisition (SLA), it became apparent that this factor is one of the most vital elements which define the learning outcomes of the learners as they are constantly involved in this context. To illustrate, the findings from the survey reflects that learners' socio-economic status plays important role when it comes to determine the achievement levels of them in L2 acquisition. For instance, various reasons like lack of proper exposure of L2 at home and institutions, not having the ability to buy enough study materials, lack of proficient teachers, lack of interaction in target language etc. perhaps hold back the learning improvements of English especially in rural areas of Bangladesh. However, as shown in the graph there are some differences in opinions among the BM and EM students regarding this question.

Just as important, many of the rural as well as urban academic institutions do not have access to the modern technological developments and information technology, for instance, listening test gadgets, computer, projectors, social networking sites and so forth that would make it favorable for them to practice English in the academic and private spheres of their lives as well. Conversely, students from higher economic status obtain higher academic successes and ultimately get themselves admitted into best universities around them more than their peers belonging to lower social status. These scenarios are evident in some of the urban lower socio-economical contexts as well. Therefore, despite having the intelligence and aptitude, students from lower socio-economic status remain behind in succeeding in L2 acquisition due to the lack of scopes and financial support.

5.3 Social and Cultural Contexts

The role that social and cultural contexts play in a person's L2 education determines the level of achievement in L2 acquisition. To illustrate, the effects of learners' native language on their L2 learning and the influence on their pronunciation patterns is shaped by their accent in native language. For example, while responding to question no. 14, participants replied in affirmative and only a few of them has stated their justification of their opinions. For instance, one of them claimed, "I think it indeed has greater social dominance because of the greater population speaking in native language i.e. Bangla and not practicing English enough both in formal and informal situations". Another student asserted, "Yes, because Bangla is used

everywhere in our country perhaps due to the cultural effects or patriotism”. Patriotism is another vital term in our country’s context when it comes to speak in Bangla possibly for the remarkable Liberation war of 1971, which makes people love and use their native language more.

Moreover, some of the BM students opines that Bangla as a native language has social dominance as learners has to speak in their own language at different social and family gathering where people might not understand English properly. In fact, random conversations in Bangla make one more sociable where no one would actually speak in English. Moreover, they claimed that since majority of the citizens are not able enough to understand English easily, Bangla is used for most governmental work and activities considering the fact that it is the L1. On the contrary, few of the EM participants argued that in private sectors like multinational companies, banks, schools, colleges, universities etc., the dominance of English is significantly more than Bangla. Hence, to summarize, participants believe that English has more dominance in private official or institutional sectors while Bangla has dominance in public sectors, informal setting like, family and social gatherings, daily life conversations etc.

Hence, the survey data highlighted one of the relevant and prevalent issues which is faced by more or less every learner while acquiring and practicing English as a second language in Bangladeshi context. Learner with higher proficiency can be criticized for being good at English among the people of lower or no proficiency which can ultimately make the learner ignore speaking in English at places like, among family members, with friends, elders, around people of lower social and proficiency level like, housemaid, rickshaw puller, shopkeeper, security guard etc. Likewise, learners might get stimulated while using English around people of higher proficiency level as well owing to the reason of not being a very good speaker of English.

Apart from these, Bangladesh is a country where different kinds of dialects are dominant among the people of regions such as, Comilla, Sylhet, Noakhali, Chittagong, Jessore, Barisal and so forth. These diverse accents of native language speakers along with native language itself often have considerate effect on the speaking skills of the learner of English. In addition to the foregoing, ESL students may exhibit distinct measures of enthusiasm to learn English based on the cultural ground they have been brought up in. The cultural beliefs that are prevalent in Bangladeshi context may restrain the willingness to communicate and lessen the chances of practicing English language skills. It is indeed true in many cases since Asian countries are more attached and attracted to their culture and customs, Bangladesh does not show any difference

when it comes to use the native Bengali language in the regular conversations as well as in the formal and official arena. Therefore, it can be averred that social context is unswervingly occupied in configuring positive or negative circumstances for L2 learning or acquisition.

5.4 Nature of Exposure

Unlike acquiring a first language, learning a second language is a task that can sometimes seem frustrating and at times even impossible. In fact, it often gets harder to obtain the same level of exposure to the L2 than it is while learning L1 where repetition from parents and surrounding is constant. It is quite discernible that when the students do not have enough exposure to authentic or semi-authentic communication in the target language, they can noticeably decelerate in their progress and that invariably shapes their linguistic growth and aptitude. In fact, it is assumed that SLA demands to be inspired and constructed inside as well as outside the classroom through suitable practices. Such practices help students have better proficiency in English language and make them able to express in L2. As the data revealed students in Bangladeshi context are indeed encouraged to communicate and practice English in effective and implementing ways so that their skills improve.

Moreover, participants agreed to a great extent on how the settings of Bangla medium English teaching differs from those of English medium English teaching including curriculum, peer groups, syllabus etc. and these definitely shapes the ways students acquire the L2. In fact, Bangla medium do not often include the pedagogical requirements, for example, proficient and competent teacher, peers, interactions in target language etc. which create great opportunity for the students. Apart from these, supplementary platforms are other crucial sources of exposure to the L2 as it is easily reachable at present. Students use various platforms to improve their proficiency along with their academic instruction. Indeed, throughout this revelation, the learners on the whole encounter the linguistic traits that target language which implicitly speeds the explicit instructions. Therefore, the results show noteworthy effects of exposure to English in case of SLA and learners who are exposed to L2 at abundantly are more straightforward in term of language learning and developing the four language skills.

5.5 Parental Role

Needless to say, parents and surrounding play vital roles in order to motivate the learners when it comes to take a new challenge of learning a whole new language. According to the

survey result, parental role in both BM and EM participants' L2 learning is quite effective and may leave them with positive or negative consequences. Majority of EM participants expressed that their parents encourage them in their learning journey in view of the fact that they consider it important to be acquainted with the language, however, the scenarios are different in case of BM students. Moreover, the study reveals that the parents did not speak English with most of the BM participants when they were child most probably because either to ensure their native language is taught proficiently or their proficiency level was not good enough to communicate. Hence, in this regard, parents' proficiency in target language is equally important to shape learners' proficiency the language effectively.

Parental role as a social factor in SLA highlights the significant effect of parental encouragement and admiration on students' acquisition and acts as a motivational device to persuade the behavior and attitude of the learners toward the target language. Notwithstanding that in the majority of the cases, parents may not provide the students with sufficient amount economic resources to facilitate them; having said that, the inspiration they offer spurs them during the course.

5.6 Relationship between Students' Motivation and Attitudes towards the Learning

Triumph in case of English language learning is necessarily determined by the attitude learners have for the target language and its culture to a large extent. As it turns out, learners can be motivated both in integrative and intrinsic ways depending on their views (either optimistic or pessimistic) towards the target culture and language. In the context of Bangladesh, very few institutions and learners would be found who are intrinsically as well as integratively motivated, thus their learning process is triggered by their positive attitude towards the learning situations along with the target language. For instance, the English medium schools, and different English learning centers in mostly urban areas facilitate young novices with helpful learning atmosphere early in the course of the learning process to instill the required positive attitude in the minds of the learners. Since Gardner (1985) claims that if a learner has positive attitude toward the L2 and the native speakers of L2 then it can be a crucial determinant for measuring L2 learning outcomes.

On the other hand, it is evident from the survey data that most of the students learned or is learning English as an academic subject not as a target or second language. These kind of

scenarios are noticeable in most of the Bangla medium institutions especially the public universities, rural academic institutions etc. Students there usually do not get competent teachers and encouraging learning environment to have intrinsic motivation to learn the language. Rather, they study the target language as an academic subject particularly to get better jobs and to understand academic and official documents written in English which somewhat indicates the extrinsic motivation along with negative attitudes. In fact, in this regard, the curriculum, syllabus, lesson plans, learning environment, learning equipments and most importantly the teacher plays decisive role in forming progressive learning process. Therefore, to motivate the learners for the language learning process and facilitate them with positive attitudes towards the target language is extremely essential.

Chapter 6

Conclusion

Acquiring a new or second language is quite lengthy and challenging a procedure that encompasses every aspects of a language like, vocabulary, grammar, sentence structure formation etc. along with the four vital skills speaking, reading, listening and writing. In this journey, few language learners are more successful than others depending on the influence of several factors on them and their learning process. The current study portrays the investigation of some of the central and relevant social factors in SLA to determine their influences on the language learning process among Bangladeshi tertiary level students from two backgrounds (Bangla Medium and English Medium). These factors include linguistic background, social and cultural context, socio-economical context, nature of exposure, attitudes towards the learning and parental role. On the issue of the influence of the social factors in the language learning process, the two groups of participants (Bangla Medium and English Medium) expressed both consistent and contradictory opinions. Moreover, it is evident from the survey that certain social factors work comparatively more as positive influencers in case of English Medium students than those in case of the Bangla Medium students. Many of the other important aspects like sense of nationalism, affection towards the native language of Bangladeshi people, social dominance of native language, distinctions of demand of English in private and public academic as well as public sectors etc. were also brought into light through the survey in order to examine whether there are any particular and unique social factors that is observed in the context of Bangladesh only. Therefore, the influence and role of these social factors on students' aptitude as well as L2 learning process should be taken into account as they decide the level of obtained proficiency of learners in SLA.

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Appendix

Questionnaire for the Survey

1. What is your name?

2. How old are you?

3. Name your institution.

4. Which department are you from?

5. Which medium of education are you from?

- Bangla (Bangla version and English version)
- English

6. Where did you learn English first?

- At home
- At school

7. How did you start learning English first?

- As an academic subject
- As a second or target language

8. At what age did you begin to learner English as a second language?

- 5-10 years old
- 11-20 years old
- 20-25 years old

9. Did your parents or the surrounding where you grew up motivated you to speak in English as a second language?

- Never

- Seldom
 - Frequently
 - Always
10. My family members used to speak in English with me when I was a child.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
11. Parents' proficiency in the target language can have an important effect on students' L2 learning process.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
12. Factors, such as, learners from diverse backgrounds, peer pressure, and the level of home support can strongly influence the aspiration and aptitude to learn a second language.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
13. Does your medium of education (Bangla and/or English) have vital effect on your acquiring of target language (English)?
- Yes
 - No

- Maybe

14. If yes, to what extent does this help to improve your proficiency level in Second Language Acquisition (SLA)?

15. Do you think your native language has more social dominance than English? Why?

16. Does your native language or L1 affect the way you acquire target language?

- Yes
- No
- Maybe

17. Do your academic institutions encourage you to learn English outside of the academic arena?

- Never
- Seldom
- Frequently
- Always

18. What are the supplementary platforms that you use to improve your proficiency in English?

- Watching English movies/series
- Watching BBC documentaries
- Listening English songs
- Watching specific YouTube videos which help improving English language proficiency
- Communicating in English with friends and family
- From social media (Facebook, Instagram etc)

19. Do you get criticized if you try to communicate in English around people of lower or no level of proficiency/skills in English?

- Never

- Seldom
- Frequently
- Always

20. Do you get criticized if you try to communicate in English around people of higher level of proficiency/skills in English?

- Never
- Seldom
- Frequently
- Always

21. Dialects of different regions of Bangladesh have considerable influence on learners' Second Language learning.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22. Learners from lower socio-economic status are less likely to be successful in L2 learning than learners from higher socio-economic status.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23. Students from lower socio-economic status find it difficult to learn English due to -

- Lack of interaction among themselves
- Lack of competent and proficient teachers
- Lack of enough exposure to English both at home and academic institutions

- Cannot afford to have enough resources
- Finding English difficult to learn

24. The attitude of the learning community towards learning English as second language in Bangladeshi context is not encouraging enough.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

25. Amount of interaction plays a vital role in learning the target language in a social context where the target language (TL) group is present.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26. Do you believe that if you start learning English at an early age, then you can communicate in English better?

- Yes
- No
- Maybe

27. The cultural beliefs of Bangladesh may inhibit the willingness to interact and limit opportunities to practice English.

- Yes
- No
- Maybe

28. Do you think that Bangla medium students are stagnated in achieving success in English as L2 than English medium students particularly because of the different ways of implementing aspects like, curriculum, learning setting, peer groups etc.?

- Yes
- No
- Maybe