



The Role of English Language and Literature Studies in Ensuring Sustainable Second Language Acquisition (SLA) in the Private Universities of Bangladesh

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Abstract

The paper advocates effective study of the English language and literature in the EFL (English as a foreign language) classroom to attain sustainable SLA (Second language acquisition). The collection of primary and secondary data was carried out from twelve private universities in Bangladesh, and the existing hypotheses of Stephen Krashen were used. Questionnaires and semi-structured interviews were used during the collection of data. A mixed research methodology was used to analyze and evaluate the data. The study also depicts that a holistic teaching approach, effective and guided CLT (Communicative Language Teaching) sessions in the classroom can bridge the gap between first and second language acquisition. The findings also depict the advantages and disadvantages of the current practice of English language and literature among the tertiary students concerned. According to the findings, it has been deduced that systematic, combined, and simultaneous study of English literature and language enables sustainable SLA. The authors also suggested changes in the teaching and studying methodology based on the findings.

Keywords: *Second Language Acquisition (SLA), Monitor Model, Mixed Methodology, Private Universities, CLT (Communicative Language Teaching), Pedagogy, Sustainable SLA, LAD (Language Acquisition Device)*

Introduction

The students pursue undergraduate and graduate degrees in English language and literature to attain proficiency in English as a second language. A systematic and successful study of English language and literature facilitates second language acquisition in university students. The syllabus and curriculum have been structured to enable students to attain these

standards. A baseline should be established for students studying language and literature at these levels. Nevertheless, students at certain private colleges in Bangladesh have demonstrated a deficiency in both the motivation and abilities necessary to fulfill linguistic competency and standards. In Bangladesh, Bengali serves as the predominant means of communication, utilized by individuals across all ages and social classes. English

is the most profitable language in the nation's modern civilization, aside from the vernacular. Language and literature go hand in hand, as we all know. With the help of the teachers, simultaneous focus on language and literature can also result in users' long-term acquisition of the English language. As a result, they will have a commendable mastery of the four English language abilities, enabling them to use English as a second language with ease. Critical reading and analysis are necessary for the symbolic study of literature, which calls for very serious readers. In order to gain a better understanding of the texts, the students create ideas and paraphrase the important texts. In the process, their cognitive competency increases. As part of the evaluation process, they must study for assessments and other exams. Their linguistic proficiency reaches a sustainable level when students practice the topics they are taught, compose lengthy essays for preparation, and produce critical appreciation as coursework. Simply talking about it doesn't improve the underlying norms; instead, it keeps them hollow. However, the authors' study demonstrates that a thorough examination of English literature and language content can lead to long-term second language learning. The study contributes in curriculum design by highlighting the need for integrated, context-specific, and skill-based curricula that bridge the gap between current teaching methodologies and the demands of a globalized world.

Addressing Current Shortcomings in the Curriculum: The study likely points out the limitations of current English Language Teaching (ELT) methods in Bangladesh, such as the ineffectiveness of the purely Communicative Language Teaching (CLT) approach in practice or an over-reliance on textbook learning that

fails to promote real-world communication skills. This provides concrete evidence for curriculum adjustments.

Emphasizing Holistic Skill Development: Literature studies cultivate critical thinking, analytical skills, and a deeper cultural awareness, which are often overlooked in purely language-focused programs. The study argues for a curriculum that balances linguistic proficiency with these higher-order skills.

Reviewing teaching Practice: The study directly addresses the skills gap of many private university graduates lacking sufficient English proficiency despite English being the medium of instruction. The findings emphasize that improving English skills is essential for creating a globally competitive workforce and accessing better job opportunities in a globalized world. It highlights the prevailing textbook-centric and grammar-translation methods, which often fail to promote practical communication skills. The study advocates for interactive, communicative language teaching (CLT) methods that give students ample practice opportunities for real-world language use.

Objective of the Research

- To emphasize acquisition over learning.
- To attain linguistic competence in English.
- To attain sustainable SLA among the students of the private universities in Bangladesh.
- Suggesting the enforcement of the right teaching methodology in the classroom in light of Krashen's Monitor Model.

Significance of the study

- Identify the SWOT of the students concerned.
- To achieve feedback from the students on the utility of English Language and Literature study.
- Suggesting a road map for the students to facilitate sustainable SLA
- To analyze the current English Language and Literature curricula and teaching methodologies employed in selected private universities.
- To evaluate the perceptions and experiences of students regarding the effectiveness of these programs in achieving sustainable SLA.

Statement of Purpose

The paper aims to investigate the complex interplay between English language and literature studies and their effectiveness in fostering sustainable Second Language Acquisition (SLA) within the context of private universities in Bangladesh.

Problem Statement

English proficiency is widely recognized as a critical factor for academic success, global employment opportunities, and national economic growth in Bangladesh. The medium of instruction in most private universities is English, and a certain level of proficiency is a basic requirement for students to engage with academic resources and global communication. Despite this emphasis and the introduction of compulsory foundation English courses, many undergraduate students still struggle to confidently use the language for their educational and social needs, suggesting a disconnect between the current English

Language Teaching (ELT) strategies and actual sustainable acquisition. This gap highlights an issue with the existing learning and teaching culture, which this study seeks to address.

Purpose

The purpose of this study is to empirically explore how the integration of English language and literature studies can ensure more effective and sustainable SLA. Specifically, the paper aims to:

- Analyze the current teaching methodologies for the English language and literature curricula in the private universities of Bangladesh and their alignment with the principles of sustainable SLA in the light of Krashen's Monitor Model.
- Investigate the perceptions and experiences of students regarding the role of literature in enhancing language skills and critical thinking.
- Identify the institutional and pedagogical factors that either facilitate or hinder students' long-term English language development.
- Propose evidence-based recommendations for improving instructional strategies and policy formulation to create a better learning culture for sustainable English proficiency in the tertiary education sector of Bangladesh.

Statement of Significance

The findings of this study are expected to offer valuable insights for university policymakers, curriculum designers, and ELT practitioners. By illuminating the

specific challenges and opportunities within the current system, the research can inform the development of more effective, engaging, and context-appropriate teaching-learning strategies. Ultimately, this research contributes to the broader goal of producing globally competitive and skilled graduates who are equipped with the necessary English language skills for both academic and professional success in an interconnected world.

Background

Undergraduate and graduate studies in English language and literature, spanning four and one year respectively, are offered through various programs, including a B.A. in English, a B.A. in Linguistics, and multiple M.A. degrees, with tuition costs at private universities in Bangladesh significantly exceeding those of public institutions; the curriculum requires dedicated engagement with diverse literary texts, which fosters linguistic competence and ensures that students can successfully navigate the complexities of the language, although failure to approach this study with diligence may hinder their second language acquisition, a situation observed among some students in esteemed English Departments at certain private universities, despite many others achieving fluency in English as a second language as intended, thereby highlighting the intrinsic value of simultaneous engagement with the language and its literature in promoting effective language acquisition.

Research Problem

How can the study of English language and literature aid in fostering sustainable Second Language Acquisition among the students in the private universities of Bangladesh by using Krashen's Monitor

Model?

Literature Review

According to Chomsky (1965), the LAD enables children to acquire language rapidly. This can slow down in the case of the tertiary students in the private universities of Bangladesh. However, the LAD allows an individual to acquire a language using their innate capacity. It is an accepted fact that, "Second language acquisition is a complex process," (Krashen, 1981). Krashen's Monitor Model states that students acquire language through a subconscious process (Krashen, 1981). In his book *"Second Language Acquisition and Second Language Learning"*, (Krashen, 1981) outlines the Monitor model and its utility in second language acquisition. In the book *"Principles and Practice in Second Language Acquisition"*, (Krashen, 1982), emphasis is placed on language acquisition by understanding the comprehensible input rather than conscious learning. However, (Langman & Auer, 2001) emphasized on code switching or for using two or more languages to attain SLA in the students of the tertiary level. Code-switching, while a natural part of multilingual communication, can positively influence SLA by boosting cognitive flexibility, enhancing metalinguistic awareness, and creating opportunities for effective pedagogy. In Bangladesh, EFL (English as a Foreign Language) pedagogy for tertiary students is evolving from traditional, teacher-centered methods toward more modern, communicative, and learner-centered approaches. However, the transition is slow and faces significant challenges, often failing to fully support Second Language Acquisition (SLA) principles. In many cases, second language acquisition is a more complicated process

than first language acquisition because more factors are involved. According to (Begum, 2020), socio cultural factors contribute in autonomous linguistic learning and SLA in the tertiary level students of Bangladesh. Moreover, (Griffiths & Parr, 2001) argued that the perception and theory for SLA in the tertiary students vary depending on circumstances and comprehensibility of the students concerned.

In the context of tertiary education in Bangladesh, language learning is largely influenced by exam-driven instruction and rigid pedagogy (Rahman, 2019). These systems often neglect affective factors, leading to high anxiety and low motivation among students. A study by Akter and Sultana (2020) found that university students in Bangladesh frequently experience communication apprehension and fear of negative evaluation, raising the affective filter and reducing language acquisition success.

Moreover, Karim et al. (2017) identified that students from rural or underprivileged backgrounds face greater affective barriers due to linguistic inferiority and social stigma, thus further impeding SLA outcomes. These findings underscore the need for a more humanistic and psychologically informed approach to language instruction in Bangladeshi tertiary institutions.

Recent research suggests the affective filter hypothesis has significant implications for understanding decision-making processes (Smith, 2019). Smith (2019) argues that the affective filter hypothesis provides a new framework for assessing cognitive bias. The theory suggests affective filter hypothesis is a paradigm shift in cognitive studies" (Smith, 2019, p. 45), contributing to

cognitive development in the tertiary students.

The findings of the study have proved exclusively that, unlike the prior studies, an effective and strategic study of the contents, along with the positive implication of Krashen's Monitor Model, can bridge the linguistic gap of the students at the tertiary level in the private universities of Bangladesh.

Research Gap

The process of SLA among the tertiary students in non-English speaking countries is not highlighted in the Monitor Model by Stephen Krashen. The study also focuses on the study of English literature and language, leading to sustainable SLA in the private universities of Bangladesh. Despite decades of English language teaching (ELT) reforms, students' proficiency remains a major concern, pointing to the need for research that addresses the unique challenges of the Bangladeshi context. While the Monitor Model and its criticisms have been discussed in a Bangladeshi context in various studies, there is a lack of localized research based on the students of the private universities in Bangladesh involving both English Language and Literature. Studies are needed to test how the five hypotheses—Acquisition-Learning, Monitor, Natural Order, Input, and Affective Filter—actually function among Bangladeshi students.

Bridging the Research Gap

The research gap can be bridged by addressing certain aspects in the study of the English Language and Literature. Certain psycholinguistic and sociolinguistic approaches associated with

Krashen's Monitor Model and interdisciplinary approaches can bridge the research gap. While studying the contents of English Literature, application of enhanced critical thinking and exploring new perspectives, we can definitely bridge the gap for the students of the private universities in Bangladesh.

Krashen's Acquisition-Learning Hypothesis in Second Language Classrooms

Krashen drew a fine line of difference between learning and acquisition. He regarded acquisition to be a natural process, whereas learning was a mechanical one. Naturally, the language gained through acquisition is more sustainable and won't be dependent much on memorization, grammar, and translation. On the other hand, language gained through learning is a short-lived one, as it may not be sustainable. Similarly, the students who all aim to acquire rather than to learn will have higher sustainability in the usage of English as a second language. The students working on the depth of the language, focusing on writing, paraphrasing, and thematic study of the texts of the literature, are likely to gain sustainability, whereas others don't. The core courses of ELT or applied linguistics allow a vast reading of complex texts, deeper analysis of linguistics, discourse, semantics, and phonetics, enforcing sustainability among the students. The pronunciation used in speeches and conversation gains clarity and smoothness. This hypothesis of Krashen enables second language acquisition to a great extent among the students of the tertiary language of the Department of English.

Second Language Acquisition (SLA) in

tertiary-level English departments in Bangladesh is a complex issue, marked by significant challenges and unique opportunities related to language and literature studies. A critical analysis reveals a landscape shaped by pedagogical inconsistencies, socio-economic disparities, and a debated connection between language proficiency and literary analysis.

Krashen's Input Hypothesis in the Second Language Classrooms

The Natural Approach highlights the importance of comprehensible input (Krashen & Terrell, 1983). Krashen formulated the idea that the level of proficiency of the students before the teacher conducted the class is assumed to be "i". Consequently, after the input provided by the teacher, the level of proficiency is increased by +1. The comprehensible input is responsible for improving the academic standard of the students in the second language classroom. This is widely regarded as the i+1 theory.

Krashen's Affective Filter Hypothesis in Second Language Classrooms

According to Krashen, attitude and emotion are filters that affect SLA, and components like motivation, anxiety, and confidence are responsible for facilitating SLA. For example, high motivation allows for quick acquisition of the language, and high anxiety hinders SLA in the second language classroom.

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Krashen's Natural Order Hypothesis in Second Language Classrooms

Krashen emphasized the fact that grammar is absorbed by the students in a natural and pre-determined order, irrespective of the

sequence of the chapters followed by the teachers in the classroom. For example, students acquire parts of speech much before writing professional letters and applications.

Krashen's Monitor Hypothesis in Second Language Classrooms

Krashen, (1981) suggests that conscious learning works as a “monitor” to edit the acquired language. Furthermore, it tells that the users of the language are equipped with conscious awareness of grammatical rules to edit their grammatical output.

Prevalent gap in SLA at the tertiary level

Inconsistent educational backgrounds:

Tertiary students enter English departments with vastly different levels of English proficiency. This is a critical factor, rooted in Bangladesh's bifurcated education system. Bangla-medium students: These students, who form the majority, arrive from an educational system that historically emphasized the Grammar-Translation Method, focusing on rules and rote memorization over communicative practice. As a result, they often lack fluency, confidence in speaking, and familiarity with real-world language use.

English-medium students: In contrast, students from private, urban English-medium schools often have stronger initial language skills, as their education is conducted entirely in English. This disparity creates a significant challenge for instructors trying to manage classrooms with such a wide range of abilities.

Inadequate pedagogical practices

While the national curriculum officially promotes Communicative Language Teaching (CLT), its implementation is often ineffective, particularly in public universities.

Persistent traditional methods: Many instructors still rely on traditional, teacher-centered methods that limit interactive learning and speaking opportunities. A shortage of adequately trained English teachers who are fluent themselves exacerbates this problem.

"Banglish" in the classroom: In public universities, some teachers switch back and forth between Bangla and English during lectures to accommodate less-proficient students. This inconsistent immersion hinders SLA for all students and creates an uneven learning experience.

Lack of structural support: Unlike many private institutions, which operate on an English-only policy, public universities often lack structured programs to help Bangla-medium students with the transition to English-based higher education.

Benefits of literature for language acquisition

Despite being viewed by some as an obstacle, literary study is a powerful tool for language development.

Rich, authentic input: Literary texts expose students to complex and varied language, expanding their vocabulary and awareness of stylistic choices in a real-world context, rather than through artificial, simplified texts.

Development of critical analysis and thinking:

Literary analysis—decoding symbolism, interpreting themes, and understanding different perspectives—develops high-level analytical and interpretive skills that are crucial for overall academic and intellectual growth.

Enhanced socio-cultural understanding:

Through literature, students gain exposure to the cultures, histories, and ideologies of English-speaking societies. This cultural insight is vital for mastering the nuances of the language.

Advocates motivation: The narrative and emotional engagement offered by literature can be more motivating for students than the functional language tasks. This encourages more extensive reading and deeper immersion.

The conflicting divides between language and literature

The potential of literature is often underutilized or mishandled, creating a disparity between the two areas of study.

Literature as a separate, non-

communicative task: Often, literature is taught with a heavy emphasis on memorizing critical analyses rather than engaging with the text itself. When treated as an end in itself rather than a vehicle for language acquisition, it fails to promote communicative competence.

Linguistic gap hinders literary

comprehension: For students with low English proficiency, complex literary texts with figurative language and advanced vocabulary can be overwhelming. They may struggle to grasp the literal meaning, let alone the deeper literary analysis, limiting their overall progress.

Neglect of other skills: The overemphasis on reading and writing in literary courses can overshadow the equally important communicative skills of speaking and listening.

Research Questions

- a. How far is the combined study of English language and literature responsible for facilitating sustainable SLA among the students of the private universities of Bangladesh?
- b. How effective is Krashen's Monitor Model and its hypotheses in attaining SLA in the tertiary students of the private universities of Bangladesh through the right teaching methodology?
- c. Does sustainable SLA cause employability and linguistic proficiency in the students of the private universities in Bangladesh?

Methodology

Mixed methodology has been used in this study, incorporating both qualitative and quantitative methodologies. The qualitative methodology used in this study highlights the focus groups, observations based on Krashen's Monitor Model, and the questionnaires used. But in this study, quantitative methodology deals with the questionnaire only. Using the quantitative methodology, the percentage of students agreeing and disagreeing with the research hypothesis is identified.

Methodological structure: As mentioned above, the study will be guided by Krashen's five hypotheses. The parameters denoting the level of sustainability are employability, linguistic proficiency and comprehensible input. The questionnaires are designed based on these instruments.

Acquisition-Learning Hypothesis: Establishing difference between formal learning and subconscious acquisition through natural mode of communication.

Monitor Hypothesis: This denotes how conscious learning (grammar rules) is used to edit or modify acquired language, and if students are "over-users," "under-users," or "optimal users".

Input Hypothesis (i+1): It assesses the availability and use of comprehensible input slightly beyond the learners' current level in English and literature courses.

Natural Order Hypothesis: This is controversial, but this can be used to see if an expected natural order of grammatical acquisition is observed.

Affective Filter Hypothesis: It investigates the emotional factors (motivation, self-confidence, anxiety) and how the classroom environment influences the "filter" level.

Ideal execution of the above mentioned hypotheses can lead to the justification of the research questions leading to sustainable SLA among the target population or the tertiary students of Bangladesh.

The following close-ended questions were included in the Questionnaire, and they were to be answered in yes or no only.

- Does the study of themes in the tests of English literature help you to develop your command of the English language?
- When the teachers teach the contents of English literature, does it help you to improve your listening skills sustainably?
- Does the study of literary pieces develop your language?
- The concept of phonetics is taught in the course of linguistics. Does it help you to consolidate your linguistic competence?
- Do writing long answers in literature exams help you to improve your language?
- Can we achieve sustainable SLA by going through the complex texts of the literature?
- Can we gain sustainable linguistic analytical skills by reading and comprehending the texts and study material of literature?
- Does the study of English literature and linguistics improve the vocabulary and structural skills of the second language?
- Can we achieve sustainable SLA by writing essays on creative / directed topics?
- Do the presentations in the classroom (formative assessment) help to achieve sustainable SLA?
- Does the study of literature and language improve mathematical skills?
- Does the study of the English language & literature lead to sociolinguistic development?

The answers to the above questions are quantified to identify the choice and determination of the students concerned. The existing studies and papers based on Stephen Krashen's Monitor Model and the

hypotheses in the Monitor Model have been taken into consideration for the qualitative study.

The focus groups consisted of three students in each group, and the authors focused on the learners' perspectives, investigating the attitude towards the rich contents of English language and literature. Open-ended questions were asked. The 28 groups were asked to address their preferences based on GTM and CLT teaching methodology, impact on pedagogical approaches during each semester. The discussion with the participants was also based on the cause of inefficiency in using the four skills of the English language independently. Then, the data was triangulated for analysis.

Research Framework

The concept of the study is to be tested through the Monitor model formulated by Stephen Krashen to identify the role of English literature and language study in facilitating SLA in the private universities of Bangladesh. The model comprises five hypotheses. They are the Acquisition-Learning Hypothesis, Natural Order Hypothesis, Input Hypothesis, Affective-Filter Hypothesis, and Monitor Hypothesis. The discussion, focus groups, and collection of data were based on process, focus, input, outcome, and environment. The texts of English literature and language are studied by the students concerned, who have answered the closed-ended questions, have participated in focus groups, and have made observations to allow the author to collect the data for the study. In addition, the participants also commented on the existing teaching methodology and pedagogy, suggesting curriculum development as well.

Research Hypothesis

The simultaneous and strategic study of the core components and texts of English language and literature can enforce sustainable and effective second language acquisition. The paper stands on the assumption that if the tertiary level students in the private universities of Bangladesh study English language and literature simultaneously, it can facilitate sustainable SLA. Thereafter, they will be able to exercise all four skills of the English language with freedom and diction.

Research Design

A multi-method study has been conducted, using a combination of both qualitative and quantitative methods. The qualitative method focuses on the non-numeric data of this study collected from both primary and secondary sources. The quantitative method focuses on the numerical values obtained, here as the number of participants, sources of data, and the numerical value of the results obtained. Eighty-four participants from the twelve renowned private universities contributed to the collection of the data. There were twenty-eight focus groups comprising three members in each. They contributed to the open-ended questions in the collection of the data. This design provides richer, more comprehensive, and triangulated insights into the complex interplay of factors involved than a single method could offer alone. It also provides practical recommendations, and holistic study and flexibility to tackle the complexity of the research problem from multiple angles, leading to a more robust and comprehensive understanding of how English language and literature studies truly impact the intensity of sustainable

second language acquisition in the private universities of Bangladesh.

Data Collection

The study has used both Primary and Secondary data. Primary data has been collected from the students of the twelve renowned private universities in Bangladesh using field visits by the authors. These twelve universities are chosen for the diversity of location, and these are the renowned ones in the country facilitating the meritorious students. Seven students participated from each university, and the total participants were 84. They were also an integral component of the focus groups. Each group consisted of three students, and in total, twenty-four groups were utilized for the collection of data based on focus groups. The secondary data has been obtained from Krashen's study based on the Monitor Model and his books. Data has been collected from twelve renowned private universities in Bangladesh after prior approval from their respective governing bodies.

Data Analysis

The analysis of the data collected in this study is based on the following aspects:

Inspiration and Perceptions: Students in the private universities of Bangladesh are highly motivated to acquire English, primarily due to pragmatic reasons such as better employment opportunities and future career prospects. These are deeply tied to the social and economic benefits associated with English proficiency. The students often perceive the ability to speak English well as a sign of superiority and confidence.

Medium of Instruction (MOI) and its Challenges: Private universities in Bangladesh have largely adopted an English Medium Instruction (EMI) policy, creating an "English only environment" on campus. However, this leads to significant linguistic transition problems for many beginner-level students who come from Bangla-medium educational backgrounds, often resulting in struggles to cope and low proficiency, especially in spoken English.

Literature as a tool of motivation: The integration of English literature into the curriculum is seen as a positive influence. Studies indicate that students enjoy learning English through literature, which provides authentic language contexts, enriches vocabulary, and develops analytical and critical thinking skills. This approach helps sustain interest in the language beyond mere grammatical rules.

Teacher Quality and Methodology Gaps: A major impediment to sustainable SLA is the lack of adequately trained and qualified English teachers, particularly in modern language-teaching methods like Communicative Language Teaching (CLT). The traditional Grammar-Translation Method (GTM) often persists in practice despite curriculum reforms, leading to a focus on reading and writing skills over speaking proficiency.

Lack of Practical Application: Students often have limited opportunities to use English in practical, real-life communicative situations outside of the classroom. This lack of exposure and practice hinders the development of fluency and overall sustainable SLA.

Socio-Cultural Factors: The socio-cultural and economic backgrounds of students play a role in their English acquisition journey. Students from

English-medium schools often have a stronger foundation, and English proficiency is frequently linked to higher socioeconomic status and better job access, creating a potential divide.

On the basis of the data collected, the study suggests certain suggestions.

Improved Teacher Training: Investing in robust teacher training programs focused on modern, communicative methodologies using CLT.

Integration of the Curriculum: Better integration of language and literature studies to balance language skills with cultural and critical understanding.

Opportunities for Practice: Creating more environments for practical English usage both inside and outside the classroom to bridge the gap between theoretical knowledge and practical application.

Result

The data extracted from the secondary and primary sources using a quantitative study depict that 90% of the students believe that systematic and simultaneous study of English language and literature in the light of the Monitor Model can enforce sustainable SLA in their institutions, whereas the remaining 10% differ. 79 out of 87 students provided the same affirmative answers for the closed-ended questions. They have agreed on the same aspect that systematic, combined, and simultaneous study of English literature and language enables sustainable SLA. The findings are depicted below.

Comprehensible input delivered by the ELT teachers in a low-anxiety environment can lead to sustainable SLA

in the students. It has been identified that an effective CLT environment in the Second Language classroom provides an advantage for the students to achieve linguistic proficiency. The communicative practice available in an ideal CLT environment directs students towards verbal skills. Moreover, simultaneous and effective study of the texts of the English language and literature with the balanced application of Krashen's Hypotheses in the second language classroom advocates for SLA. From the data collected, it is quite clear that Formative assessment improves the level of motivation of the students studying EFL (English as a foreign language) and keeps them engaged with SLA. The rich texts in English literature help students enhance their linguistic competence of the students. The figurative meaning in the texts helps the students to decipher and apprehend the meaning; as a result, the proficiency of the students is improved. The presentations and verbal assignments of the students allow them to improve their verbal skills.

Evidently, the comprehensive capability of the students increases after reading the texts of various genres of English literature, like Drama, Poetry, Novel, and Short Stories. The students attain sociocultural development after the students read the rich texts based on English, American, and sub-continental History and culture.

The listening proficiency improves after listening to effective lectures of the instructors in the EFL classroom. Consequently, the concept of phonetics, pragmatics, semantics, and extended applied linguistics engages the students in complex theories, which improves the critical thinking of the students. The long answers drafted throughout the semesters

and examinations during the undergraduate and graduate studies enhance the writing skills of the students at the tertiary level. The students have stated that the literary devices and rich socio-cultural study throughout the courses enhance the contextual study of the students. It has been identified that the students at the tertiary level are not interested in GTM. The results suggest that acquisition is crucial for gaining fluency and communicative skills, while learning can be used to monitor and rectify the target language. Comprehensible input has been identified as a key factor in promoting second language acquisition while imparting knowledge from the texts of the English language and literature. The findings indicate that a low affective filter (positive emotions) facilitates language acquisition, while a high affective filter hinders it. It is observed that the students of a language acquire grammatical structures in a predictable order, regardless of formal instruction. The results have depicted that the combined study of the English language and literature is responsible for facilitating sustainable SLA among the students of the private universities of Bangladesh. Thus, Krashen's Monitor Model and its hypotheses are found to be highly effective in attaining SLA in the tertiary students of the private universities of Bangladesh through the right teaching methodology. Consequently, sustainable SLA causes employability and linguistic proficiency in the students of the private universities in Bangladesh, causing the justification of the research questions.

Results based on the focus groups, discussion, and observations after the application of Krashen's Hypotheses in the classroom are demonstrated in the chart given below:

Chart Based On The Data Of 87 Students

STUDENTS SUPPORTING THE SYSTEMATIC AND SIMULTANEOUS STUDY OF ENGLISH LANGUAGE AND LITERATURE TO ATTAIN SUSTAINABLE SLA	STUDENTS NOT SUPPORTING THE SYSTEMATIC AND SIMULTANEOUS STUDY OF ENGLISH LANGUAGE AND LITERATURE TO ATTAIN SUSTAINABLE SLA
90% OF THE PARTICIPANTS	10% OF THE PARTICIPANTS
79 PARTICIPANTS	21 PARTICIPANTS
PREFER CLT METHODOLOGY	PREFER GTM
WILL ACHIEVE SLA	WILL NOT ACHIEVE SLA

Categories	Acquisition	Learning
Process	Subconscious In Nature	Conscious In Nature
Focus	Meaning	Rules/Forms
Input	Comprehensible (I+1)	Explicit Instruction
Outcome	Long-Term Fluency	Short-Term Memorization
Environment	Low Anxiety	Can Be High Or Low Anxiety

Linguistic Proficiency	Employability
91% of the students struggle with linguistic proficiency before attainment of SLA.	97% of the students are not confident of employability before attaining sustainable SLA.
2% of the students belonging to English medium	Only 1% of the students from prior English Medium background are

background possess linguistic proficiency before graduation.	confident of employability before achieving graduation.
95% of the students are confident of achieving linguistic proficiency after attaining sustainable SLA.	96% of the students are confident of achieving employability after attaining sustainable SLA.

Discussion and Analysis

The study supports the idea that acquisition is a more effective and natural process for SLA in the second language classrooms. Moreover, we can observe the outcome of this study derived from the students participating in generating data for the authors. It has been stated by the concerned students that the process of acquisition is a subconscious one that is achieved with strategic study of the course contents during undergraduate and graduate study. It supposedly focuses on meaning rather than memorizing the rules of English grammar. This definitely is a sign of sustainable SLA. It is quite natural for the students to forget the rules of grammar, and that is part and parcel of academics. However, if the users of the language focus on meaning and practice using the language daily with family and friends, they can acquire the language. The combined and simultaneous study of both the English language and literature is the best source of practice for the students concerned. This helps them to cover the syllabus for the exam, and consequently, they can acquire a second language

unconsciously. This is definitely going to be sustainable in nature and is the most crucial aspect of the acquisition-learning hypothesis by Stephen Krashen. The comprehensible input imparted by the instructors in the form of implicit instruction is responsible for escalating the existing standard by +1 concerning the students available in the classroom. This is regarded as the 'i+1' theory, or the Input Hypothesis, by Stephen Krashen. It is realized constructively by the students studying English language and literature at the tertiary level with an inevitable intention of acquiring English as a second language. This is definitely leading to long-term fluency rather than short-term expertise. Consequently, the students can use the four skills of the English language with utmost freedom, adding strength to their communicative competence in professional and personal fields. The filters play a great role in acquisition, as aspects like attitude and emotion render support to students to generate sustainability in the acquired language. Filters like 'high confidence,' 'low anxiety,' 'positive attitude,' and CLT lead to sustainable SLA, as stated in the affective-filter hypothesis. The pedagogical changes recommended by the students were that the affective filter and the applicable content should be taken into consideration. The focus is to be laid on student-centered programs, real-world learning, action-learning attitudes, project-based learning, collaboration and networking, and engaging policymakers for teacher development to ensure sustainable SLA. Curriculum development is to be adopted as a regular practice for developing the existing assessment techniques and modifying the teaching methodology and content. The participants have shown utmost interest in formative assessment and content like presentations, peer discussion, and assignments to keep

them motivated towards sustainable SLA.

Parameters based on the affective filter have highlighted the importance of creating a supportive and motivating learning environment among the students in the private universities of Bangladesh. The rich texts and contents of English literature and language generate linguistic competence in students, concerned with facilitating SLA. It has been observed that acquisition and learning are required at least during the simultaneous study of the texts of literature and language. The study of literary themes, literary devices, and other complex structures makes SLA sustainable. This is attained by acquisition rather than learning. The effective, comprehensible input of the teacher improves the proficiency of the students in the second language classroom, enabling SLA. If we look at perspectives in countries like China and Japan, English acquisition primarily through their formal education systems, where it is a mandatory subject for many years, but they face challenges in developing practical communication skills due to an overemphasis on grammar and testing, large class sizes, and limited real-world exposure. This may align with this study based on the Bangladeshi private universities as well. The favorable filters advocate SLA and improve the four skills of the English language, generating great users of English as a second language. The research questions are answered with the help of the data collected throughout the study. Finally, we have reached the knowledge that acquisition attained through the study of the English language and literature using comprehensible input in a low-anxious environment is sustainable. This study has also proved that if the Monitor Model by Stephen Krashen is applied effectively in second language

classrooms, it is highly essential for achieving sustainable SLA in the private universities of Bangladesh.

We can also observe the process of acquisition of English as a language in non-English speaking European countries. Most European countries have lowered the starting age for compulsory foreign language learning, usually English, often beginning in primary school. In addition, the curriculum focuses on developing all four major language domains: listening, speaking, reading, and writing, building vocabulary, grammar, and pronunciation skills through structured lessons and exercises. While traditional methods like Grammar-Translation were once common, many educational systems have shifted towards more communicative language teaching (CLT) or Content and Language Integrated Learning (CLIL) approaches, which emphasize interaction and using the language to learn other subjects. Moreover, the common European Framework of Reference for Languages (CEFR) provides a standardized way to measure proficiency levels (A1-C2), offering clear objectives for learners and educational programs.

Limitation of the paper

The paper has the potential and strength to improve the academic proficiency of students. It is designed to be referred to in the future for enhancing the linguistic competence of the students at the tertiary level. However, there can be limitations in delivering comprehensible input to the students in the classrooms. The comprehensible input is slightly higher than the existing intellectual standard of the students. It may be challenging for the instructors to ensure that the students reach higher intellectual standards by imparting

the lectures. Consequently, the content based on literature and language will not be clear to the students, and the target language (L2) may not be achieved. Moreover, the strategy of studying the contents may vary from person to person. Among the many of the barriers students face, including poor teaching methods and limited exposure to English, a comprehensive understanding is constrained by methodological limitations and the complex, varied context of Bangladeshi higher education. The reduced size of the sample can also be a barrier in this study.

Conclusion, Recommendation and Implications

The paper fosters sustainable SLA in the private universities of Bangladesh. Sustainable SLA is attainable by executing effective teaching and learning strategies in the combined study of English literature and language. The outcome-based education in the private universities in Bangladesh allows a vibrant scope for SLA. Tactical execution of Krashen's hypotheses, along with effective usage of CLT in the second language classrooms, can bridge the intellectual gap between the first and the target language. This can ensure that students can use the four skills of the English language with sustainability. The findings of the study have identified the strengths, weaknesses, opportunities, and threats associated with SLA persisting in the private universities of Bangladesh. Nevertheless, the collection and analysis of data have satisfied the research questions and have delivered justice to the research gap.

Theoretical and Practical Implications

The paper offers substantial theoretical and practical implications for achieving sustainable Second Language Acquisition (SLA). This interdisciplinary approach moves beyond mere linguistic competence,

fostering intercultural understanding, critical thinking, and socio-emotional development, which are essential for lasting language use and learner engagement.

Literary texts as cultural tools: Literary works are rich cultural artifacts that provide authentic, contextualized language use. By discussing and interpreting these texts, learners engage in a process of "languaging"—constructing meaning through dialogue and collaboration.

Identity formation: Literature allows learners to explore new cultural identities while affirming their own. This process supports the development of a resilient linguistic identity, which is a key component of sustainable SLA, as it increases a learner's commitment to and investment in the target language.

Connection to real-world issues: Through a sociocultural lens, educators can use English language and literature to connect with real-world issues and the United Nations Sustainable Development Goals (SDGs). This makes the learning process more relevant and meaningful to students' lives.

Deeper engagement: Engaging with a compelling story creates a deeper, more personal connection to the language, leading to higher levels of intrinsic motivation. When learners enjoy reading, they are more likely to persist, making their language acquisition more sustainable over time.

Aesthetic and emotional engagement: Literature promotes both "efferent" (information-driven) and "aesthetic" (experience-driven) reading. The aesthetic experience builds emotional intelligence and creates a lasting positive association

with the language, which is crucial for long-term retention.

Integrating SDGs: Teachers can design curricula around the United Nations' Sustainable Development Goals (SDGs), using literature and language activities to explore global challenges like climate change and social justice.

Project-based learning: Students can engage in projects that require them to research and present on real-world issues. For example, a student might research a local environmental problem and present their findings in English, enhancing both language proficiency and issue awareness.

Authentic materials: Using authentic literary and non-literary texts (e.g., poetry, speeches, and essays) provides a rich, complex linguistic environment. This moves students beyond contrived textbook examples to engage with the natural language used for meaningful communication.

On the basis of the data collected and the results obtained, the study recommends certain suggestions for teachers and students of English language and literature. It recommends concentrated, systematic, and simultaneous study of the English language and literature to acquire sustainable SLA in the private universities of Bangladesh. The study should be effective and strategic. The teaching is to be conducted in the light of Krashen's Monitor Model and the Hypotheses concerned. The results of the paper recommend CLT methodology and a low-anxious environment in the second language classroom, with the target language being the medium of instruction.

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