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English Language Proficiency Hegemony in Career Building among Diverse Groups of Bangladeshi Graduates

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Abstract

The research literature designates English language proficiency to contemplate as the hierarchy of individual development to Bangladeshi graduates, while insufficient English language proficiency contains several disadvantages in carrier development. Although the contradictions exist in the literature, ELP may oscillate among various groups of graduates grounded on the socioeconomic contextual of Bangladesh. In these circumstances, the study focuses on the hindrances of ELP among the diverse social groups of graduates and how they cope with interferences in career building. The study was conducted in a sequential explanatory design method where the survey and interviews were directed to collect data. The data were collected in random sampling technique for survey while interviews were in stratified random sampling technique. Then the study crossed descriptive analysis in quantitative and thematic analyses in qualitative for triangulation purposes. The study indicates discrimination as ELP's hindrances strongly varies based on their education level. In contrast, dissatisfaction varies according to income level, and economic imbalance varies among the living status of Bangladeshi graduates. However, the study suggests to increase awareness of language use in career building among the graduates and concern authorities. Moreover, the study recommends to conduct more research on the language use in career building in different dimensions.

Keywords: Bangladeshi Graduates, English Language Proficiency, Hegemony, Carrier Advancement, Real-Life Context.

Introduction

English language proficiency (ELP) is highly required in carrier building to overcome the demand of internationalization, globalization, higher education, modern technology, the internet, social media, and so on (Hamid and Baldauf Jr). The people are determined to fulfil ELP requirements to cope up with the current trend of globalization and internationalization (Rumnaz Imam). Based on the research literature, the graduates are intensively focused on ELP to be a success in carer building (Hamid and Jahan). In third world countries, English language proficiency is measured as one of the potentials of having jobs and promotions,

so graduates consider ELP as the tool of success in career-building (Hamid and Baldauf Jr). Besides, a positive correlation exists between English language proficiency, academic success in higher education, and career-building (Hasan and Akhand). In this recent world, scholarship for higher education mostly depends on ELP's scores; higher score accelerates the possibility of having an international scholarship for higher education (Akteruzzaman and Islam). Moreover, ELP contributes to internationalization and globalization as the medium of communication consequences the English language is considered as international language around the globe (Alfarhan; Christiansen). Besides, modern technology, the internet, and social media are predominantly English, resulting in people being habituated with the English language in daily life (Al-Sharqi and Abbasi). However, according to Newton's third law of motion, "For every action, there is an equal and opposite reaction" English language proficiency enhances many actions as advantages conversely disadvantages as reaction (Erling; M. M. Rahman et al.). So, when a graduate has good jobs and promotions due to the excellent ELP, the other graduates who are not good enough in the English language are discriminated against and deprived, which percentages are higher than successor (Tarikul and Shukran). Similarly, a student gets a scholarship for a good score in the ELP test (Hasan and Akhand), conversely many students are deprived of the opportunities although they have excellent subject knowledge except ELP (Tarikul and Shukran). Correspondingly, many graduates have inner talent, ideas, and dynamic thought in diverse fields, but they cannot get the opportunities to express their thought, ideas, and talent due to the language barrier (Rao). Furthermore, they remain silent in the classroom and society for the lack of English communication and presentation skills (Nijat et al.; Dewaele and Pavelescu). Moreover, several studies claim ELP accelerates colonial interference, cultural erosion, local language threat, pollution, and many more issues around the world (Tarikul and Shukran). However, the study focuses on the ELP's hegemony in career building to Bangladeshi graduates, such as discrimination, dissatisfaction, and economic imbalance, which depends on the graduates' socioeconomic background (Karim et al.;

M. M. Rahman et al.). In these circumstances, the study is concisely focused on the hindrances of ELP among the diverse social groups of graduates and how they cope with interferences in career building.

Bangladeshi Socioeconomic Background

Bangladesh is one of the most populated countries globally, which is located in South Asia, surrounded by India and Myanmar (Bank). The country was one of the poorest nations at birth in 1971 with (\$134) per capita GDP tenth lowest in the world, but the current per capita GDP is (\$2426) impressive; Bangladesh reached a lower-middle-income status in 2015 (Razzaque). It is on track to graduate from the UN's Least Developed Countries (LDC) list in 2026. Poverty declined from 43.5 percent in 1991 to 14.3 percent in 2016, based on the international poverty line of \$1.90 a day (Titumir). Moreover, human development outcomes improved along many dimensions (Siddhanta and Chattopadhyay). Bangladesh has an impressive track record of growth and poverty reduction (Rahman, Nakata, et al.). It has been among the fastest-growing economies in the world over the past decade, supported by a demographic dividend, strong readymade garment (RMG) exports, and stable macroeconomic conditions (Banerjee, Kayum and Uddin; Mahmood). Continued recovery in exports and consumption will help growth rates pick up to 6.4 percent in the fiscal year 2021-22 (Kathuria). The readymade garments industry and foreign remittance are important sources of income where the English language is crucially required to pursue exportation around the world (Islam; Wijayapala et al.). Although the country has developed a lot in the economy, education, technology, and communication, the development is not equal to all the people (Rahman, M. Shaiful, et al.). Still, many people cannot fulfil their basic demands of food, education, health, shelter (Al Zobair and Hoque). Conversely, few people have more wealth than they need; this inequal development creates a huge gap among the people (Rabby, Fariha and Mehnaz). Consequently, the study indicates a strong variance among the social groups of education, living, and income. These different groups of people have to face a variety of challenges in their way of life.

The Diverse Group of Graduates

Based on the social group of Bangladeshi people, the graduates are also segmented into the groups like lower, middle, and rich classes because the graduates originated from the groups (T. Rahman et al.). Firstly, according to the social perspective of Bangladesh, a few lower-income people can get higher education because of financial crises, lack of awareness, child marriage, and social influence (Khalily). Consequently, the dropout rate from education is higher in the group (Sarker, Wu and Hossain). A few students become graduates through self-struggling in government-owned schools, colleges, and universities, and their life is full of struggling stories (Rahman, Nakata, et al.). Secondly, the middle-class people are called the struggling class because the group of people has to struggle to be successful in career building (Uddin). In the Bangladesh context, this group of people has to face challenges because they have adjusted with lower-class conversely rich class. So, this group of graduates is crucial in the social group. The group of people tries to get a good education at minimum cost, so they look forward to quality full government and private educational institutes (Proshan). Thirdly, the rich class people of the country are called privileged groups; they enjoy all facilities from the community and country (Islam, Sayeed and Hossain). This group of graduates has nothing to do, and they get ready in hand. They lead a sophisticated life in general and are strongly connected overseas. The educational background of the people is from English medium expensive schools, colleges and universities and overseas (Islam and Salma). Overall, they lead society and the country.

English Language Proficiency

As the graduates are from different backgrounds of social class, so their English language proficiency is also different from each other (Dovchin, Sultana and Pennycook). All the lower social graduates are from general schools and colleges, so their English skills are mostly not satisfactory compared to the middle and rich class graduates (Hamid). The middle-class graduates have the ability to spend for education and try to improve their status in education and society, so they try to study expensive

English medium school colleges and university consequences their ELP is satisfactory than lower class (Hamid and Jahan). Moreover, the rich class graduates are from expensive English medium schools, colleges, and universities, sometimes from overseas, so their English is the best in society because schools, colleges, and universities and house they practice English speaking (Hamid and Jahan). They have created English speaking environment for their own interest (Hossain). In these circumstances, the research literature presents ELP leads by the rich income group of graduates when middle income is the good competitor of ELP whereas the lower-income graduates are fewer in ELP (Solaiman).

Career Building

Career advancement carries multiple meanings to Bangladeshi graduates; some believe having a good job with good earnings is called good carrier building (Roshid and Chowdhury). Conversely, the other graduates believe having good jobs and salary are not only the way of career-building but also the engagement with the self-business is also an alternative way of good career-building (Islam, Mohajan and Datta; Dewan and Sarkar). Moreover, the government and policymakers suggest to focus not only on jobs but also on being an entrepreneur (Siddik). Nevertheless, whatever the graduates want to do in their career, they need to be skilled in the English language because the employers highly require the language to get and continue the jobs or business except for local-oriented few jobs and businesses (Erling et al.; Roshid). Most job circulars mention that English skilled candidates are preferable (Chaudhury; Alam et al.). Subsequently, to fulfil the demand of the specific compulsion of English language skills, the graduates are tremendously focused on learning the English language (Rahman, Islam, et al.; Kasseem). Furthermore, to conduct the business online or physically, locally, or intentionally the required English (Takino). In these circumstances, the English language is a crucial tool to enhance better career advancement (Rahman and Pandian).

Methodology

The sequential explanatory design has been used to conduct the study in a mixed-method approach. The triangulation design in the mixed methodology of convergence model aims to give equal emphasis of interview and survey data to join the result and interpretation and substantial-conclusion on the research problem Creswell et al.. However, to conduct the study, Bangladeshi graduates have taken as the samples that have been given in Table 1. Non-slum, Semi-urban, Urban, Sophisticated-urban areas of the capital city Dhaka were selected as the research location to get the different groups of graduates from different social contexts according to their income, education, and living place get easy accessibility of the graduates as respondents. Moreover, the simple random sampling technique was used to ensure the results obtained from the sample should approximate what would have been obtained if the entire population had been measured while the snowball sampling technique was used in interview selections. There were two types of instruments questionnaires and interviews where interview was conducted to justify the quantitative findings. There were eight sections in the questionnaires; the first section was the demography with 12 items and 35 items for the other seven sections. On the other hand, open-ended interview questions sat out to collect data in seven sections. Furthermore, the survey data were collected in face-to-face seating where the researcher asked the questions and input the answer into the google form in real-time due to ensure the concertation of the respondents on the survey, while the qualitative interview data was collected and recorded. The quantitative data were analysed in ANOVA, whereas the interview data were analysed by thematic analysis.

Research Findings

The findings indicate the hindrances of ELP in

career building are not equal to different groups of graduates. Different groups of graduates face different hindrances in career building due to ELP. The findings are presented gradually; firstly, the findings present the variances of ELP's hindrances among education group of graduates who are the Bachelor, Masters and Ph.D. degree holders. Secondly, the among the income group of graduates whose earning range is different. Thirdly, the variances of ELP's hindrances among the living status group of graduates.

Table 1 Summary of the Respondents with the Percentage

Respondents	Number (%)
Education Level	
Bachelor	239 (64.6%)
Master	123 (33.2%)
PhD	8 (2.2%)
Income	
Below BDT 10000	144 (38.9%)
BDT 10001-20000	106 (28.6%)
BDT20001-50000	89 (24.1%)
BDT 50001-100000	18 (4.9%)
BDT Above 100000	13 (3.5%)
Living place	
Non-slum	76 (20.5%)
Urban city	268 (72.5%)
Urban sophisticated	26 (7%)
Total	370 (100%)

ELP's Hegemony in Career Building to Education Group of Bangladeshi Graduates

ELP's hegemony variances among different education qualifications holders of Bangladesh are presented below in Table 2. The ANOVA test was carried out to determine the variances of the impacts among the Bangladeshis graduates who studied a level up to Bachelor degree, Master and Doctorate.

Table 2 The variances of ELP hindrances among Bachelor, Master, and Ph.D. degree

ELP hindrances	Groups	Sum of Squares	df	Mean Square	F	Sig.
Discrimination	Between Groups	4.99	2	2.495	4.936	0.008**
	Within Groups	185.489	367	0.505		
	Total	190.478	369			

Dissatisfaction	Between Groups	0.469	2	0.234	0.473	0.623
	Within Groups	181.76	367	0.495		
	Total	182.229	369			
Economic Imbalance	Between Groups	0.364	2	0.182	0.452	0.637
	Within Groups	147.658	367	0.402		
	Total	148.021	369			

N=370; **p < 0.01; *p < 0.05

Table 2 shows, that there are significant differences in discrimination, while dissatisfaction and economic imbalance are not significant among the Bachelor, Master, and Doctorate degree holders. ANOVA results indicate (N=370; **p < 0.01; *p < 0.05) discrimination is the highest ‘p-value in the groups which is p=0.008, while dissatisfaction and economic imbalance p=0.017. This result indicates a great difference between and within the groups regarding discrimination; Master and Ph.D. holders discriminate against bachelor Degree holders. However, the below section shows the comparison of ELP’s hindrances based on interview findings to justify the quantitative findings.

The interview findings also show that all the ELP’s negative impacts differ in the different education groups. The Ph.D. holders take ELP as positive because they need English to conduct the research. Conversely, the Degree and Masters’ holders think of it as the domination of the English language in career development because the Ph.D. holders have priority.

“Although at the beginning was struggling with insufficient English language skills but with the time being English language proficiency helped me to pursue my Ph.D., still ELP it’s part and parcel in my carrier development.”

(Respondent-B, Interview date-04th July 2021, Page, 24)

Based on the respondent (B), EPL enhances discrimination in Masters’ and Ph.D. degree holders in teaching jobs at universities because the university preferred Ph.D. degree holders. The university authority assumes that a Ph.D. holder has enough English proficiency and research skills. Besides, the Ph.D. holder tries to show off himself as he thinks as superior according to a degree. Similarly, between Bachelor and Master degree, there is also visible discrimination because most private

jobs are required Master Degree. Lastly, there is strong discrimination between national universities graduates and university graduates. The employer prefers university graduates rather than Nation University graduates (National university consists of all the colleges that offer Bachelor and Master programs).

“I have completed a Bachelor degree, so I am eligible to apply for the jobs still; I am not having a job because the employers give priority to the Master degree holders. besides, I think the Master degree holders are also skilled in the English language compared to me, so I try to improve my English skills.”

(Respondent-K, Interview date-16th July 2021, Page, 92)

Afterward, according to the respondent (K), most dissatisfied are Bachelor degree holders because they do not have jobs and promotions compared to Master degree holders getting more opportunities in the workplace. In the Bangladesh context, only a degree is not enough to fight in the jobs market, so they need English language skills as additional skills.

“As I have completed Ph.D. I face less competition in the jobs sector due to few competitors. Besides, I get a few advantages just because of the degree and English skills compared to Bachelor and Master degree holders. For example, having higher salary and respect in the workplace.”

(Respondent-B, Interview date-4th July 2021, Page, 24)

Then, economic imbalance happens among the educational groups because Ph.D. and Master degree holders have more jobs and salaries than Bachelor degree holders. Ph.D. holder having qualified jobs and high salary rather than Master degree holder. Then Master degree holders have more jobs and wages the Bachelor degree holder. Furthermore, according to cultural capital theory Ph.D. degree

holder holds more cultural capital than a Master degree holder; similarly, a Master degree holder holds more cultural capital than a Bachelor degree holder. In the say way, the economic imbalance is going on in the different groups of graduates of Bangladesh.

ELP's Hegemony in Career Building to Income Group of Bangladeshi Graduates

Table 3 shows the variances of the ELP hindrances among different income groups of Bangladeshi graduates. The ANOVA test was carried out to identify the differences of hindrances among the Bangladeshis graduates who earn various levels of income; BDT 10000, 20000, 50000, 100000, and 100000 above.

Table 3 The variances of ELP Hindrances among Income Groups

ELP hindrances	Groups	Sum of Squares	df	Mean Square	F	Sig.
Discrimination	Between Groups	1.83	3	0.61	1.183	0.316
	Within Groups	188.649	366	0.515		
	Total	190.478	369			
Dissatisfaction	Between Groups	5.792	3	1.931	4.005	0.008**
	Within Groups	176.437	366	0.482		
	Total	182.229	369			
Economic Imbalance	Between Groups	3.721	3	1.24	3.146	0.025*
	Within Groups	144.3	366	0.394		
	Total	148.021	369			

N=370; **p < 0.01; *p < 0.05

It is evident from Table 3 that there are significant differences in dissatisfaction and economic imbalance, while discrimination is not significant based on the earning of BDT 10000, 20000, 50000, 100000, and 100000 above of Bangladeshis graduates. Moreover, the dissatisfaction ‘p-value 0.0080; and economic imbalance (p=0.025) mean significant differences in the group.

As the finding indicates the graduates become dissatisfied due to lower-income, besides the economic imbalances are going on due to ELP, which also significantly varies among the income group. Conversely, discrimination variances are not insignificant.

On the other hand, the interview findings present that the income range is considered a success and social status in Bangladeshi society, so if someone’s income is high, considered as successful and high social status in society. On the contrary, low earnings reveal unsuccess and lower social class.

According to respondent (E), low-earning people are discriminated against in society in many ways. The people cannot send children to good institute to study even they cannot get the opportunity for higher study even if they cannot fulfil their basic needs. Moreover, due to insufficient English skills, they are discriminated against in the workplace.

“As I am from an economically poor background, my parents could not fulfil the basic needs. Moreover, they could not send me to a government-owned free primary school while expensive English medium private school was unimagined. Besides, I am deprived and discriminated in my workplace due to my insufficient English knowledge.”

(Respondent-E, Interview date-9th July 2021, Page, 49)

The respondent (F) has participated in many interviews for having the jobs, but still, he was not able to manage to get the jobs due to insufficient English skills and became frustrated. In this case, several factors include not having jobs, such as a huge number of job applicants and strong competition, and few jobs scope where insufficient English skills are one of them.

“I have completed Bachelor and looking jobs, and I have attended in many interviews for the jobs, but still, I am not a success due to lack of English skills. So, I have become dissatisfied and frustrated in life.”

(Respondent-F, Interview date-11th July 2021, Page, 56)

Eventually, income is closely related to ELP and economic imbalance because ELP enhances more income ability which enhances economic imbalance

among the people in the society. The imbalance between the lower and middle classes is not huge, but the middle and elite classes differ vastly.

“I had few friends; their parents were economically stable, so they studied English medium schools and doing good jobs. Now, the friends are also economically stable due to quality education. If they don’t have enough money, they could not get quality education from the English medium and get good jobs. I also think that my friends and I are economically imbalanced due to my education. I am from a government-owned Free primary school, from private English medium schools.”
(Respondent-E, Interview date-9th July 2021, Page, 47)

ELP’s Hegemony in Career-Building to a Living Status Group of Bangladeshi Graduates

English Language proficiency among the different living places of Bangladeshi graduates is shown in Table 4. An ANOVA test has been carried out to identify the variances of ELP’s hindrances among living status groups to identify the differences among the Bangladeshis graduates staying at various locations, non-slum, semi-urban, urban, and urban sophisticated. The findings indicate that discrimination, dissatisfaction, and economic imbalance in career building vary significantly based on the living status in the Bangladesh context.

Table 4: The Variances of EIP Hindrances among Living Status Groups

ELP hindrances	Groups	Sum of Squares	df	Mean Square	F	Sig.
Discrimination	Between Groups	5.146	4	1.287	2.534	0.04*
	Within Groups	185.332	365	0.508		
	Total	190.478	369			
Dissatisfaction	Between Groups	5.323	4	1.331	2.746	0.028*
	Within Groups	176.906	365	0.485		
	Total	182.229	369			
Economic Imbalance	Between Groups	5.784	4	1.446	3.711	0.006**
	Within Groups	142.237	365	0.39		
	Total	148.021	369			

N=370; **p < 0.01; *p < 0.05

According to the test result among 370 respondents where the ‘p-value consideration is (N=370; **p < 0.01; *p < 0.05). The difference shows economic imbalance (p=0.0060 which are highly significant differences within the group. Similarly, discrimination (p=0.04), dissatisfaction (p=0.028), are also moderately significant. In the social context of Bangladesh, the lower-income people live in the villages and semi-urban cities because they cannot bear the expenses of higher living costs.

Similarly, the interview data indicates the living place of the respondents in the study is important to segment the social classes because, in Bangladesh’s perspective, people live in different places according to the income range. Usually, the seating is non-slum, semi-urban, and urban slam areas in the capital city.

“I have born in Dhaka, and we live in Dhanmondi, a sophisticated area in the city. I don’t feel any discrimination in the workplace because it is

my father’s organization. Besides, I am working friendly with the other colleague. I did not have to sit for an interview to get the jobs because this is our organization.”

(Respondent-J, Interview date the-15th July 2021, Page, 80)

The participant (J) did not have to take any interviews for having the job because of their organization; besides, he doesn’t feel any discrimination and dissatisfaction in the workplace. There are a few factors of having no discrimination, such as having no competitors in the organization or having no relation to the other living status group of people.

On the other hand, according to the respondent (O), he lives in a semi-urban area of the city. He thinks his life is limited, so he thinks about simple jobs with high competition and challenges. He has to face discrimination in the workplace.

“I am from a rural area and stay in a semi-urban area in the capital. I have become a graduate of the national university of Bangladesh, and I have to face many challenges with competition in the workplace. As a teacher in Bangla medium schools, they are paid very little. On the other hand, a teacher in English Medium School their salaries are much higher.”

(Respondent-O, Interview date the-20th July 2021, Page, 116)

Living status and economic imbalance are well connected in Bangladesh because poor earning people cannot live a sophisticated life. So, no-slum people are having a great problem in career building because this group of people is not well fitted in the sophisticated urban people, and they become dissatisfied. So, the thing is the limited boundary.

“As we see in our Bangladeshi social and economic pattern, the Economic imbalance exit from the colonial period. Moreover, the scenario did not positively change, but the imbalance has also increased due to many reasons, but education is one of them.”

(Respondent-G, Interview date the-12th July 2021, Page, 61)

A robust economic imbalance has existed since the British period, but it is continued due to their more development in education and business nationally and internationally. ELP contributes a lot to the development of the Elite class because they can invest in every sector and where the lower class are not able to do so. Finally, an account of ELP in Bengali speaking contaminates the local language by the urban and urban sophisticated people. They want to show off themselves as superior and powerful regarding education, knowledge, property, and the English language. Conversely, the village and urban slam people are not engaged in a mixture of the language, and they don't want to show off because they're destitute and straggling for food and living.

Discussion

The section discusses the findings of ELP's hindrances in career building to the diverse group of Bangladeshi graduates based on education, income, and living (Islam, Ramalingam and Hoque). The survey and interview findings indicate ELP's

hindrances, discrimination, dissatisfaction economic imbalance varies among the graduates to build a better career. ELP relatively effects on the career-building resulted in discrimination, dissatisfaction, and economic imbalances arising among the graduates. However, the findings indicate that the discrimination significantly varies among the group, but the dissatisfaction and economic imbalance do not vary significantly. This means a substantial difference of discrimination in the education qualification group, meaning the Bachelor degree holders are discriminated against by Master and Ph.D. degree holders due to ELP because they are skilled in the English language compared to Bachelor. Similarly, the interview findings indicate that Ph.D. holders have more opportunities in the jobs market while Bachelor degree holders are sufferings from a lack of English language proficiency. Ph.D. holders are skilled in English comperere to Bachelor and Master. Correspondingly, the Master degree holders are comparatively taking more opportunities than Bachelor due to having sufficient English language skills. However, there are few cases against the findings due to social background and other factors in the carrier building where ELP has not any interferences (Uddin, 2021).

The results among the income group of graduates indicate a big difference of dissatisfaction based on the income. Higher-income people feel less discrimination compared to lower-income because insufficient English-skilled people are disappointed with their earnings. The higher income family backgrounded graduates enjoy privilege in every step of life to invest money for higher education and learn English with English medium instruction to organize life. They can do business and can be focused on career building (Chowdhury & Miah, 2019). Conversely, poor income backgrounded graduates are straggling for basic needs with hope of life in the future. Furthermore, both survey and interview findings show high dissatisfaction based on different income ranges and their living status. Then economic imbalance is highly significant in the income group found from qualitative analysis, but quantitative presents moderately significant. Economic imbalance exists in the people of the society, which is the nature of the social system, but

ELP helps to secure the jobs and business for better career building resulting in economic imbalances being continued because English language unskilled people cannot secure the jobs.

The survey findings show that the living status group of graduates significantly differs from the hindrances of economic imbalance while discrimination and dissatisfaction are moderately significant, meaning sophisticated living areas graduates have more advantages for ELP in career building compared to non-slum and urban city living graduates. Similarly, the qualitative findings also present that sophisticated living graduates enjoy more benefits from ELP in carrier building because they are connected and created those specific jobs opportunities among themselves (De Mello et al., 2021). Moreover, discrimination of ELP still strongly exists in sophisticated and urban and non-slum living graduates. Middle-income people live in urban cities with comparatively higher expenses than non-slum urban areas. In contrast, higher-earning people live in a sophisticated urban area that is highly expensive, luxurious, and privileged. So, according to living place, they hold different communities, cultures, and linguistic arenas. The ELP highly influences urban sophisticated living people compared to non-slum living people. Moreover, the non-slum people don't care about language and culture because the people are straggling for basic needs. Their main concentration is on food, living, clothing, primary education, and health. They are too poor to eat, so they are not thinking about language and culture but about foods. The parent tries to educate their children with free public schools and colleges because they dream of being educated like middle and reach class people. However, the people who live in semi-urban and urban areas are doing comparatively good jobs and business.

Conclusion

The study was important for creating awareness among the graduates, employers, and concerned authorities about discrimination, dissatisfaction, and economic imbalance by language in career building and the study is also influential for further research in sociolinguistics field. However, the study suggests English language proficiency is required

for self-development and to fulfil the demand of modernization, but at the same time, ELP contains few side-effects as a hindrance which impacts vary based on the social group of Bangladeshi graduates. However, the study presents enormously significant discrimination in the education group of graduates while the dissatisfaction significantly varies in the income group of graduates whereas economic imbalance is in the living group of graduates. Moreover, all types of graduates were not comprised in the study, Islamic education-based graduates, which is the limitation of the study. However, future studies can focus on the English medium Islamic education-based graduates' experiences on language and career building.

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