



# **The Role of Krashen's Affective Filter Hypothesis in Attaining Sustainable Sla (Second Language Acquisition) Leading to Socioeconomic Development in The Tertiary Students in Bangladesh**

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**Abstract-** Second language acquisition is a primary target for tertiary students in Bangladesh. The tertiary students in Bangladesh belonging to the Department of English and ELT aim to achieve English as a second language. Krashen's Affective Filter Hypothesis of the Monitor model plays an important role in second language acquisition. The hypothesis focuses on the emotional and mental attributes of the students concerned by using certain filters. These filters can either advocate for SLA or obstruct it. The author used a mixed methodology in the study. The author visited 16 universities in Bangladesh to collect the primary data from 160 participants belonging to the Department of English. The secondary data has been collected from relevant existing studies. Questionnaires were provided for the collection of data from the participants. The participants were divided into focus groups for the discussion on the open-ended questions. It exposes the teaching methodology, pedagogical standards, and the curriculum too. The contents in the graduate and postgraduate studies are based on various branches of applied linguistics and genres of English literature as a part of the curriculum and OBE. The filters based on emotional and mental mindset get activated during the study of these texts, and the acquisition of language takes place accordingly. The study has shown that positive filters facilitate second language acquisition, whereas negative filters discourage second language acquisition, as these discourage understanding the comprehensible input. The study has shown that most of the students claimed that the positive filters trigger second language acquisition in the EFL classrooms by using the LAD effectively. The educators can use the filters to create favorable conditions that ensure sustainable second language acquisition, which in turn promotes the socio-economic development of students by enhancing their employability in diverse professional cultures.

**Keywords-** LAD (Language Acquisition Device), SLA (Second Language Acquisition), i+1, Pedagogy, Affective-filter.

## **I. Introduction**

The universities in Bangladesh offer English as their medium of instruction. Bangla is the first language for almost all the tertiary students, and English is the target language of the students concerned. Consequently, second language acquisition is a concern for these students, as it reflects the academic excellence and the prospect of their profession, which leads to the socioeconomic development of these students. The paper will highlight the tertiary students of the department of English and linguistics of various universities to address the research problem, research questions, and do justice



to the research gap. Krashen's Monitor Model, specifically the Affective Filter Hypothesis, has been used to support the hypothesis. The role of the Affective Filter Hypothesis is abundant; the paper denotes its role in achieving sustainable second language acquisition. Stephen Krashen is a famous linguist who has formulated the Monitor Model, comprising five hypotheses, and the Affective Filter Hypothesis is one of these, which is also connected to other hypotheses.

The hypotheses induce the process of acquisition in their own ways. Each of the hypotheses has been formulated by Krashen to facilitate second language acquisition with emphasis on all four skills of the English language collectively. Although English is the medium of instruction in the universities, many students aren't able to use the target language effectively. As English is the most effective language in both academic and professional spaces in Bangladesh, English should be absorbed by the students for their prosperity. Krashen's monitor model can be a great facilitating agent to imbibe sustainable SLA, which will lead to productive social and economic growth in the students concerned.

The Affective Filter Hypothesis is based on the emotional and mental attributes of the students in the EFL classrooms, which play a pivotal role in either facilitating or hindering second language acquisition among the students. This particular hypothesis concentrates on the psychological aspects of the students, which acts as a catalyst to facilitate SLA among the tertiary students concerned. The author visited 16 renowned universities in the country after approval from their respective administrations for the collection of data from 160 students, and the data was analyzed to obtain the results to highlight the role of the Affective Filter Hypothesis in achieving sustainable SLA. The author has established the fact that sustainable SLA leads to socio-economic development of the tertiary students in Bangladesh.

#### **Background information**

- The Department of English of the Universities in Bangladesh is offering courses based on English Language and Literature.
- The offered courses are B.A. in English, M.A. in English, M.A. in E.L.T., M.A. in Applied Linguistics, etc.
- Course duration for the Bachelor's and Master's is four years and one year, respectively.
- The tuition fees in the Universities of Bangladesh depend on whether it is a private or public University.
- Most of the students don't possess command over the second language while attending the classes.
- Bangla is the native language of most of the students, and English is the target language or L2. It is supposed to be the second language.

#### **Objective of the Research**

- To identify the role of the Affective Filter Hypothesis in the EFL classrooms of the Bangladeshi Universities in attaining SLA.
- To attain linguistic proficiency in English.
- To attain sustainable SLA among the students of the universities in Bangladesh.
- To improve teaching methodology in the ESL classrooms.



- To attain socio-economic development among the tertiary students through SLA.

#### **Significance of the study**

- To collect feedback from the students to identify the linguistic vulnerabilities and strengths.
- To bridge the linguistic gap between the existing standard and the target standard.
- To differentiate between the intellectual gap between the comprehensible input and the unintelligible input.
- To identify the role of the Silent Period in linguistic development.

#### **Research Question**

- Can the Affective Filter Hypothesis be effective in promoting SLA among the EFL students in the universities of Bangladesh?
- Can the Silent Period cause Linguistic and Cognitive Development among students?
- How do the filters influence SLA?
- Can the positive execution of the Affective Filter Hypothesis bridge the gap between the first and the second language?

## **II. Literature Review**

Second Language Acquisition (SLA) has long been considered a crucial element for academic and professional success, especially in non-native English-speaking countries like Bangladesh. Among various theories of SLA, Stephen Krashen's Affective Filter Hypothesis has gained significant attention for its focus on the emotional variables that impact language learning. The hypothesis posits that factors such as motivation, anxiety, self-confidence, and attitude play a pivotal role in determining the success or failure of language acquisition (Krashen, 1982). This literature review explores existing research on the Affective Filter Hypothesis, its relevance in the context of Bangladeshi tertiary students, and its broader implications for socio-economic development.

#### **Krashen's Affective Filter Hypothesis: An Overview**

Krashen (1982) proposed the Affective Filter Hypothesis as part of his broader Monitor Model, arguing that affective variables can act as a filter that impedes or facilitates language input reaching the language acquisition device. When the filter is "high," due to anxiety or lack of motivation, acquisition is blocked; when "low," due to positive emotional states, acquisition is more successful. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in language learning process. It is possible that students would not be able to absorb what they should learn in class because of their teacher's uncongenial manners or classmates' aggressive and competitive attitudes.

Further elaboration by Krashen (1985) emphasized that while comprehensible input is essential, it is insufficient unless affective factors are favorable. Dulay, Burt, and Krashen (1982) also suggested that emotional readiness is a prerequisite for effective language acquisition, underscoring the centrality of emotional well-being in SLA.



### **Application in the Tertiary Education**

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.

### **Sustainable SLA and Socio-Economic Development**

Sustainable SLA refers to the long-term retention and functional use of a second language, particularly English, for academic and professional advancement. English proficiency is closely linked to employability and economic mobility in Bangladesh (Chowdhury & Kabir, 2014). Students who successfully acquire English skills are more likely to access global job markets and higher education opportunities.

The role of affective factors in sustainable SLA cannot be overstated. When students are emotionally supported, their likelihood of persisting in language learning increases. Positive classroom environments that reduce anxiety and foster motivation contribute to lifelong learning habits (Oxford, 1999). In turn, this sustained acquisition translates to broader socio-economic benefits, not only for individuals but also for national development through a more skilled workforce (Hamid & Honan, 2012).

### **Research Gaps and Contextual Relevance**

Despite the relevance of Krashen's hypothesis, there is a dearth of empirical research in Bangladesh specifically focusing on the Affective Filter and its direct impact on SLA in higher education. Most existing studies focus on general SLA challenges or instructional methods (Rahman et al., 2021). Little attention is given to how emotional variables interact with socio-economic factors to influence learning outcomes. Nevertheless, there is also limited exploration of the long-term socio-economic impact of sustainable SLA through the lens of affective variables. Thus, there is a pressing need for context-specific research that integrates Krashen's affective framework with local educational and economic conditions.

The Affective Filter Hypothesis provides a compelling framework for understanding the emotional dimensions of SLA, particularly in settings like Bangladeshi tertiary education, where students face significant psychological and systemic barriers.



Addressing these affective factors is crucial for promoting sustainable SLA, which in turn can lead to improved socio-economic outcomes. Future research should aim to fill existing empirical gaps by examining the intersection of emotional, pedagogical, and socio-economic variables in language acquisition among Bangladeshi students.

### **III. Methodology**

#### **Research Design and Sampling**

The author adopted a mixed-methods research design, integrating both quantitative and qualitative approaches to gain a comprehensive understanding of the impact of Krashen's Affective Filter Hypothesis on second language acquisition (SLA) and its contribution to the socio-economic development of tertiary-level students in Bangladesh. The rationale for using a mixed design lies in its ability to triangulate findings, enhance the depth of understanding, and validate results through both statistical and narrative means.

The research sample consisted of 160 students selected from 16 renowned public and private universities across Bangladesh. The sampling technique was employed to ensure representation from diverse academic disciplines, genders, and socio-economic backgrounds. Each university contributed a sample of 10 students, thereby providing a balanced dataset across geographic and institutional contexts.

#### **Research Hypothesis**

The English language is used as a medium of communication by tertiary students of the department of English in the universities of Bangladesh. It is also a deciding factor in the competitive job market in a densely populated country like Bangladesh. The role of the Affective Filters can be judged by the ability to induce the process of second language acquisition. The student's reaction will be quantified to judge the effectiveness of the Affective Filter Hypothesis. If the target language is acquired by the students using the positive filters after overcoming the silent period, they will have an upper hand in the social and economic setting.

The paper is based on the hypothesis that if the LAD is activated effectively using the positive filters like confidence and inspiration using effective pedagogy and teaching methodology, then the students are likely to attain SLA and gain socio-economic development. The paper highlights variables like motivation, anxiety, self-confidence, cognition, assessment and attitude towards learning, perception of the classroom environment and teacher to address the research questions. One can achieve sustainable SLA using the above variables effectively, which again leads to socioeconomic development.

#### **Questionnaire for participants and focus groups**

Qualitative and quantitative methodologies have been used simultaneously and strategically to achieve the best outcome. The qualitative methodology deals with questionnaires, multiple observations, and focus groups to obtain data from the participants. The quantitative methodology allows the authors to obtain the percentage of students agreeing or disagreeing with the effectiveness of the Affective Filter Hypothesis in the EFL classrooms of the concerned tertiary students. Accordingly, the



following twenty-two closed-ended questions were served in the questionnaire, and the students had to answer with 'yes' or 'no'.

- Does the medium of instruction used by the instructors in the EFL classrooms serve as a sign of motivation?
- Is the language of the teacher simplified and clear enough to clarify your understanding?
- Does the Silent Phase serve as a positive filter?
- Does the improvisation of the cognitive skills improve your language?
- Do you feel academically motivated after the lectures are over?
- Does your confidence raise in the EFL classrooms after the comprehensible input?
- Do you feel motivated to read complex texts after the classroom input of the teachers?
- Does the comprehensible input serve you with self-confidence to improve your writing?
- Do you feel positive about meeting the optimum standard of  $i+1$ ?
- Do you feel confident to bridge the gap between 'i' and 'i+1'?
- Can you attain sustainable SLA after positive execution of the Affective Filter Hypothesis in the EFL classroom?
- Is the CLT environment applicable in the classroom, causing a positive mindset in the students to attain SLA?
- Do 'Suggestopedia' and Affective Filter Hypothesis enhance creativity in the EFL classrooms?
- Does GTM enable the usage of the Affective Filter hypothesis or 'Suggestopedia'?
- Does curriculum development provide a positive perception regarding the teaching methodology?
- Do you propose curriculum development for your linguistic competence?
- Can all four skills of English be improved by using 'Suggestopedia' and the Affective Filter Hypothesis?
- Does the Input hypothesis activate the positive filters?
- Does the utility of figures of speech and literary devices motivate your acquisition of language?
- Does the acquisition of the English language help you to gain socio-economic status?
- Can the acquisition of the English language through the usage of positive filters and 'Suggestopedia' help you to gain an advantage in the competitive job market of Bangladesh?
- Do the negative filters delay or hinder SLA?

The answers to the above questions were enumerated to obtain the role of the Affective Filter Hypothesis in the EFL classrooms to achieve sustainable SLA and socioeconomic development. Moreover, five students were placed in each focus group. Thus, in total, 32 such groups were formed for their opinion. Open-ended questions were asked of these groups, and their choices were evaluated to decipher the role of the Affective Filter Hypothesis in attaining sustainable SLA. Discussions were also held based on the teaching methodology, Suggestopedia, curriculum development, silent period, CLT and GTM. The open-ended questions are given below.



**Questions on ‘motivation’:**

- What makes you want to learn this language? What are your personal goals?
- Tell us about a time you felt particularly motivated to speak or use the language. What was happening in that situation?
- Do you feel a greater drive to learn for personal reasons, or for external reasons like passing an exam or getting a job?
- Have you ever lost your motivation to learn? What contributed to that feeling, and what helped you regain your interest?
- What kinds of activities or materials in a language class do you find most interesting and engaging?

**Questions on ‘self-confidence’:**

- When do you feel most and least confident when using the language? Describe a specific situation.
- In what situations are you most willing to take risks and speak, even if you might make a mistake?
- How does the teacher's feedback affect your confidence? Describe a time when feedback made you feel more confident, and another when it lowered your confidence.
- Do you feel more comfortable speaking in smaller groups or larger ones? Why do you think that is?
- How do your peers' attitudes—whether they are supportive or critical—impact your willingness to participate in class?

**Questions on ‘anxiety’:**

- What makes you feel anxious or nervous in a language class? For example, during a test, when speaking in front of the class, or during a conversation?
- Do you feel more or less anxious during certain types of activities, such as writing versus speaking?
- Can you recall a specific instance when anxiety prevented you from saying something you wanted to say?
- What steps could a teacher take to create a more relaxed and comfortable atmosphere for you in the classroom?
- Does anxiety in the language classroom affect how you learn in other subjects?

**Questions on the ‘classroom and teacher's role’:**

- Describe the ideal language-learning classroom. What does it look like, and what do people do?
- What specific teaching methods or activities have you experienced that made you feel safe and comfortable enough to participate?
- How does the teacher's personality or demeanor affect the learning environment?
- Have you ever had a teacher who was particularly good at helping you feel less anxious? What did they do?
- How do group dynamics and interactions with your peers influence your willingness to speak up in class?



#### **Questions on the ‘input and learning process’:**

- How do your emotions influence how much of the language you are able to "take in" and understand?
- Can you think of a time when you were in a great mood and noticed you understood the language more easily?
- On the flip side, can you think of a time when a negative emotion—like frustration or anger—seemed to block your ability to understand?
- When you are learning outside of the classroom, such as by watching movies or listening to music in the target language, do you notice any differences in your emotional state compared to in the classroom?

A Likert Scale has been used with a five-point agreement scale to investigate the contribution of the variables motivation, assessment, self- confidence, cognition, and attitude towards learning, perception of the classroom environment and teacher in SLA. The contribution was weighed based on the numbers 1 to 5 for each of the variables and is presented in the ‘Results’ section. The above variables are based on Positive Filters.

#### **IV. Data Collection**

The author has used both primary and secondary data for the best possible outcome of the study. The primary data has been obtained from the 16 renowned universities in Bangladesh by the author after visiting the universities in person. One hundred and sixty students were included as participants for the collection of the data. The focus groups contributed immensely in collecting qualitative data to determine the role of the Affective Filter Hypothesis in triggering Psycholinguistic and Sociolinguistic learning. The secondary data has been collected from the existing study of Stephen Krashen and studies based on other researchers.

To align with the mixed-methodology, both quantitative and qualitative data were collected. Quantitative Data Collection is based on a Structured Questionnaire. A closed-ended questionnaire was administered to all 160 participants to gather quantifiable data based on the 22 closed-ended questions. The questionnaire also included items evaluating the students' English language proficiency levels and perceived links between SLA and socio-economic opportunities. Moreover, a Likert scale has been used, ranging from 1 to 5, to measure the value of the positive Filters. It was based on variables like motivation, assessment, self-confidence, cognition, attitude towards learning, and perception of the classroom environment. The Likert Scale for the collection of data on the Filters is given accordingly. 1 denotes– Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree respectively.

Qualitative Data Collection is based on Semi- structured Interviews and open-ended questions. In-depth interviews were conducted with a subsample of 32 focus groups comprising 5 students each, focusing on their lived experiences with language learning environments, emotional barriers in the EFL classrooms, and the socio- economic implications of English proficiency.



The author visited the University of Chittagong, Dhaka University, RUET, CUET, Southern University Bangladesh, U.S.T.C, Premier University, North South University, Barendra University, Green University, Brac University, Port City University, BGC Trust University, Independent University Bangladesh, CIU, and the Daffodils University for the collection of data from the participants.

Ethical approval was obtained from the respective research and administrative committees of the university. Informed consent was collected from all participants, with assurances of anonymity and the right to withdraw at any stage. Data confidentiality was maintained, and responses were used strictly for academic purposes.

## V. Results

The answers to the closed-ended questions were analyzed. Based on the analysis, the number of students agreeing and disagreeing with the positive role of the Affective Filters is logically segregated. The main highlights are given below.

1. The data collected depicted that 86% of the students believe that the Affective Filter Hypothesis is highly effective in ensuring sustainable SLA in the tertiary students of Bangladesh. It can also lead to socio-economic development in the students concerned.
2. In total, 137 students have agreed that the Affective Filter Hypothesis is productive in generating sustainable SLA among the students.
3. 86% of the students prefer CLT methodology in the EFL classrooms, whereas 6% don't refer and 8% of them are not sure about it.
4. 86% of the students also prefer Suggestopedia as a teaching methodology and agree with the positive impact of the positive filters in SLA.
5. 6% of the students don't have faith in the Affective Filter Hypothesis, CLT and Suggestopedia in attaining SLA.
6. 8% of the students are not sure of the attainment of sustainable SLA through Affective Filters and are not sure about the application of CLT and Suggestopedia in the EFL classrooms.

Table 1: Chart based on the closed-ended questions 160 students

Students supporting the effectiveness of the Affective Filter Hypothesis [AFH]	Students do not support the effectiveness of the Affective Filter Hypothesis [AFH]	Students are not sure about the effectiveness of the Affective Filter Hypothesis [AFH]
137 students	10 students	13
86%	6%	8%
Prefer CLT methodology	Prefer GTM methodology	Not sure about the methodology.
Will achieve i+1	Will not achieve i+1	Not confident of achieving i+1



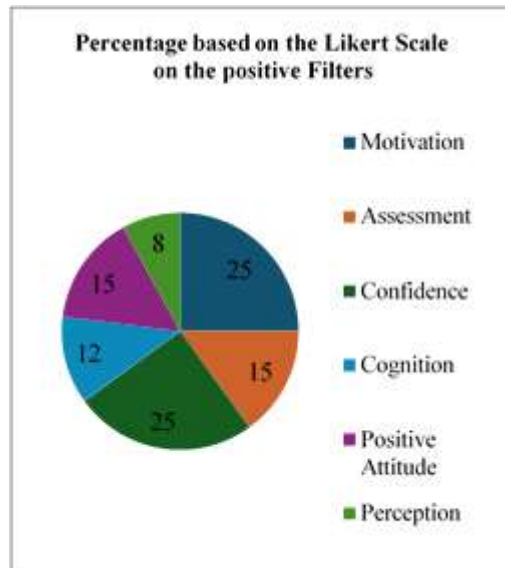
They believe that AFH can lead to socio economic development.	They believe that AFH will not lead to socio economic development.	They are not sure about AFH leading to socio economic development.
They believe that only Positive filters lead to sustainable SLA.	They believe that Positive filters don't lead to sustainable SLA.	They are not sure about the function of the filters.
Suggestopedia lead to sustainable SLA	Suggestopedia doesn't lead to sustainable SLA	Not sure about the utility of Suggestopedia.

The 32 focus groups contributed to the collection of the data by engaging in the open-ended questions and discussions. They commented on various aspects like pedagogy, LAD, the filters associated, silent period, socio-economic development, curriculum development and teaching methodology. The author has segregated a few answers from the discussion of the participants based on the variables of the study.

1. **Language Learning Anxiety:** Questions that assess how nervous or anxious learners feel in language learning situations.
  - “I feel nervous when I have to speak in English in front of the class.”
  - “I get anxious when I don’t understand everything the teacher says in English.”
2. **Motivation:** Questions that explore intrinsic or extrinsic motivation to learn the language.
  - “I learn English because I enjoy learning new languages.”
  - “I am learning English to get better job opportunities.”
  - “I am motivated to improve my English skills even outside the classroom.”
3. **Self-Confidence:** Questions that measure learners’ belief in their own abilities to learn and use the language.
  - “I believe I can become fluent in English if I keep practicing.”
  - “I feel confident speaking English with native speakers.”
4. **Attitude Towards the EFL Class:** Questions to assess how learners feel about the language and classroom experience.
  - “I enjoy Linguistic and Literature classes.”
  - “I think learning English is a waste of time.” (reverse-coded)
  - “I like the way my ELT teacher teaches.”
5. **Classroom Environment:** To understand whether the classroom environment contributes positively or negatively to their learning.
  - “I feel comfortable asking questions in my English class.”
  - “The classroom atmosphere makes me feel relaxed and open to learning.”
6. **Teacher’s Role:** Teacher behavior can significantly affect the filter.
  - “My teacher encourages me even when I make mistakes.”



- “The teacher’s attitude helps reduce my fear of speaking English.”
- The results on the open-ended questions and discussions can be summed up in the following statements.
- The Affective Filter Hypothesis plays a great role among the students of the Department of English in attaining SLA, leading to socio-economic development among the tertiary students concerned.
  - The four skills of the English language can be polished using Krashen’s Hypothesis and Suggestopedia in the EFL classrooms.
  - The silent Phase allows the students to attain SLA.
  - Comprehensible input advocates for attaining linguistic and intellectual proficiency in tertiary students.
  - According to the students, positive filters facilitate SLA, whereas negative filters hinder SLA.
  - The students prefer timely curriculum development for linguistic proficiency.
  - The teachers are expected to use English as the MOI in the EFL classrooms to allow activation of the LAD.
  - The positive filters induce psycholinguistic and sociolinguistic development in the tertiary students.
  - The study of the figures of speech and other literary devices can induce SLA through the utilization of the Positive Filters.
  - Applied Linguistics, along with the distinctive approaches and methods of language teaching, is supposed to cause socio- economic development.
  - Proficiency attained through the Affective Filters causes sustainable linguistic proficiency, which will generate social and economic growth for the students concerned.
  - Linguistic competence ensures an added advantage in the job market of Bangladesh.



Pie Chart 1: Graph Based on the response of the students based on the Variables



## VI. Discussion and Analysis

The author critically analyzes the research findings in light of Krashen's Affective Filter Hypothesis (AFH), with a focus on how emotional and psychological factors impact sustainable second language acquisition (SLA) among tertiary students in Bangladesh and how this, in turn, contributes to socio-economic development. The students studying in the Department of English have been designated as participants. The mixed-methods design enabled a nuanced understanding of the interplay between affective variables (motivation, anxiety, and self-confidence), language learning outcomes, and broader social and economic mobility. The findings of this study strongly support Krashen's Affective Filter Hypothesis, demonstrating that affective variables are not peripheral but central to the SLA process. Motivation, low anxiety, and high self-confidence—when present—act as enablers of deep language acquisition. When absent, they become barriers, regardless of the quantity of input or instructional quality.

Moreover, this study extends Krashen's theory by contextualizing it within the socio-economic framework of Bangladesh, showing how affective barriers and facilitators are intertwined with structural inequalities, language ideologies, and aspirational economies.

The role of Krashen's Affective Filter Hypothesis in the Bangladeshi tertiary context is both theoretically valid and practically significant. Emotional and psychological factors critically shape students' language learning trajectories, which in turn influence their access to socio-economic opportunities. For SLA to be sustainable and equitable, educators, policymakers, and institutions must prioritize affective considerations alongside linguistic input. Only then can English function as a true instrument of empowerment for Bangladesh's future generations.

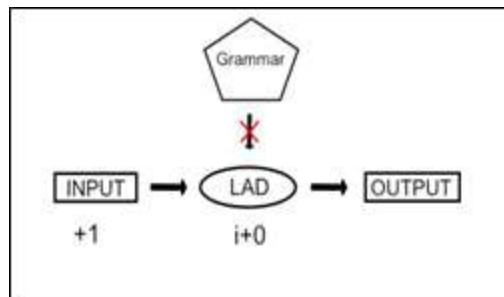


Fig. 1: The Process Diagram of the Study

The students concerned studying at the department of English attend the EFL classes based on the contents of the English language and literature. The various genres of English literature are taught throughout the undergraduate and graduate courses. The stories, dramas, poetry and other genres carry rich linguistic sense to improve the proficiency of the students. The enriched contents stimulate the LAD to be more dominant. This drives the positive filters to facilitate language acquisition among the students. The students derive confidence from the qualitative lectures and can overcome negative filters like anxiety and tension, which hinder SLA in EFL classrooms. They



are supposed to feed into the comprehensible input, which sets a level playing ground for achieving  $i+1$ . The execution of the Input Hypothesis with the usage of filters in the form of a catalyst allows them to acquire the English language comprehensively. Consequently, their linguistic proficiency offers them a chance to possess an upper hand in the competitive job market. As a matter of fact, English, being the most effective second language, is regarded as the game-changer in the professional field of the nation. The career growth, academic, depends on the proficiency in English as a second language. Most of the participants have endorsed this in numbers as a fact. When the students are demotivated, language acquisition is hindered, and they lose interest. This doesn't give them a chance to establish their economic and social status in the society around them.

The study has answered the research questions with precision. The findings have proved that the Affective Filter Hypothesis induces SLA among the tertiary students in Bangladesh. This also leads to the socio-economic development of the students concerned. They go through a very critical phase after they graduate and suffer from an identity crisis, and they place themselves in the competitive job market. Linguistic proficiency, especially in English, keeps the students ahead in the competitive sectors in Bangladesh.

The Affective Filter Hypothesis bridges the linguistic gap between the first and the second language and also denotes a fine line of difference between the comprehensible input and the unintelligible input, as the negative filters hinder the absorption of the Input and make it unintelligible for the students. The findings also denoted the vulnerability in teaching as most of the students are not interested in GTM, which is still widely practiced in many universities in Bangladesh. They want development in curriculum and availability of effective pedagogy with the usage of fluent English in lecture delivery in the EFL classrooms. It has been depicted through the findings that the negative filters lead to obstruction in SLA.

Moreover, the Silent period serves as a gestation period for the students as they absorb the lecture using the cognitive skills, positive filters and feel intellectually motivated to communicate, research and engage in further conversation after they silently grow within this time period. This is the first step words SLA using the filters. Eventually, linguistic proficiency is achieved in the target students, which is the primary significance of the study, which is to generate SLA, which is a sign of royalty and efficiency in the time of globalization. Consequently, socio-economic development is most likely to be achieved if the acquired linguistic proficiency is sustainable in nature.

#### **Theoretical and social implications**

The study contributes to the existing body of second language acquisition (SLA) theories by testing Krashen's Affective Filter Hypothesis in a non-Western, developing country context like Bangladesh. It also provides empirical evidence supporting (or questioning) the role of affective variables—such as motivation, anxiety, and self-confidence—in English language learning among Bangladeshi tertiary students, which is highly essential. Most SLA theories are developed in ESL contexts (where English is spoken in the society). This study adapts and localizes the theory for EFL learners in Bangladesh, potentially leading to a more nuanced or expanded model of the Affective



Filter in EFL settings. The study may inspire other researchers to investigate how affective variables influence language learning across different demographics (e.g., gender, rural vs. urban students, or public vs. private universities), leading to more context-sensitive theories of language acquisition.

Insights into students' affective barriers can help teachers adopt more emotionally supportive, student-centered approaches, such as reducing classroom anxiety or fostering motivation, leading to better learning outcomes. Findings can inform national education policymakers and curriculum developers in designing English language programs that consider emotional well-being, learner confidence, and motivation as integral components of language instruction.

The study highlights the need for teacher training programs to include modules on emotional intelligence, learner psychology, and classroom dynamics, especially to handle anxiety and demotivation in English classrooms.

## **VII. Limitations of The Study**

The sample, while geographically diverse, may not fully represent the experiences of students from rural or non-elite institutions. External variables such as teaching methodology, attitude of the teacher, classroom environment and institutional support may not be in complete control of the author. The essence of the variables may be lost due to the availability of inefficient teachers assigned to multiple courses. The study emphasizes the role of the Affective Filter Hypothesis on the English Language only and may not be highly effective in the case of other languages. Eventually, the cultural and sociolinguistic factors may influence the reliability of the data collected.

## **VIII. Conclusion**

The mixed-methods design of this study provided a robust framework for exploring the role of Krashen's Affective Filter Hypothesis in shaping second language acquisition and its broader implications for the socio-economic development of tertiary students in Bangladesh. The integration of quantitative rigor with qualitative depth ensured a holistic understanding of the affective dynamics at play in SLA and offers practical insights for language education policy and curriculum design.

Proper execution of Krashen's Affective Filter Hypothesis, along with effective teaching methodology in the EFL classrooms, can lead to desired socioeconomic development in tertiary students in Bangladesh, facilitating the attainment of the SDG through multilingualism. It widens the scope of research based on pedagogical strategies and demographical variables influencing the further scope of the Affective Filter Hypothesis in the EFL classrooms in Bangladesh.

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