

Lifelong Learning Skills and Its Outcome Among Bangladeshi English Graduate Students

By

Abu Taher Tareq
20103059

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

Department of English and Humanities
Brac University
December 2023

© 2023. Brac University
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Abu Taher Tareq
20103059

APPROVAL

The thesis titled “Lifelong Learning Skills and Its Outcome on Bangladeshi English Graduate Students” submitted by Abu Taher Tareq (Id 20103059) of fall, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on December 28, 2023.

Examining Committee:

Supervisor:

Dr. Sabreena Ahmed

Associate Professor, Department of English and Humanities

BRAC UNIVERSITY

External Examiner:

Nazah Farhat

Senior Lecturer, Department of English and Humanities

BRAC UNIVERSITY

Departmental Head:

(Chairperson)

Professor Firdous Azim

Professor, Department of English and Humanities

BRAC UNIVERSITY

Ethics Statement

When conducting my research, I maintained honesty and considered the ethical issues related to the study. While conducting my research, I follow these guidelines:

- Be sensitive to other people's feelings.
- Respect the dignity and worth of all people involved in my research. Be aware of their age, gender, cultural or language background, disability, or socio-economic status.
- I made sure that people who gave me information understood what my research was about and what I wanted them to do. I also make sure that people who give me information understand how the information I get from them will be used.
- I got permission to use the information that I gathered.
- I kept confidential any personal, identity-related information and information that may not have been intended for other people.
- I used information from the research only for the purpose for which I asked permission.
- I acknowledge other people's words and ideas and make sure that the work I produce is my own.
- I took careful consideration of any legal, cost, or security matters when deciding on my topic or question.
- I also took careful consideration to ensure that my research question or topic was appropriate and not offensive to the participants or my supervisor.
- Before I started my research, my supervisor approved of my research questions and
- I made sure that I felt safe at all times. Do not put the participants or myself at any risk.

Abstract

This study examined the impact of lifelong learning skills on the academic and professional outcomes of English graduates in Bangladesh. The study employed a qualitative research methodology and select a cohort of six students who have completed their studies in English major. The interview questions were prepared using a blend of lifelong learning inquiries that aligned with the European Reference Framework or Key Competencies Framework for Lifelong Learning (2018). During the interview session, the participants generated a multitude of ideas regarding the abilities they acquired such as creativity, communication, critical thinking and etc. These skills have proven to be significant in their professional life. Most of the participants mentioned their challenges regarding managing time, adapting to new information, conducting research, referencing sources, and moving outside of their comfort zones. However, the participants discovered that the abilities that promote lifelong learning were highly beneficial for their academic and professional activities. This study helps bridge a gap in our understanding of how to put lifelong learning skills into practice.

Keywords: Lifelong Learning; Adult Learning; English Graduate; Critical Thinking; Motivation

Dedication

Ammu, my dear, my entire existence grew up in your shadow.

Baba-Maa, you are the ones who helped me deeply understand how beautiful life can be.

Tasnim, my beloved soulmate. Without you, I am utterly lost and incomplete.

Nadia Apu-Rizvi Bhaiya, the couple I adored with all my heart

I am eternally thankful to them for their unwavering support.

Acknowledgement

First and foremost, I would like to express my gratitude to Allah (SWT) for making all of my wishes come true throughout my life.

Following that, I would like to express my gratitude to my supervisor, Dr Sabreena Ahmed, for her patient guidance not only during the process of writing my thesis but also during the entirety of my undergraduate adventure. She has instructed me on how to write a research paper from the very beginning to the very finish, and her expert advice has assisted me in comprehending every aspect of the research process. It is without a doubt going to be of benefit to me in my future studies. On the other hand, she always managed to be present whenever I needed her guidance, and I would not have been able to finish my thesis within the allotted time frame of eight months if it weren't for her assistance.

Next, I would like to extend my heartfelt gratitude to the entire teachers and staff of BRAC University for their exceptional warmth and welcoming attitude towards every one of their students.

In conclusion, I would like to express my gratitude to Tasnim for being a guide, a reminder, a critic of my writing, and most importantly, my life partner and my closest friend.

Table of Contents

Declaration.....	i
Approval.....	Error!
r! Bookmark not defined.	
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgement.....	vii
Table of Contents.....	viii
List of Tables.....	xiv
List of Figures.....	xv
Chapter	1
INTRODUCTION.....	Error!
Bookmark not defined.	
1.1 Background of the Study.....	1
1.2 Importance of Lifelong Learning	2
1.3 Promoting Lifelong Learning in Bangladesh.....	4
1.4 Lifelong Learning and Career Outcomes.....	5
1.5 Fostering Lifelong Learning Among English Graduates Students.....	6
1.6 Bangladeshi English Graduate Students.....	7
1.7 Valuable Skills for Lifelong Learning.....	9

1.7.1 Adaptability.....	10
1.7.2 Communication.....	10
1.7.3 Creativity.....	11
1.7.4 Critical Thinking.....	12
1.7.5 Curiosity.....	13
1.7.6 Collaboration.....	14
1.7.7 Goal Setting.....	14
1.7.8 Information Management.....	15
1.7.9 Leadership.....	15
1.7.10 Motivation.....	16
1.7.11 Numerical or Mathematical Skills Under Problem-solving Skills.....	16
1.7.12 Personal Development.....	17
1.7.13 Reflection.....	17
1.7.14 Time Management.....	18
1.8 Statement of The Problem.....	18
1.9 Central Research Objective	20
1.10 Research Questions	20
1.11 Major Theories Related to The Conceptual Framework of The Study.....	20
1.12 Nature of The Study	21
1.13 Scope of The Study.....	22

1.14 Limitations of The Study	23
1.15 Significance of The Study.....	25
1.16 Definition of Key Terms.....	26
Chapter 2 REVIEW OF CONNECTED BOOKS AND	
RESEARCH.....	E
rror! Bookmark not defined.8	
2.1 Part One: Lifelong Learning and Its Importance.....	28
2.1.1 The Concept of Lifelong Learning.....	29
2.1.2 Types of Lifelong Learning and Components of Lifelong Learning.....	31
2.1.3 Characteristics of Lifelong Learning.....	32
2.1.4 Importance of Lifelong Learning.....	33
2.2 Part Two: Impact and Benefits of Lifelong Learning on Education.....	35
2.2.1 Transformation of Education.....	35
2.2.2 Benefits of Lifelong Learning.....	38
2.3 Part Three: Recent Studies on Lifelong Learning.....	39
2.3.1 Examples of Lifelong Learning.....	40
2.3.2 Sources of Lifelong Learning.....	41
2.3.3 Challenges of Implementing Lifelong Learning.....	42
2.4 Part Four: Lifelong Learning in Bangladesh.....	46
2.4.1 Education System in Bangladesh.....	47

2.4.2 Exploring Lifelong Learning in Bangladesh.....	48
2.4.3 Research Gap.....	50
2.4.4 Conceptual Framework.....	51
2.5 Chapter Summary.....	54
Chapter 3 METHODOLOGY.....	55
3.1 Introduction	55
3.2 The Qualitative Paradigm and Its Philosophical Assumptions.....	56
3.3 Research Design.....	58
3.4 Multiple Case Study Approach.....	59
3.5 The Researcher’s Role	61
3.6 Settings.....	64
3.7 Selecting the Participants.....	65
3.8 An Overview of The Participants.....	68
3.8.1 Participants’ Profiles.....	68
3.9 An Overview of Data Collection Procedures.....	70
3.9.1 Data Collection Method.....	70
3.9.2 Interview Protocols and Question Designs.....	71
3.9.3 Pilot Interviews.....	71
3.9.4 Data Saturation.....	72
3.9.5 Document Review.....	73

3.10 An Overview of Data Analysis Procedures.....	73
3.11 Ethical Considerations.....	75
3.12 Trustworthiness of The Study.....	77
3.13 Chapter Summary.....	79
Chapter 4 RESULTS AND DISCUSSION	80
4.1 Introduction	80
4.2 Section One: Effects of Lifelong Learning Skills on English Graduates.....	80
4.2.1 The Sets of Acquired Lifelong Learning Skills.....	81
4.2.1.1 Communication, Creative Writing and Critical Thinking.....	81
4.2.1.2 Fluency, Mathematical and Technological Competency and Dealing with Uncertainty and Complexity.....	83
4.2.1.3 Conscientiousness, Entrepreneur and Cultural Abilities.....	85
4.3 Section Two: Challenges Faced by The Participants.....	87
4.3.1 Challenges Regarding Citing, Researching, Managing Time and Other.....	88
4.3.2 The Skill Set Participant Recently Learned.....	92
4.4 Section Three: Participants' Viewpoints on Lifelong Learning.....	95
4.4.1 Is It Helpful and Advantageous or Not?.....	95
4.5 Chapter Summary.....	97
Chapter 5 CONCLUSION.....	98
5.1 Introduction	98

5.2 Major Findings in Brief.....	98
5.3 Contribution of The Study.....	99
5.3.1 Implications for Knowledge.....	99
5.3.2 Implications for Pedagogy.....	100
5.3.3 Implications for Society.....	101
5.3.4 Recommendations.....	101
References.....	103
Appendix A.....	117

List of Tables

Table 1: Profile of Participants	68
--	----

List of Figures

Figure 1: Eight Key Competences of The European Lifelong Learning Framework.....**Error! Bookmark not defined.**4

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Novel innovations are being introduced all the time, and our world's technology is changing very quickly, which is why people need to keep improving their skills, knowledge, and abilities. We all need to keep learning to keep up with the times, improve ourselves, and get better at what we do (Mawas & Muntean, 2018). The concept of Lifelong Learning has been integral to the progression of civilization throughout history. The comprehensive approach to education, encompassing all stages from birth to death, is widely recognized and advocated in numerous nations. Over time, as people's learning demands have gotten more varied, the concepts and methods of education have expanded. However, the fundamental importance of continuous learning has remained unchanged (Raihan & Han, 2011). The increasing prevalence of knowledge-based economies on a worldwide scale, coupled with the quick pace of technological breakthroughs, highlights the imperative for individuals to engage in ongoing learning, adaptability, and skill development throughout their professional trajectories (Hammond, 2004). In the context of globalisation, it is imperative for graduates to possess not only fundamental academic knowledge but also the ability to adapt and exhibit resilience. In this case, lifelong learning is establishing itself as a vital component for job success in a fast-changing global market (Raihan & Han, 2011). Continuous change in the workforce today is a result of technological and creative advancements. Individuals with not only educational expertise but also the flexibility and skill growth that lifelong learning encourages are in high demand in global markets. As the world shifts towards an economy based on knowledge, graduates' capacity to continually adapt and gain new skills becomes critical, making the investigation of continuous development in the professions of graduates a topic of worldwide importance.

Cultivating a mindset of perpetual learning is a highly effective strategy for thriving in the dynamic landscape of the modern era. An abundance of technological resources is accessible to facilitate lifelong learning (Valamis, 2023). Individuals who are committed to continuous learning are often driven by a strong desire for acquiring additional knowledge and enhancing their personal growth, or they may have specific career goals in mind (Importance of Lifelong Learning, 2016). Moreover, studies have indicated that ongoing cognitive engagement has a beneficial impact on neurons and enhances cognitive acuity, particularly among older individuals. Whether we're working alone or in a group, there will always be opportunities for adult education and continuous learning. There are countless examples of people teaching and learning from one another whenever we are involved in any kind of activity (Kumar, 2012). The results of a recent LinkedIn (2023) study show us new technologies are appearing all the time, and the world is evolving at an incredible pace. Workers, therefore, must be lifelong learners if they want to maintain a competitive edge. Also, New professions are emerging that call for a distinct set of abilities, while old ones are getting more and more mechanized. Workers must be versatile enough to take on new tasks as they arise, and they must be able to show that they are committed to their own professional growth if they want to go up the corporate ladder. Courses, conferences, or even just reading trade journals can help with this. Learning new things and increasing one's knowledge base is something that many individuals genuinely enjoy doing. In addition to assisting individuals in reaching their objectives, engaging in lifelong learning can serve as a powerful motivator.

1.2 IMPORTANCE OF LIFELONG LEARNING

A commitment to continuous learning is essential in the modern world, both to keep up with the ever-evolving scientific landscape and to meet the demands of our information-based society and no one should ever markdown the value of schools because of the role they play in fostering a culture of lifelong learning (Demirel, 2009). Engaging in continuous learning

throughout our lives is beneficial for our cognitive function, psychological health, and sense of self-worth. Pursuing further education might result in advantageous job progressions, and enrolling in additional courses will enable us to acquire practical expertise (Deveci, 2019). In a society focused on knowledge, lifelong learning is an essential requirement for the workforce. Undoubtedly, the ongoing evolution of contemporary societies necessitates a perpetual transfer of knowledge infrastructure (Weiler, 2018).

In addition, lifelong learning has numerous advantages, with a successful career being just one of them. Additional factors encompass enhancing self-assurance through expertise, maintaining mental stimulation, and uncovering novel interests and maybe one's life objective. Furthermore, when we engage in the process of acquiring knowledge, we cultivate essential life skills, like effective time management, efficient organization, and unwavering perseverance. Additionally, we refine our abilities as a proficient reader, proficient writer, and observant critical thinker (Deveci, 2019). Next, Lifelong learning holds particular relevance for educational institutions. Promoting this mentality entails a heightened need for training and educational programs, thus necessitating schools and universities to adjust to this novel approach that emphasizes the significance of technological advancements in education (Sydle, 2023)

Furthermore, the act of exploring new hobbies enables us to establish connections with individuals who share similar interests. The acquisition of knowledge throughout one's lifetime serves as the fundamental basis for adapting to and achieving professional success within a globally interconnected society characterised by rapid advancements in knowledge and technology. This phenomenon is linked to the capacity to succeed in a very competitive work market and promote growth in oneself among English graduate students around the world. This study aims to analyse the link between global educational trends and local workplace dynamics in order to determine the influence of lifelong learning on career progression. This effort seeks

to illuminate the transformative potential of continuous education in shaping their professional trajectories. Additionally, the author of the study by Deveci (2019) examines the connection between interpersonal communication and lifetime learning. The findings of the study indicate that college students typically possess inherent tendencies in interpersonal communication that contribute to the facilitation of lifelong learning.

1.3 PROMOTING LIFELONG LEARNING IN BANGLADESH

The importance of ongoing education during the professional development of graduate English pupils in Bangladesh is deeply ingrained in both domestic and international frameworks. It encompasses various dimensions and is aligned with both global educational standards and local growth objectives. In order to promote continuous education and contribute to the achievement of Sustainable Development Goal 4, the Government has implemented measures to enhance Non-Formal Education programs. These initiatives aim to improve literacy, provide skills training, and promote lifetime learning opportunities for children, youth, and adults who are not enrolled in formal schooling (Chowdhury, 2014). Etemeh (2013) argued that promoting lifelong education involves creating favourable circumstances that facilitate learning in formal educational institutions. This is necessary because advancements in science and technology constantly introduce new challenges, issues, and findings that inevitably change the methods used to perform certain tasks. Tertiary institution students should be given the opportunity to enhance and broaden their current talents, as well as learn new skills. This will enable them to effectively confront emerging issues in both society and the global arena.

Also, in light of the global trend towards an economy centred around knowledge, it is imperative for Bangladesh, along with many other countries, to ensure that its educational system is aligned with these international advancements. In the present setting, the concept of lifelong learning assumes a paramount significance, surpassing conventional educational confines and establishing linkages between scholarly knowledge and competencies that assist

persons throughout their professional endeavours. Bangladesh is characterised by a vibrant culture and a youthful population with a strong desire to achieve its maximum capabilities within the local context. The promotion of continuous learning is in line with the nation's objectives of economic growth and societal advancement. The unique socioeconomic circumstances of the nation require innovative approaches for the dissemination of knowledge and the improvement of skills. The seamless integration of lifelong learning within the educational framework of Bangladesh is vital to facilitate a seamless transition from educational institutions to the labour market. This paper examines the intricate relationship between the notion of continuous education as a crucial aspect for institutions worldwide and its implementation in the context of Bangladesh. The objective of this study is to elucidate the distinct challenges and opportunities associated with lifelong learning in the context of the local education and job landscape. This will be achieved by conducting an analysis of the promotion and implementation of lifelong learning initiatives in Bangladesh, with a particular focus on English graduate pupils.

1.4 LIFE-LONG LEARNING AND CAREER OUTCOMES

The connections between continuing education and professional success are complex and depend on a wide range of local and international variables; this is especially true for English graduate students. We must remain persistent in our commitment to global learning in view of the innovative, fast-paced, technologically advanced, and otherwise transformational character of today's workforce. Acquiring lifelong learning skills can offer individuals a profound sense of purpose and satisfaction as they engage in the exploration of new interests and the acquisition of knowledge in unfamiliar fields. This study has explored the influence of lifelong learning skills on English graduates from Bangladesh. Additionally, the obstacles they encountered while cultivating it and their viewpoint on becoming perpetual learners. The purpose of continuing education throughout one's life is to better prepare one for the ever-

changing demands of one's career and the global economy (Sydle, 2023). The current global focus underscores the importance of ongoing learning in order to achieve professional success on a worldwide scale. As global educational and economic landscape continues to evolve, the paths taken by graduate students studying English will inevitably intersect (Morley & Jamil, 2020). This text emphasises the need for lifelong learning. When individuals who have completed their academic studies move from the realm of academia to the professional workforce, the extent to which they prioritise further education and the enhancement of their skills can have a substantial impact on their future employment opportunities. Lifelong learning is an inherent component of effectively handling the unique problems and possibilities present in the global labour industry. The researcher tried to shed light on the intricate connection between continuing education and employment outcomes for English graduate students (Imam, 2005). According to Imam (2005), he explains that this is accomplished by tailoring the study to the unique needs of the region while also placing it within the larger global conversation on career enhancement. By investigating the ways in which these students embrace lifelong learning and its effects on their professional trajectories, we want to supply substantial insights that deepen the link between the global necessity of continuous learning and the unique dynamics of career advancement around the world.

1.5 FOSTERING LIFELONG LEARNING AMONG ENGLISH GRADUATE STUDENTS

The promotion of lifelong learning practises among graduate students concentrating in English is a complicated effort within the ever-evolving landscape of higher education around the world. This attempt is influenced by global demands and tailored to address specific local requirements. Globally, there is a growing inclination towards lifelong learning, which aligns with the transition towards a knowledge-based economy, thereby encouraging individuals to continuously adapt. According to Hammond (2004), English graduate students play a crucial

role in enhancing the intellectual capital of the nation. They possess the advantageous position of developing lifetime learning abilities that go beyond their academic endeavours. Promoting continuous learning among graduate students majoring in English holds particular importance. As the students in question make preparations to enter the global labour market, they will encounter numerous challenges, such as the requirement to align their skills with global standards and tackle socioeconomic concerns specific to the local context. An individual's ability to overcome these obstacles is enhanced by their commitment to lifelong learning. In addition to teaching students to speak and understand English fluently, it gives them the flexibility and determination to succeed in a wide variety of professional settings at home and abroad. Some research explores how the complex relationship between global educational trends and the unique patterns of higher learning around the world merged together to foster lifelong learning. Some researchers wanted to examine the extent to which graduate learners around the world actively participate in lifelong education and the subsequent impact of this engagement on their professional trajectories (Imam, 2005). According to Laal (2022), lifelong learning offers valuable insights into the gap between the widely recognized need for continuous learning and the specific demands and opportunities in the current global context. Moreover, it not only improves a person's employability and competitiveness but also their social integration, civic engagement, and growth as a person (Ramakrishnan, 2023). Lifelong learning skills not only enhance the likelihood of obtaining secure and higher-quality employment but also have a substantial impact on competing and dominating the job market

1.6 BANGLADESHI ENGLISH GRADUATE STUDENTS

The issues faced by English graduates in Bangladesh pertain to their ability to effectively participate in lifelong learning activities, enabling them to traverse the intricate dynamics of a constantly evolving global job market. It is crucial for them to match these learning practices with the distinctive characteristics of the Bangladeshi educational system and labour force. To

fully understand how English undergraduates from Bangladesh are impacted by lifelong learning on their professional success, we need to go beyond the traditional boundaries of education and explore the many opportunities and challenges they face as they move from school to work (Tan, 2016). The necessity of continuous education is especially salient when viewed in the context of the rapidly changing educational environment in Bangladesh and the diverse career paths taken by English majors at the graduate level. This shift emphasizes the significance of comprehending how English graduate learners in Bangladesh participate in perpetual education from the perspective of a global setting (Strom, 2011).

Dr. Shamsad Mortuza asserts that the textbooks developed by the National Curriculum and Textbook Board (NCTB) are effectively guiding students towards becoming lifelong learners by providing them with the necessary skills to engage in critical thinking and inquiry. According to the NCTB sources, it has been indicated that the textbooks of the new curriculum will prioritise lessons centred on analysis and experiential learning as opposed to rote memorization. The goals of the curriculum are directed at fostering a desire to continue education throughout one's life (Hoque, 2023). Moreover, as per the Ministry of Education and the Ministry of Primary and Mass Education, under the Government of the People's Republic of Bangladesh, the country is currently enacting the "National SDG 4 Strategic Framework." This framework aims to achieve the vision of providing inclusive and equitable quality education as well as fostering lifelong learning opportunities for all individuals. The targets outlined in this framework emphasise the expansion of educational opportunities in various stages, including pre-primary, primary, secondary, vocational, higher, and adult education. Also, the government is implementing, sustaining, and enhancing a more integrated education and training system within lifelong learning. The principal duty of the government pertains to the provision of education, pre-employment training, and training programmes for unemployed individuals. Furthermore, the National Technical and Vocational Qualifications Framework

(NTVQF) in Bangladesh is a comprehensive system that aims to facilitate continuous learning by offering established routes for individuals to enhance their knowledge and abilities throughout their professional careers and beyond. According to Dawson (1994), an organisational change can encompass any modification in the activities or duties undertaken by the organisation. A significant transformation has occurred in the English curriculum in Bangladesh, namely the introduction of CLT (Communicative Language Teaching) as a pedagogical approach to English language instruction. In 2001, Communication Language Teaching (CLT) overtook the Grammar Translation Method (GTM) in Bangladesh's higher secondary schools. Today, the English curriculum has changed significantly with the ELT approach. However, the Communicative Language Teaching (CLT) approach places greater emphasis on the learning process than the end result, fostering students' autonomy in setting their learning objectives and perceiving learning as an ongoing and continuous endeavour (Jacobs & Farrell, 2003). The importance of lifelong learning cannot be overstated in terms of harnessing the boundless potential of young individuals and making significant contributions to social development within the specific context mentioned (Asmari, 2016). The significance of lifelong learning should not be underestimated, both globally and in relation to the unique circumstances of Bangladeshi English undergraduates.

1.7 VALUABLE SKILLS FOR LIFELONG LEARNING

The range of advantageous lifelong learning abilities one can possess is extensive and varied, and it is advantageous to continuously cultivate them. These abilities have the capacity to significantly improve our future, as they originate from our highest capabilities. Let's have a discussion about which ones are the most helpful for students who aspire to enter the modern workforce when they graduate from school. Let's have a discussion about which ones are the most helpful for students who aspire to enter the modern workforce when they graduate from their respective institutions. Most of the skills are interconnected with each other.

1.7.1 ADAPTABILITY

Adaptability abilities refer to the attributes that enable individuals to effectively modify their behaviour and approach in response to alterations in their surroundings. Workplace adaptability refers to the ability to promptly adjust to evolving concepts, duties, demands, shifts, techniques, and other operational procedures (Herrity, 2023). The concepts of adaptability and lifelong learning signify a fundamental change in our way of thinking. The essence lies in acknowledging that each setback presents an occasion for advancement, every unexpected obstacle offers an opportunity to enhance our approach, and every difficulty serves as a foundation for personal development. The capacity to adjust is not a withdrawal from our fundamental principles; instead, it is a manifestation of our ability to withstand and persist in forging our trajectory within a constantly evolving environment. Moreover, in an era of transformation, almost every aspect requires a high level of adaptability and creativity on a level not seen before (Joseph, 2023). In Magazine (2023), the Journal of Applied Psychology has demonstrated that people who actively pursue ongoing education are more inclined to adjust to changes in their work environments and demonstrate elevated levels of fulfilment at work. Constructive feedback, sudden alterations, and worst-case circumstances are inevitable in any professional setting. Therefore, the value of adaptability skills is indescribable. They assist in our decision-making process and aid in determining how to establish objectives. Also, by demonstrating adaptability, we can persist in progress rather than concentrating on the challenges we encounter.

1.7.2 COMMUNICATION

In the era of digitalization, communication has evolved beyond conventional physical connections. Our reliance on technology for communication has reached unprecedented levels. Regardless of the medium we select, there are certain skills we may develop to enhance our communication abilities. The ability to articulate one's thoughts and feelings clearly and

concisely is called communication (Kurtuy, 2023). Effective communication skills are crucial due to their importance in all aspects of life. In the realm of higher education, collaborative efforts are employed to generate resolutions for the various obstacles and predicaments encountered. Curiously, we perform identical tasks in the professional environment. Effective execution of this task necessitates proficient communication. Possessing effective communication skills leads to reduced stress, increased productivity, and enhanced relations. One of the most important parts of good communication, according to many experts, is being able to get your point across clearly and accurately. A person with strong communication skills can hold meaningful conversations with individuals from many walks of life. Moreover, effortlessly transitioning from informal to formal settings and demonstrating fluency and authority in multiple languages are also important factors in communication.

1.7.3 CREATIVITY

Creativity empowers us to resolve intricate challenges or discover intriguing approaches to assignments (Creativity Skill, 2023). By harnessing our creativity, we can approach things from a distinct and original viewpoint. It entails the ability to approach a subject or problem from a fresh or alternative perspective. You will employ your imagination to generate ideas for resolving the problem or accomplishing the goal. The key elements are imagination, idea generation, visualisation, design, innovation, and resourcefulness. It is essential because the international market is now considerably more contested than it has ever been. The success of innovative items relies on an organization's capacity to create and showcase them in visually appealing manners. Innovative concepts and implementation captivate consumers' interest and ensure their allegiance. In essence, creativity serves as a universal means via which we can effectively express our interests and ideas. Engaging in this endeavour is not only a great educational pursuit, but it is also crucial for achieving success in both academic and professional settings. Due to this rationale, it is employed in numerous institutions worldwide.

Wan (2019) asserts that employing creativity is essential for generating novel approaches to describe and address problems. Creativity serves as a distinguishing factor between humans and machines, or robots. For instance, an algorithm can be defined as a predetermined procedure, a sequence of instructions that a machine or technology adheres to. Humans possess the ability to approach challenges from multiple perspectives, often in a non-linear manner. Creativity can serve as a means for resolving issues.

1.7.4 CRITICAL THINKING

Critical thinking refers to the capacity to understand, assess, and analyse existing knowledge and data to make informed judgements or determine the correctness or incorrectness of anything. In another way, we can say that critical thinking refers to the process of thoroughly understanding an issue or topic by examining and evaluating information. The stages of the critical thinking process often involve collecting empirical evidence and data, formulating intentional inquiries, and scrutinising prospective solutions. Critical thinking abilities are necessary because our perception of the environment, ourselves, and others has far-reaching implications beyond individual experience. The "Ripple Effect" plays a crucial role in shaping the destiny of all entities and the global landscape. A ripple effect refers to a phenomenon where a single event triggers a series of consequences that propagate and generate further effects (Blair, 2022). For centuries, it has been an integral aspect of numerous cultural beliefs, serving as a constant reminder that our thoughts and actions have a profound impact on the entirety of our environment. We should not be overwhelmed by it; rather, we should be consciously aware of it as it influences our decision-making approaches.

According to Crockett (2023), developing the capacity for critical thinking is crucial for achieving future success in an evolving world. It pertains to the act of engaging in independent, responsible, and productive thought. Some of the most common applications of critical

thinking skills include recognising biases, conducting research, maintaining an open mind, analysing mathematical concepts, and solving problems of all kinds, including numerical ones.

1.7.5 CURIOSITY

Curiosity is the capacity and inclination to employ a feeling of wonder and a longing to acquire further knowledge. In the pursuit of knowledge and exploration, curiosity is a fundamental attribute. Curiosity motivates us to inquire, investigate, and pursue fresh insights. Curiosity enhances our level of engagement and motivation towards learning. Furthermore, when we are actively involved and driven to acquire knowledge, our chances of achieving success are significantly higher (Career Insights, 2022).

Curious individuals engage in novel experiences, pose inquiries, pursue solutions, savour fresh knowledge, and establish correlations, all while actively immersing themselves in and comprehending the universe. Moreover, curiosity has the potential to improve memory and promote brain development. Inquisitive individuals have enhanced their social relationships and have a superior aptitude for demonstrating empathy. Curiosity plays a crucial role in fostering human development, enhancing critical thinking abilities, facilitating good decision-making, and promoting satisfaction in both social and interpersonal aspects of life. Valamis (2023) claims that curiosity refers to a powerful inclination to acquire knowledge or information, while lifelong learning denotes a type of self-directed education that prioritises individual growth. Thus, the pursuit of knowledge throughout one's life is motivated by a natural inclination towards curiosity. Without the structured environment of the institution, there is a lack of educators or peers to inspire and encourage us to acquire knowledge and broaden our intellectual horizons. Cultivating curiosity is unquestionably one of the most advantageous abilities for lifetime learning.

1.7.6 COLLABORATION

Collaboration abilities encompass the ability to effectively cooperate with people in order to accomplish a shared objective. However, it entails more than simply completing a project alongside a group of individuals. Additionally, it entails cultivating connections with your team, addressing disputes, and establishing a professional atmosphere that fosters inclusivity and mutual respect (Moseley, 2020). Moreover, collaboration refers to the ability to work together in both in-person and online groupings. It encompasses expertise in interpersonal relationships, compassion, and principles of leadership. It also implies the capacity to collaborate with someone on the other side of the globe as effortlessly and efficiently as with another person nearby. According to Boe (2023), collaboration and cooperation are essential factors for continuous learning throughout one's life.

1.7.7 GOAL SETTING

Goal-setting is a competency that enables you to evaluate your present advancement and establish your desired objectives within a specific period of time (Indeed Editorial Team, 2023). Consistently establishing attainable objectives will effectively maintain your motivation while dedicating yourself to lifetime learning. The act of setting goals entails proactively undertaking measures to attain the intended result. Effective goal-setting necessitates precise self-evaluation and a strong drive for achievement.

It entails figuring out what you want to happen and then making a plan to get there. Aspirations lay the groundwork for doing things in a certain way. The what, when, and why of a task can be better defined with their assistance. People are better able to concentrate their efforts, maintain focus, and evaluate their success through the goal-setting process.

1.7.8 INFORMATION MANAGEMENT

Information encompasses all digital content available on the Internet, and it is continuously expanding and evolving. A proficient skill set is required to effectively comprehend and utilize the vast amount of information available. Information proficiency provides us with knowledge.

The achievement of individuals, businesses, and nation-states in the global information society is contingent upon their proficiency in information literacy and commitment to lifelong learning, as these two concepts have a strategic and mutually beneficial connection (Elliott, 2006). However, information literacy is a collection of skills that can be acquired through learning. The set of skills encompasses a certain approach to learning, the utilisation of technologies like online tutorials, the implementation of strategies such as group work, and the adoption of approaches such as seeking guidance from instructors and trainers.

1.7.9 LEADERSHIP

The significance of leadership lies in the fact that individuals with innate leadership qualities are valuable assets in both educational settings and professional environments. Individuals who transition from a mindset of self-reliance to one of collective effort have a positive impact on the entire group. Their autonomy and eagerness to assume accountability for achieving positive outcomes rather than merely completing tasks is what sets them apart (Crockett, 2023). That is the reason why leaders possess greater insight, take more action, and acquire more knowledge. Moreover, possessing the ability to guide and finish work, back initiatives, build team cohesion, and empower people are all characteristics of effective leaders. A leader is someone who can inspire and direct a group of followers to work together towards a similar objective or objectives. This competency is a hallmark of effective managers and supervisors (Staff, 2023). Among these abilities are the following: the ability to communicate, negotiate, resolve conflicts, and make decisions. Moreover, gaining a comprehensive understanding of leadership is a valuable talent that has the potential to significantly impact individuals' lives. Ultimately,

a leader is not merely someone who oversees tasks. The role of a leader is to inspire, encourage, and elevate others. Genuine leaders possess the ability to perceive the finest qualities in individuals and guide them in utilising their full capabilities in all aspects of their endeavours.

1.7.10 MOTIVATION

Motivational abilities refer to the attributes that enable leaders to stimulate and motivate team members, hence enhancing productivity and elevating the standard of work. It serves as the primary stimulus for human behaviour. Motivation is the cognitive process that triggers, directs, and sustains behaviours aimed at achieving specific objectives (MSEd, 2023). Effective motivation necessitates the implementation of a well-defined plan to guarantee the attainment of desired results. Anyone who is intrinsically motivated to study is likely to continue doing so throughout their lives. A lifelong learner is someone who is always, consciously, and personally motivated to gain new information and skills. Thus, one significant reason to have motivation is that it gives you something to strive towards. aids in the resolution of issues and makes it easier to break bad habits.

1.7.11 NUMERICAL OR MATHEMATICAL SKILLS UNDER PROBLEM-SOLVING SKILLS

Lifelong learning abilities bear resemblance to a multitude of soft skills. These factors pertain to how students engage with their surroundings and establish interpersonal connections. However, skills in literacy and math are commonly regarded as fundamental skills in the curriculum. It can include a variety of essential abilities that kids need to thrive in modern society. Students are encouraged to have faith in their ability to apply mathematical knowledge to solve both hypothetical and real-world problems through problem-solving activities. According to Edignite (2022), individuals who possess effective problem-solving abilities are typically more satisfied, more self-assured, and more autonomous.

1.7.12 PERSONAL DEVELOPMENT

Personal development includes endeavours aimed at enhancing one's skills, capabilities, marketability, and financial prosperity (Indeed Editorial Team, 2023). Engaging in personal development refers to the conscious and intentional endeavour to enhance oneself. These are attributes and competencies that facilitate personal and professional development. Personal growth encompasses more than just enhancing the individual facets of our lives. This concept also extends to the realm of professional development, encompassing the actions one might undertake to advance their career and expand their expertise, ultimately transforming into a more versatile and efficient person. Moreover, personal development enables individuals to reach their highest potential, equipped with the self-assurance and wisdom needed to thrive in whatever circumstances they encounter. Achieving professional and personal success begins with a commitment to learning that never ends. Adapting to new situations, gaining new skills, and standing out in a competitive job market are all possible outcomes for professionals who embrace a growth mindset and commit to learning throughout their lives. Thus, improvements in one's internal and exterior quality of life can be achieved through dedicated work on one's personal development. Not only will our abilities and self-awareness grow as we move forward, but our confidence and sense of agency will soar as we taste the sweet nectar of success.

1.7.13 REFLECTION

Improving one's learning or work processes through analysis of one's own experiences is the goal of reflection. It's a skill that can help people learn, grow, and understand themselves better (Ucl, 2018). In a constructive approach, it's about examining your actions and your motives to determine if there's a more effective or efficient way to do things in the future. Reflection enables the recognition and appreciation of positive experiences, as well as the identification of areas for improvement in one's practice and service delivery. Additionally, it can prove beneficial in situations where you have encountered more demanding circumstances, aiding in

the assimilation and acquisition of knowledge from such experiences. Moreover, being a reflective lifelong learner is actively seeking out chances for learning and personal growth and subsequently evaluating the knowledge and skills acquired from those experiences. Thus, whether at home or in the office, reflection is a crucial component of learning.

1.7.14 TIME MANAGEMENT

Being able to effectively manage your time is a skill. Possessing efficient time-management abilities can ultimately result in achieving crucial objectives and progressing in one's professional trajectory (Keiling, 2023). Time management abilities enable individuals to effectively allocate their time, resulting in reduced stress levels and opportunities for relaxation. Proficient time management abilities are crucial for leading a more content and gratifying life, as they enable you to concentrate and accomplish the objectives that fuel your enthusiasm. In order to make better use of your time, time management entails carefully organising your schedule. Increased output is one advantage of efficient time management; it reduces anxiety and helps to get additional time to focus on what truly matters. Moreover, we can say that the ability to efficiently organise one's time is known as time management. You can get everything done in the allotted time in a more effective and efficient manner. Thus, effective time management abilities enhance productivity and facilitate the completion of tasks. It also enables individuals to mitigate stress and effectively allocate their time. Moreover, efficient time management involves defining our objectives and organising our highest-priority assignments. Consequently, we will have additional time to accomplish more significant and excellent outcomes.

1.8 STATEMENT OF THE PROBLEM

The Bangladeshi government recognises that the attainment of SDG 4, which aims to guarantee accessible and equitable quality education and foster lifelong learning opportunities for all, is crucial in constructing sustainable, inclusive, and resilient societies (Faruque, 2019).

Moreover, the strategy framework adopts a comprehensive and integrated approach and is consistent with the values of inclusive and equitable education of high quality, as well as lifelong learning opportunities for all individuals. Alongside, lifelong learning acknowledges that our acquisition of knowledge is not limited to formal educational settings. It is becoming more important in the quickly changing environment of global schooling and employment, as it has a substantial influence on the job prospects of fresh graduates.

In reality, the government's reaffirmed dedication to SDG 4, which aims to promote opportunities for lifelong learning and ensure inclusive and equitable quality education, appears to be falsified (Mortuza, 2023). There is evidence that students in Bangladesh, particularly those enrolled in publicly funded schools, engage in little to no continuous learning, which has a negative effect on their future careers. Educated and intelligent people are desperately needed to fill the thousands of open positions in upper-level corporate institutions. For this reason, and due to their obvious productivity, foreign nationals are joining these roles. Degree holders from Bangladeshi institutions are falling behind the times, which restricts their professional and personal development, makes it harder for them to adjust to new situations, and prevents them from learning new skills. This means that they may be less invested in their future success if they do not engage in continual learning.

This study examined how lifetime learning skills affect private English graduates' abilities to get jobs and to become successful in their careers. The inquiry also focuses on how the individual encountered challenges related to practicing lifelong learning.

The main issue is determining whether Bangladeshi private university English graduates become successful by cultivating lifelong learning skills and to what degree these trends resonate with their career success. We also investigate the complex interaction between lifelong learning skills, the professional growth of the graduates, and the positive outcomes of

practicing it from the start of academic life. By addressing this issue, the research aims to give insights that help educational policymakers and all graduates incorporate lifelong learning skills into education in Bangladesh and into their academic and professional lives.

1.9 CENTRAL RESEARCH OBJECTIVE

This study aims to find out:

This inquiry focuses on the impact of lifelong learning skills on the employability and career trajectories of English graduates in a competitive labour market. Individuals who faced challenges while adapting lifelong learning abilities, and the inquiry focuses on the individual's perspective on lifelong learning and their current occupation.

1.10 RESEARCH QUESTIONS

Here are three research questions that align with the purposes of the research:

1. How do lifelong learning skills affect an English graduate's ability to get jobs in the competitive market and their overall careers?
2. What challenges do they face while practicing lifelong learning skills?
3. What do they think about lifelong learning and were these lifelong learning skills helpful and advantageous for their current profession?

1.11 MAJOR THEORIES RELATED TO THE CONCEPTUAL FRAMEWORK OF THE STUDY

The global analysis employs the Human Capital Theory. The aforementioned concept underscores the importance of ongoing education and the acquisition of skills in order to enhance an individual's economic productivity. The theory presented aligns with the worldwide necessity for continuous learning throughout one's life, emphasising the significance of allocating resources towards personal development as individuals adapt to the swiftly evolving

job market (Imam, 2005). In addition, the Social Cognitive Career Theory provides insights into the process by which individuals acquire knowledge and skills through their interactions with the social and cultural milieu on a worldwide scale. This concept contributes to the exploration of the potential effects of sociocultural factors on the career choices and pathways of graduate students within the framework of expanding global interconnectedness. At the local level, the utilisation of cultural capital theories is imperative within the context of Bangladesh. This concept underscores the significance of cultural comprehension and behaviour in relation to educational and occupational opportunities. Morley and Jamil (2020) delve into the distinct features of Bangladesh's educational system and job market by combining theories of employment and education with a localised focus on Bengali education. These ideas help us comprehend the English graduate programme in Bangladesh better, how it relates to the dynamics of the local job market, and how it caters to the aspirations of various students. Through the utilization of our conceptual method, we are able to analyze the impact that English graduate students have on lifetime learning skills. By combining these two aspects, we are able to determine the outcomes that will result from putting it into practice, taking into consideration both local and foreign perspectives. This method takes into account both regional and international factors, linking global trends in education with the specific needs and dynamics of the different setting.

1.12 NATURE OF THE STUDY

The study is entirely qualitative in character, and no quantitative methods have been utilized for the purpose of data analysis. This is due to the fact that the statements made by the participants regarding the challenges they encountered while engaging in lifelong learning were more suitable for the qualitative method of analysis than the quantitative technique. It was essential to determine whether or not the participants were able to talk about the advantages, difficulties, and perspectives they have regarding lifelong learning.

Also included are the concepts and issues that were conceived during the stage of the conversation, which did not need any kind of numerical computation.

In order to have a better understanding of the participants' perspectives on lifelong learning, it is recommended that a qualitative method of analysis be utilized.

This study adopts an analytical and contextual approach within the specific local environment. Consideration of the particular circumstances in Bangladesh and the demands and difficulties faced by English language graduate students is crucial to this research. This study utilises a mixed-methods methodology, incorporating both quantitative questionnaires and qualitative interviews. Moreover, it acknowledges the distinctive cultural, educational, and socioeconomic characteristics of the specific region. By analysing the complex interaction of local and foreign elements, this study seeks to prove that lifelong learning skills positively influences the professional trajectories of Bangladeshi English graduate students.

1.13 SCOPE OF THE STUDY

The purpose of this study is to investigate the ways in which the participants' academic and professional lives were impacted by the abilities pertaining to lifelong learning. This component of professional and formal lifelong learning has received a relatively little amount of research up until this point, which is why the current study wants to analyze it. These interview questions, which were devised specifically for this study, can be utilized in further research to investigate the extent to which graduates benefited from lifetime learning skills. Even though the research is intended for recent graduate students, its scope is much broader than that. This is due to the fact that the research design may be implemented at any level of the process of analyzing the professional advancements of other people.

The study took place at a university in Bangladesh, which had a diverse student population consisting of individuals from various countries like Bhutan, Nepal, India, Afghanistan, and

African nations, as well as local students. I selected this university with the intention of enrolling students who have just graduated and are presently employed. The rationale for selecting these students as participants is based on the scholarly literature's emphasis on promoting lifelong learning among international students in Western-influenced colleges at primary to tertiary level. These participants have been engaged in lifelong learning since the inception of their education, and the educational environment also supports this approach. It is crucial to examine the outcomes of Bangladeshi participants engaging in lifelong learning to foster lifelong learning within academic institutions at only tertiary level and beyond.

This study also aims to shed light on the unique experiences of Bangladeshi English graduate students from both a global and a local viewpoint. This study's findings have the potential to provide valuable insights of wider applicability through the analysis of graduate students' experiences and challenges, hence improving comprehension of lifelong learning on a worldwide scale. At the same time, the research is well-grounded in the particular setting of Bangladesh. The unique challenges and triumphs of English language graduate students around the nation are extensively explored in this study. It also encompasses the various societal, intellectual, and socioeconomic inequalities that have an influence on the educational and career paths of these children. This study aims to provide a holistic view of the impact of lifelong learning skills on the career paths of Bangladeshi English graduate students by drawing on both domestic and foreign sources.

1.14 LIMITATIONS OF THE STUDY

In my capacity as the researcher, I did my utmost to overcome the shortcomings that were present in the study.

The interviews were conducted one week following the general talk about lifelong learning that was held with the participants. Due to the fact that some of the participants live in other

countries, they were unable to give appointments. In order to ensure that the information was still fresh in the minds of the participants, it would have been preferable to conduct the interviews almost immediately following the briefings that I had provided to them. Furthermore, I need some time to become informed of how recently lifetime learning was incorporated into the educational curriculum of our primary-level school, which resulted in the postponement of the interviews. Nevertheless, at the beginning of each interview session, I repeated in a brief manner what we had discussed about learning that continues throughout one's life in order to ensure that they were able to remember the details.

Alongside, in order to have a comprehensive understanding of the impact of ongoing education on the employment opportunities of English graduate students from Bangladesh, it is imperative to acknowledge and consider the limitations inherent in the study. Although these limitations do not diminish the significance of the research, they do provide contextual information regarding the scope of the study. A notable drawback is the limited sample size and lack of diversity among participants. The research is grounded in a specific population of graduate students studying English in Bangladesh. Although the experiences of these individuals provide useful insights, it is important to acknowledge that they may not comprehensively encompass the different perspectives of all English graduate students nationwide. Moreover, the study's deliberate focus on a particular scholarly domain may limit the applicability of its results to other areas within the realm of higher education. The collection of data imposes additional limits, hence posing a further barrier. Various factors, including limitations in time, accessibility, and participant availability, have the potential to restrict the extent and thoroughness of data collection. This study aims to make a significant contribution to the ongoing discussion about lifelong learning. However, the generalizability of the findings outside the geographical boundaries of Bangladesh may be limited. Language difficulties provide a significant constraint. The execution of research in the English language may present

difficulties for those whose first language is not English. The presence of language obstacles may have an impact on the quality and comprehensiveness of responses, particularly among individuals with lower levels of English proficiency. Finally, it is important to acknowledge that research actions are often limited by resource and time restrictions. Although this study has been carefully structured to optimise the use of available resources and time. It is important to recognise that it may not be feasible to comprehensively investigate all aspects of lifelong learning and its influence on professional results (Asmari, 2016).

1.15 SIGNIFICANCE OF THE STUDY

To the best of my knowledge, little study has been undertaken on how lifelong learning abilities affect graduates, particularly English majors, in becoming successful, the problems they face, and the impact of developing lifelong learning skills. This study fills in that gap by showing why skills for lifelong learning are important and how those skills have affected graduates' academic and professional lives.

Previous studies on the strategies for conducting lifelong learning have only discussed lifelong learning and its related effective implementation. This research is beneficial not only for developing nations but also for any other country, considering that all of the participants in the study were graduates of English programs in Bangladesh. The purpose of this study is to investigate the practicality of associating the European Reference Framework (2018) for core competencies of lifelong learning abilities with the combination of interview questions in order to observe the impact that lifelong learning has on their current employment. Furthermore, the study contributes to the subject of exploring and practicing lifelong learning abilities, with the goal of transforming learners into complete lifelong learners. The study's findings will provide a clear picture for future research on the subject of lifelong learning skills, as well as its implications for instructors, material designers, book writers, and education officials around the world. Other scholars can investigate this study approach further in future studies.

1.16 DEFINITION OF KEY TERMS

Lifelong Learning (LL): Lifelong learning refers to the ongoing process of acquiring knowledge and skills, including continual growth in one's career, that individuals must do in the face of fast change (WCPT, 2009). Alos, the concept that learning can take place outside of traditional educational settings and continues throughout an individual's entire life (TeAchnology, 2010). Additionally, lifelong learning is a comprehensive notion that encompasses the pursuit of education that is adaptable, varied, and accessible at various times and locations. The Delors report in 1996 defined four fundamental aspects of education for the future, referred to as 'pillars': acquiring knowledge, developing practical skills, fostering social cohesion and cooperation, and nurturing personal growth (Evaluate IT, 2004). Moroeover, continuing education, particularly company-sponsored programs, is a crucial method for expediting the integration of new technology (Tempus, 2002). In addition, lifelong learning refers to the ongoing educational process that individuals participate in throughout their lives. It encompasses, but is not restricted to, the acquisition of knowledge that takes place within educational institutions and structured educational initiatives (Idahoe, 2009). Furthermore, continuous learning through formal, non-formal, and informal methods, from birth to death, and the accumulation of information (CANDO, 2011). Finally, the ongoing acquisition of skills and knowledge to improve both the quality of life and career opportunities (CSEP, 2011).

Thus, the task of precisely defining learning is complicated. Multiple definitions may simultaneously exist (Colardyn, D. & Bjornavold, J., 2005).

Lifelong Learning Skills (LLS): Beyond what is required by law or other government entities, individuals are free to pursue extra education and skill development opportunities as they see fit; this type of learning is often intrinsically driven by a desire to better one's own personal and professional circumstances. Many people continue learning throughout their lives because they find it enjoyable or fulfilling (Clark, 2023). He further added that, to fulfill the future

workforce's skill and knowledge demands, adults must make a concerted effort to continue learning throughout their lives. Similarly, individuals must commit to continuing their education throughout their careers if they want to remain competitive and increase their chances of finding gainful employment. Undoubtedly, there is a distinct need for individuals of all age groups to actively participate in educational activities and cultivate innovative skills such as communication, creativity, critical thinking, collaboration and etc. Respectively, the ability to articulate one's thoughts and feelings clearly and concisely is called communication (Kurtuy, 2023). Next, Wan (2019) asserts that employing creativity is essential for generating novel approaches to describe and address problems. Also, according to Crockett (2023), developing the capacity for critical thinking is crucial for achieving future success in an evolving world. Finally, the collaboration abilities encompass the ability to effectively cooperate with people in order to accomplish a shared objective (Moseley, 2020).

CHAPTER TWO: REVIEW OF CONNECTED BOOKS AND RESEARCH

Introduction

This research aims to discover how lifelong learning shapes and benefits English-speaking graduates from Bangladesh. Therefore, this chapter discusses relevant discussion through scholarly works concerning lifelong learning skills and how doing so promotes Bangladeshi English graduate students in acquiring professional abilities and discovering new interests. The chapter's primary objective is to identify a gap in the existing literature on lifelong learning and demonstrate why the present study is important for filling this gap. This chapter is broken down into several sections:

Part 1: LIFELONG LEARNING AND ITS IMPORTANCE Defines "lifelong learning" and discusses its value in a comprehensive structure.

Part 2: THE IMPACT AND BENEFITS OF LIFELONG LEARNING ON EDUCATION
This section discusses the impacts and benefits of lifelong learning on education.

Part 3: RECENT STUDIES ON LIFELONG LEARNING: Outlines different ways you achieve lifelong learning with examples

Part 4: LIFELONG LEARNING IN BANGLADESH Discusses the importance of lifelong learning, especially in Bangladesh.

2.1 PART ONE: LIFELONG LEARNING AND ITS IMPORTANCE

Though the term "lifelong learning" has not been formally defined, it is commonly used to describe education that does not take place in a traditional classroom setting, such as a high school, college, or workplace. Self-directed education with an emphasis on one's growth constitutes lifelong learning. Although the term "lifelong learning" has not been formally

defined, it is generally understood to refer to education received in settings other than traditional classrooms or workplaces (Valamis, 2023).

2.1.1 THE CONCEPT OF LIFELONG LEARNING

Beginning in the early 20th century, when education for adults was seen as "a permanent national necessity, an inseparable aspect of citizenship (that) should be both universal and lifelong," the concept of lifelong learning was established. (ILO, 2019). However, this was replaced in the 1970s with terminology like "continuing education," as opposed to the broader vocabulary of "lifelong learning," which didn't become prominent in policy debate until the 1990s, following the publication of the influential Delors report (ILO, 2019). Many scholars have offered their definitions of "lifelong learning," which have evolved as the discussion progresses. Learning throughout one's lifetime, whether for personal or professional reasons, is generally understood to be lifelong learning. It not only improves a person's employability and competitiveness but also their social integration, civic engagement, and growth as a person (Ramakrishnan, 2023). According to Clark (2021), the term "lifelong learning" refers to the practice of continuing one's education and skill development well past the end of one's required schooling.

"Lifelong learning" refers to all efforts made to provide people with ongoing educational opportunities. In 1929, Basil Yeaxlee proposed the idea of lifelong learning. Lifelong learning was formally adopted and discussed at a UNESCO conference in 1960 (Ohidy, 2008; Günüş, Odabaş, and Kuzu, 2012; Smith, 2001). A more theoretical foundation for lifelong learning can be traced back to the 1920s, specifically to the work of Eduard Lindeman (Bilir, 2004), who studied adult education. According to Aksoy (2008), the idea of lifelong learning was first proposed in 1919 during a discussion of the training needs of the military and the industrial workforce. According to Karaman (2012), the lifelong learning concept first appeared in educational systems in the 1970s, and its significance has only grown as a result of the world's

accelerating pace of change. Hürsen (2012) and Akbaş and Ozdemir (2002) summed up the UNESCO International Education Commission's statements:

First, learning should not be restricted to the school years or the classroom. Moreover, schooling and extracurricular learning both contribute to a child's development, but education itself should be prioritised. Next, the framework of educational activities should be more fluid. Finally, the purpose of schooling should be ongoing throughout one's entire life. Thus, the process of lifelong learning has been the subject of intensive research for several years. In both the academic and working spheres, "lifelong learning" refers to a commitment to ongoing, self-directed education. Formal and informal education continue "from cradle to grave" in the form of lifelong learning (Nichols, 2020).

Furthermore, the focus of recent research has been on an individual's personal development. Lifelong learning is a form of self-directed education that emphasises individual growth. Although there is no standardised definition of lifelong learning, the term is commonly understood to refer to learning that occurs outside of formal educational institutions, such as schools, universities, and corporate training (Valamis, 2023). For several years, significant effort has been devoted to the study to determine its purpose. The purpose of continuing education throughout one's life is to better prepare one for the ever-changing demands of one's career and the global economy (Sydle, 2023). Different versions of this idea all agree on one thing: learning at different times in life, in formal, non-formal, and informal settings, and through a wide range of experiences are all necessary parts of lifelong learning (Kruse & Schmitt, 2007). A comparable concept by Preece (2013) describes lifelong learning as a comprehensive and visionary framework for all learning, formal, pervasive, and informal, from birth to death.

Furthermore, according to the Lifelong Learning Council Queensland (LLCQ), a global promoter of the concept, there are four major pillars of the concept:

Firstly, developing your curiosity and desire to learn, as well as critical and curious thought, is part of acquiring knowledge. Secondly, putting knowledge into practice, gaining knowledge through experience, and learning by doing Thirdly, developing social skills, a good sense of giving and receiving feedback, and teamwork abilities to live with others Finally, self-awareness is acquired through the process of becoming. Understanding your interests, your strengths and weaknesses, your purpose, and the type of information you should seek

2.1.2 TYPES OF LIFELONG LEARNING AND COMPONENTS OF LIFELONG LEARNING

Individuals can continue to develop their abilities, knowledge, and perspective throughout their lives by taking advantage of the many opportunities for lifelong learning. The three primary approaches that people continue to study throughout their lives are formal, informal, and independent (self-directed). Bhasin (2021) claims that formal education is conducted according to a timetable and in a well-supervised progression. Courses taken in pursuit of a university degree are prime examples of this teaching style. On the other hand, he defined informal learning as the kind of learning that people do on their own time and through non-formal means such as watching a video, reading articles about lifelong learning, talking to a peer, talking to an expert, or even just watching a TV show. Self-directed learning is another option; it occurs when a student decides to take charge of his or her learning and determine its speed and direction.

According to Laal (2012), the six most important factors are working together as a team, understanding the need for learning in a knowledge-based society, having enough resources, making it easy to access learning opportunities, building a learning culture, and striving for

excellence. Also, the European Commission (2007) broke down the eight categories of lifelong learning skills as follows: proficiency in the native language; proficiency in foreign languages; essential competencies in mathematics; proficiency in science and technology; proficiency in digital media; ability to learn; proficiency in social and citizenship skills; proficiency in initiative and entrepreneurship; and proficiency in cultural awareness and expression. According to Knapper and Cropley (2000), those who are capable of lifelong learning fall into the same categories.

2.1.3 CHARACTERISTICS OF LIFELONG LEARNING

There are some major approaches to lifelong learning. Lifelong learning includes all the activities that a person does to improve their knowledge, skills, and abilities from the time they are born until they die, according to Legrand (1989), Celep (2003), Güneş (1996), Cassin (2002), Freref (2004), Commission Européenne (2008), and the European Commission (2002). Lifelong learning has been defined in several ways, most notably by Klug, Krause, Schober, Finsterwald, and Spiel (2014) and Ozcan and Uzunboylu (2012), who both emphasise the importance of fast change in the process by which individuals develop competencies in various domains throughout their lives. According to Ozdaml and Ozdal (2014), continuous education is necessary for everyone's professional and personal development because of the constant evolution of the global economy and technological advancements. Demirel (2011) and Gorghiu, Gorghiu, Doan, and Gerçeker (2013) claim that the lifelong learning approach involves an awareness of the world and oneself, the development of novel ideas and skills, and the acquisition of new routines and behavioural patterns." According to Ersoy and Yilmaz (2009), the lifelong learning method is "a road with no ending" that plays a crucial role in the growth of both individuals and, by extension, society.

Both Jarvis (2004) and Ozcan (2011) illustrate lifelong learning as an extension of formal education and personal development. Similarly, Dinevski and Dinevski (2004) defined lifelong

learning as a strategy that removes barriers to participation based on factors such as age, geography, socioeconomic status, and level of formal education. Lifelong learning is defined by Boshier (1988) as "a set of organisational regulations that would provide learning opportunities based on the interests of individuals throughout their lives." According to Göksan's (2009) and Hus's (2011) more comprehensive definitions of lifelong learning, adults can fill in knowledge gaps from their formal education through informal learning opportunities throughout their lives.

2.1.4 IMPORTANCE OF LIFELONG LEARNING

According to Valamis (2023), lifelong learning can contribute to personal fulfilment and satisfaction, whether individuals are pursuing personal interests or professional ambitions. This approach acknowledges the inherent human inclination to explore, learn, and develop and emphasises the importance of enhancing our quality of life and self-esteem by attending to the ideas and objectives that motivate us. In a recent paper by David (2019), it has been argued that to become a lifelong learner, one must prioritise growth, adjust one's perspective, become a serial master, and be persistent. He further stated that organisations that foster a culture of continuous education are better positioned to face the challenges of the future. We need to have faith that we can continue learning and developing throughout our entire lives. Also, deliberate practice is essential if we want to become serial masters of new abilities and responsibilities, and we need grit and a change of perspective to keep going after a setback. Ateş and Alsai (2012) also said that lifelong learning is becoming more important for many reasons, including a lower rate of "old-age dependency," a greater focus on quality of life, and preventative health measures that affect learning throughout one's life. Recently, Blow (2022) suggested that learning new topics and approaches is crucial to becoming a great practitioner, and the quick evolution and change of technologies is one of the most pressing issues or possibilities we face

today. She added that artificial intelligence, the metaverse, cryptocurrencies, and the blockchain can all help us do our jobs better, so we should not be afraid of them.

Ramakrishnan's (2023) research on the value of lifelong education revealed that it can affect both an individual's personal development and career advancement. He further added that in terms of self-improvement, it instils in us the self-discipline to stick to our resolutions and the drive to keep moving forward until we achieve them, and it connects us with similar individuals from all walks of life. When it comes to our careers, continuing our education greatly improves our opportunities and gives us an edge over the competition. The ultimate goal of lifelong learning is the satisfaction and contentment it can bring over time. According to the findings of a recent study by Career Vision (2022), half of today's jobs will become obsolete due to technological advancements by the year 2025. Advances in areas like artificial intelligence (AI), automation (automation), and outsourcing (offshoring) will continue to rapidly alter how any work is completed. To succeed in today's competitive job market, you need to be dedicated to learning new skills and expanding your knowledge base forever. As stated by the European Commission (2001), lifelong learning encompasses four interconnected and mutually reinforcing overall objectives: personal fulfilment, active citizenship, social inclusion, and employability with adaptation. Lifelong learning comprises a range of traits that transcend the limited scope of economic and vocational considerations, encompassing numerous dimensions of life. However, lifelong learning is a vital part of socialisation based on shared values. By focusing on its roots in psychology and adult education, Fleming (2020) emphasises the breadth and depth of lifelong learning. as discussed in Wu (2021), learning can be seen as a process that continues throughout one's life, or it can be seen as a more structured, goal-oriented endeavour. Todoruț (2008) stresses the necessity of continuous skill acquisition and improvement among individuals as a means to foster the development of a knowledge-based society and economy. Fischer (1999) argues that lifelong learning is more than just a set of

skills; it's a way of thinking and behaving that necessitates novel pedagogical approaches and physical locations. The importance of lifelong learning for individual growth, societal development, and economic growth has led many to adopt a broad definition of the term.

2.2 PART TWO: IMPACT AND BENEFITS OF LIFELONG LEARNING ON EDUCATION

This section of the chapter focuses on the value of LLL to students, particularly those in higher education. It also draws attention to the positive changes that lifelong learning has brought to the educational system. This section contributes to the argument that lifelong learning has real-world effects and provides real-world benefits.

2.2.1 TRANSFORMATION OF EDUCATION

Getting an education can no longer be confined to a specific point in one's life. Even the most deprived and underprivileged members of our society have a right to continuous education and training opportunities that will help them advance professionally and personally. According to UNESCO (2023), anyone has the right to continue their education throughout their lives, regardless of their age or circumstances, so that they may reach their full potential and lead dignified lives. The 2030 Agenda for Sustainable Development Goals (SDG) recognises lifelong learning as the engine that will propel the globe towards its transformational goals. Many nations and regions recognise the importance of encouraging lifelong education as part of their overall education and development strategies. The SDGs were developed at a United Nations conference in Rio de Janeiro in 2012. The concept of "lifelong learning," which currently serves as an organising principle for education, encompasses formal, non-formal, and informal learning. UNESCO predicts that by 2025, there will be more than 260 million students enrolled in postsecondary institutions worldwide. More people having access to higher education is crucial to maintaining global progress and prosperity, and this should be

emphasised strongly. It is generally agreed that unless all students have access to the same resources, the educational system cannot grow or survive economically.

According to the European Commission (2013) and UNESCO (2015), access to the Internet and mobile devices has increased dramatically, making this technological achievement more feasible than ever before. But this can only happen if the concept and full meaning of making education accessible to everybody at any time and on any device is accepted.

However, there are some agreements to support lifelong learning and open education.

Yorozu (2017) depicted some of the most influential international treaties on education and lifelong learning (in chronological order):

- Article 26 of the Universal Declaration of Human Rights (1948).
- Article 13 of the International Covenant on Economic, Social, and Cultural Rights (1976)
- Convention on the Elimination of All Forms of Discrimination Against Women (1979): Part III, Article 10.
- ILO Recommendation 195 on human resources development: education, training, and lifelong learning (2004)
- Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (2015)
- UNESCO Recommendation on Adult Learning and Education (revised in 2015)

All of these treaties affirm that education is a human right and provide resources to help countries create and assess their education policies and programmes.

David (2019) reminded us of the impacts of the COVID-19 pandemic on education and stated that, over the last two years, the epidemic has significantly altered normal routines. Continuous

education can change our lives and the world in which we live. While the long-term effects of the epidemic on the job market are uncertain, he said that lifelong education would be more crucial than ever for many people. We will need to keep enhancing our abilities to operate effectively and efficiently as organisations adopt and maintain new ways of working and conducting business in a world that combines in-person and online settings. He further added that continuous education is a necessity, and many people will need to go back to college to earn credentials before entering the workforce again. Others will need to take one or two courses to advance in their existing position or find a new one. According to Chen and Tsai (2009), lifelong learning in education promotes debate on shifting pedagogical practises and assures students that they can piece together their own body of knowledge using data collected from a variety of source. To do this, changing how we get and share knowledge could help people reach their full potential by making the search for different kinds of knowledge and meaning more fair, trustworthy, open, and meaningful.

Open educational resources (OER) have recently been the subject of research into their potential impact on the success and widespread adoption of lifelong learning. Open education is an educational initiative that is rooted in the principle of openness. It is closely associated with other educational movements, such as critical pedagogy, and is characterised by a commitment to promoting broader access and inclusivity within society. When compared to the conventional higher education system, lifelong learning significantly improves student access, equity, and adequacy. The availability of lifelong learning opportunities, which are accessible at any time and from almost anywhere, strengthens education's ability to advance social justice. Lifelong learning resources promote social cohesiveness and trust, leading to learner equity, as a result of their revolutionary impact on traditional modes of instruction. Edwards (2015) demonstrated that all students should have access to a quality education that

allows them to realise their full potential as human beings and acquire relevant information. Alongside, learning throughout one's life, improving one's skill set, and expanding one's professional horizons are all terms that have gained prominence all over the world in recent years. Also, as argued by Castao Muoz, Redecker, Vuorikari, and Punie (2013), higher education can be revolutionised by a combination of technological progress and open education systems. Even Weller (2011) stressed the importance of embracing digital scholars in classrooms to make an impact on how technology is changing scholarly practice. He further addressed the fact that our understanding of nearly every topic is rapidly evolving. And perhaps most importantly, how people and institutions learn. Information is no longer kept a secret by books, experts, or universities but rather is freely and openly shared between people today. Today, information is more widely disseminated than ever before, and anyone with a wireless internet connection and a mobile device can gain access to any piece of data they desire.

2.2.2 BENEFITS OF LIFELONG LEARNING

According to Jasnani (2023), learning throughout one's life not only benefits one's career but also broadens one's horizons, creates new opportunities, and raises one's standard of living. Lifelong learning is the process of acquiring and using new information and abilities for the improvement of one's quality of life. Motivating oneself to learn is important for one's growth and career.

Numerous recent studies have shown that lifelong learning supports students in their future careers and motivates them to learn in real-life contexts. For instance, Jasnani (2023) expanded on these benefits by listing other ones, such as the following: the opportunity to explore new areas of interest; the development of self-assurance through achievement; the acquisition of marketable skills; the enhancement of career mobility; and the advancement of flexibility.

Masclé (2007) listed the following five advantages of LLL:

The first is the potential for a larger income. Smart people who keep up with the most recent information and technology tend to rise through the ranks at their workplaces. It makes perfect sense to update one's skills and knowledge for the workplace. The second benefit is the boost in confidence that comes from accomplishing something previously thought impossible. Learning something new is never easy, but the satisfaction of succeeding is undeniable. Third, consider the independence provided to mature students. Adult learners learn from and teach one another in the classroom. Group projects or computer programs may replace final exams. There is little need to memorise facts, and there are no definitive answers. There are indeed some research areas where precision is essential and testing is required. However, a search of the Internet revealed examples of the application of adult education theories in extremely regimented fields like nursing and medicine. Preparing for state exams did not get in the way of innovative lessons in which students' ideas were valued and implemented. Adult learning strategies can be integrated with more conventional approaches. The fourth trend is the expansion of the school day and the incorporation of online and distance learning. If you ditch the textbook in favour of a computer, you can study in your robe without ever leaving the house. Get your degree without ever setting foot on campus. When barriers like location and time are removed, anyone who has the motivation to continue their education can do so. We can also enlist at any time and begin our classes whenever it is most convenient for us. Finally, the formation of the habit of studying is crucial. Learning stops being something we do and starts being part of who we are. Nowadays, people tend to live longer and in better health.

2.3 PART THREE: RECENT STUDIES ON LIFELONG LEARNING

The notion of lifelong learning is widely recognised and frequently discussed in both informal conversations and governmental policy debates. While the idea of continuous learning has had good roots and many positive connotations in the past, modern views have linked it more and more to utilitarian goals, economic aspirations, and narrow ideas. Integrating lifelong learning

has become an important part of many educational policy frameworks, with the main goal of achieving socioeconomic progress. The concept of continuous learning suggests that individuals must consistently engage in the process of acquiring new knowledge and updating their present skills throughout their lives. Prasad (2022) highlights the importance of effective management systems that promote lifelong learning at the individual, organisational, and societal levels. Globalisation, societal shifts, and social exclusion are just a few of the obstacles that Ralph (1999) discusses in his investigation of the concept of lifelong learning and its difficulties. Challenges and opportunities for the traditional university sector are discussed in Lee and Fleming's (2011) analysis of the institutionalisation of lifelong learning in Australia, Hong Kong, and the United States. In Abukari's (2005) article, a comparison between Lund University and Middlesex University was drawn to determine how they conceptualise and implement lifelong learning among learners. It emphasises the importance of lifelong learning on a global scale and the need for efficient methods of management and policies that encourage educational opportunities for all members of society. Several historical and contemporary psychological theories of learning can be described in Lifelong Learning.

2.3.1 EXAMPLES OF LIFELONG LEARNING

Cheary (2021) includes internships and apprenticeships, vocational courses, teaching oneself a new language, learning about a new subject, mastering new pieces of technology, and trying out a new game or sport. Work-related skill development and environmental learning go hand in hand. In recent days, Indeed Editorial Team (2023) looked at the rise in activities like picking up a new hobby, expanding one's knowledge base, and enrolling in classes as examples of people's commitment to lifelong learning. Moreover, lifelong learning is widely regarded as a fundamental component of "competence" and the acquisition of various developmental activities during the latter stages of life. Furthermore, it is widely regarded as an integral element of the educational process. Education encompasses more than just the acquisition of

knowledge; it is also recognised as a means of developing strategies and competencies to effectively navigate tasks and challenges.

2.3.2 SOURCES OF LIFELONG LEARNING

Alongside, places and methods of lifelong education are not limited to a single category. Adult education centres offer a variety of courses and workshops designed to cater to the educational needs of adult learners. These centres serve as valuable resources for individuals seeking to acquire new skills, expand their knowledge base, or even pursue a career change. These centres commonly accommodate a wide range of learners, spanning from novices to those at advanced levels, and provide instruction in various disciplines, including the process of acquiring language. Professional development refers to the ongoing process of acquiring and enhancing the knowledge, skills, and competencies necessary for individuals to excel in their lives. The topic of interest pertains to the domain of computer skills and software. The topic of interest pertains to crafts and hobbies. The topic of health and wellness is of paramount importance in contemporary society. Also, The popularity of online learning platforms has witnessed a significant surge in tandem with the proliferation of the internet. The institution provides a comprehensive range of courses that cover a diverse array of subjects, including but not limited to the field of web development, which encompasses the creation and maintenance of websites and web applications. Data science is an interdisciplinary field that involves the extraction of knowledge and insights from large and complex datasets. It combines techniques from various disciplines. The field of business analytics encompasses the use of data analysis techniques and statistical models to gain insights and make informed decisions in a business context. The field of art and design encompasses various forms of visual expression and creative practises. It is a process that requires learning about and utilising aesthetic principles, theoretical frameworks, and practical production methods. The production of personal development refers to the process of enhancing one's knowledge, skills, and abilities to achieve personal growth Finally,

community workshops serve as an additional platform for individuals to engage in lifelong learning, offering practical experiences and educational prospects within a communal environment. These workshops can be arranged by local government entities, non-profit organisations, or individuals who possess a strong desire to disseminate their expertise and abilities to others. Community workshops encompass a diverse array of subjects, including but not limited to the topic of interest in culinary education, specifically in the form of cooking classes. The topic of interest pertains to gardening concerning the concept of sustainability. The subject matter of arts and crafts encompasses various creative activities that involve the production of tangible objects through manual skills and artistic techniques. The topic of interest pertains to the enhancement and modification of residential properties, commonly referred to as home improvement. The topic of exercise and sports is of great significance in the realm of physical activity and human health. All of these areas can be regarded as illustrations of lifelong learning.

2.3.3 CHALLENGES OF IMPLEMENTING LIFELONG LEARNING

The development of continuous learning skills among English graduate students involves several challenges. Laal (2022) mentions various hurdles, including financial, demographic, technological, social, environmental, and democratic factors, that impede the successful implementation of lifelong learning within society. Fischer (2019) talks about how important it is to change the way we think about learning and include new ways of learning, like self-directed learning, on-demand learning, informal learning, and collaborative learning so that people can keep learning throughout their lives. Moreover, Alheit (2018) looks at why schools need to include formal, non-formal, and informal ways of learning to adapt to changing social and economic conditions. In addition, Dunne (2017) highlights the significance of establishing a conducive environment that fosters ongoing learning and affords individuals continual opportunities to enhance their education and expand their knowledge.

Also, a report from the World Bank says that most of Bangladesh's workers do not have sufficient education and that the quality of the human capital of the nation is low overall. Only 25% to 44% of students in fifth and eighth grade have mastery of Bangla, English, and maths, according to national learning assessments conducted by the authorities of Bangladesh, and inadequate proficiency in literacy and mathematics among students. The acquisition of perpetual learning abilities may be hindered by this. Concerning is also the low relevance and quality of Bangladesh's education and training programmes. According to the World Bank Enterprises Skills Survey 2012, employers think Bangladesh's university and training programme graduates are inadequate for the job market now and in the future. Another challenge in Bangladesh is inadequate skills recognition. For the execution of recognition, verification, and accreditation (RVA), the recognition of pathways for lifelong learning is critical. Inadequate recognition skills are one of the critical factors which hinder RVA's implementation. Concerns have also been raised about Bangladesh's English language instruction and academic outcomes.

Moreover, *English for Today*, the only secondary-level textbook in the country, was developed in 2013 to help students become proficient in speaking, listening, reading, and writing. Sadly, though, the instruction and study of English in Bangladesh do not live up to these hopes. Bangladeshi high school students leave with limited spoken and heard English skills. In Bangladesh, the fundamental idea of speaking and listening inclusion for collaborative language acquisition of English is disregarded. Online education is essential, as the COVID-19 pandemic has highlighted. However, Bangladesh suffers from a lack of suitable devices for online education. Many learners in Bangladesh lack access to devices like tablets, laptops, or smartphones, which may interfere with their capacity to get involved in online education, according to a study. Addressing these issues will require a united effort from legislators, educators, and various other participants to improve the calibre and importance of training and

educational programmes, provide reasonable access to education, improve the relevance of skills, and provide sufficient devices for distance learning. Bangladeshi English graduate learners can develop the lifelong learning skills required to succeed in the coming workforce by addressing these challenges.

Concerns have been raised about the calibre and importance of training and education programs in Bangladesh, which can hinder the acquisition of skills for lifetime learning. According to the 2012 World Bank Enterprises Skills Survey, employers think Bangladesh's college and apprenticeship program graduates are inadequate for the job market now and in the future. Another problem that needs to be addressed is the low significance of tertiary schooling and vocational training. To enhance the quality of teaching, learning, and research at the tertiary level, the Higher Educational Quality Enhancing Project (HEQEP) was introduced. However, at this time, the situation in Bangladesh is not favourable. The "Asia-Pacific Employment and Societal Outlook 2018" report says that most of the people who work in Bangladesh are not educated enough; only 4% of workers have more than a secondary education. Only 25% to 44% of students in fifth through eighth grade have mastery of Bangla, English, and maths, according to national learning assessments done by the authorities of Bangladesh, which show poor mathematical and literacy abilities among students. To improve the calibre and importance of learning and training programmes, policymakers, instructors, and other stakeholders will need to work together to address these issues. The Bangladeshi students who graduate in English can develop the lifelong learning skills they will need to succeed in the workforce by doing this.

In Bangladesh, a challenge that can hinder the growth of lifelong learning skills is inadequate recognition of skills. The enactment of Recognition, Validation and Accreditation (RVA) depends on the acceptance of lifelong learning pathways, according to a UNESCO report. Inadequate recognition of skills is one of the critical factors which hinder RVA's

implementation. To facilitate acceptance, validation, and accreditation (RVA) of all educational results, especially those of non-formal and informal learning, the UNESCO Directions for the Recognition, Validation, and Accreditation of the educational outcomes of non-formal and Casual Learning were developed. UNESCO member nations also promised to set up frameworks for recognition to develop and enhance RVA principles and procedures. The UNESCO Guidelines outline the main areas of concern at the national level, including establishing RVA as a central part of national perpetual learning tactics, developing RVA systems that are obtainable to everyone, integrating RVA into education and training systems, setting up an integrated national framework involving all stakeholders, enhancing the capacity of RVA personnel, and developing sustainable funding mechanisms. To improve the acknowledgement of skills, policymakers, educators, and other stakeholders will need to work together to address these challenges. Students who graduate in English from Bangladesh can develop the lifelong learning skills they will need to succeed in the workforce by doing this.

As they may impede the development of continuing education abilities, the teaching and learning of English consequences in Bangladesh are troubling. *English for Today*, the only secondary-level textbook in the country, was developed in 2013 to help students become proficient in speaking, listening, reading, and writing. Unfortunately, though, the instruction and study of English in Bangladesh do not live up to these hopes. Bangladeshi high school students leave with limited spoken and heard English skills. In Bangladesh, the fundamental idea of speaking and listening inclusion for interactive language acquisition of English is disregarded. Following a report by English Testing in Asia, the majority of elementary schools across the nation have inadequate resources, and the lack of English instructors kills all hope. The National Education Policy 2010 of Bangladesh stresses the importance of being able to speak and write English so that students can access world economics and knowledge. Sadly, though, the instruction and study of English in Bangladesh do not live up to these hopes. Poor

educational and learning impacts in Bangladesh can be attributed to many factors, including a lack of competent and qualified instructors who are accustomed to modern techniques and approaches to teaching and a lack of teaching materials. Addressing these issues will require a coordinated effort from officials, instructors, and other constituents to improve the standard of instruction in the English language, provide sufficient materials and resources, and educate teachers in contemporary methods and approaches to teaching. Students who graduate in English from Bangladesh can develop the lifelong learning skills they will need to succeed in the workforce by doing this.

Bangladesh's need for online schooling has been highlighted by the COVID-19 outbreak. The potential of Bangladeshi English graduate pupils to get involved with online education may be hindered by a lack of suitable devices for online education. Numerous learners in Bangladesh lack access to devices like laptops, tablets, and smartphones, according to a study. For students coming from low-income families in particular, the lack of utilisation of devices poses a major barrier to online education. The lack of availability of gadgets can also make education less equitable because students from poor backgrounds tend to be less likely to enjoy access to them. The potential of teachers to effectively offer online education can also be hindered by a lack of access to technological devices. A World Bank report says that in Bangladesh, especially in rural places, the absence of access to technology is a big challenge. To address this challenge, policymakers, instructors, and other stakeholders will need to work together to provide sufficient devices for distance learning, especially for learners from low-income families. To thrive in the future workforce, Bangladeshi English graduate learners can develop the required lifelong learning skills.

2.4 PART FOUR: LIFELONG LEARNING IN BANGLADESH

This discourse centres on the topic of lifelong learning within the context of Bangladesh. The importance of perceiving education as a continuous process of acquiring knowledge as opposed

to a binary framework is underscored by Tanvir (2010). The study conducted by Shaoan (2021) delves into the notion of lifelong learning within the context of Bangladesh, proposing the knowledge centre as a potential institutional framework for its effective implementation. The study conducted by Abdin (2020) underscores the significance of education as a fundamental pillar in the establishment of a society that is centred on knowledge. Additionally, the research delves into the endeavours undertaken by the government of Bangladesh to augment the availability of educational resources within the country. In his work published in 2008, Banerjee argues in favour of the implementation of service learning within university settings, positing that it serves to enrich the academic experience while simultaneously making a positive impact on the surrounding community.

2.4.1: EDUCATION SYSTEM IN BANGLADESH

According to the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), the existing formal education system in Bangladesh is roughly split between secular (public) schools and Islamic (madrasah) schools. The standard educational system consists of elementary, secondary, and higher education. The acquisition of literacy is mostly facilitated through formal education systems, although the presence of deficiencies in educational quality has impeded advancements in literacy. The presence of a robust correlation between an individual's literacy status and the number of years of formal education completed suggests a significant influence of school-based education. Between the years 2002 and 2016, there was a modest improvement in literacy abilities across various grade levels. However, it is important to note that the level of literacy among primary-grade completers continues to be unsatisfactory. In 2002, it was shown that over 33% of fifth-grade students who had completed their grade level were unable to read or write proficiently. The current state of affairs has seen limited progress since that time. Significant advancements have been achieved in the domain of literacy but at a somewhat slow rate. The positive development is that Bangladesh has

achieved advancements in multiple aspects of literacy. A recent study by Bayes (2016) reports that it will take Bangladesh another 44 years to achieve universal primary literacy and another 78 years to achieve universal secondary literacy at the current rate of improvement.

However, addressing many concerns about the education system in Bangladesh, According to Titumir's (2021) research, it is evident that despite the observed rise in enrollment and literacy rates, the education system has not effectively generated a proficient labour force or cultivated an environment conducive to innovation. According to Noor (2017), a significant obstacle to the progress of the education sector is the absence of a cohesive curriculum and a shortage of qualified educators. Ferdous (2019) explores the domain of higher education, specifically emphasizing the imperative of ensuring both quality and accessibility within the system. In his study, Tanvir (2010) examines the notion of lifelong learning and posits that education has to be perceived as a continuous progression rather than a binary system. Moreover, Abdin (2020) underlines the efforts that the government is making to expand the education budget as well as private sector investment in the education sector. This has led to improvements in the number of students enrolled in basic schools as well as accessibility to higher education. On the other hand, Shaoan (2021) emphasizes the necessity of a knowledge centre medium to successfully implement adult lifelong learning in Bangladesh. Overall, these papers suggest that the education system in Bangladesh confronts numerous challenges relating to quality, curriculum, qualified educators, and participation, but the education system in Bangladesh can be improved to promote lifelong learning by taking the necessary steps.

2.4.2: EXPLORING LIFELONG LEARNING IN BANGLADESH

The education sector experienced a significant transformation throughout the post-pandemic era. The decline in the quality of schooling and the rise in the number of school pupils dropping out were highly evident. Based on the data published by the Bangladesh Bureau of Statistics in 2020, it is evident that a significant proportion of children in Bangladesh, over seventy per

cent, are not attending school. Specifically, this includes a substantial number of children, amounting to 4.6 million, who fall within the age range of elementary to middle school but are not currently enrolled in any educational institution. The completion rate of upper high school among students stands at a mere 29%, but 65% of youngsters successfully complete their elementary and middle schooling. Furthermore, the shutdown of schools due to the pandemic resulted in a significant decline in educational attainment. In order to address these gaps, the government of Bangladesh has implemented notable actions, one of which involves transitioning to a revised curriculum.

The new curriculum will emphasize competency rather than theoretical knowledge, and that is why the ministry has identified ten main competencies for students when they pass the 12th grade (Jasim, 2022). The recent curriculum changes described by Professor Dr Md. Sazzad Hossain (2023) indicates that commencing with the academic year 2023, Bangladesh has formally implemented a novel skill-based curriculum for secondary and higher secondary levels. This development represents a substantial advancement in the nation's endeavour to transform the educational system and equip students with the necessary competencies to confront the demands of the twenty-first century.

However, according to The Business Standard (2023), the introduction of the initiative by the NCTB occurred before the policymakers were adequately prepared and had a complete conceptual understanding of it. Furthermore, both educational institutions and educators were ill-prepared for the situation. It is unreasonable to anticipate that teachers will demonstrate optimal performance following a mere three to five days of training. Moreover, the guardians are also unaware of the specific function they are expected to fulfil in this context (Pieal, 2023). It is further added that Professor Md Forhadul Islam, the chairman of the National Curriculum and Textbook Board (NCTB) claimed that the most appealing aspect of the new curriculum is that students are no longer required to memorize everything to earn high marks. They are now

empowered to develop their creative abilities and acquire knowledge independently (Pieal, 2023).

2.4.3 RESEARCH GAP

The existing scholarly literature on lifelong learning and its outcomes discussed different aspects of lifelong learning, including major approaches to lifelong learning (Celep, 2003; Cassin, 2002; Commission Européenne, 2008; Freref, 2004; Güneş, 1996; Legrand, 1989), and emphasised the importance of continuous transformation in lifelong learning by which individuals develop competencies in various domains throughout their lives (Klug, Krause, Schober, Finsterwald, and Spiel, 2014; Ozcan and Uzunboylu, 2012; Preece, 2013). Also, some researchers have marked lifelong learning as a strategy that removes barriers to participation in formal education based on factors such as age, geography, socioeconomic status, and level of study (Alheit, 2018; Bhasin, 2021; Dinevski & Dinevski, 2004; Ersoy & Yilmaz, 2009; Fischer, 2019; Jarvis, 2004; Kruse & Ozcan, 2011; Ozdaml & Ozdal, 2014; Prasad, 2022; Ramakrishnan, 2023; Schmitt, 2007; Valamis, 2023) and a few others have tried to depict adult learning strategy and social issues (Ateş and Alsar, 2012; Bilir, 2004; Göksan, 2009; Güven, 2020; Hus, 2011; Mascle, 2007) to motivate adults to engage in lifelong learning. Moreover, few authors have tried to show how higher education can be revolutionised by a combination of technological progress and open education systems (Blow, 2022; Castao Muoz, Redecker, Vuorikari, and Punie, 2013; Even Weller, 2011). Scholars like David (2019), Sobek and Dunne (2017) and Todoruț (2008) highlighted how organisations adopt and maintain new ways of working and conducting business in the world and why the development of a knowledge-based society and economy relies on lifelong learning.

To date, limited studies have been conducted on how lifelong learning skills and experiences can help and impacted on Bangladeshi English graduate students in the Bangladeshi job market as well as in their careers. To close this knowledge gap, the current study investigates whether

Bangladeshi students who cultivate lifelong learning skills are better equipped to succeed in the labour market both during and after their academic careers. The relevance and importance of lifelong learning were also talked about in a lot of different areas of previous research. These areas included education (teaching strategies and teacher training), personal development (children and older adults), and societal changes (social transformation, technological advances, and the shift to a knowledge economy). That is why this study aims to explore lifelong learning developments and their outcomes for Bangladeshi English graduate students.

2.4.4 CONCEPTUAL FRAMEWORK

The study uses the European Reference Framework or Key Competences framework for Lifelong Learning. The Reference Framework (2018) sets out eight key competencies: 1) Literacy competence; 2) Multilingual competence; 3) Mathematical competence and competence in science, technology and engineering; 4) Digital competence; 5) Personal, social and learning to learn competence; 6) Civic competence; 7) Entrepreneurship competence; 8) Cultural awareness and expression competence.

Here, literacy encompasses the aptitude to proficiently engage in communication and establish meaningful connections with others, employing suitable and innovative methods. Also, multilingual competence refers to the capacity to proficiently and aptly utilise multiple languages for the purpose of successful interaction. Moreover, mathematical competence refers to the capacity to cultivate and employ mathematical reasoning and understanding to effectively address a variety of challenges encountered daily scenarios (Publications Office of the EU, 2019). Furthermore, proficiency in the fields of science, technology, and engineering necessitates a comprehensive comprehension of the ramifications resulting from human actions, as well as the corresponding obligation to act responsibly as an individual member of society. Next, digital competence encompasses the adept and discerning use of digital technologies for educational purposes, professional endeavours, and societal engagement,

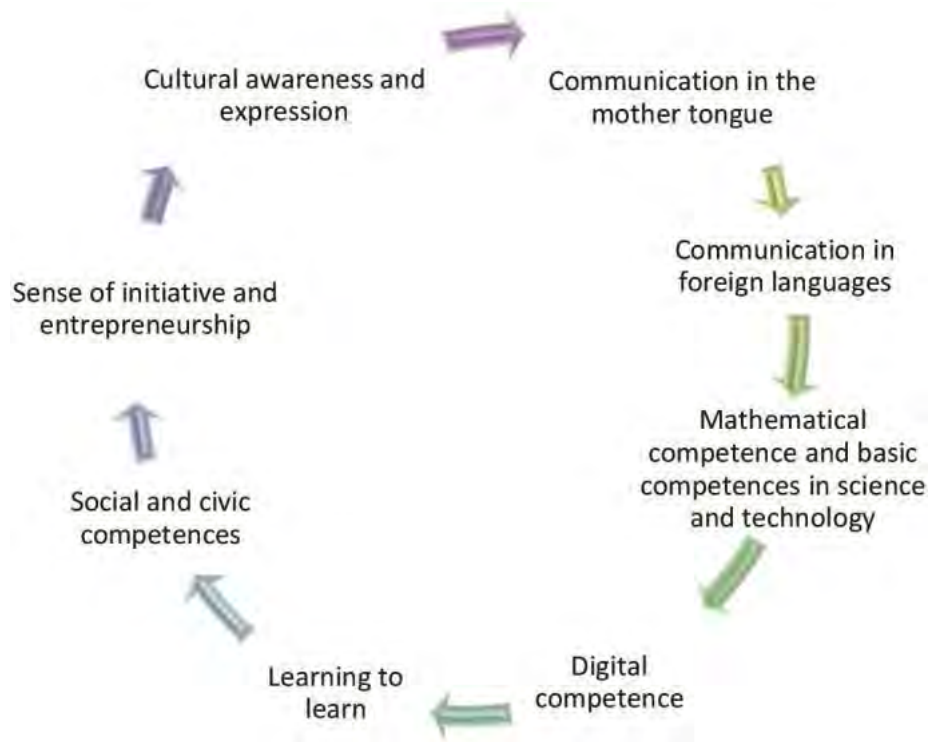
while also demonstrating a sense of accountability. would like to know more about the effects of climate change on biodiversity. Now, competence on all three levels—personal, social, and learning to learn—involves self-reflection, efficient information and time management, positive teamwork, resilience, and professional and personal development. On the other hand, citizenship competency refers to the capacity to engage as conscientious citizens and actively partake in civic and social endeavours. This capacity is rooted in a comprehensive comprehension of social, economic, legal, and political principles and frameworks, alongside an awareness of global advancements and long-term viability. In addition, entrepreneurial competence pertains to the ability to effectively seize and capitalise on opportunities and concepts, hence generating value for external stakeholders. Last but not least, proficiency in cultural awareness and expression encompasses the acquisition of knowledge and appreciation for the diverse ways in which concepts and significance are artistically conveyed and transmitted across various cultures and artistic mediums.

These key competencies demonstrate that every person needs a core set of skills to thrive in life: the ability to learn and grow, to find a job, to fit in with others, and to be an engaged citizen. The development of these skills takes place within the context of a lifelong learning perspective, beginning in infancy and continuing throughout adulthood, via formal, informal, and other forms of learning. All these competencies are equally important, and critical components in one domain will help create competencies in another. Key capabilities include critical thinking, problem-solving, collaboration, innovation, negotiation, reasoning, and intercultural awareness. These key competencies are a combination of knowledge, skills and attitudes.

The study is in line with the European Reference Framework for Key Competences. This framework does not identify specific core competencies but rather emphasizes learning holistically throughout one's life. This study takes into account the principles outlined in the European Framework to acknowledge the interdependence of different competencies and skills.

Also, using the competency "Personal, social, and learning to learn competence" from this framework, this study will look at how Bangladeshi English graduates can learn to think about themselves, manage their time and information well, constructively work with others, stay strong, and take charge of their learning and careers. Also, it includes their ability to deal with complexity and uncertainty, learn how to learn, support their own physical and emotional health, keep their physical and mental health in good shape, live a health-conscious, future-focused life, empathize, and handle conflict in a supportive and inclusive setting. These aforementioned competencies represented the English graduate students' larger and more sophisticated outlook on employment. Thus, Bengali-medium students who are studying English can gain a broader cultural perspective and increase their learning flexibility through the application of these competencies.

The study's conceptual framework consists of one stage. It involves conducting interviews to answer research questions. The first question pertains to the impact of lifelong learning on the employability of English graduates in a competitive job market, as well as its influence on their overall careers. The second question explores the challenges faced by these graduates in their professional endeavours due to a lack of emphasis on lifelong learning skills. Question 3 pertains to the participants' perspectives on lifelong learning and their current occupation.



Eight Key Competences of The European Lifelong Learning Framework

2.5 CHAPTER SUMMARY

The first part of the chapter provided an overview of what "lifelong learning" is and why it's so crucial. The second section provided a high-level overview of how and why lifelong learning is beneficial to formal schooling. The chapter's third section included an overview of previous research on the topic of encouraging lifelong learning, as well as some concrete instances and potential resources. The chapter concluded with a discussion of the benefits and difficulties of lifelong education in Bangladesh. The chapter concluded by situating the existing knowledge gap within the context of recent research on the topic and providing a conceptual framework for further study.

CHAPTER THREE: METHODOLOGY

3.1 INTRODUCTION

The study technique behind the inquiry of lifelong learning procedures and their influence on the professional lives of Bangladeshi English graduates is examined in this chapter. As stated in the previous sections, the major objective is to develop a complete knowledge of how continuing education skills affects career paths in the setting of Bangladesh. The ultimate goal is handled via a well-structured research technique that directs the investigation. Particular inquiries into the subject matter have been developed to guide the investigating process to achieve the study objectives. These are the questions that will guide the investigation of the link between lifelong education and professional success among Bangladeshi English graduate pupils.

The technique examines issues such as how these learners engage in lifelong learning, the difficulties they face, and their perspectives on how it affects their career path. To provide a thorough analysis, a multiple case study, or qualitative, technique—a research approach grounded in qualitative research principles—was used. This methodology aligns with the intricacies of the research question and facilitates a comprehensive analysis of the experiences and points of view of graduate learners studying English. The procedure of choosing participants, data gathering, and data analysis framework will be explained. Furthermore, this chapter discusses the methods used to secure the study's credibility. It highlights the importance of research rigour and credibility, recognising the need to create trustworthy findings that contribute to the global debate on lifelong learning while addressing the unique requirements and characteristics of English graduate programs in Bangladesh.

3.2 THE QUALITATIVE PARADIGM AND ITS PHILOSOPHICAL ASSUMPTIONS

The qualitative paradigm is a comprehensive approach to research that is firmly founded in philosophical presumptions that govern technique and findings interpretation. In the context of the research on "Lifelong Learning and Its Impact on the Careers of Bangladeshi English Graduate Students," a qualitative theoretical framework is critical for understanding the complexities of individual experiences as well as the country's distinct cultural, educational, and socioeconomic dynamics. This part dives into the theoretical underpinnings that drive the qualitative paradigm, attempting to link them with the research aims. Certain ontological assumptions are at the heart of the qualitative paradigm. For starters, it acknowledges the complexities of reality, recognizing that there are many subjective and dependent realities in context. This assumption helps us to grasp the unique experiences of English graduate pupils in Bangladesh, as well as the various viewpoints on lifelong instruction and its influence on their careers, in the study. As I investigate the relationship between perpetual learning and job success, I keep in mind that these instances are intensely personal and might differ dramatically from one person to the next.

The qualitative paradigm adopts an epistemological position that stresses the significance of subjective understanding and interpretation. It believes that knowing the universe is fundamentally founded in individual events, emotions, and meaning-making. This assumption forces us to connect with English graduate learners from Bangladesh on a highly personal level in the framework of the study. It recognizes that their concept of lifelong education and its impact on their jobs cannot be quantified or assessed only by statistical data but rather by the depth of their experiences and perceptions (Hamid & Erling, 2016).

The qualitative paradigm's axiological foundations recognize the intrinsic significance of subjectivity and human experiences, including the researcher's viewpoint. It recognizes the person conducting the study as a participant in the process of research, affecting the study's

path rather than an impartial spectator. This is crucial to the study because it underlines the researcher's role in engaging participants in meaningful discussion and allowing their perspectives to be understood and respected. Furthermore, it emphasizes the significance of ethical issues in guaranteeing that the investigation process is handled in accordance with the experiences and viewpoints of the participants.

The qualitative paradigm is based on methodological principles that promote adaptation, responsiveness, and flexibility. Qualitative researchers frequently use a range of data-gathering approaches, including deep conversations, assessments, and analysis of records, to gain a comprehensive grasp of the study issue. This empirical flexibility is critical in the study because it captures the various perspectives of Bangladeshi English graduate learners and their opinions on lifelong learning. It also allows us to efficiently traverse the local environment, ensuring that the research techniques are linked with Bangladesh's distinct cultural and educational dynamics. The relevance of theory originating from facts rather than being placed on it is highlighted by theoretical assumptions in the qualitative paradigm. This is consistent with the study strategy, which allows the hypothesis about continuous education and its impact on professional success to emerge naturally from the participants' narratives and experiences. It highlights the inductive character of qualitative research, in which ideas are built via close interaction with evidence, resulting in a more culturally grounded as well as culturally sensitive comprehension of the topic under inquiry.

The research on the influence of continuous instruction on the professional lives of Bangladeshi English university graduates is framed by the qualitative paradigm and its philosophical assumptions. The study aims to contribute to the global discourse on continuing education while remaining deeply rooted in the local circumstances of the participants by accepting the complicated nature of subjective experiences, considering individual accounts, and being

cognizant of the cultural and contextualised nuances of Bangladesh. This method guarantees a thorough and culturally appropriate investigation of the study issue.

3.3 RESEARCH DESIGN

This investigation on "Lifelong Learning and Its Impact on the Careers of Bangladeshi English Graduate Students" employs a research design that is thoughtfully tailored to reflect the distinct characteristics of the research topic, the contextual complexities within Bangladesh, and the valuable insights gained from the provided resources. The approach adopted is consistent with the qualitative model, allowing for the exploration of the intricacies of the study's aims. A key component of this study's design is the application of an extensive case study, or subjective, approach, which enables a detailed analysis of the points of view and adventures of English graduate recipients in Bangladesh. This approach recognizes the need for specific setting insights and tackles the fact that the local environment has a significant influence on the relationship between professional performance and continuous development.

The associated documents help for participant selection. The participants are carefully chosen English graduate students from Bangladesh. This technique assures that their experiences are diverse, that they represent the local area, and that they will acquire valuable, context-specific data. In-depth observations, interviews, and document analysis are among the data-collecting methods used. The interviews are organized according to the principles indicated in the accompanying videos, with an emphasis on open-ended inquiries that are relevant to the study objectives. This method enables individuals to express their feelings fully, allowing for more nuanced insights. For data analysis, thematic investigation, a method aligned with the inductive approach of the qualitative paradigm, is used. This method ensures that the results are responsive to the Bangladeshi customs and pertinent to the surroundings, allowing for the unplanned development of assumptions from the information available.

The research design is still based on the assumptions of philosophy that are discussed in the publications that are linked. It honours the intricacies of personal experiences, the significance of unique stories, and the active participation of the investigator. It is expected that the conceptual framework will emerge organically from the data, preserving a coherent relationship between the investigation's approach and the theoretical foundations of the qualitative investigation paradigm. To sum up, the study design is a skillfully constructed framework that is well-suited to traverse the challenging terrain of ongoing education among Bangladeshi graduate students studying English. The research is expected to significantly advance the field by fusing the concepts presented in the related literature with the unique circumstances of the area.

3.4 MULTIPLE CASE STUDY APPROACH

The research we are conducting, "The Effects of Continuous Education on the Professional Directions of English Graduate Candidates in Bangladesh," uses an extended case investigation technique as the research methodology. This method, which is impacted by the materials provided, offers a solid basis for delving deeply into the goals of the study and negotiating the tricky terrain of our topic.

The inherent complexity of our research topic is the driving force behind the application of a multiple-case study methodology. As seen by the provided materials, this methodology is especially well-suited for inquiries that explore complicated issues, such as the interaction between continuous learning and job outcomes among English graduate students from Bangladesh. Through the analysis of several instances, it is possible to discern recurring patterns, divergences, and subtleties within the dataset, providing a comprehensive comprehension.

The provided resources have provided valuable insights into the methodology of case selection, which will be implemented in our research. The subjects under consideration in our specific context are graduate pupils specializing in English language studies in Bangladesh. The selection process will adhere to a purposive sample technique, taking into account variables such as individuals' degree of involvement in lifelong learning, professional paths, and breadth of experiences. This methodology guarantees that our instances encompass a wealth of context-specific data and accurately reflect the intricate dynamics at the local level.

Following the concepts delineated in the provided resources, the process of gathering data across many instances will involve the use of diverse methodologies. The utilization of thorough interviews, findings, and document analysis is crucial for comprehensively documenting each aspect of lifelong learning events and their corresponding career outcomes. The procedures will be modified to accommodate the distinct circumstances of each case, enabling a comprehensive examination.

The essence of employing the multiple-case study technique is in the practice of doing cross-case analysis. As seen by the provided videos and seminars, this particular stage entails the examination and juxtaposition of several case studies to discern recurring patterns and thematic elements. The inclusion of this analysis is necessary to derive significant findings about the influence of continuing education on career paths. This approach allows for the examination of distinct variables that impact individual cases while also acknowledging broader patterns and tendencies (Chowdhury & Kabir, 2014).

The conceptual assumptions, as explicated in the provided materials, serve as the foundation for our utilization of a multiple-case study technique. We acknowledge and appreciate the intricate nature of human experiences, acknowledging the importance of unique narratives. The acknowledgement of the researcher's active involvement in the study process is a crucial aspect,

while placing utmost importance on ethical issues to ensure that the opinions of the subjects are duly recognized and respected.

The materials provide valuable insights into the formulation of an analytical structure that arises from the facts, which aligns with our chosen methodology. The construction of the theoretical structure we establish will be informed by the personal accounts and memories of the cases, facilitating the spontaneous development of theory from the facts. This methodology is consistent with the inductive characteristics of qualitative studies and guarantees that our results are firmly rooted in the context.

In summary, the utilization of the multiple case study technique is carefully crafted to negotiate the intricate landscape of lifelong development and career outcomes within the population of Bangladeshi English graduate learners. By drawing upon the materials provided, this technique establishes a framework for our study that has the potential to make a significant scholarly contribution. It enables us to conduct a comprehensive examination that not only acknowledges the complex local circumstances but also adds to the wider conversation surrounding lifelong development and career paths.

3.5 THE RESEARCHER'S ROLE

The researcher in the qualitative study titled "Lifelong Learning and Its Impact on the Careers of Bangladeshi English Graduate Students" plays a complex and interconnected function within the research process. The function, as directed by the available resources, highlights numerous crucial elements that are essential for the ethical implementation and overall achievement of the research.

The central and overarching responsibility of the investigator is that of a conscientious custodian. Within the framework of the study, which encompasses English graduate pupils in

Bangladesh, the scholar bears the obligation of ensuring the protection of the participant's rights, dignity, and privacy. This entails the skillful navigation of cultural subtleties and ethical deliberations that hold significant relevance within the specific local environment. The research process requires the meticulous obtaining of informed permission, ensuring participant anonymity, and actively addressing any possible discomfort or harm those participating may experience throughout the study.

The active participation of the researcher in the study has significant importance. This necessitates going beyond the role of a passive observer and actively involving oneself in interaction with the participants. From a practical standpoint, this entails the construction of a positive relationship, the fostering of confidence, and the development of a secure and pleasant environment in which individuals may freely disclose their encounters (Chowdhury & Roshid, 2020). In addition, a heightened awareness of non-verbal signals, nuances in interpersonal interaction, and the complex cultural factors that may impact the process of gathering data is necessary.

The concept of reflexivity holds significant importance in the job of the researcher. This approach includes the cultivation of self-awareness and the ongoing examination of personal biases, assumptions, and prejudices that may accidentally influence the research process. Within the context of our particular investigation, the cultivation of self-awareness assumes paramount importance in acknowledging the cultural background and viewpoints of the researcher while also acknowledging any potential biases that may be present. The acquisition of such awareness is essential to upholding the authenticity and ethical standards of the study.

Considering the nature of the study, which entails conducting comprehensive interviews, the researcher must adopt the position of a proficient interviewer. Based on the information presented in the materials, the researcher carefully constructs open-ended questions that are

closely aligned with the study objectives. This approach aims to prompt participants to offer complete accounts of their experiences. The researcher's capacity to engage in active listening, pose probing questions to elicit more profound insights, and tailor the interview approach to the specific circumstances of every participant is of utmost importance.

The researcher is furthermore tasked with the job of doing data analysis, which plays a crucial part in the investigative process. The selected data analysis methodology, as mentioned in the literature, should be carefully implemented to guarantee that the results are firmly rooted in the specific context and subject to thorough examination.

The objective of our study is to construct a theoretical framework in a manner that is grounded in the facts, hence requiring the researcher to assume the position of a theory developer. Consistent with the inductive approach of qualitative study methodology, the researcher plays a role in allowing ideas to develop directly from the data, thereby guaranteeing that the findings are well grounded in the unique cultural and educational context of Bangladesh (Hamid & Baldauf, 2011).

In summary, the researcher's involvement in our qualitative study pertaining to the relationship between lifelong learning and employment results among Bangladeshi English graduate pupils comprises many key responsibilities. These include ethical stewardship, active engagement, reflexivity, proficient interviewing techniques, meticulous data analysis, and the construction of theoretical frameworks. By effectively carrying out these diverse responsibilities, the researcher attempts to maintain the principles of ethical research, demonstrate reverence for the distinct local circumstances, and make a meaningful contribution to the comprehension of perpetual education outside the particular cultural and academic setting of Bangladesh.

3.6 SETTINGS

The setting is an important aspect in the qualitative research investigation on "Lifelong Learning and its Effects on the Careers of Bangladeshi English Postgraduate Students," as it offers a historical backdrop against which the research develops. This part digs into the varied features of the study environment, taking into consideration the specific subtleties and variations within the Bangladeshi educational scene, guided by the tools and materials offered.

This study's context is profoundly rooted in Bangladesh's educational scene. This South Asian state boasts a rich and diversified educational background, with a concentration on the use of English education expanding in importance. Because English is widely considered as a doorway to employment prospects, the setting is especially pertinent for investigating the impact of ongoing education on career trajectories. The system of education in the country is made up of a wide variety of establishments, including educational organisations, colleges, and institutions that serve as important hubs for research (Chowdhury & Kabir, 2014).

Our research, which falls under this larger institutional framework, addresses the particular circumstances of Bangladeshi universities, particularly those that provide graduate degrees in English. Our study is centred around these colleges, which gives us insight into the life of graduate students studying English. The location where people engage in continuous education behaviours and develop their professional objectives includes educational institutions, libraries, and the greater university environment.

The linguistic and cultural features of the environment have significance to our study. Bangladesh has a diverse cultural legacy that includes a mix of customs, languages, and societal standards. Bengali is the language of the government, however, English is widely used as an additional tongue, especially in professional and educational environments. The interaction of

various languages, as well as cultural subtleties, influence how English graduate learners engage in lifelong learning and professional development.

The context also includes socioeconomic elements that impact English graduate students' careers. Bangladesh has a varied variety of economic situations, including income and employment possibilities discrepancies. Because the interaction between perpetual learning and job outcomes might vary greatly depending on these socioeconomic characteristics, they are an important part of the research settings.

Our research recognises the worldwide-local context (the GLC) approach, which emphasises the interaction of global impacts and local realities. The setting captures how worldwide trends in perpetual education connect with the unique requirements and obstacles that Bangladeshi English graduates encounter. The study aims to shed light on how worldwide notions of continuous learning are interpreted and utilised in this specific context.

Finally, the backdrop for the qualitative investigation focusing on lifelong instruction and job prospects amongst Bangladeshi English graduate learners is dynamic and varied. It is closely intertwined with Bangladesh's educational landscape, the distinctive atmosphere of universities as well as English graduate programmes, the country's cultural and linguistic richness, socioeconomic considerations, and the dynamic interaction of local and global influences. The research intends to shed a spotlight on the observations and opinions of English graduate pupils as they negotiate the junction of lifelong education and professional ambitions within the specific context of Bangladesh by completely comprehending this environment.

3.7 SELECTING THE PARTICIPANTS

Selecting volunteers for a qualitative investigation project is an important and challenging task. The participants in our study on the impact of continuous instruction on the professional lives of Bangladeshi English graduate pupils must closely match the research goals and objectives.

This section digs into the requirements and reasons that influence participant selection for our study, offering a thorough knowledge of this critical component.

Purposive sampling is a frequent strategy in qualitative research. This strategy enables researchers to select volunteers with important ideas and experiences related to the research subject. The major emphasis of our research centres around Bangladeshi English graduate learners who took an active role in lifelong learning practises during their education and have now transitioned into their employment. Specific requirements for admission have been deliberately created to properly reduce the pool of eligible candidates. Participants must be Bangladeshi nationals who recently completed a graduate English programme in Bangladesh. This criterion guarantees that participants have firsthand knowledge of the local educational system as well as their cultural and linguistic background (Alam, 2021).

Active involvement in lifetime learning practises throughout their academic career is a critical requirement for participation. This might involve taking more classes, earning certificates, or improving their abilities outside of their official schooling. Applicants ought to have successfully moved into their jobs following graduation. This criterion is critical because it allows us to investigate the influence of continuing education on their career paths. It is critical to guarantee diversity among participants, taking into account aspects such as gender, age, as well as the specifics of their jobs. Diversity enhances the dataset and enables a more comprehensive grasp of the study issue. The recruitment procedure is meticulous. Potential participants are found through a variety of routes, including colleges and universities, alumni connections, and professional organisations. Individuals who match the inclusion requirements can gain access through these sources. Following that, people are officially asked to participate in the research project. The invites clarify the research aims and the level of engagement required from participants.

Before taking part in the investigation, participants are given comprehensive details about the research. This information comprises the study objectives, the purpose of their participation, and the time commitment required. Participants are also advised of the anonymity of their replies and their total freedom to withdraw from the research at any time without penalty. The data-collecting phase is mostly comprised of interviews that are semi-structured with the chosen participants. It may also include the evaluation of pertinent papers such as college transcripts and professional advancement documentation in some cases. The interviews are aimed to answer the study's questions and offer a thorough grasp of the subject. The recruiting procedure will continue until the data is saturated. When no new or significantly different material or themes materialise from additional interviews, data saturation has occurred. This guarantees that the research obtains a diverse variety of perspectives and personal experiences from the people that were chosen. Ethical issues are crucial throughout the participant screening procedure. Researchers are fully dedicated to preserving the highest research ethical standards. These criteria cover topics like informed approval, anonymity, and the highest regard for the participants' autonomy and rights.

To summarise, the participants in our ethnographic study on lifelong education and its influence on the professional lives of Bangladeshi English graduate pupils were carefully chosen using deliberate sampling, criteria for inclusion, and steadfast ethical concerns. Our research intends to provide useful insights into the viewpoints and experiences of persons who have taken an active role in lifelong instruction and transitioning into their jobs in Bangladesh by carefully selecting participants who meet the required criteria. This meticulous selection procedure is critical in guaranteeing the depth and reliability of the results of the investigation, which contribute to the body of understanding on this critical issue.

3.8 AN OVERVIEW OF THE PARTICIPANTS

This segment will provide a quick overview of the six cases or participants, touching on topics such as their residency, educational history, reasons for pursuing an English major and motivation to manage stress. In my opinion, these specifics do affect how they perceive the interview questions and the process overall.

3.8.1 PARTICIPANTS' PROFILES:

The profiles of the participants are displayed based on their study level in the table below.

PROFILE OF PARTICIPANTS

No	Name	Age	Gender	Academic Qualifications	Currently lives in	Medium of Instruction in School	Current profession
1	Tasnia Shahrin	27	Female	*Bachelor (Hons.), Master Of Arts (M.A.) In English Language And Literature Bangladesh * Higher studies in English, UK.	UK	English	Sub-Editor
2	Ananya Jannat	26	Female	*Bachelor (Hons.),	Bangladesh	Bangla	Media

	Jhawa			Bangladesh			Person
3	Nadia Nur	29	Female	*Bachelor (Hons.), Master in English Dhaka University, Dhaka Bangladesh	Canada	Bangla	Corporate job
4	Faheem Haider	28	Male	*Bachelor (Hons.) Bangladesh	Bangladesh	Bangla	Corporate Job (HR)
5	Sanzida Mim	26	Female	*Bachelor (Hons.), Mastering in English Australia	Australia	Bangla	Freelancer
6	Shiekh Nahiyen	28	Male	*Bachelor (Hons.), Master in English Malaysia	Malaysia	English	TA/Teacher

Five of the participants were full-time employees, while the sixth was working part-time while pursuing a master's degree in Bangladesh. All of the participants were English graduates. Also, three of the participants are getting degrees from universities abroad. Participants' full- or part-time occupations fell into a variety of fields, including education, editing, corporate administration, the media, and freelancing. They had little more than a year or two of work influence experience between them since they were all recent university graduates. The participants' ages ranged from 26 to 29 as well. Two of the students had professional employment under their belts before they graduated. Although two of the participants were pursuing advanced degrees in English literature, every single one of them was an English graduate.

3.9 AN OVERVIEW OF DATA COLLECTION PROCEDURES

The data-gathering procedure is critical in qualitative research. Researchers get the information needed to fulfil their study questions and objectives through data collecting. The data-collecting techniques in our study, which explores the influence of continuous education on the professional lives of Bangladeshi English graduate learners, are meticulously planned to give a thorough picture of the research issue.

3.9.1 DATA COLLECTION METHOD

Our principal strategy entails conducting interviews that are semi-structured with a small number of participants, allowing for an in-depth study of their experiences and opinions. Insights from literary sources including Walliman's book, Creswell's chapters on subjects, and Baxter and Jack's "Case Study Methodology" enrich these interviews. Pilot interviews are conducted to ensure the efficacy of our data collection by incorporating information from literature and instructional videos on philosophical presumptions, conceptual frameworks, and

research models. In addition, document review serves as a supplement, scrutinising educational transcripts and career-related papers. Throughout the data-gathering procedure, ethical concerns inspired by lectures and literature are strictly followed, protecting the respect and anonymity of those who participate while safeguarding the accuracy of our study. This multifaceted approach to data collecting assures that our study has a thorough and ethical base.

3.9.2 INTERVIEW PROTOCOLS AND QUESTION DESIGNS

The design of our interview technique and questions for the study on the influence of lifelong learning on the professional paths of Bangladeshi English graduates is based on a thorough grasp of the subject, informed by books, video lectures, and real-world experiences. We created an interview methodology that guarantees our questions match with the study aims, based on Creswell's observations in his section on participation and advice from online seminars on methodologies for research and theoretical frameworks. The questions are carefully crafted to elicit participants' involvement in lifelong learning, the problems they confront, and their impressions of its impact on their professional paths. We hope to enable participants to openly communicate their experiences and ideas by using interviews that are semi-structured and open-ended questions. The pilot assessments, which were impacted by this advice, were critical in refining the process and inquiries, making them more specific and successful. The rigorous synchronisation of our interview technique and question structure with the research aims, supported by literature and application in practise, guarantees that our study's data-gathering process is robust and informative.

3.9.3 PILOT INTERVIEWS

We performed pilot interviews before the major data collection phase of our study on the influence of continuous education on the job prospects of Bangladeshi English graduates. These preliminary interviews were critical in improving our study methodology and data-gathering techniques. We prepared the pilot interviews to assess the efficiency of our interview

process and questions using ideas from Walliman's books and advice from video courses on paradigms for research and theoretical frameworks. The pilot interviews were an excellent chance to detect possible problems, check the clarity of the research inquiries, and make sure the participants comprehended the study's aims. We adjusted the interview process and question design by performing these interviews and integrating participant comments. This iterative method enabled us to make the required changes to guarantee that the major data-gathering phase was more organised and productive. Overall, the initial round of interviews served as an important in preparation step in our studies, ensuring that our gathering of data techniques is well-suited for looking into the effects of continuous education on the job prospects of English graduate pupils in Bangladesh.

3.9.4 DATA SATURATION

Achieving saturation of data is a vital part of the gathering information procedure in our research on the influence of continuous education on the job prospects of Bangladeshi English university graduates. Data saturation refers to the record where no new information or insights are revealed through additional data collection, as guided by insights from writing such as Baxter's and Jack's "Case Study Methodology" and practical expertise acquired from online seminars on research paradigms and theoretical frameworks. By grasping this notion and implementing it in our study, we hope to collect enough data to fully address our research concerns. The saturation of data is critical to the level of accuracy and breadth of our research. It denotes that we have acquired a substantial dataset that extensively investigates our participants' experiences and viewpoints, providing light on the complex link between continued education and job success. We are devoted to attaining this stage of data saturation in order to produce trustworthy and relevant conclusions in our study, with the help of literature and practical insights.

3.9.5 DOCUMENT REVIEW

The document evaluation procedure, as a critical component of our research approach, entails a thorough examination of numerous written materials linked to our study on lifelong education and its impact on the professional lives of Bangladeshi English graduate pupils. This technique is influenced by literature, such as Walliman's textbook and Baxter and Jack's "Case Study Methodology." Our document assessment includes a variety of sources of information, which include research papers, indicates, and policy papers, chosen to present a variety of viewpoints on lifelong education and its implications on career paths. This method enables us to synthesise current information, identify deficiencies in the existing literature, and establish a solid theoretical framework for our study. We hope to get a comprehensive knowledge of the contextual variables, problems, and possibilities associated with the Bangladeshi educational setting, as well as the employment prospects of English graduate students, through document evaluation. We may construct well-informed inquiries for research and build an effective data-gathering approach by synthesising these ideas. The material we inspect is an essential component of our research technique, adding depth and rigour to our investigaton.

3.10 AN OVERVIEW OF DATA ANALYSIS PROCEDURES

The researchers have methodically created a thorough data analysis methodology linked with the subjective numerous case study techniques in their quest to understand the complicated relationship connecting lifelong education and the professional success of Bangladeshi English graduate pupils. This framework has been deliberately designed with the aid of famous specialists including Walliman, Creswell, and Baxter as well as Jack to obtain relevant insights from the data provided. The data analysis process includes many crucial processes, each of which is essential for extracting rich, context-specific information. The first stage is transcribing and organising the information gathered from assessments, evaluations of documents, and any additional appropriate sources. This painstaking transcribing procedure

ensures that all necessary information is easily available and methodically organised, laying the groundwork for a thorough study. Following that, the researchers will use thematic investigation, a method advised by Creswell, to identify recurring themes and patterns in the data.

Thematic analysis provides for the classification and organisation of data, making it easier to identify important patterns and connections. Furthermore, the researchers foresee the use of data visualisation tools to communicate crucial findings. The use of data visualisation not only improves the understanding and availability of the results but also provides a comprehensive visual overview of the connections between lifelong learning practises and job prospects amongst Bangladeshi English graduate pupils. Through the data collection process, the investigators will keep their study questions and conceptual framework in mind. The purpose is to offer an in-depth, relevant, and environment-specific analysis that substantially contributes to the knowledge of continuous education within the Bangladeshi context, particularly its impact on the career paths of English graduate learners.

The data analysis processes are purposefully meant to uncover significant insights and provide new perspectives. To have a thorough grasp of the information analysis techniques, it is necessary to go deeper into each significant component. The act of transferring recorded data—gathered via interviews, review of documents, and various other sources—into a written format for systematic evaluation is known as transcription. The transcribing phase guarantees that the information is nicely organised and that it can be managed successfully throughout the ensuing analysis. The analysis of themes is a critical component of data analysis. This analytical technique, as proposed by Creswell, enables researchers to detect and analyse repeating themes, patterns, and variances in data. Thematic analysis is especially well-suited to capture the intricacies of qualitative information, making it a powerful tool for elucidating the complicated link between lifelong learning practises and job performance amongst Bangladeshi English

graduate pupils. To explain the study findings, data visualisation tools will be used in addition to theme analysis. Data visualisation may take many different forms, including visualisations such as charts, graphs, and infographics. Its major goal is to display complicated facts in an accessible and intelligible visual style.

Not only can visualisation improve the understanding of the data, but it also gives a complete perspective that assists in comprehending the complicated links between perpetual learning and professional achievements. Throughout the information analytics process, the researchers' constant reference to their study objectives and conceptual framework emphasises the need to maintain an unwavering connection between the study's aims and the analytical technique. This thorough emphasis ensures that the analysis is driven by the research questions, ensuring the study's findings are relevant. In conclusion, the data analysis methodologies used in this study are precisely structured to allow for a thorough investigation of the association between lifelong learning practises and professional outcomes amongst Bangladeshi English graduate learners. These techniques include data transcription, theme analysis, and data visualisation, all with the goal of remaining consistent with the study objectives and the theoretical framework.

3.11 ETHICAL CONSIDERATIONS

Ethical issues are crucial to every research project, but they are especially important when investigating the intricate realm of lifelong learning practises and their influence on the professional lives of Bangladeshi English graduate pupils. Several ethical factors will be meticulously addressed as the research continues to protect the comfort and dignity of the participants, as well as the reliability of the results of the study. For starters, informed permission will be a critical ethical guideline in the research. Volunteers in the investigation will get detailed information on the study's objective, methods, potential hazards, and benefits. They will be offered the choice to choose whether or not to engage willingly, and their permission will be recorded straightforwardly and unambiguously. Furthermore, participants

will be notified of their ability to withdraw from the research at any moment without penalty. Another critical ethical factor is confidentiality.

All data gathered, whether through interviews, papers, or other means, will be treated with strict confidentiality. To preserve participants' privacy and confidentiality, their identities will be anonymised using pseudonyms. This precaution guarantees that their confidential and educational data is kept private and safe. The investigators will be diligent in creating a relationship of confidence with the participants to preserve the ideals of integrity and respect. Throughout discussions and data collecting, this method will encourage an open and transparent flow of information. It is critical to respect the participants' voices and experiences and to portray their opinions truthfully. Furthermore, throughout the investigation, the moral component of equity shall be preserved. The researchers will keep alert to any power imbalances between themselves and the subjects. Any sort of intimidation or exploitation will be strictly prohibited, guaranteeing that participants may freely voice their opinions without being pressured by outside sources.

Additionally, the investigators will carefully assess the research's possible influence on the participants. Lifelong learning practises and job paths are very personal and may have a huge impact on an individual's life. As a result, the research will be carried out with the highest care and regard for the responses of the respondents and goals. Finally, the study team will adhere to institutional and ethical research requirements. They will try to obtain and secure all relevant permits and clearances, ensuring that the study is conducted in accordance with the highest standards of ethics. This dedication to ethical issues not only protects the participants' well-being but also assures the validity and integrity of the study's findings.

3.12 TRUSTWORTHINESS OF THE STUDY

Elo et al. (2014) assert that data reliability is an essential element in qualitative research, given that the methodology investigates concepts that are not quantifiable. Maintaining credibility in research is critical to ensuring that the study's conclusions are reliable, trustworthy, and valuable. Trustworthiness is critical in the context of researching lifelong learning skills practises and their influence on the career paths of Bangladeshi English graduate pupils. I used a variety of tactics to do this, including trustworthiness, reliability, transferability, and confirmability.

The foundation of trustworthiness is credibility. I demonstrated reliability in this study using a variety of techniques. The researchers will use a qualitative case study with multiple cases technique to increase the trustworthiness of the findings. This method lends itself nicely to an in-depth examination of the opinions of the participants, allowing for the collection of rich and thematically relevant data. Shenton (2004) argues that credibility is a key factor in determining the reliability and validity of qualitative data. Triangulation and member checks both add to the reliability of a study, which is why they can be used to make sure it's credible. Prolonged interaction with the unfaltering observation of study participants is one of the potential components that might be used to establish the reliability of the data gathered in qualitative studies (Anney, 2014).

Furthermore, In order to ensure the reliability of the data, I employed various methods such member verification, triangulation, participant and persistent observation, and creating a detailed description of the research. The results of this research can be adapted and used to comparable circumstances or other settings by providing transparency in these areas. This stage is critical in ensuring that the study's significance extends beyond the local research context. Another important aspect of trustworthiness is dependability. I proved dependability in this study by a detailed recording of the procedures used for research. All phases of gathering and

analysing information thoroughly documented, providing a transparent record of the study process. This transparency guarantees that the study's methods are consistent and reliable, contributing to the research's overall credibility.

Confirmability is the ultimate characteristic of trustworthiness, and I maintained it by my dedication to objectivity. During gathering and analysing information, individual prejudices and presumptions were identified and set aside. Furthermore, I keep detailed records of all decisions made during the investigation, producing a verification trail that proves the research process's objectivity. Furthermore, using numerous data sources, such as assessments, reviews of documents, and inquiry, provides depth and complexity to the study, boosting the credibility of the results. Data triangulation from several sources makes it possible for a thorough and well-rounded examination of the study issue.

I have employed an approach of ensuring dependability among coders and between coders, as well as between raters. To assure intra-coder reliability, I refrained from analysing the student interviews and papers for a period of three weeks after coding them. Subsequently, I reprocessed the data to assess its alignment with my prior coding. Furthermore, I enlisted the assistance of a colleague to perform the coding of certain interview transcripts during our use of the inter-coder technique (see Appendix). In order to assess the extent of similarity between our codes, we conducted a comparison between the codes of the second coder and my own. In addition, a pair of experts were provided with a collection of interview transcripts to assess the subjects discussed. Both persons were scholars affiliated with Malaysian universities, specialising in the instruction of critical thinking skills and language. The level of consensus among the raters for the highlighted topics in the transcription was determined using a percentage calculation (see Appendix). The inclusion of detailed descriptions of the chosen instances and the methods employed in the study aided in establishing the study's credibility and transferability. The comprehensive analysis can be transmitted to other researchers

undertaking analogous experiments in a distinct setting and timeframe. Ultimately, I have upheld an electronic record of all activities and transactions (see Appendix). Anney (2014) discuss the use of audit trail and reflexivity as methods to ensure confirmability and integrity in the study.

Thus, I adopted member checking, inter rater rialiabiity, triangulation, audit trail and thick description to ensure overall trrustworthiness of my study.

3.13 CHAPTER SUMMARY

This chapter delves into the complexities of the research methodology that underpins the study of lifelong learning practises and their impact on the job prospects of Bangladeshi English graduate pupils. As stated in previous sections, the major goal is to develop a complete knowledge regarding how lifelong learning influences career paths in the historical setting of Bangladesh. A well-structured study technique was offered to accomplish this broad purpose. Particular research issues were developed to drive the study process, concentrating on how English graduate learners interact with continuous education, the problems they experience, and their assessments of its influence on their professional trajectories. The use of qualitative study and its technique was explained, as it corresponded to the complicated nature of the research issue and allowed for an in-depth analysis of students' experiences. The chapter also went over the measures that were followed to assure the study's credibility, emphasising the significance of trustworthiness, transferability, reliability, and confirmability in the investigation. Member verification and data aggregation were cited as critical strategies for sustaining credibility and rigour. Finally, this chapter has laid the groundwork for future research by creating a solid research technique and emphasising the importance of dependability in the quest for knowledge. The next chapters will build on this basis to give a complete examination of lifelong learning practises and their influence on career development amongst Bangladeshi English university graduates.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 INTRODUCTION

The main goal of this study was to look at how skills for lifelong learning affect English graduates' chances of getting jobs and their career paths in a competitive job market. For people who have trouble practicing lifelong learning skills; the focus of the inquiry is on how the person feels about lifelong learning and their present job.

This chapter will discuss the study's findings about the research questions outlined below:

1. How do lifelong learning skills affect an English graduate's ability to get jobs in the competitive market and their overall careers?
2. What challenges do they face while practicing lifelong learning skills?
3. What do they think about lifelong learning and were these lifelong learning skills helpful and advantageous for their current profession?

The first chapter will give a brief overview of the findings of how lifelong learning skills affect English graduates' ability to be successful in their professional lives. In the second part of the research, we look at how the respondents feel lifelong learning skills have impacted them personally. In what follows, we'll examine the challenges faced while trying to absorb skills in continuous learning and how such skills affect employment opportunities. Finally, the last section examines the effectiveness of abilities for lifelong learning and how they contribute to professional achievement.

4.2 SECTION ONE: EFFECTS OF LIFELONG LEARNING SKILLS ON ENGLISH GRADUATES

The study revealed that lifelong learning skills had a significant impact on participants' current work opportunities. The discoveries made in this study will part by part describe throughout the section.

4.2.1 The Sets of Acquired Lifelong Learning Skills

4.2.1.1 Communication, Creative Writing and Critical Thinking

An important aspect of this research was analysing the impact of continuous learning skills on the employment prospects and career trajectories of English graduates in a competitive job market. A few themes emerged from the thematic analysis of follow-up interviews with students in support of the first research question, that investigated which sets of lifelong learning skills impact the employability of the English graduates. Almost everyone mentioned strong communication, creative writing, and critical thinking when asked which sets of lifelong learning abilities they acquired at their university.

Tasnia and Fahim especially emphasized how they gradually developed communication skills.

Tasnia Stated,

...During consultation hours, I could talk to the teachers. During group work, I could talk to my peers. So, for me, communication. I excelled in communication because of Brac University's ENH department. (DU TAS 16)

According to Faheem, he not only gained competency in communication but also learned how to use it effectively.

Fahim stated,

At Enh I achieved essential skills such as you said effective communication, creative thinking and collaborative problem-solving which gave I mean which have proven instrumental not only academically but also in previous professional scenarios. (DU FAH 18)

According to Crockett (2023), developing the capacity for critical thinking is crucial for achieving future success in an evolving world. Additionally, everyone said that being able to communicate in English was the most important ability they picked up at their place of learning.

In this regard, Kurtuy (2023) asserted that the ability to articulate one's thoughts and feelings clearly and concisely is called communication. Moreover, Wan (2019) asserts that employing creativity is essential for generating novel approaches to describe and address problems. Creativity serves as a distinguishing factor between humans and machines, or robots. For instance, an algorithm can be defined as a predetermined procedure, a sequence of instructions that a machine or technology adheres to. Alongside, Critical thinking refers to the capacity to understand, assess, and analyse existing knowledge and data to make informed judgements or determine the correctness or incorrectness of anything (Blair, 2022).

On the other hand, participants like Nadia and Nahiyah emphasized skills like leadership, social-emotional, conscientiousness and self-regulation. These sub-themes also indicate that along with communication and creativity, participants enhanced their socio-emotional and leadership-like skills in their institution

Nahiyah commented that mostly he learned life skills (LLS) but also learned other skills like conscientiousness.

As Nahiyah stated,

The Most important is LLS. I learned at ENH Critical Thinking, Self-Regulation, Conscientiousness, and Social-Emotional skills. I learned that using these parallelly can help me solve problems in a creative manner as well as be a humane and supportive individual to the people around me. (DU NAH 16)

. In this regard, Staff (2023), stated that a leader is someone who can inspire and direct a group of followers to work together towards a similar objective or objectives. This competency is a hallmark of effective managers and supervisors. On the other hand, one of the most important parts of good communication, according to many experts, is being able to get your point across

clearly and accurately. A person with strong communication skills can hold meaningful conversations with individuals from many walks of life (Staff, 2023).

The evidence provided by the participants demonstrates that the acquisition of lifelong learning abilities has a significant influence on the employability of individuals who have graduated with an English degree. Acquiring lifelong learning has proven to be advantageous for pupils in multiple ways. The participants also recognised the significant influence of lifelong learning skills on their academic trajectory and acknowledged the necessity to cultivate additional abilities encompassed by lifelong learning for their future professional endeavours. Thus, I observed that the participants learned numerous lifelong learning-related competencies in their institution where good communication, creativity, and critical thinking are commonly fostered and they all answered positively in terms of getting the job by nurturing these skills.

4.2.1.2 Fluency, Mathematical and Technological Competency and Dealing with Uncertainty and Complexity

Four participants said that while their communication abilities in both their native language and a foreign language, as well as their technological, cultural, and social skills, were developed via cultivation and enhanced their self-esteem and confidence, competencies such as mathematics and science-related skills were not utilised in their academic careers but they are advantageous too for their future life.

Tasnia stated that,

So, because I had to study for four years in complete English language, but unfortunately, because the four years did not consist of any Bangla text, Bangla literature or Bangla writing, I had to focus solely just on the English language. That's why my Bangla skills were going out of practice and my fluency in Bangla writing specifically. (DU TAS 20)

According to Career Vision (2022), continuous learning facilitates the acquisition of confidence, enhances self-esteem, and enables more seamless adaptation to changes. By engaging in the process of acquiring knowledge, you gain a more profound understanding of your identity, the unique qualities you possess, and the potential achievements you can attain. It also resulted in advantageous career progressions. Enrolling in additional courses will enable you to acquire practical skills. Engaging in new interests facilitates the establishment of connections with persons who share similar interests.

The remaining two participants Tasnia and Jannat said that their mother tongue which is Bangla did not develop in their academic life because they solely focused on English. Jannat said that she participated in some basic Bangla literature courses encouraged by the university but particularly just learned English.

She added that,

Yeah. English obviously, but also, we have to take a BNG course for Bangla literature and they motivate us to read Bangla literature too. (DU JAN 22)

In this regard, Güven (2020), in a qualitative study, found that giving project-based tasks to college students helps them relate their work to a social issue and motivates them to engage in lifelong learning. According to Edignite (2022), individuals who possess effective problem-solving abilities are typically more satisfied, more self-assured, and more autonomous. Another mathematical skill-related course named MAT101 for basic math course which all the participants had to take to complete their academic journey. Mathematical competence refers to the capacity to cultivate and employ mathematical reasoning and understanding to effectively address a variety of challenges encountered in daily scenarios (Publications Office of the EU, 2019). Half of the participants said that this was not necessary for them and yet they

did not use that in their professional field. The other half stated that it was necessary because, in their profession, they used it occasionally.

Also, skills related to technology were surely essential for all. All six participants mentioned that digital competency is more important than any other skill now. Also, as argued by Castao Muoz, Redecker, Vuorikari, and Punie (2013), higher education can be revolutionised by a combination of technological progress and open education systems. Nadia and Nahiyah said almost similarly that it was an integral part of their daily life. Another participant Sanizda said she frequently used Word, Excel, and PowerPoint for various work purposes.

While asking about dealing with uncertainty and complexity especially how the participants are managing their time, information and teamwork with strength for their personal and professional development, they encountered it differently. One participant Tasnia tried to stay focused on the target and remind herself to work hard to overcome the situation. Jannat and Fahim said that they discussed their problems with others and through discussion they tried to overcome all the concerns.

Interestingly, Nadia and Sanzida said something similar in that they did some sorting step by step. First, they prioritize their work and then try to become flexible with others. Then they did some effective communication and again remained open to learning new things. Participant Nahiyah said he tried to plan things accordingly and meditate to solve the issues. All the participants tried differently to unravel the situations.

4.2.1.3 Conscientiousness, Entrepreneur and Cultural Abilities

Next, the participants are from the same background which is English. They all were given a simple scenario to answer so that I could understand their capacity of conscientiousness as a responsible citizen. Everyone answered to act similarly to that scenario proving their capacity

and responsibility in civic and social endeavors. The scenarios were about throwing things in the proper places like bins or somewhere else.

Tasnia stated,

Not just like a citizen who should be throwing it on the dustbin. Even as a basic hygienic human being, you would not be throwing the garbage right near you. You will have to throw it in the dustbin. So of course, I'm going to be throwing it on the there's been even if no one was watching because number one, this is something I should be doing for my home country number two, It's a basic hygiene issue. You cannot just litter, you cannot throw things here and there. It will cause dirt and pollution and you should not be doing that. (DU TAS 30)

Individuals who possess conscientious traits are more inclined to engage in physical activity and exhibit mindfulness towards their dietary choices. This behavior has the potential to enhance alertness, cognitive capacity, productivity, and overall lifespan. Conscientious individuals demonstrate a thoughtful approach to decision-making, which fosters the cultivation of analytical and problem-solving abilities within the professional setting (Indeed Editorial Team, 2022).

In terms of developing entrepreneurial skills, four out of six participants said that their institution did not help to facilitate it. Rather than developing entrepreneurial skills, they indirectly just promoted some workshops related to it.

Last, they discussed cultural abilities that can help people understand how thoughts and meaning are creatively communicated across cultures and artistic mediums. Three of the participants said that their institution partially helped them to achieve how creatively they can communicate with others, especially with foreign students. The rest of them said they were directly learning to express and understand other cultures and arts through their university.

Fahim stated,

I think it is part of ENH courses that learn and observe from other cultures. I've seen that at BRAC University. There are so many people from other nations of the world. Yes, even this provided instruction on how people from different nations communicate like they just made communication and I think it is one of the vital elements of ENH. (DU FAH 42)

Individuals who possess conscientious traits are more inclined to engage in physical activity and exhibit mindfulness towards their dietary choices. This behavior has the potential to enhance alertness, cognitive capacity, productivity, and lifespan and conscientious individuals demonstrate a propensity for considering the ramifications of their actions, thereby fostering the development of critical-thinking and problem-solving abilities within professional settings (Valamis,2023).

The participants' perspectives on the indicated talents varied, with some emphasizing the need to develop lifelong learning abilities for both academic and professional goals. Nevertheless, lifelong learning skills play a significant role for graduates of English and other languages, and the development of these skills is sometimes thought to be an activity that requires a significant amount of time. Thus, there were no options for Bangladeshi graduates to cultivate abilities for lifelong learning, regardless of whether they were in academic or professional employment.

4.3 SECTION TWO: CHALLENGES FACED BY THE PARTICIPANTS

This section aims to address research question 2, which investigates if participants have encountered anything difficult in integrating lifelong learning into their academic and professional objectives. If they had not achieved success in doing so, it implies that they faced challenges in their academic and professional endeavours with the skill sets required for

lifelong learning. Next discussions with participants unveiled the resolution to this matter, which would be addressed concurrently.

4.3.1 Challenges Regarding Citing, Researching and Managing Time and Others

The data obtained through interviews shows us that participants faced different types of challenges such as researching, citing sources, balancing time, adapting to changes, stepping out of their comfort zone and unlearning to learn again while learning something new.

The participants faced challenges while they tried to learn something new whether it was related to lifelong learning or not. At first, Tasnia was asked about her challenges while learning. Her topic of discussion was citation. She mentioned that she has not yet acquired a complete comprehension of the specifics and the method of citing sources, which is something that she has yet to understand. She also talked about her writing things.

She stated that,

The biggest challenge I have ever faced in my skills; my writing and research skills is citation. Maintaining the MLA or APA citation because it's very tricky if you get it wrong, the whole thing could be plagiarized, so understanding the details and the technique of doing citation is something that I have yet to learn fully. (DU TAS 36)

In this regard, Jomaa, N.J., & Bidin, S.J. (2017) explored that proper citation is crucial in academic writing, especially for inexperienced writers who are non-native English speakers. Although there is extensive understanding of citation kinds and purposes, there is limited information regarding the factors that contribute to the complexity of the citing process.

Thus, she took help from Google and lectures from her previous teachers. She considered these two things to be the biggest challenge for her while learning and researching things.

However, Laal (2022) mentions various hurdles, including financial, demographic, technological, social, environmental, and democratic factors, that impede the successful implementation of lifelong learning within society.

Likewise, Jannat thinks that researching things and citing properly were her biggest challenges. But how the instructor guided her during her academic life, was lifesaving to her.

She stated that,

when I was a fresher. That time You know, we need to learn, we need to do a course where we get to learn how to do research, how to write research papers, you know all the citation things, you know. So that was very challenging for me. I know English, I know English literature, but I've never gone through such conducive environment. It was a bit challenging, but the way my instructor handled it or taught me that was lifesaving. (DU JAN 46)

In this regard, Dunne (2017) highlights the significance of establishing a conducive environment that fosters ongoing learning and affords individuals continual opportunities to enhance their education and expand their knowledge.

Next, Nadia was a participant who brought an important concern in today's phenomena that she faced was getting over the initial discomfort of stepping outside of her comfort zone.

According to her,

As humans, we're programmed to stay alive, so we naturally avoid those things we think are dangerous as much as we can. That's one reason why getting out of our comfort zones is so hard. People who really want to do it need to get their minds ready. (DU NAD 38)

Clearly, she wants to step out of her comfort zone while learning something new. It solely challenges her during her learning. On the other hand, the process of effectively navigating

one's career inside and across organisations in order to consistently enhance one's skills and worth necessitates the recognition of the importance of a continuous growth trajectory that allows individuals to adapt to evolving professional and personal circumstances called changes with job trends (Rutherford, 2022).

Another participant Fahim addressed the two most important challenges which are time management and gradual development with changes.

Fahim stated that,

The biggest challenge I faced was time management. While adapting to the rapid changes in technology and staying updated with evolving industry trends. (DU FAH 44)

In this regard Keiling (2023), demonstrated that being able to effectively manage your time is a skill. Possessing efficient time-management abilities can ultimately result in achieving crucial objectives and progressing in one's professional path.

He further added that it's always been difficult for him. As he previously stated, while adapting to quick technological developments and staying up-to-date with evolving industry trends, he meant that when learning something, he had to evolve with that particular trend.

Fahim mentioned,

As I said, while adapting to the rapid changes in technology and staying updated with evolving industry trends. I mean, uh, whatever you say. Uh, while learning something I had to evolve with that particular trend...I think knowing not only English is enough, but definitely English is necessary, but following the trends is also will make you trendier, embracing opportunities for lifelong learning.

So, in an era of transformation, almost every aspect requires a high level of adaptability and creativity on a level not seen before (Joseph, 2023).

Sanzida's challenge was also related to time. She felt burdened in balancing her time to learn something new or skills related to lifelong learning. She imbalanced her time especially while working on an ongoing learning. Thus, she tried her best to balance between time and work. Possessing efficient time-management abilities can ultimately result in achieving crucial objectives and progressing in one's professional trajectory (Keiling, 2023). Time management refers to the systematic organisation and strategic allocation of time for various activities. When individuals get it right, they may operate more efficiently and achieve greater productivity in less time, even when facing tight deadlines and high demands. Exceptional time management is a characteristic of the most accomplished individuals.

Finally, the last participant Nahiyan addressed something which is the process of entirely unlearning something and then learning it again from scratch. One might address this subject in a few ways, the first of which is to deliberately discard or modify a previously learned concept, whether it was taught directly or indirectly. The second pertains to the stopping of a habit.

Thus, to recapitulate I can sum up the challenges by addressing some major themes or critical difficulties like writing research, tricky citations, and stepping out of comfort zone. Time management and balancing it are also challenges for the participants. I can address sub-themes that were mentioned in the discussion. The interview results also showed that participants faced challenges like adaptation to changes or updating with time and unlearning to learn. Lifelong learning skills often contribute to graduates' ability to secure strong employment opportunities by cultivating their capabilities. It plays a significant role in facilitating the professional growth

of fresh graduates. Although lifelong learning might be a demanding and deliberate process, it significantly improves the prospects of individuals who choose to pursue it.

4.3.2 The Skill Sets Participants Recently Learned

After addressing the challenges, each of the participants was asked about the intellectual skill or skill set they recently learned. Additionally, they inquired as to whether or not their most recent skill set is considered to be part of lifetime learning. The participants all agreed that the newly acquired skills can be classed as skills under lifelong learning. Firstly, participant named Jannat mentioned that in the last six months, she learned collaboration and communication skills.

She stated it and asked,

I have learned to communicate in a bigger community. Do you understand working with colleagues? (DU JAN 48)

The ability to articulate one's thoughts and feelings clearly and concisely is called communication (Kurtuy, 2023). Also, according to Boe (2023), collaboration and cooperation are essential factors for continuous learning throughout one's life.

In her profession, she worked with various colleagues which helped her to achieve a collaborative approach. On the other hand, at her university, she learned how to communicate in a bigger community which also helped her to facilitate her collaboration and communication skills.

Next, Tasnia who is now pursuing a higher degree in the UK, is now learning cooking which goes under life skills. Cooking is a lifelong expertise that is essential for everyone to possess, regardless of gender. However, along with females, males need to acquire this skill.

Tasnia stated that,

Yes, I have acquired many new skills and cooking is one of them and I think those come under lifelong learning. Because lifelong learning covers vast areas. (DU TAS 38)

Primarily, individuals must not overlook the fundamental necessity of culinary skills, as possessing the ability to prepare eliminates any apprehension of experiencing hunger (Academy, 2023). According to Valamis (2023) cooking sewing, programming, public speaking, etc come beneath lifelong learning.

The next participant Nadia focused on learning digital marketing and basic coding. She thinks that it will help her overall lifelong learning journey.

Nadia stated,

I've learned digital marketing and basic coding, which will be a part of my lifelong learning journey. (DU NAD 40)

In this regard, Glavin (2018) stated that digital marketers who continuously engage in the lifelong learning of new abilities will have a distinct advantage in the competitive landscape. Also, acquiring coding skills is a very valuable aptitude that offers a multitude of advantages. It stimulates innovation, broadens employment prospects, boosts creativity, and fosters problem-solving skills (Saini, 2023).

Thus, in the last few months, Nadia has been learning digital marketing and basic coding-related skills. Coincidentally, Fahim also fostered digital marketing skills.

Participants like Fahim and Sanzida are acquiring something different. Along with digital marketing, Fahim also learning graphics design and skills to follow job trends.

Fahim stated that,

As a trending world, I have learned in the past six months I have acquired new skills in digital marketing and graphic design. As an ENH graduate student, I think knowing not

only English is enough, but definitely English is necessary, but following the trends is also will make you trendier, embracing opportunities for lifelong learning. (DU FAH 50)

Similar to Fahim, Sanzida has also developed different lifelong skill sets such as project management and data analysis. Though these skills are completely different from her major, she chooses to obtain them for her lifelong journey. In this regard, Jasnani (2023) explored benefits by listing other ones, such as the following: the opportunity to explore new areas of interest; the development of self-assurance through achievement; the acquisition of marketable skills; the enhancement of career mobility; and the advancement of flexibility.

The last participant Nahiyah addressed his newly cultivated skills which consist of critical thinking and self-regulation.

He stated that,

I would say that I learned strategies that fall under Critical Thinking, Problem Solving and Self-Regulation. (DU NAH 38)

According to Crockett (2023), developing the capacity for critical thinking is crucial for achieving future success in an evolving world. It pertains to the act of engaging in independent, responsible, and productive thought. Some of the most common applications of critical thinking skills include recognising biases, conducting research, maintaining an open mind, analysing mathematical concepts, and solving problems of all kinds, including numerical ones. His problem-solving skill also comes under critical thinking. According to Edignite (2022), individuals who possess effective problem-solving abilities are typically more satisfied, more self-assured, and more autonomous. Ramakrishnan's (2023) research on the value of problem-solving abilities revealed that it can affect both an individual's personal development and career advancement.

Thus, skills like Project management, digital marketing, self-regulation, communication in a bigger community, and thinking critically are the major findings in the participants. In addition, the subthemes or skills that were not extensively discussed, such as collaboration and data analysis, were also developed in the last few months. It is evident that while discussing the acquired knowledge, all the participants mentioned their newly cultivated skills and these skills come under lifelong learning. Nevertheless, the lifelong learning skills were beneficial in the sense that all of them used numerous skills that go under lifelong learning even before starting their professional life and also after their academic life. Participants highlighted lifetime learning skills while asked about their recently acquired skills.

4.4 SECTION THREE: PARTICIPANTS' VIEWPOINTS ON LIFELONG LEARNING

4.4.1 IS IT HELPFUL AND ADVANTAGEOUS OR NOT?

Finally, the findings of this section allowed me to determine the participants' perspectives on learning that continues throughout one's life. The way they discussed the matter, assisted me in providing a conclusion to my research question 3. After the interview session and went through simultaneous discussion, the participants were able to demonstrate its benefits and advantages in their lives.

Tasnia stated that,

Absolutely. We must keep up with what we have learned every day in our lives so that we can use it in our jobs and allow that knowledge to serve other people. Otherwise, what's the point of learning everything and storing up inside your brain if we do not keep up with them by practicing them and helping others? (DU TAS 42)

In this regard Talerico (2023) asserted that engaging in lifelong learning enables you to refine your repertoire of skills, ensuring your continued relevance and value within your sector over an extended period of time. Furthermore, enhancing your professional skills allows you to

showcase your dedication to your field and vocation. That will significantly contribute to gaining the trust and respect of any organization. According to Jasnani (2023), learning throughout one's life not only benefits one's career but also broadens one's horizons, creates new opportunities, and raises one's standard of living. The findings showed that lifelong learning skills play an important role in helping English graduates to become successful in their professional careers.

Another participant Jannat said that,

You might have a PHD degree, but you're sitting at home and not attempting to learn anything new, or at least practice the basic thing, you're becoming the secondary option for the world very soon. So, this is something that one should cherish for life long. You must learn. (DU JAN 52)

In this regard, Neendoor (2023) gave his opinion that a degree isn't the only goal of lifelong learning; it's about enriching one's whole existence. The pros of continuing one's education throughout one's life far than the downsides. The concerns depend on how they want to learn these skills and how they incorporate them into their lives. These all are associated with the intention through which and where they cherish to cultivate them. Moreover, by fostering it, not all the participants benefit equally from lifetime learning. But to some extent, it undoubtedly supports them in their academic and professional journey.

Participant named Fahim Stated that even in the context of Bangladesh, lifelong learning is helpful and advantageous for the learners.

He further added that,

You know the world has turned into a global village, there are equal opportunities because you have internet, but they are not aware of what's going on around them, so they might lag if not cherish to become a lifelong learner. So absolutely, keeping up

with lifelong learning is not only advantageous but crucial for staying relevant. (DU FAH 56)

In this regard, Weiss (2023) stated that through continuous exposure to novel notions and ideas, one can acquire the ability to approach challenges from various viewpoints. Engaging in this activity will help the cultivation of logical reasoning skills. Moreover, it will empower you to get expertise in making smart options.

4.5 Chapter Summary

It is evident that the influence of lifelong learning skills on their academic and professional lives was clearly depicted in their statements. The participants stated that the acquisition of lifelong learning skills was crucial for all aspects of their lives. It enables them to effectively compete with others and establish a dominant position in the employment market. Furthermore, it is also apparent from their statements that learning throughout life not only developed them personally but also professionally. In reality, it gives them more and better chances and makes their lives better. In addition to addressing their statement, it is also clear that developing their capacity for lifelong learning broadened their view of the value of any occupation and the skills necessary for them. The reason behind this is that people need to constantly educate themselves in order to keep up with this dynamic environment. Another point that came from the interview was that the graduates think that their learning and acquired skills are directly connected to lifelong learning skills and are greatly influenced by them.

Based on interviews and data collected from graduates, the next chapter will provide a summary of the study's key findings about the outcomes of lifelong learning skills. The insights will aid in the identification of suitable lifelong learning initiatives for graduates, which can enhance their employability and consequently empower them through lifelong learning

CHAPTER FIVE: CONCLUSION

5.1 INTRODUCTION

The purpose of this final chapter is to provide a summary of the most important findings from the study, as well as to analyse the consequences and recommendations for fostering lifelong learning skills in English graduates to compete in the job market, particularly in cases that are relevant to Bangladesh. Through this study, an attempt was made to address a knowledge gap concerning how skills for lifelong learning influence the possibilities of English graduates finding employment and the results of their career pathways in a job market that is currently very competitive. In addition to this, it investigated individuals who struggle to adjust their skills to facilitate lifetime learning, with the primary focus of the investigation being on the individual's perspective regarding lifelong learning.

This chapter will discuss the study's findings about the research questions outlined below:

1. How do lifelong learning skills affect an English graduate's ability to get jobs in the competitive market and their overall careers?
2. What challenges do they face while practicing lifelong learning skills?
3. What do they think about lifelong learning and were these lifelong learning skills helpful and advantageous for their current profession?

5.2 MAJOR FINDINGS IN BRIEF

The findings show that lifelong learning skills improve academic and professional performance, helping people compete in the labor market and develop personally and professionally. Lifelong learning also broadens people's views on other careers and their talents. The majority of students in follow-up interviews agreed that excellent communication, creative writing, and critical thinking are lifetime learning qualities that affect English graduates' employment. Their institution improved leadership, social-emotional,

conscientiousness, and self-regulation skills, as well as communication and creativity. Lifelong learning skills including project management and digital marketing were learned by research participants. Their professional and academic careers benefited from these qualities.

Challenges individuals participating in the discussion have to deal with include writing scholarly research, figuring out complicated citations, going beyond what they know, managing their time well, and keeping the peace. The interview results also showed problems, like getting used to changes, staying up to date on advancements, and getting over the need to relearn in order to learn. Proficiency in lifelong learning is essential for graduates to ensure robust employment prospects and foster their career advancement.

The research emphasizes the importance of lifelong learning skills for the professional success of English graduates. However, the usefulness of these skills is contingent upon the manner in which they are acquired and integrated into their lives. Although the benefits of lifelong learning may not be evenly distributed across all participants, it certainly provides support for their academic and professional endeavors.

5.3 CONTRIBUTIONS OF THE STUDY

5.3.1 IMPLICATIONS FOR KNOWLEDGE

Academic works on the topic of lifelong learning have covered a range of topics, from major approaches to the topic (Celep, 2003; Cassin, 2002; Commission Européenne, 2008; Freref, 2004; Güneş, 1996; Legrand, 1989), and emphasised the importance of continuous transformation in lifelong learning by which individuals develop competencies in various domains throughout their lives (Klug, Krause, Schober, Finsterwald, and Spiel, 2014; Ozcan and Uzunboylu, 2012; Preece, 2013). Also, some researchers have marked lifelong learning as a strategy that removes barriers to participation in formal education based on factors such as age, geography, socioeconomic status, and level of study (Alheit, 2018; Bhasin, 2021; Dinevski

& Dinevski, 2004; Ersoy & Yilmaz, 2009; Fischer, 2019; Jarvis, 2004; Kruse & Ozcan, 2011; Ozdaml & Ozdal, 2014; Prasad, 2022; Ramakrishnan, 2023; Schmitt, 2007; Valamis, 2023) and a few others have tried to depict adult learning strategy and social issues (Ateş and Alsai, 2012; Bilir, 2004; Göksan, 2009; Güven, 2020; Hus, 2011; Mascle, 2007) to motivate adults to engage in lifelong learning. Moreover, few authors have tried to show how higher education can be revolutionised by a combination of technological progress and open education systems (Blow, 2022; Castao Muoz, Redecker, Vuorikari, and Punie, 2013; Even Weller, 2011). Scholars like David (2019), Sobek and Dunne (2017) and Todoruț (2008) highlighted how organisations adopt and maintain new ways of working and conducting business in the world and why the development of a knowledge-based society and economy relies on lifelong learning.

There has been a lack of research on the topic of how English graduates from Bangladesh might benefit and be impacted by lifelong learning skills in the Bangladeshi job market and beyond. This research aims to fill that information vacuum by exploring whether or not students in Bangladesh who make an effort to learn new things throughout their lives have a better chance of being successful in the job market after graduation. Numerous fields of prior research also touched on the significance and applicability of lifelong learning. Education (including pedagogy and professional development for educators), individual growth (in both young and elderly), and societal shifts (including demographic shifts, technological developments, and the advent of a knowledge economy) were all part of these domains. In light of this, the purpose of this research is to investigate recent trends in lifelong learning and the effects these have on graduate students of English from Bangladesh.

5.3.2 IMPLICATIONS FOR PEDAGOGY

The rapidly evolving nature of education has forced primary and secondary schools, in addition to universities, to reconsider how they teach for lifelong learning. In order for graduates to

develop the skills necessary for both their academic goals and future career growth. Sometimes individuals have lifelong abilities, but they have not advanced much due to a lack of resources for lifelong learning. The impact of lifelong learning on education cannot be fully realized if it is not integrated with the education by so far. By looking at the research findings, we can comprehend the significance of making sure that abilities like critical thinking, communication, and adaptability are fostered in the institution. This research depicted the necessity to prioritize the skill set while promoting lifetime learning.

5.3.3 IMPLICATIONS FOR SOCIETY

By using this research findings, society can gain from lifelong learning through its promotion of social cohesiveness, economic expansion, and creativity. A more tolerant, democratic, and diversified society may be created via lifelong learning, which encourages social inclusion, civic involvement, and intercultural discussion. Lifelong learning has the potential to improve human capital, productivity, and competitiveness, which in turn may stimulate economic growth and tackle global issues. Through fostering innovation, critical thinking, and teamwork, lifelong learning may contribute to the production of fresh concepts and solutions for the benefit of society.

5.3.4 RECOMMENDATIONS

In light of the study's findings, I'd like to make the following suggestions:

- The report recommends that college and university policymakers change the curriculum to facilitate informal learning. Students without lifelong learning skills will struggle in their professions.
- A flexible period of learning that focuses on lifetime learning skills should be used to uncover students' inner abilities.

- To begin lifelong learning for personal and professional growth, it is vital to promote skills such as creativity, research, communication, and critical thinking.

References

Abukari, A. (2005). Conceptualising Lifelong Learning: A Reflection on Lifelong Learning at Lund University (Sweden) and Middlesex University (UK). *European Journal of Education*, 40(2), 143–154. <https://doi.org/10.1111/j.1465-3435.2004.00216.x>

Alam, M. R. (2021). Investigating Bangladeshi university students' willingness to communicate (WTC) in English classes through a qualitative study. [Preprint]. <https://doi.org/10.21203/rs.3.rs-1033882/v1>

Anney, V. N. (2014). Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(2), 272-281. Retrieved from <https://pdfs.semanticscholar.org/1419/f7b54e6b7f1215717a5056e0709f8946745b.pdf>

Alheit, P., & Dausien, B. (2008). *Procesos de formación y aprendizaje a lo largo de la vida*.

Akbaş, O., & Özdemir, S. M. (2002). Avrupa Birliğinde Yaşam Boyu Öğrenme. *Milli Eğitim Dergisi*, 150, 155–156.

Aksoy, M. (2008). *Hayat boyu öğrenme ve kariyer rehberliği ilkelerinin istihdam edilebilirliğe etkileri: Otel işletmeleri üzerine bir uygulama*. [Doctoral dissertation, Gazi

Üniversitesi, Eğitim Bilimleri Enstitüsü]. Ankara.Academy, E. (2023, February 8). *Learning the life skill of cooking*. EF Academy Blog. <https://www.ef.com/wwen/blog/efacademyblog/learning-the-life-skill-of-cooking>

Ahmed, F. (2019, July 21). SDG 4: Coming out of the 2% GDP trap for education. The Financial Express. <https://thefinancialexpress.com.bd/views/views/sdg-4-coming-out-of-the-2-gdp-trap-for-education-1563634790>

Abdin, M. J. (2020). Lifelong Learning in the Age of Fourth IR. SSRN Electronic Journal.

Bilir, M. (2004). Çağdaş Yetişkin Eğitimi Liderlerinden Eduard Christian Lindeman (1885-1953) Yaşamı, Eğitim Görüşü ve Hizmetleri. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 37(2).

Bhasin, H. (2021). Lifelong Learning – Types, Importance, and Benefits. Marketing91. <https://www.marketing91.com/lifelong-learning/>

Blair, H. (2022, August 18). Communication effectiveness: Ripple effect – ARTiculate: Real&Clear. ARTiculate: Real&Clear. <https://articulaterc.com/blog/communication-effectiveness-ripple-effect/>

Boe, M. (2023, August 7). Collaboration is the key to lifelong learning - Yerun. Yerun.
<https://yerun.eu/2023/07/collaboration-is-at-the-heart-of-lifelong-learning-at-maastricht-university-2/>

Blow, Dr. F. (2022, April 25). The Importance of Lifelong Learning. www.prsa.org.
<https://www.prsa.org/news/2022/04/25/the-importance-of-lifelong-learning>

Chen, Y., & Tsai, C. C. (2009). An educational research course facilitated by online peer assessment. *Innovations in Education and Teaching International*, 46(1), 105–117.
<https://doi.org/10.1080/14703290802646297>

Clark, C. (2021). What is lifelong learning, and why is it important?
Blog.insidegovernment.co.uk. <https://blog.insidegovernment.co.uk/higher-education/what-is-lifelong-learning>

Clark, C. (2023, November 30). What is Lifelong Learning and Why is it Important? — HE Professional. <https://heprofessional.co.uk/edition/what-is-lifelong-learning-and-why-is-it-important>

CANDO. (2011). Glossary of Certified Aboriginal Economic Process Terms. Council for the Advancement of Native Development Officers (CANDO), Canada. Retrieved 15 May 2011 from: www.edo.ca/certification/about-certification/glossary.

Colardyn, D., & Bjornavold, J. (2005). The learning continuity: European inventory on validating non-formal and informal learning. Cedefop Panorama series. Thessaloniki; Luxembourg. Retrieved 15 May 2011 from: http://www.uk.ecorys.com/europeaninventory/publications/inventory/learning_continuity_eu_inv_en.pdf.

CSEP. (2011). Glossary. Community & social enterprise partnership (CSEP), Supporting the Social Economy in Doncaster. Doncaster, UK. Retrieved 15 May 2011 from: <http://www.doncastercsep.org.uk/glossary.htm>.

Cheery, M. (2021, May 27). What is lifelong learning? | reed.co.uk. <https://www.reed.co.uk/career-advice/what-is-lifelong-learning/>

Chowdhury, K., & Roshid, M. M. (2020). Identity construction and professional performance of government college teachers in Bangladesh. In *The Routledge Handbook of English Language Education in Bangladesh* (pp. 312-326). <https://doi.org/10.4324/9780429356803-20>

Chowdhury, R. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1). <https://doi.org/10.1186/s13616-014-0021-2>

Castaño-Muñoz, J., Redecker, C., Vuorikari, R., & Punie, Y. (2013). Open Education 2030: Edwards, R. (2015). Knowledge infrastructures and the inscrutability of openness in education. *Learning, Media and Technology*, 40(3), 251–264. <https://doi.org/10.1080/17439884.2015.1006131>

Career Vision. (2022, January 27). The importance of lifelong learning - Career Vision. Career Vision - Direction, Decisions, Satisfaction. <https://careervision.org/importance-lifelong-learning/>

Crockett, L. (2023, July 21). The most beneficial lifelong learning skills to have and why — future-focused learning. Future Focused Learning. <https://futurefocusedlearning.net/blog/learner-agency/the-most-beneficial-lifelong-learning-skills-to-have-and-why>

Creativity skill. (2023, August 8). My World of Work. <https://www.myworldofwork.co.uk/my-career-options/what-skills-there-are/creativity>

Career Insights. (2022, August 20). 10 Curiosity skills and how to improve them. CLIMB. <https://climbtheladder.com/curiosity-skills/>

Dunne, B. (2017). Speaking at the launch of a report on Lifelong Learning.

Dawson, P. (1994). *Organisational change: A processual approach*. London: Paul Chapman Publishing Ltd.

Demirel, M. (2009). Lifelong learning and schools in the twenty-first century. *Procedia - Social and Behavioral Sciences*, 1(1), 1709–1716.
<https://doi.org/10.1016/j.sbspro.2009.01.303>

Deveci, T. (2019). *Homework vs. Home-learning: A lifelong learning perspective and student perceptions*. Khalifa University.
<https://khalifauniversity.elsevierpure.com/en/publications/homework-vs-home-learning-a-lifelong-learning-perspective-and-stu>

Ersoy, A., & Yılmaz, B. (2009). Yaşam Boyu Öğrenme ve Türkiye’de Halk Kütüphaneleri. *Türk Kütüphaneciliği*, 23(4), 803- 834.

Etemeh, O. (2013). *Educational administration in Nigeria*. Enugu: Ruana Educational Publishers.

Edignite, & Edignite. (2022, September 2). 7 Essential lifelong learning skills for students - Edignite. Edignite - Igniting Young Minds. <https://edignite.com/7-essential-lifelong-learning-skills-for-students/>

Evaluate IT. (2004). Glossary (p. 25), A resource kit for evaluating community IT projects. Queensland University of Technology, Brisbane, Australia. Retrieved 15 May 2011 from: http://www.evaluateit.org/evaluateit_print.pdf.

European Commission, Directorate-General for Education, Youth, Sport and Culture. (2019). Key competences for lifelong learning. Publications Office. <https://data.europa.eu/doi/10.2766/569540>

Elliott, C. (2006, August 1). Guidelines on Information Literacy for Lifelong Learning. <https://repository.ifla.org/handle/123456789/193>

Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014). Qualitative Content Analysis: A Focus on Trustworthiness. *SAGE Open*, 4(1), 2158244014522633. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/2158244014522633>

European Commission. (2001). Making a European area of lifelong learning a reality. Brussels, COM. <https://organizationalandinstitutionalchange.wordpress.com/2015/05/13/lifelong-learning/>

Fischer, G. (1999). *Lifelong Learning: Changing Mindsets*.

Fleming, T. (2020). Models of Lifelong Learning.

Glavin, W. (2018, February 13). Six ways digital marketers can instill lifelong learning - spin sucks. Spin Sucks - Professional Development for PR and Marketing Pros. <https://spinsucks.com/entrepreneur/digital-marketers-lifelong-learning/>

Hamid, M. O., & Baldauf, R. B. (2011). English and socio-economic disadvantage: Learner voices from rural Bangladesh. *Language Learning Journal*, 39(2), 201-217. <https://doi.org/10.1080/09571736.2011.573687>

Herrity, J. (2023, February 27). 6 Important workplace Adaptability Skills (With Examples). Indeed.com. <https://www.indeed.com/career-advice/career-development/adaptability-skills>

Hamid, M. O., & Erling, E. J. (2016). English-in-Education policy and planning in Bangladesh: A critical examination. *Language Policy*, 25-48. https://doi.org/10.1007/978-3-319-22464-0_2

Hürsen, Ç. (2011). Öğretmenlerin Yaşam Boyu Öğrenme Yaklaşımına Yönelik Görüş, Tutum ve Yeterlik Algılarının Değerlendirilmesi. [Doctoral dissertation, Yakın Doğu Üniversitesi, Eğitim Bilimleri Enstitüsü, Lefkoşa].

Hammond, C. (2004). Impacts of lifelong learning upon emotional resilience, psychological and mental health: Fieldwork evidence. *Oxford Review of Education*, 30(4), 551-568.
<https://doi.org/10.1080/0305498042000303008>

Hoque, M. E. (2023). A Content Analysis of English For Today for Classes XI-XII and Alim. ResearchGate.
https://www.researchgate.net/publication/368463632_A_Content_Analysis_of_English_For_Today_for_Classes_XI-XII_and_Alim

Idahoe (2009). Glossary, Idaho electronic compus. Idahoe, USA. Retrieved 15 May 2011 from:
<http://www.idahoe-campus.state.id.us/tools/glossary.html#learner>.

Indeed Editorial Team. (2023, February 8). Lifelong Learning: significance, benefits and examples. Indeed.com Singapore. <https://sg.indeed.com/career-advice/career-development/lifelong-learning>

Indeed Editorial Team. (2023, August 14). What are some lifelong learning skills? (Plus helpful tips). Indeed.com India. <https://in.indeed.com/career-advice/career-development/what-are-some-lifelong-learning-skills>

ILO. (2019). LIFELONG LEARNING: CONCEPTS, ISSUES, AND ACTIONS.
<https://www.ikanos.eus/>.

Jacobs, G. M., & Farrell, T. S. C. (2003). Understanding and implementtng the CLT (Communicative Language Teaching) Paradigm. *RELC Journal*, 34(1), 5–30.
<https://doi.org/10.1177/003368820303400102>

Jomaa, N. J., & Bidin, S. J. (2017). Perspective of EFL doctoral students on challenges of citations in academic writing. *Malaysian Journal of Learning and Instruction (MJLI)*, 14(2), 177-209.

Jarvis, P. (2004). *Adult education and lifelong learning: Theory and practice* (3rd ed.). London: RoutledgeFalmer.

Joseph, K. (2023, August 30). Embracing Change in the age of AI: A strategic journey. Medium. <https://medium.com/lampshade-of-illumination/embracing-change-in-the-age-of-ai-a-strategic-journey-d4e0e9bbf73c>

Jasnani, P. (2023). Advantages of Lifelong Learning for the Younger Generations. Hurix Digital. <https://www.hurix.com/advantages-of-lifelong-learning-for-the-younger-generations/>

Karaman, B. (2012). Yaşam boyu öğrenme bağlamında, ülkemiz milli eğitim sisteminde yeralan sanat eğitimcilerinin mesleki gelişim olanakları. [Master's thesis, Ondokuz Mayıs Üniversitesi, Eğitim Bilimleri Enstitüsü Güzel Sanatlar Eğitimi Anabilim Dalı, Samsun].

Kruse, A., & Schmitt, E. (2007). Adult Education. Elsevier eBooks, 41–49.
<https://doi.org/10.1016/b0-12-370870-2/00007-x>

Kurtuy, A. (2023, July 5). Top 11 communication skills (For your life & career). Novorésumé.
<https://novoresume.com/career-blog/communication-skills>

Kumar, A. (2012). Philosophical background of adult and lifelong learning. Erişim, 24, 2017.

Keiling, H. (2023, July 31). 9 Key time management skills and how to improve them. Indeed.com. <https://www.indeed.com/career-advice/career-development/time-management-skills>

Laal, M., & Laal, A. (2012). Lifelong Learning; Elements. Procedia - Social and Behavioral Sciences, 47, 1562–1566. <https://doi.org/10.1016/j.sbspro.2012.06.862>

Laal, M., & Laal, A. (2012). Challenges for Lifelong Learning. Procedia - Social and Behavioral Sciences, 47, 1539-1544.

Lee, W. O., & Fleming, J. (2011). The institutionalisation of lifelong learning in Australia, Hong Kong and the United States: a bridge to the community or a competitor to the university? In Springer eBooks (pp. 349–374). https://doi.org/10.1007/978-94-007-2360-3_23

Importance of Lifelong Learning. (2016, July 8). Retrieved from <https://study.com/academy/popular/importance-of-lifelong-learning.html>.

Masclé, D. (2007, Mar. 27). No Adult Left Behind: 5 Big Benefits of Lifelong Learning. Article Alley, UK. Retrieved 2011 Nov. 15, from: <http://deannamasclé.articlealley.com/no-adult-left-behind-5-big-benefits-of-lifelong-learning-139607.html>

Mawas, N. E., & Muntean, C. H. (2018). SUPPORTING LIFELONG LEARNING THROUGH THE DEVELOPMENT OF 21ST-CENTURY SKILLS. EDULEARN Proceedings. <https://doi.org/10.21125/edulearn.2018.1723>

Magazine, S. (2023, September 20). Lifelong Learning In Today's World: The Pathway To Success And Adaptability - Sovereign Magazine. Sovereign Magazine. <https://www.sovereignmagazine.com/education/lifelong-learning-in-todays-world-the-pathway-to-success-and-adaptability/>

Moseley, C. (2020, February 23). What are collaboration skills (and why do they matter)?

<https://blog.jostle.me/blog/6-collaboration-skills-and-how-to-foster-them>

MSEd, K. C. (2023, May 3). Motivation: the driving force behind our actions. Verywell Mind.

<https://www.verywellmind.com/what-is-motivation-2795378>

Mortuza, S. (2023, November 17). The statistics that hide our poor education system. The Daily

Star. <https://www.thedailystar.net/opinion/views/blowin-the-wind/news/the-statistics-hide-our-poor-education-system-3472126>

Morley, D. A., & Jamil, M. G. (2020). Introduction: Real-world learning—Recalibrating the higher education response towards application to lifelong learning and diverse career paths. *Applied Pedagogies for Higher Education*, 1-17. https://doi.org/10.1007/978-3-030-46951-1_1

Nichols, R. (2020). What Is Lifelong Learning, and Why Should You Turn Employees Into

Lifelong Learners? 360Learning. [https://360learning.com/guide/learning-](https://360learning.com/guide/learning-theories/lifelong-learning/)

[theories/lifelong-learning/](https://360learning.com/guide/learning-theories/lifelong-learning/)Neendoor, S. (2023, October 9). Advantages of lifelong

learning for the younger generations. Hurix Digital.

<https://www.hurix.com/advantages-of-lifelong-learning-for-the-younger-generations/>

Óhidy, A. (2008). Lifelong Learning: Interpretations of an Education Policy in Europe (E. Gyorffy, C. Kober-Tomasek, M. Eickhoff, K. Wedekamper & A. Óhidy, Trans.). Wiesbaden: VS Verlag für Sozialwissenschaften.

OECD. (2007, April). Qualifications and Lifelong Learning (p.1), Organization for Economic Co-operation and Development, Policy brief. Retrieved 15 May 2011 from: www.oecd.org/dataoecd/10/2/38500491.pdf.

Rojvithee, A. (2005). Introduction; Definition of Lifelong Learning. Retrieved 15 May 2011 from: <http://www.oecd.org/dataoecd/62/2/35469178.pdf>.

Pieal, J. N. (2023, August 24). Students revel in new NCTB curriculum, teachers and guardians not so much. The Business Standard. <https://www.tbsnews.net/features/panorama/students-revel-new-nctb-curriculum-teachers-and-guardians-not-so-much-687626>

Prasad, P., & Kumar M, N. (2022). Management of Lifelong Learning: from Individuals to Learning Organizations and Societies. Tenth Pan-Commonwealth Forum on Open Learning.

Ramakrishnan, M. (2023). Lifelong Learning is the New Normal. Here's How You Benefit From It. Emeritus Online Courses. <https://emeritus.org/blog/benefits-of-lifelong-learning/>

Ralph, D.W. (1999). Lifelong learning: universal hoax or path to salvation?

Rutherford, W. (2022, November 26). Why career evolution is the only skill you really need. Tweak Your Biz. <https://tweakyourbiz.com/posts/why-career-evolution-is-the-only-skill-you-really-need>

Rumnaz Imam, S. (2005). English as a global language and the question of nation-building education in Bangladesh. *Comparative Education*, 41(4), 471-486. <https://doi.org/10.1080/03050060500317588>

Roshid, M. M., Haider, M. Z., & Mian, M. A. (2017). Professional identity and performance of English language teacher trainers in Bangladesh: In quest of the 'Self'. *BELTA Journal*, 1(1), 143-174. <https://doi.org/10.36832/beltaj.2017.0101.08>

Raihan, A., & Han, S. L. (2011). Gateways lifelong learning in TVET for a viable future of Bangladesh. *Journal of Lifelong Learning Society*, 7(2), 119-136.
<https://doi.org/10.26857/jlls.2011.08.7.2.119>

Strom, P., & Strom, R. (2011). A paradigm for intergenerational learning. *The Oxford Handbook of Lifelong Learning*, 132-146.
<https://doi.org/10.1093/oxfordhb/9780195390483.013.0049>

Saini, R. (2023, June 29). Why Learning to Code is a Valuable Life Skill - Rahul Saini - Medium. Medium. <https://medium.com/@rahulksaini2000/why-learning-to-code-is-a-valuable-life-skill-4ff94403c396>

Staff, C. (2023, December 1). What are leadership skills, and why are they important? Coursera. <https://www.coursera.org/articles/leadership-skills>

Sydle. (2023). Lifelong Learning: Why Is It Important for People and Institutions? Blog SYDLE. <https://www.sydle.com/blog/lifelong-learning-61f94590eca9c55ca5c4ea6a>

Smith, M. K. (2001). Lifelong Learning, the Encyclopaedia of Informal Education.
<http://www.infed.org/lifelonglearning/blife.htm>. (17.12.2014)

Shaoan, M.R., Shen, Y., & Islam, K. (2021). A literature review of adult lifelong learning in Bangladesh for the medium of knowledge of society.

Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22(2), 63-75. Retrieved from <https://pdfs.semanticscholar.org/cbe6/70d35e449ceed731466c316cd273032b28ca.pdf>

UNESCO. (2023, April 20). The turning point: Why we must transform education now.
<https://www.unesco.org/en/articles/turning-point-why-we-must-transform-education-now>

Tan, C. (2016). Lifelong learning through the SkillsFuture movement in Singapore: Challenges and prospects. *International Journal of Lifelong Education*, 36(3), 278-291.
<https://doi.org/10.1080/02601370.2016.1241833>

Technology (2010). Letter L Teaching Terms. The online teacher resource. New York, USA.

Retrieved 15 May 2011 from: <http://www.teach-nology.com/glossary/terms/l/>.

Tempus (2002). Tempus energy networking towards central Asia. Glossary of innovation

terms. Retrieved 15 May 2011 from: <http://www.et.teiath.gr/tempus/glossary.asp>.

Todoruț, A.V. (2008). Lifelong learning – an essential premise for building a society and economy based on knowledge.

Tanvir, M.M. (2010). Education in Bangladesh: A continuum of learning or a dichotomous system? *Development*, 53, 475-478.

Talerico, A. (2023, October 18). The importance of lifelong learning. Corporate Finance Institute. <https://corporatefinanceinstitute.com/resources/elearning/the-importance-of-lifelong-learning/>

Titumir, R. a. M. (2021). Education in Bangladesh. In Springer eBooks (pp. 131–158).
https://doi.org/10.1007/978-981-16-0658-8_5

Ucl. (2018, September 13). Develop academic reflection skills. Short Courses - Staff Resources. <https://www.ucl.ac.uk/short-courses/staff-resources/course-design/design-learning-activities/develop-academic-reflection-skills>

Valamis. (2023, June 17). Lifelong Learning. Valamis. <https://www.valamis.com/hub/lifelong-learning>

Weller, M. (2011). The Digital Scholar. In Bloomsbury Publishing Plc eBooks.
<https://doi.org/10.5040/9781849666275>

WCPT (2009). Education - Appendix C ± Glossary. The World Confederation for Physical Therapy. London, UK. Retrieved 15 May 2011 from:
<http://www.wcpt.org/node/29562>.

Wu, R. (2021). Lifelong Learning. Fast Facts for the Operating Room Nurse.

Walsh, D. (2019, July 29). Essential elements of a lifelong learning mindset. LinkedIn. Retrieved August 3, 2023, from <https://www.linkedin.com/pulse/essential-elements-lifelong-long-learning-mindset-david-walsh>

Wan, T. (2019, March 28). Is creativity a skill? EdSurge. <https://www.edsurge.com/news/2019-01-21-is-creativity-a-skill>

Wurzburg, G. (2005). Why Economic and Financial Sustainability Matter for Lifelong Learning. *European Journal of Education*, 40(1), 69–91. <http://www.jstor.org/stable/1503895>

Weiler, R. (2018). Lifelong Learning, A Necessity in the Knowledge Society. *Universities and Knowledge for Sustainable Urban Futures*, 130.

Weiss, A. (2023, August 1). Advantages and Disadvantages of lifelong learning. IENSTITU. <https://www.iienstitu.com/en/blog/advantages-and-disadvantages-of-lifelong-learning>

Yorozu, R. (2017). Lifelong learning in transformation: promising practices in Southeast Asia. UNESCO Institute for Lifelong Learning, 1–62.
<https://preprod.uil.unesco.org/lifelong-learning/policies-database/lifelong-learning-transformation-promising-practices-southeast>

Appendix A

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants,

I am Abu Taher Tareq. Currently, I am pursuing a degree in English. at the moment, I am attending BRAC University in Bangladesh to complete my undergraduate studies in English Language Teaching (ELT) in the Department of English and Humanities (ENH).

My thesis title is “Lifelong Learning and Its Outcome in Career of Bangladeshi English Graduate Students”. The primary objective of this study is to examine the effects of lifelong learning skills on the career paths of English graduate students from Bangladesh. In order to participate in the study, it is necessary to complete a series of questionnaires.

INTERVIEW SESSION

You will be asked to an interview to discuss your experiences with lifelong learning after all the necessary paperwork has been completed.

I will record your interview and keep it strictly confidential for the study. To further protect your anonymity, I will be utilising pseudonyms.

Please read the following page carefully and complete the consent form if you are willing to participate in this study. It would be very appreciated if you could cooperate with the study.

Please accept my gratitude,

Abu Taher Tareq

study at the Department of English and Humanities (ENH), BRAC University, Dhaka, Bangladesh.

Phone No. 01308677086, E-mail: tjord2015@gmail.com

RESEARCH PARTICIPATION CONSENT FORM

PLEASE READ THE FOLLOWING STATEMENTS AND SIGN BELOW.

1. I have carefully reviewed the description and fully accept the information provided regarding the nature of this study and the procedures that will be used for data collection.
2. I am under no obligation to continue and may discontinue at any moment.
3. For the sake of this research, I consent to participate in interviews.
4. My voice and face may be recorded using audio and video equipment.
5. After data collection is complete, the researcher has my consent to call or email me at the provided number if I have any questions.

..... Name

..... Signature

Date

Phone No.

Email address:

APPENDIX B

INTERVIEW QUESTIONS FOR PARTICIPANTS

After conducting interviews with participants, data was gathered to answer research questions 1–3.

INTERVIEW QUESTIONS (IQs)	BACKGRO UND INFO	RQ1	RQ2	RQ3
1. Are you a resident of Dhaka?	X			
2. From which school did you pass SSC and from which university did you graduate? What was the medium of instruction at your school, Bangla or English?	X			

3. Why did you prefer to graduate with an English Major?	X			
4. Who inspired you to choose English as a major?	X			
5. What motivates you and how do you handle stress?	X			
6. Do you consider yourself a lifelong learner?	X			
7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.		X		
8. Did those skills help you to get a new job after graduation?		X		
9. Have you become more fluent in both Bangla and English after studying at ENH?		X		
10. Have you taken any courses that helped you to achieve mathematical competence in your institution?		X		
11. Did you often use mathematical skills in your profession?		X		

12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?		X		
13. How do you deal with your uncertainty and complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?		X		
14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?		X X		
15. Does your institution ever assist you in becoming an entrepreneur?		X		
16. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?		X		

17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?			X	
18. What new skills have you acquired in the past six months? Did these come under lifelong learning?			X	
19. Is your current profession helping you to become a lifelong learner?				X
20. Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?				X

APPENDIX C

SAMPLE INTERVIEWS OF PARTICIPANTS

No	Notation	Meaning
1	DU	Discourse Unit r
2	I	Interviewer
3	[]	For showing action [Laughs]
4	,	Small pause
5	...	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
6	Umm/uh	Hedging in speech
7	DU TAS 22	Student name's first three alphabets DU number. DU TAS 22 refers to Tasnia's DU number 22.

SAMPLE INTERVIEW OF TASNIA SHAHRIN

DU	Participants	Questions and Answers
1	I	Hi Apu, I hope you're doing well. Now I'm going to ask you some questions related to my thesis and the topic is about lifelong learning and its outcome for Bangladesh English graduate students. Can we start?
2	Tasnia	Hi, I'm Good, yes, sure we can start.
3	I	Are you a resident of Dhaka?
4	Tasnia	Yes, I am a resident of Dhaka, but for now, I'm living in Edinburgh to pursue my higher education.
5	I	From which school did you pass SSC and from which university did you graduate? What was the medium of instruction at your school, Bangla or English?
6	Tasnia	My school from where I passed SSC was Biam Model School and College, and my university was BRAC University. My medium of instruction at my school was English.
7	I	Why did you prefer to graduate with an English Major?

8	Tasnia	I preferred to graduate with an English major because I was really interested in learning about literature and knowing more and pursuing a career in this field, that's why.
9	I	Who inspired you to choose English as a major?
10	Tasnia	umm.. no one in particular inspired me to choose English as a major. It has always been me. My hobby as a child was reading books and I wanted to make it into my career too, so that's why I decided to choose English as my major.
11	I	What motivates you and how do you handle stress?
12	Tasnia	The deadlines motivate me to finish my work and the instructions given by my teachers. I really produce my best results when the teacher is very transparent and gives me sufficient instructions on what to do and how to do it, that really helps me. And I also handle stress by making a plan. That is journaling. I write down everything from time to time. I break down the schedule and that's how I handle stress because I know I have a plan and I will be able to follow that.
13	I	Do you consider yourself a lifelong learner?
14	Tasnia	I definitely consider myself a lifelong learner. I think that learning has no ending. Even when I transition, transition to being a teacher from a

		student, I'll still be learning from my students as well as getting training on how to become a better teacher every single day. Learning has no end.
15	I	Which sets of lifelong learning skills have you acquired at ENH? For example, Communication, creativity, leadership etc.
16	Tasnia	I think the ENH department of BRAC University has given me all the necessary framework to become a person who can communicate better, can be more creative. Because of the way the teachers are designed, and the curriculum, I have been able to work at my own pace with my own ideas. The syllabus that we have, we used to have in I believe we still do in our university. I did not have to stick to a certain book that I studied in the syllabus. I can take anything from that genre or time. You can work on it. So, it was very open for me, and I could work a lot. I could experiment a lot and then during presentations, during consultation hours, I could talk to the teachers. During group work, I could talk to my peers. So, for me, communication. I excelled in communication because of Brac University's ENH department. It taught me a lot and it allowed me to pursue my creative goals as much as I wanted to. There was no limit for me. So, our department really helped me to flourish in all these criteria.
17	I	Did those skills help you to get a new job after graduation?
18	Tasnia	My job after graduation included being a student tutor and then having my own students outside of BRAC University too and then working for a magazine. And all of those skills, like the skills they needed for all of

		these jobs they all came from. BRAC universities, English department. So, 100%. These skills are the reason I got to have my own income after graduation.
19	I	Have you become more fluent in both Bangla and English after studying at ENH?
20	Tasnia	So, because I had to study for four years in complete English language, like full English language, English books, and English papers, my reading and writing skills in English definitely improved way more. Unfortunately, because the four years did not consist of any Bangla text, Bangla literature or Bangla writing, I had to focus solely on the English language. That's why my Bangla skills were going out of practice and my fluency in Bangla writing specifically. It was not improving at all because I was not working on it at all. So, because of this, I would like to say that studying at an ENH actually helped me with my English skills, but my Bangla skills were not as good as my English skills.
21	I	Have you taken any courses that helped you to achieve mathematical competence in your institution?
22	Tasnia	Yes, I had to do, um, Introduction to Basic Math which is MAT 103 in my undergrad. It was a compulsory general education course for me to become a graduate of BRAC University's English department. and that's the only course that I took from this institution.

23	I	Did you often use mathematical skills in your profession?
24	Tasnia	I have never used mathematical skills in my profession. I have never needed it.
25	I	Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?
26	Tasnia	I have downloaded and uploaded multiple documents using Microsoft Word and Microsoft PowerPoint at universities. I had to submit presentations in Microsoft PowerPoint and also, and I also had to submit my assignments, my papers, my thesis papers, and everything in Microsoft Word.
27	I	How do you deal with your uncertainty and complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?
28	Tasnia	Uncertainty is a part of everything that we do. When we are focused on something, we are putting all of our emotions and passions into it. So, the questions of what will happen or what ifs or what could have been or should have been all of those things are bound to come. What I did in that time was just stay focused on the target and remind myself that I'm going to work hard, I'm going to put in my best efforts, and even if it doesn't work out, I did learn something in the experience and whatever works out will be for the best. It will be fine. That's how I give myself confidence

		that even if it doesn't give me this specific grade that I want or feedback that I want, I will always have another chance and another course or another profession or something. So, it will not be the end of the world.
29	I	Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?
30	Tasnia	I'm on the street, I'll have to walk anyway, so throwing something that you consume right in front of your feet is a very disgusting thing to do. Not just like a citizen who should be throwing it on the dustbin. Even as a basic hygienic human being, you would not be throwing the garbage right near you. You will have to throw it in the dustbin. So of course, I'm going to be throwing it on the there's been even if no one was watching because number one, this is something I should be doing for my home country number two, It's a basic hygiene issue. You cannot just litter, you cannot throw things here and there. It will cause dirt and pollution and you should not be doing that.
31	I	Does your institution ever assist you in becoming an entrepreneur?
32	Tasnia	I have not received, not yet received any such help from the institution to become an entrepreneur. But also, it's important to add that I have not done anything so far that will help me to become an entrepreneur. Being

		an entrepreneur has not been one of my goals for now, so when the time comes, hopefully, my teachers will help me with their prices and contacts.
33	I	Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?
34	Tasnia	I will not be able to answer this question #16 because I have never done a class that has foreign students. I have always been in a class with Bangladeshi students only. So no, my answer is not applicable to this question.
35	I	What do you believe is the biggest challenge you have faced while learning a particular skill or something new?
36	Tasnia	Uhh... The biggest challenge I have ever faced in my skills; my writing and research skills is citation. Maintaining the MLA or APA citation because it's very tricky if you get it wrong, the whole thing could be plagiarized, so understanding the details and the technique of doing citation is something that I have yet to learn fully. I got a lot of help from Google and previous lectures from my teachers, but it's still something that I'm learning. And it is, it is. It has been a very big challenge.
37	I	What new skills have you acquired in the past six months? Did these come under lifelong learning?

38	Tasnia	Yes, I have acquired many new skills and cooking is one of them and I think those come under lifelong learning. Because lifelong learning covers vast areas.
39	I	Is your current profession helping you to become a lifelong learner?
40	Tasnia	Currently, I have no profession. Currently, I am pursuing my postgraduate studies, and before that I do freelance. so. If I just focus on my postgraduate studies instead of my profession, it's helping me to become a lifelong learner because I am learning as I'm studying here.
41	I	Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?
42	Tasnia	Absolutely. We must keep up with what we have learned every day in our lives so that we can use it in our jobs and allow that knowledge to serve other people. Otherwise, what's the point of learning everything and storing up inside your brain if we do not keep up with them by practicing them and helping others?
43	I	Thank you so much for the information
44	Tasnia	Mention not! best of luck...

Sample Interview of Ananya Jannat Jhawa

DU	Participants	Questions and Answers
1	I	Hello Apu, how are you?
2	Jannat	I'm fine. How are you?
3	I	I'm also fine, hope you are doing well in your new profession. So, I'm going to take an interview about lifelong learning and its outcome for Bangladeshi English graduate students, as it is important for my thesis and research. Can we start?
4	Jannat	Yeah, sure.
5	I	the first question is, are you a resident of Dhaka?
6	Jannat	Yes, I am.
7	I	From which school did you pass ACC and from which university did you graduate? What was the medium of instruction at your school? Is it Bangla or English?
8	Jannat	I've completed my SSC from Viqarunnisa Noon School and College. obviously, I have a Bangla medium background and later on, I joined Brac University's English department which is called English and Humanities (ENH).

9	I	Oh OK, my third question is why did you prefer to graduate with an English major? Why not others?
10	Jannat	Basically, I had Love for literature. Basic reason is that I loved and later I started loving the print media world. So, Yeah, word. So yeah, I think it's my personal choice.
11	I	Who inspired you to choose English as a major? Can you remember?
12	Jannat	To be honest, no one. At the age of 10 or 11 I decided to study English literature to be honest.
13	I	Wow, that's great. My next question is what motivates you and how do you handle stress?
14	Jannat	I am very optimistic personally so whenever I go to stress. Personal issues or professional issues. Take a break. Sit back. Try some sort methods of meditation. To be honest that helps. I took a break.
15	I	OK. My next question is about do you consider yourself a lifelong learner?
16	Jannat	Yeah, Sure. As an English Student you must consider yourself lifelong learner. There's no end to it.

17	I	Yeah, the next question is which sets of lifelong learning skills have you acquired at ENH? For example, communication, creativity, leadership, etc. Which lifelong skills do you have acquired at ENH?
18	Jannat	Oh, more importantly, my dept has taught me to dig even deeper for knowledge. To the urge to get knowledge through reading. And then obviously creative writing is you know a good skill that helped me in my journey. Before that, I was just a creative world lover, But ENH helped to nourish creative writing. Obviously, creativity is the thing I would like to answer.
19	I	OK. The next question is did those skills help you to get a new job after your graduation?
20	Jannat	Yeah, obviously. Writing and creativity are something that you need in everything, every profession, especially in my profession, is very important. I'm a teacher in primary schools and I'm working for "Teaching For Bangladesh". So, to be a teacher of primary kids, you must be creative because we cannot teach them thoroughly. We have to give them ideas to think about and teach them to keep in mind their psychology.
21	I	Yeah Of Course. My next question is have you become more fluent in both Bangla and English after studying at ENH?

22	Jannat	Yeah. English obviously, but also Bangla because our dept is not only stressing in English or English literature. They also focused on Bangla. We have to take a BNG course for Bangla literature and they motivate us to read Bangla literature too.
23	I	OK, my next question, have you taken any courses that help you to achieve mathematical competence in your institution?
24	Jannat	Yes, I have completed a fundamental math course. I did that.
25	I	And did you often use these mathematical, basic mathematical skills in your profession where you are right now?
26	Jannat	Yeah, sometimes we need to because I know I'm a teacher, but there are times that students come and they want to solve this solve that and I have other you know other, other colleagues and we often discuss things to solve their issues.
27	I	The next question, have you ever downloaded or uploaded data or used Word, Excel or PowerPoint for different reasons at work or for university?
28	Jannat	Yes, I did. I'm still doing it.

29	I	OK. How do you deal with your uncertainty and complexity while managing your time and information? Working with others and. Being resilient to manage your learning and career.?
30	Jannat	Uh, that's a tough one. Uhm.
31	I	We know that uncertainty and complexity are part of our lives. How you manage your time and information when you work with others and when you remain resilient to manage your learning and career. How do you actually deal with your anxiety?
32	Jannat	Whenever I'm stuck in this sort of position or situation I discuss. I cannot process a lot. I have to discuss it with some colleagues or friends. What can I do? How can I overcome this situation? So, I asked them and tried to adjust my situation to theirs and figure out something. discussing with others helps a lot.
33	I	So, the point is collaboration.
34	Jannat	Yeah
35	I	OK, and the next is I'm going to give you a scenario. Imagine yourself drinking a paper cup of tea on a quiet St. you're drinking cup of tea. After drinking you see the trash bin is some far away, so you wonder if the item can be thrown in any place. You figure since no one is

		watching, breaking a rule won't be a problem. So as a responsible citizen, what should you do?
36	Jannat	As a responsible citizen, no one's going to answer another place. Yeah, I did not litter the place. I will keep it in my hand and find any bin there that's near me or find that bin and use that. You know littering is something prohibited.
37	I	That's good. That's good. The next question is, does your institution ever assist you in becoming an entrepreneur?
38	Jannat	Uh Institution..?
39	I	Directly or indirectly assist you to become an entrepreneur?
40	Jannat	My university or what? or office?
41	I	Your university?
42	Jannat	Yeah, my university is the place that has assisted me in several things to grow professionally or that might help me. But yeah, I have been in some workshops. Those were really helpful. You know how stressful these are! I stress over these things very much.
43	I	Yeah, OK. The next question is whether your ENH dept provides any instruction on the creative ways in which individuals from various

		nations communicate about their thoughts and emotions? We know that in our ENH department, we have foreign students. Does ever ENH provide you with any instruction to communicate in creative ways? In their thoughts and emotions?
44	Jannat	Uh... See whenever we have a choice, whether we're domestic students or international students, we are taught and we get the chance to practice at least knowing how to do it. Because it's a similar journey as a domestic student or student, we have learned things together and obviously. Because we are in the same situation. You know, that helps us and teaches us how to communicate in different environments and think critically.
45	I	OK. My next question is. What is the biggest challenge you faced while learning? Any particular skills or something new if you remember?
46	Jannat	Yeah, when I was a fresher. That time You know, we need to learn, we need to do a course where we get to learn how to do research, how to write research papers, you know all the citation things, you know. So that was very challenging for me. I know English, I know English literature, but I've never gone through such researching things. It was a bit challenging, but the way my instructor handled it or taught me that was lifesaving.

47	I	OK. Uh, the next question is about what new skills have you acquired in the last six months? Did this come under lifelong learning do you think?
48	Jannat	I might sound a bit dull right now. As a fresh graduate, I think I have learned everything from my university. Not yet defending me but other than study or academic discipline, I have learned to communicate in a bigger community. Do you understand working with colleagues? You know...
49	I	Ok oK my next question is your current profession helping you to become a lifelong learner?
50	Jannat	Yeah, of course there's no ending of learning for teachers.
51	I	OK, last but not least. My last question is about do you think that keeping up with lifelong learning is advantageous for achieving success in your profession, especially in Bangladeshi context?
52	Jannat	Yes, I do. Learning or acquiring knowledge is something you cannot stop. If you stop, you're going to become dull. You might have PHD degree, but you're sitting at home and not attempting to learn anything new, or at least practice the basic thing, you're becoming the secondary option for the world very soon. So, this is something that one should cherish for life long. You must learn.

53	I	OK, OK, so no matter what, we should keep up with lifelong learning.
54	Jannat	Yeah.
55	I	Thank you so much for your time. Thank you.
56	Jannat	Thank you very much.

Sample Interview of Nadia Nur

DU	Participants	Questions and Answers
1	I	Hi Apu, I hope you are doing well. Now I'm going to ask you some questions related to my thesis. My topic is about lifelong learning and its outcome for Bangladeshi English graduate students. Can we start?
2	Nadia	Yeah Sure.
3	I	Are you a resident of Dhaka?
4	Nadia	Actually Yes, I was a resident of Dhaka. But currently residing in Canada.

5	I	From which school did you pass SSC and from which university did you graduate? What was the medium of instruction at your school, Bangla or English?
6	Nadia	I completed my SSC from Agrani School and graduated from Brac University. The medium of instruction at my school was Bangla.
7	I	Why did you prefer to graduate with an English Major?
8	Nadia	I chose an English major to enhance my global communication skills and to deepen my understanding of world literature, which I find fascinating. You know.
9	I	Yeah, surely. Who inspired you to choose English as a major?
10	Nadia	One person who inspired me to choose English as a major is my high school English teacher, whose passion for literature and effective communication greatly influenced my decision for further study in English
11	I	*What motivates you and how do you handle stress?
12	Nadia	Okay, actually, my motivation comes from a desire to continually learn and grow. I handle stress by maintaining a balanced lifestyle and practising mindfulness.
13	I	Okay, Do you consider yourself a lifelong learner?

14	Nadia	Absolutely!! I believe learning is a continuous journey that extends beyond formal education.
15	I	Which sets of lifelong learning skills have you acquired at ENH?
16	Nadia	Uh, at ENH, I've developed skills in good communication, creativity, critical thinking, and you just said leadership.
17	I	Did those skills help you to get a new job after graduation?
18	Nadia	Yes, these skills were instrumental in securing my current job, as they enhanced my employability.
19	I	Have you become more fluent in both Bangla and English after studying at ENH?
20	Nadia	Yes, uh.. my studies at ENH have significantly improved my fluency in both languages.
21	I	Have you taken any courses that helped you to achieve mathematical competence in your institution?
22	Nadia	I've taken courses that improved my mathematical competence, which is essential for analytical thinking.
23	I	Did you often use mathematical skills in your profession?

24	Nadia	Occasionally, especially for data analysis and budget management.
25	I	Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?
26	Nadia	Yes, regularly. These tools are integral to my professional and academic activities.
27	I	How do you deal with uncertainty and complexity while managing your time and information, working with others, and remaining resilient to manage your learning and career?
28	Nadia	I prioritize tasks, embrace flexibility, communicate effectively with my team, and remain open to continuous learning.
29	I	So, its basically the collaborative approach?
30	Nadia	Yeah kind of like that.
31	I	Imagine drinking paper-cup coffee on a quiet street... As a responsible citizen, what should you do?
32	Nadia	As a responsible citizen, I would hold onto my trash until I find a proper disposal bin.
33	I	Does your institution ever assist you in becoming an entrepreneur?

34	Nadia	Yes, my institution offers resources and guidance for entrepreneurial ventures.
35	I	Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?
36	Nadia	Yes, it offers courses and workshops focusing on cross-cultural communication.
37	I	What do you believe is the biggest challenge you have faced while learning a particular skill or something new?
38	Nadia	Overcoming the initial discomfort of being out of my comfort zone. As humans, we're programmed to stay alive, so we naturally avoid those things we think are dangerous as much as we can. That's one reason why getting out of our comfort zones is so hard. People who really want to do it need to get their minds ready.
39	I	It's true. What new skills have you acquired in the past six months? Did these come under lifelong learning?
40	Nadia	I've learned digital marketing and basic coding, which will be a part of my lifelong learning journey.
41	I	Is your current profession helping you to become a lifelong learner?

42	Nadia	Yes, it constantly challenges me to update my skills and knowledge.
43	I	Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?
44	Nadia	Definitely! Lifelong learning is the key to staying relevant and excelling in any profession.
45	I	Thank you so much for your time. Thank you.
46	Nadia	You too.. Have a good day.
47	I	Bye.
48	Nadia	Bye

Sample Interview of Fahim Haider

DU	Participants	Questions and Answers
1	I	Assalam Alaikum Bhaiya, I hope you are doing well. As a student in the English department, I have to complete my thesis. As a part of my thesis, I have to take an interview and the topic is lifelong learning and

		its outcome for Bangladeshi English graduate students. So I prefer to interview you because you have already graduated from the English department. So can we start the interview?
2	Fahim	Walaikum Asaalam Bhaiya, Yeah, I would love to assist you. By the way I'm Faheem Haider graduated from BRAC University. You can start now.
3	I	Thank you. So my first question is, are you a resident of Dhaka?
4	Fahim	No bhaiya, I'm not from Dhaka.
5	I	Okay, The second question is, from which school did you pass your SSC and from which university did you graduate? And what was the medium of instruction at your school? Is it Bangla or English?
6	Fahim	Okay, well basically I passed SSC from Nilkhet High School Dhaka you might have known about it and I graduated from BRAC University in 2021 with a major in English. The medium of instruction of my school was Bangla and as in the private university, BRAC University's medium of instruction is English.
7	I	English, yes. My third question is why did you prefer to graduate with an English major? Why not another major?

8	Fahim	OK, I choose English as a major because I find it to be a versatile and exclusive language. That not only enhances my communication skills but also allows me to delve into literary and cultural expressions.
9	I	Oh OK, Bhaiya. My 4th question is, who inspired you to choose English as a major?
10	Fahim	Nice question but while I didn't have a specific person inspiring me to choose English, as a major. From my childhood, I always wanted to speak English fluently. But I have always, always been drawn to the works of renowned authors and the power of language to convey intricate emotions and ideas. So that is why I just dug into it and started learning English.
11	I	OK. Thank you. Next question. what motivates you and how do you handle your stress?
12	Fahim	Oh, how do I handle my stress?
13	I	Yes. What motivates you and how do you overcome it? Oh, OK, Did you watch something.? Did you do something? Listen to something etc.
14	Fahim	Actually, my motivation stems from setting achievable goals, breaking them down into smaller tasks, and maintaining a positive mindset. In handling stress. I believe in, uh, the importance of taking breaks. Yes,

		whatever you said is right. It's uh, taking breaks, practising mindfulness, and UH, seeking support when needed.
15	I	Yeah, it's helpful. OK, then next question. Yeah. Do you consider yourself a lifelong learner?
16	Fahim	Lifelong learner? Yes. I consider myself a lifelong learner. I always seeking opportunities to expand my knowledge and skill set to adapt to the ever-changing demands of the professional landscape.
17	I	OK. My next question is, which sets of lifelong learning skills, have you acquired at ENH, for example, communication, creativity, leadership, et cetera?
18	Fahim	Yeah, you. Yeah, you already said it. At Enh I achieved essential skills such as you said effective communication, creative thinking and collaborative problem-solving which gave I mean which have proven instrumental not only academically but also in previous professional scenarios.
19	I	Oh, OK, OK. And my next question is Did those skills help you to get a new job after your graduation? These communication skills, leadership, and whatever you say, these skills help you to get a new job immediately after your graduation.?

20	Fahim	Yeah, definitely these acquired skills played by pivotal role in securing a job after graduation, demonstrating the practical applicability of the education I received at ENH.
21	I	Ok thank you. My next question is have you become more fluent in both Bangla and English after studying English?
22	Fahim	Studying at ENH? Studying at ENH has not only enhanced my proficiency in English but also enriched my understanding of Bangla. Making me more uh..., making me more adept in navigating multilingual communication scenarios.
23	I	Uh, OK Have you taken any courses? This is my next question. Have you taken any courses that help you to achieve mathematical competence in your institution?
24	Fahim	Oh. Basically in our BRAC university, we all have to take some initial type courses like. There are some courses like Math 101. So basically 101 courses we all have to take. Although my courses at ENH didn't focus extensively on mathematical competence. Uh, the general education requirements provided a long and well-rounded foundation that supports analytical thinking and problem-solving in previous contexts.
25	I	OK. Thank you, did you often use these skills in your profession?

26	Fahim	No. I graduated from an English background. So there's nothing to use with mathematics in my current situation, while I may not be, I may not use advanced mathematical skills in my current profession, the logical, but I want to say that the logical and analytical thinking instil during my education helps me approach challenges systematically and make informed decisions.
27	I	Do you think that's why BRAC designed those courses?
28	Fahim	Yeah, I guess yes.
29	I	OK, my next question is have you ever downloaded or uploaded data or used Word, Excel or PowerPoint for different reasons at your work or for university?
30	Fahim	Yes, definitely. Yeah yeah. I have downloaded and uploaded data, used Word and what did you say Excel and PowerPoint for many purposes like reports and applied these skills at work and during my university studies.
31	I	OK. My next question is how do you deal with your uncertainty and complexity? While managing your time and information, working with others and remaining resilient to manage your learning and career?
32	Fahim	That's a critical question.

33	I	How do you deal with your uncertainty and complexity? When do you work with others and when do you remain resilient in managing your work?
34	Fahim	I understand your question. It's an interesting question but I would say I deal with it, I mean all people have to deal with uncertainty. I would solve it by seeking advice from colleagues, managing my time effectively and staying resilient to challenges. That is what I always did.
35	I	That's a good idea. Taking advice from seniors or colleagues.
36	Fahim	Yeah, yeah.
37	I	OK, My next question is a case study question. Imagine You're drinking your paper cup coffee in a quiet street. After drinking you see the waste bin is far away from you. You are thinking that it can be thrown in any place, since no one is watching you breaking a rule and it won't be a big problem too... as a responsible citizen. What should you do?
38	Fahim	Oh yeah, I got your question. It's a very critical question, but uh, as I would say, as a responsible citizen, you know I would find a proper place to dispose of the waste. Not because no one is watching me, but because as a responsible citizen, as I say, I ensure I contribute to maintaining a clean and organized environment. Whether someone is

		watching or not we should try to ensure the contribution to maintain a clear and organized environment.
39	I	This is so good. And the next question is does your institution ever assist you in becoming an entrepreneur? Directly, or indirectly?
40	Fahim	Directly not, but indirectly I used to get emails from the university to join in some entrepreneur programs. But directly I'll say no, my solution didn't specifically assist in becoming an entrepreneur. Whatever I am learning is by myself.
41	I	OK. My next question is about the instructions. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions like in your department? Did you see any other students or foreigners? And you communicated with them, You shared your thoughts. You should be there. And does ENH provide you with any instructions on how incredibly you can communicate with them?
42	Fahim	Uh, yeah, that's obvious. I think it is part of ENH courses that learn and observe from other cultures. I've seen that at BRAC University. There are so many people from other nations of the world. Yes, even this provided instruction on how people from different nations communicate like they just made communication and I think it is one of the vital elements of ENH.

43	I	My next question is about what you believe is the biggest challenge you have faced while learning a particular skill or something new?
44	Fahim	OK. yeah, yeah. The biggest challenge I faced was time management. While adapting to the rapid changes in technology and staying updated with evolving industry trends.
45	I	And you face this when you're learning a particular skill or something new?
46	Fahim	Sorry?
47	I	This is your biggest challenge while you're learning some particular skills or something new.
48	Fahim	Yeah, it's always been that challenging work for me. As I said, while adapting to the rapid changes in technology and staying updated with evolving industry trends. I mean, uh, whatever you say. Uh, while learning something I had to evolve with that particular trend.
49	I	My next question is about what new skills have you acquired in the past six months and did these come under lifelong learning.
50	Fahim	As a trending world, I have learned in the past six months I have acquired new skills in digital marketing and graphic design. As an ENH graduate student, I think knowing not only English is enough, but

		definitely English is necessary, but following the trends is also will make you more trendy, embracing opportunities for lifelong learning.
51	I	OK, My next question is, is your current profession helping you to become a lifelong learner?
52	Fahim	I've just graduated and it's been almost two years. Yes, my current profession, whatever I'm doing is not something big, very big. But I'm not mentioning the profession. But yes, my current profession not only requires continuous learning but also provides opportunities for skill development, fostering a culture of lifelong learning within the organization.
53	I	OK, this is the last question. Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?
54	Fahim	uh... Is that all? Absolutely. Keeping up with lifelong learning is not only advantageous but crucial for staying relevant and achieving success in today's dynamic professional landscape.
55	I	But in the Bangladeshi context, yeah, did you observe the unemployment rate, the inflation rate etc? Can you again say that it is advantageous in even the Bangladeshi context to keep up with lifelong learning?

56	Fahim	Yeah, yeah, it helps. It helps. I mean in Bangladesh, even in the context of Bangladesh it is important. You know the world has turned into a global village, there are equal opportunities because you have internet, but they are not aware of what's going on around them, so they might lag if not cherish to become a lifelong learner. So absolutely, keeping up with lifelong learning is not only advantageous but crucial for staying relevant.
57	I	Thank you so much Bhaiya for your time.
58	Fahim	Is that All?
59	I	Yes, yes,
60	Fahim	OK. Thank you. I enjoyed it. Best of luck.
61	I	Thank you. Bye.
62	Fahim	Bye.

Sample Interview of Sanzida Mim

DU	Participants	Questions and Answers
1	I	Hi Apu, Good evening. I'm Tareq.

2	Sanzida	Good evening, I'm Mim.
3	I	Are you a resident of Dhaka?
4	Sanzida	I am a resident of Dhaka
5	I	From which school did you pass SSC and from which university did you graduate? What was the medium of instruction at your school, Bangla or English?
6	Sanzida	I completed my SSC from University Laboratory School and college and graduated from Brac University
7	I	Why did you prefer to graduate with an English Major?
8	Sanzida	I chose an English major for its versatility in communication and analytical skills.
9	I	Yeah, surely. Who inspired you to choose English as a major?
10	Sanzida	My interest in literature and language inspired my choice.
11	I	*What motivates you and how do you handle stress?
12	Sanzida	My motivation comes from setting goals, and I manage stress through mindfulness and self-care.

13	I	Okay, Do you consider yourself a lifelong learner?
14	Sanzida	I consider myself a lifelong learner because I am always seeking new knowledge and skills.
15	I	Which sets of lifelong learning skills have you acquired at ENH?
16	Sanzida	I acquired skills, including communication, creativity, and adaptability, at my department.
17	I	Did those skills help you to get a new job after graduation?
18	Sanzida	Yes, These skills were beneficial in securing jobs, post-graduate jobs.
19	I	Have you become more fluent in both Bangla and English after studying at ENH?
20	Sanzida	Studying English and humanities improved my fluency in both Bangla and English.
21	I	Have you taken any courses that helped you to achieve mathematical competence in your institution?
22	Sanzida	I didn't take any mathematical courses but gained problem-solving skills indirectly from my institution.
23	I	Did you often use mathematical skills in your profession?

24	Sanzida	No, because mathematical skills aren't frequently used in my profession.
25	I	Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?
26	Sanzida	I frequently use Word, Excel, and PowerPoint for work purposes.
27	I	How do you deal with uncertainty and complexity while managing your time and information, working with others, and remaining resilient to manage your learning and career?
28	Sanzida	I manage uncertainty by setting priorities, collaborating, and staying adaptable.
29	I	Imagine drinking paper-cup coffee on a quiet street... As a responsible citizen, what should you do?
30	Sanzida	As a responsible citizen, I should find the nearest bin to dispose of the item properly.
31	I	Does your institution ever assist you in becoming an entrepreneur?
32	Sanzida	My institution provides some support for entrepreneurship initiatives.
33	I	Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?

34	Sanzida	English and humanities cover diverse communication methods across nations.
35	I	What do you believe is the biggest challenge you have faced while learning a particular skill or something new?
36	Sanzida	The biggest challenge I faced was balancing time for ongoing learning while working.
37	I	What new skills have you acquired in the past six months? Did these come under lifelong learning?
38	Sanzida	I acquired project management and data analysis skills recently.
39	I	Is your current profession helping you to become a lifelong learner?
40	Sanzida	My profession encourages me to continue learning.
41	I	Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?
42	Sanzida	Lifelong learning is crucial for success in my evolving profession, English and humanities
43	I	Thank you for giving me your valuable time.
44	Sanzida	You're most welcome.

Sample Interview of Sheikh Nahiyah

DU	Participants	Questions and Answers
1	I	Hi Bahiya, How are you? I'm going to ask you some questions related to my thesis and the topic is Lifelong Learning and its outcome for Bangladeshi English graduate students.
2	Nahiyah	I'm fine what about you?
3	I	I'm good. Are you a resident of Dhaka?
4	Nahiyah	Yes
5	I	From which school did you pass SSC and from which university did you graduate? What was the medium of instruction at your school, Bangla or English?
6	Nahiyah	O levels from Cambridge International, BA in English from Brac University; MOI was English in both with some usage of Bangla.
7	I	Why did you prefer to graduate with an English Major?
8	Nahiyah	It was because I was confident about my capacity in this subject
9	I	Yeah, surely. Who inspired you to choose English as a major?
10	Nahiyah	My schoolfriend and my father.

11	I	*What motivates you and how do you handle stress?
12	Nahiyan	The possibility of bringing a positive change motivates me to work harder and keep trying. Handling stress is tedious and often times, I try to plan things so that I know when the due dates are. In that way, I try to manage my stress. Other than that, I meditate to handle it
13	I	Okay, Do you consider yourself a lifelong learner?
14	Nahiyan	Yes, of course. I consider myself a lifelong learner.
15	I	Which sets of lifelong learning skills have you acquired at ENH?
16	Nahiyan	The Most important LLS. I learned at ENH Critical Thinking, Self-Regulation, Conscientiousness, and Social-Emotional skills. I learned that using these parallely can help me solve problems in a creative manner as well as be a humane and supportive individual to the people around me.
17	I	Did those skills help you to get a new job after graduation?
18	Nahiyan	Yes, Of course.
19	I	Have you become more fluent in both Bangla and English after studying at ENH?

20	Nahiyah	My language proficiency for communication was already good but I would say that I did learn a new set of academic vocabulary. I learned to use these newly learned vocabularies in my speech and writing.
21	I	Have you taken any courses that helped you to achieve mathematical competence in your institution?
22	Nahiyah	Yes, I did.
23	I	Did you often use mathematical skills in your profession?
24	Nahiyah	Yes, I have to from time to time.
25	I	Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?
26	Nahiyah	Yes, I have. For research work, budgeting at my workplace, grading etc.
27	I	How do you deal with uncertainty and complexity while managing your time and information, working with others, and remaining resilient to manage your learning and career?
28	Nahiyah	As I mentioned in Q.5 I try to plan things accordingly and meditate.
29	I	Imagine drinking paper-cup coffee on a quiet street... As a responsible citizen, what should you do?

30	Nahiyani	I will of course throw it in the bin wherever I find it. I have done this many times over and over both in my stay in Bangladesh and abroad.
31	I	Does your institution ever assist you in becoming an entrepreneur?
32	Nahiyani	I think this question is not relevant here.
33	I	Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?
34	Nahiyani	Yes, of course. The curriculum itself is an example of what this question seeks to know. Also, the teachers with their experience of abroad, share that as anecdotes, helping us know and learn.
35	I	What do you believe is the biggest challenge you have faced while learning a particular skill or something new?
36	Nahiyani	To unlearn it completely and then learn it from scratch
37	I	What new skills have you acquired in the past six months? Did these come under lifelong learning?
38	Nahiyani	I would say that I learned strategies that fall under Critical Thinking, Problem Solving and Self-Regulation.
39	I	Is your current profession helping you to become a lifelong learner?

40	Nahiyan	Yes it is.
41	I	Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?
42	Nahiyan	Yes it is.
43	I	Thank you for giving me your valuable time.
44	Nahiyan	You're most welcome.

APPENDIX D

SAMPLE OF CODING TEMPLATE BY THE RESEARCHER

The Full Coding Template for Tasnia Shahrin

Interview Questions (1)	Subordinate keyword of question (2)	Subordinate main point from the conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of the main idea transferred into the form of a keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
1. Are you a resident of Dhaka?	*Residency	*A resident of Dhaka. *Now studying in the UK	"Yes, I am a resident of Dhaka. But for now, I'm living in Edinburgh to	*Permanently lived in Dhaka *To pursue a higher degree for now living in the UK	1	DU TAS 4

			pursue my higher education.”			
2. From which school did you pass SSC and from which university did you graduate? What was the medium of instruction at your school, Bangla or English?	*Educational Background *Medium of Instruction	*Passed SSC from Biam Model School *Graduate from Brac University *English medium School	“The school from where I passed SSC was Biam Model School and College, and my university was BRAC University. My medium of instruction at my school was English.”	*School and university both are English medium.	1	DU TAS 6
3. Why did you prefer to graduate with an English Major?	*Reason to choose English	*Have a preference for graduation *Interested in English literature and related field	“I preferred to graduate with an English major because I was really interested in learning about literature and knowing more and pursuing a career in this field, that's why.”	*Choose to pursue a career in English *Have a thirst for English literature.	1	DU TAS 8
4. Who inspired you to choose English as a major?	*Inspiration to choose English	*She decided by herself. *Read lots of books	“no one in particular inspired me to choose English as a major. It has	*No one inspired her * loves to read books.	1	DU TAS 10

		*Wanted to make a career in it	always been me. My hobby as a child was reading books and I wanted to make it into my career too, so that's why I decided to choose English as my major.”	*wanted to make a career in English *chose English as a major.		
5. What motivates you and how do you handle stress?	*Motivation *Handling stress	*Motivated by deadlines *handle stress by making plans.	“The deadlines motivate me to finish my work and the instructions given by my teachers. And I also handle stress by making a plan. That is journaling. I write down everything from time to time. I break down the schedule and that's how I handle stress...”	*Deadlines motivated her *Handled stress by plans.	1	DU TAS 12
6. Do you consider yourself a lifelong learner?	Declaration of Lifelong Learner	*considered a lifelong learner. *Learning while teaching *train to become a better teacher.	“I definitely consider myself a lifelong learner. Even when I transition to being a teacher from a student, I'll still be learning from my students as well as getting training on how to become a better teacher every single day.”	*considered lifelong learner *learning while teaching. *train to become a better teacher.	1	DU TAS 14

7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.	*Specific Lifelong learning skills	*ENH dept. helped to communicate better *Helps to become more creative.	“I think the ENH dept. of BRAC University has given me all the necessary framework to become a person who can communicate better, can be more creative. It taught me a lot and it allowed me to pursue my creative goals as much as I wanted to. There was no limit for me.”	*Communication *Creativity *pursue creative goals	1	DU TAS 16
8. Did those skills help you to get a new job after graduation?	*Skills that help to get jobs.	*Student tutor * Own students * worked for a magazine *helps to earn money	“My job after graduation included being a student tutor and then having my own students outside of BRAC university too and then working for a magazine. These skills are the reason I got to have my own income after graduation.”	*Student tutor and outside student *worked for magazine *those skills helps to earn money	1	DU TAS 18
9. Have you become more fluent in both Bangla and English after studying at ENH?	Fluency in English and Bangla	*solely focus on English *Bangla did not improved	“So, because I had to study for four years in complete English language, but unfortunately, because the four years did not consist of any Bangla text, Bangla literature or Bangla writing, I had to focus solely just on English language. That's why my Bangla skills were going out of practice	*solely focus on English *Bangla did not improved	1	DU TAS 20

			and my fluency in Bangla writing specifically. ”			
10. Have you taken any courses that helped you to achieve mathematical competence in your institution?	*Courses related to Mathematical competencies *achievement s through mathematical competencies .	*Yes, MAT101.	“Yes, I had to do, um, Introduction to Basic Math which is MAT 103 in my undergrad. It was a compulsory general education course for me to become a graduate of BRAC University's English department. and that's the only course that I took from this institution.”	*Basic math course had to take to become a graduate	1	DU TAS 22
11. Did you often use mathematical skills in your profession?	*Practical use of mathematical skills.	*Never used	“I have never used mathematical skills in my profession. I have never needed it.”	*Never used and never needed	1	DU TAS 24
12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?	*Use of technological l skills *In university or job	*Submitted presentation using powerpoint *Submitted assignments, pepaer using MS word.	“I had to submit presentations in Microsoft PowerPoint and also, and I also had to submit my assignments, my papers, my thesis papers, and everything in Microsoft Word. ”	*Downloaded and uploaded multiple documents related to MS word and powerpoint.	1	DU TAS 26

<p>13. How do you deal with your uncertainty and complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?</p>	<p>*Dealing with psychological problems *In university or job</p>	<p>*Staying focused *worked hard *gevae the best effort *learnt something related for the best solution.</p>	<p>“What I did in that time was just stay focused on the target and remind myself that I'm going to work hard, I'm going to put in my best efforts, and even if it doesn't work out, I did learn something in the experience and whatever works out will be for the best. ”</p>	<p>*Staying focus on the target *remind to work hard *put the best effort *learn best possible related alternatives.</p>	<p>1</p>	<p>DU TAS 28</p>
<p>14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?</p>	<p>*Responsible Citizen Test.</p>	<p>*Thrwoing something is disgusting *Its basic hygien *throwing it on dustbin.</p>	<p>“I'm on the street, I'll have to walk anyway, so throwing something that you consume right in front of your feet is a very disgusting thing to do. You will have to throw it in the dustbin. So of course, I'm going to be throwing it on the there's been even if no one was watching because number one, this is something I should be doing for my home country number</p>	<p>*Thrwoing something is disgusting *Its basic hygien *throwing it on dustbin. *cause dirt and pollution</p>	<p>1</p>	<p>DU TAS 30</p>

			two, It's a basic hygiene issue.”			
15. Does your institution ever assist you in becoming an entrepreneur?	* Get help to be an entrepreneur	*Being an entrepreneur is not goals *not received any help *not done anything to become an entrepreneur.	“I have not received, not yet received any such help from the institution to become an entrepreneur. But also, it's important to add that I have not done anything so far that will help me to become an entrepreneur. Being an entrepreneur has not been one of my goals for now.”	*Being an entrepreneur is not goals *not received any help *not done anything to become an entrepreneur.	1	DU TAS 32
16. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?	*Instruction for talking creatively *Communication with foreign students.	*Never attend any class with foreigners. *not applicable for this.	I will not be able to answer this question #16 because I have never done a class that has foreign students. I have always been in a class with Bangladeshi students only. So no, my answer is not applicable for this question.	*Never attend any class with foreigners. *Always attend class with Bangladeshi students. *not applicable for this.	1	DU TAS 34

<p>17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?</p>	<p>*Challenges when learning</p>	<p>*writing and research *tricky citation (MLA, APA) *Still learning citation from google and lectures from teachers.</p>	<p>“The biggest challenge I have ever faced in my skills; my writing and research skills is that citation. Maintaining the MLA or APA citation because it's very tricky. I got a lot of help from Google and previous lectures from my teachers, but it's still something that I'm learning. And it is, it is. It has been a very big challenge.”</p>	<p>*writing and research *tricky citation *Still learning citation from google and lectures from teachers.</p>	<p>1</p>	<p>DU TAS 36</p>
<p>18. What new skills have you acquired in the past six months? Did these come under lifelong learning?</p>	<p>*New skills under lifelong learning</p>	<p>*acquired new skills like cooking * those came under lifelong learning</p>	<p>“Yes, I have acquired new skills like cooking and I think those come under lifelong learning. Because lifelong learning covers vast areas.”</p>	<p>*acquired new skills like cooking * those came under lifelong learning</p>	<p>1</p>	<p>DU TAS 38</p>
<p>19. Is your current profession helping you to become a lifelong learner?</p>	<p>*helps to become lifelong learning</p>	<p>*currently no profession. *before do freelance work *paused for post graduate study</p>	<p>“Currently, I have no profession. Currently, I am pursuing my postgraduate studies, before that I do freelance. so. If I just focus on my postgraduate studies instead of my profession, it's helping me to become a lifelong learner because I am learning as I'm studying here.”</p>	<p>currently no profession. *before do freelance work *paused for post graduate study *studying helps to become a</p>	<p>1</p>	<p>DU TAS 40</p>

				lifelong learner.		
20. Do you think that keeping up with lifelong learning is an advantageous for achieving success in your profession?	*advantage of becoming a lifelong learner. *success related to lifelong learning.	*must keep up with what we have learned * use it in our jobs and for others.	“Absolutely. We must keep up with what we have learned every day in our lives so that we can use it in our jobs and allow that knowledge to serve other people.	*must keep up with what we have learned * use it in our jobs and allow that knowledge to serve others.	1	DU TAS 42

The Coding Template for Ananya Jannat Jhawa

Interview Questions (1)	Subordinate keyword of question (2)	Subordinate main point from the conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of the main idea transferred into the form of a keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.	*Specific Lifelong learning skills	*creativity *creative writing *learn to dig for deeper knowledge		*creativity *creative writing * (Critical thinking)	1 1 1	DU JAN 18

<p>8. Did those skills help you to get a new job after graduation?</p>	<p>*Skills that help to get jobs.</p>	<p>*freehand writing and creativity are important *Teacher in a primary school *give them ideas to think *keep in mind their psychology.</p>		<p>*freehand writing and creativity are important *Teacher in a primary school *give them ideas to think *keep in mind their psychology.</p>	<p>1 1 1</p>	<p>DU JAN 20</p>
<p>9. Have you become more fluent in both Bangla and English after studying at ENH?</p>	<p>Fluency in English and Bangla</p>	<p>*Particularly English *but also BNG course focused on Bangla literature too.</p>		<p>*Particularly English *but also BNG course focused on Bangla literature too</p>	<p>1 1</p>	<p>DU JAN 22</p>
<p>10. Have you taken any courses that helped you to achieve mathematical competence in your institution?</p>	<p>*Courses related to Mathematical competencies *achievements through mathematical competencies</p>	<p>*completed a fundamental math course</p>		<p>*completed a fundamental math course</p>	<p>1</p>	<p>DU JAN 24</p>
<p>11. Did you often use mathematical skills in</p>	<p>*Practical use of mathematical skills.</p>	<p>*students came to solve *discuss things with colleagues to</p>		<p>*students came to solve *discuss things with colleagues to</p>	<p>1 1</p>	<p>DU JAN 26</p>

your profession?		solve their issues.		solve their issues.		
12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?	*Use of Technological skills *In university or job	*Still doing it		*Still doing it	1	DU JAN 28
13. How do you deal with your uncertainty and complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?	*Dealing with psychological problems *In university or job	*Prefer to discuss with friends or colleagues. *compare the situation with others		*Prefer to discuss with friends or colleagues. *compare the situation with others	1 1	DU JAN 32
14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since	*Responsible Citizen Test.	*did not litter the place *keep it in hand and search bin *littering is something prohibited		*did not litter the place *keep it in hand and search bin *littering is something prohibited	1 1 1	DU JAN 36

<p>no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?</p>						
<p>15. Does your institution ever assist you in becoming an entrepreneur?</p>	<p>* Get help to be an entrepreneur</p>	<p>*assisted in several things to grow professionally *participated in some workshops</p>		<p>*assisted in several things to grow professionally *participated in some workshops</p>	<p>1 1</p>	<p>DU JAN 42</p>
<p>16. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?</p>	<p>*Instruction for talking creatively *Communication with foreign students.</p>	<p>*get the chance to practice *teaches us how to communicate in different environments and think critically</p>		<p>*get the chance to practice *teaches us how to communicate in different environments and think critically</p>	<p>1 1</p>	<p>DU JAN 44</p>

17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?	*Challenges *when learning	*how to do research *research papers *citation		*how to do research *research papers *citation	1 1 1	DU JAN 46
18. What new skills have you acquired in the past six months? Did these come under lifelong learning?	*New skills under lifelong learning	*working with colleagues *learned to communicate in a bigger community		*collaboration *learned to communicate in a bigger community	1 1	DU JAN 48
19. Is your current profession helping you to become a lifelong learner?	*helps to become lifelong learning	*there's no ending of learning for teachers.		*there's no ending of learning for teachers.	1	DU JAN 50
20. Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?	*advantage of becoming a lifelong learner. *success related to lifelong learning.	*learning cannot stop *unless you become the secondary option *one should cherish		*learning cannot stop *unless you become the secondary option *one should cherish	1 1 1	DU JAN 52

The Coding Template for Nadia Nur

Interview Questions (1)	Subordinate keyword of question (2)	Subordinate main point from the conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of the main idea transferred into the form of a keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.	*Specific Lifelong learning skills	* good communication *creativity *critical thinking leadership		* good communication *creativity *critical thinking leadership	1 1 1	DU NAD 16
8. Did those skills help you to get a new job after graduation?	*Skills that help to get jobs.	*instrumental in securing job *enhanced my employability		*instrumental in securing job *enhanced my employability	1 1	DU NAD 18

9. Have you become more fluent in both Bangla and English after studying at ENH?	Fluency in English and Bangla	* improved fluency in both langauese		* improved fluency in both languages	1 1	DU NAD 20
10. Have you taken any courses that helped you to achieve mathematical competence in your institution?	*Courses related to Mathematical competencies *achievements through mathematical competencies	*improved mathematical competence *essential for analytical thinking		**improved mathematical competence *essential for analytical thinking	1 1	DU NAD 22
11. Did you often use mathematical skills in your profession?	*Practical use of mathematical skills.	*Occasionally *for data analysis *budget management		*Occasionally *for data analysis *budget management	1 1 1	DU NAD 24
12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?	*Use of Technological skills *In university or job	*regularly *integral to professional And academic activities		*regularly *integral to professional and academic activities	1 1	DU NAD 26

<p>13. How do you deal with your uncertainty and complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?</p>	<p>*Dealing with psychological problems *In university or job</p>	<p>*prioritize tasks *embrace flexibility *communicate effectively with team *remain open to continuous learning.</p>		<p>*prioritize tasks *embrace flexibility *communicate effectively with team *remain open to continuous learning.</p>	<p>1 1 1 1</p>	<p>DU NAD 28</p>
<p>14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?</p>	<p>*Responsible Citizen Test.</p>	<p>*hold onto trash until found a proper disposal bin.</p>		<p>*hold onto trash until found a proper disposal bin.</p>	<p>1</p>	<p>DU NAD 32</p>
<p>15. Does your institution ever assist you in becoming an entrepreneur?</p>	<p>* Get help to be an entrepreneur</p>	<p>*offers resources</p>		<p>*offers resources</p>	<p>1</p>	<p>DU NAD 34</p>

		* guidance for entrepreneurial ventures		* guidance for entrepreneurial ventures	1	
16. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?	*Instruction for talking creatively *Communication with foreign students.	*offers courses and workshops *focusing on cross-cultural communication.		*offers courses and workshops *focusing on cross-cultural communication.	1 1	DU NAD 36
17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?	*Challenges *when learning	*Overcoming discomfort of being out of comfort zone.		*Overcoming discomfort of being out of comfort zone.	1	DU NAD 38
18. What new skills have you acquired in the past six months? Did these come under lifelong learning?	*New skills under lifelong learning	*digital marketing *basic coding *data analysis		*digital marketing *basic coding *data analysis	1 1 1	DU NAD 40
19. Is your current profession helping you to	*helps to become	*challenges me to update		*challenges me to update	1	DU NAD 42

become a lifelong learner?	lifelong learning	skills and knowledge		skills and knowledge		
20. Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?	*advantage of becoming a lifelong learner. *success related to lifelong learning.	*key to staying relevant *excelling in any profession.		*key to staying relevant *excelling in any profession.	1 1	DU NAD 44

The Coding Template for Fahim Haider

Interview Questions (1)	Subordinate keyword of question (2)	Subordinate main point from the conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of the main idea transferred into the form of a keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.	*Specific Lifelong learning skills	*effective communication * creative thinking collaborative problem-solving		*effective communication * creative thinking collaborative problem-solving	1 1	DU FAH 18

		*not only academically but in professional scenarios.		*not only academically but in professional scenarios.	1	
8. Did those skills help you to get a new job after graduation?	*Skills that help to get jobs.	*pivotal role in securing a job *demonstrating the practical applicability		*pivotal role in securing a job *demonstrating the practical applicability	1 1	DU FAH 20
9. Have you become more fluent in both Bangla and English after studying at ENH?	Fluency in English and Bangla	* not only enhanced proficiency in English *enriched understanding of Bangla.		* not only enhanced proficiency in English *enriched understanding of Bangla.	1 1	DU FAH 22
10. Have you taken any courses that helped you to	*Courses related to Mathematical competencies	*courses like Math 101		*courses like Math 101	1	DU FAH 24

achieve mathematical competence in your institution?	*achievements through mathematical competencies	*provided well-rounded foundation *supports analytical thinking and problem-solving		*provided well-rounded foundation *supports analytical thinking and problem-solving	1 1	
11. Did you often use mathematical skills in your profession?	*Practical use of mathematical skills.	*not using advanced mathematical skills *used for informed decision			1 1	DU FAH 26
12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?	*Use of Technological skills *In university or job	* for many purposes like reports *applied these skills at work *during university studies.		* for many purposes like reports *applied these skills at work *during university studies.	1 1 1	DU FAH 30
13. How do you deal with your uncertainty and	*Dealing with psychological problems	*by seeking advice from colleagues		*by seeking advice from colleagues	1	DU FAH 34

<p>complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?</p>	<p>*In university or job</p>					
<p>14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?</p>	<p>*Responsible Citizen Test.</p>	<p>*would find a proper place to dispose of the waste</p> <p>*ensuring contribution to maintaining a clean and organized environment.</p>		<p>*would find a proper place to dispose of the waste</p> <p>*ensuring contribution to maintaining a clean and organized environment.</p>	<p>1</p> <p>1</p>	<p>DU FAH</p> <p>38</p>
<p>15. Does your institution ever assist you in becoming an entrepreneur?</p>	<p>* Get help to be an entrepreneur</p>	<p>*indirectly got emails from university</p> <p>*not directly</p>		<p>*indirectly got emails from university</p> <p>*not directly</p>	<p>1</p> <p>1</p> <p>1</p>	<p>DU FAH</p> <p>40</p>

		*didn't specifically assist in becoming an entrepreneur.		*didn't specifically assist in becoming an entrepreneur.		
16. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?	*Instruction for talking creatively *Communication with foreign students.	*part of ENH courses *learn and observe from other cultures * instruction on how people from different nations communicate *one of the vital elements of ENH.		*part of ENH courses *learn and observe from other cultures * instruction on how people from different nations communicate *one of the vital elements of ENH.	1 1 1 1	DU FAH 42
17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?	*Challenges *when learning	*time management *adapting rapid changes in technology *updated with evolving		*time management *adapting rapid changes in technology *updated with evolving	1 1 1	DU FAH 44

		industry trends.		industry trends.		
18. What new skills have you acquired in the past six months? Did these come under lifelong learning?	*New skills under lifelong learning	* digital marketing *graphic design *following the trends *embracing opportunities for lifelong learning.		* digital marketing *graphic design *following the trends *embracing opportunities for lifelong learning.	1 1 1 1	DU FAH 50
19. Is your current profession helping you to become a lifelong learner?	*helps to become lifelong learning	* provides opportunities for skill development * fostering a culture of lifelong learning		* provides opportunities for skill development * fostering a culture of lifelong learning	1 1	DU FAH 52
20. Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?	*advantage of becoming a lifelong learner. *success related to lifelong learning.	*crucial for staying relevant *achieving success in today's dynamic professional landscape.		*crucial for staying relevant *achieving success in today's dynamic professional landscape.	1 1	DU FAH 54

The Coding Template for Sanzida Mim

Interview Questions (1)	Subordinate keyword of question (2)	Subordinate main point from the conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of the main idea transferred into the form of a keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.	*Specific Lifelong learning skills	*communication *creativity *adaptability		*communication *creativity *adaptability	1 1 1	DU SAN 16
8. Did those skills help you to get a new job after graduation?	*Skills that help to get jobs.	*beneficial in securing jobs *post-graduate jobs		*beneficial in securing jobs *post-graduate jobs	1 1	DU SAN 18

9. Have you become more fluent in both Bangla and English after studying at ENH?	Fluency in English and Bangla	*improved my fluency in both Bangla and English		*improved my fluency in both Bangla and English	1	DU SAN 20
10. Have you taken any courses that helped you to achieve mathematical competence in your institution?	*Courses related to Mathematical competencies *achievements through mathematical competencies	*gained problem-solving skills		*gained problem-solving skills	1	DU SAN 22
11. Did you often use mathematical skills in your profession?	*Practical use of mathematical skills.	*not frequently used		*not frequently used	1	DU SAN 24
12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?	*Use of technological skills *In university or job	*frequently used for work purposes.		*frequently used for work purposes.	1	DU SAN 26
13. How do you deal with your uncertainty and complexity while managing your time and	*Dealing with psychological problems *In university or job	*by setting priorities *collaborating and staying adaptable		*by setting priorities *collaborating and staying adaptable	1	DU SAN 28

information, working with others and remaining resilient to manage your learning and career?						
14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?	*Responsible Citizen Test.	* find the nearest bin		* find the nearest bin	1	DU SAN 30
15. Does your institution ever assist you in becoming an entrepreneur?	* Get help to be an entrepreneur	*support for entrepreneurs hip initiatives		*support for entrepreneurs hip initiatives	1	DU SAN 32
16. Does your ENH provide instruction on the creative ways in which	*Instruction for talking creatively *Communication with	*cover diverse communication methods		*cover diverse communication methods	1	DU SAN 34

individuals from various nations communicate about their thoughts and emotions?	foreign students.					
17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?	*Challenges *when learning	* balancing time		*balancing time	1	DU SAN 36
18. What new skills have you acquired in the past six months? Did these come under lifelong learning?	*New skills under lifelong learning	*project management *data analysis		*project management *data analysis	1 1	DU SAN 38
19. Is your current profession helping you to become a lifelong learner?	*helps to become lifelong learning	*encourages to continue learning		*encourages to continue learning	1	DU SAN 40
20. Do you think that keeping up with lifelong learning is advantageous	*advantage of becoming a lifelong learner. *success related to	*crucial for success		*crucial for success	1	DU SAN 42

for achieving success in your profession?	lifelong learning.					
---	--------------------	--	--	--	--	--

The Coding Template for Sheikh Nahiyah

Interview Questions (1)	Subordinate keyword of question (2)	Subordinate main point from the conversation (3)	Elaborated examples from verbal evidence to support the subordinate main point (4)	Occurrence of the main idea transferred into the form of a keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
7. Which sets of lifelong learning skills have you acquired at ENH? For example Communication, creativity, leadership etc.	*Specific Lifelong learning skills	*Critical Thinking *Self-Regulation, *Conscientiousness *Social-Emotional skills		*Critical Thinking *Self-Regulation, *Conscientiousness *Social-Emotional skills	1 1 1 1	DU NAH 16
8. Did those skills help you to get a new job after graduation?	*Skills that help to get jobs.	*positive answer		*positive answer	1	DU NAH 18

9. Have you become more fluent in both Bangla and English after studying at ENH?	Fluency in English and Bangla	* Learn a new set of academic vocabulary		* Learn a new set of academic vocabulary	1	DU NAH 20
10. Have you taken any courses that helped you to achieve mathematical competence in your institution?	*Courses related to Mathematical competencies *achievements through mathematical competencies	*positive answer		*positive answer	1	DU NAH 22
11. Did you often use mathematical skills in your profession?	*Practical use of mathematical skills.	* from time to time		* from time to time	1	DU NAH 24
12. Have you ever downloaded or uploaded data or used Word, Excel, or PowerPoint for different reasons at work or for university?	*Use of Technological skills *In university or job	*For research work *budgeting *grading		*For research work *budgeting *grading	1 1 1	DU NAH 26

<p>13. How do you deal with your uncertainty and complexity while managing your time and information, working with others and remaining resilient to manage your learning and career?</p>	<p>*Dealing with psychological problems *In university or job</p>	<p>*plan things accordingly and meditate</p>		<p>*plan things accordingly and meditate</p>	<p>1</p>	<p>DU NAH 28</p>
<p>14. Imagine drinking paper-cup coffee on a quiet street. After eating, you see the waste bin is far away, wondering if the item can be thrown in any place. You figured since no one is watching, breaking a rule won't be a problem. As a responsible citizen, what should you do?</p>	<p>*Responsible Citizen Test.</p>	<p>* throw it in the bin wherever I find it</p>		<p>* throw it in the bin wherever I find it</p>	<p>1</p>	<p>DU NAH 30</p>
<p>15. Does your institution ever assist you in becoming an entrepreneur?</p>	<p>* Get help to be an entrepreneur</p>	<p>*Not relevant</p>		<p>*Not relevant</p>	<p>1</p>	<p>DU NAH 32</p>

16. Does your ENH provide instruction on the creative ways in which individuals from various nations communicate about their thoughts and emotions?	*Instruction for talking creatively *Communication with foreign students.	*curriculum itself is an example *teachers experience		*curriculum itself is an example *teachers experience	1	DU NAH 34
17. What do you believe is the biggest challenge you have faced while learning a particular skill or something new?	*Challenges *when learning	*unlearn it completely to learn from scratch		*unlearn it completely to learn from scratch	1	DU NAH 36
18. What new skills have you acquired in the past six months? Did these come under lifelong learning?	*New skills under lifelong learning	*Critical Thinking *Problem Solving *Self-Regulation.		*Critical Thinking *Problem Solving *Self-Regulation.	1 1 1	DU NAH 38
19. Is your current profession helping you to become a lifelong learner?	*helps to become lifelong learning	*positive answer		*Yes	1	DU NAH 40

20. Do you think that keeping up with lifelong learning is advantageous for achieving success in your profession?	*advantage of becoming a lifelong learner. *success related to lifelong learning.	*positive answer		*Yes	1	DU NAH 42
---	--	------------------	--	------	---	--------------

APPENDIX D.2

SAMPLE THEME GENERATION TEMPLATE

Sample Theme Generation Template

Research question 1:	How do lifelong learning skills affect an English graduate's ability to get jobs in the competitive market and their overall careers?						
Interview question	Which sets of lifelong learning skills have you acquired at ENH?						
Tasnia (C1)	Jannat(C2)	Nadia (C3)	Faheem(C4)	Sanzida(C5)	Nahiyan(C6)	Subthemes	Themes
*Communication *Creativity *pursue creative goals	creativity *creative writing *Learn to dig deeper knowledge	*good communication *Creativity *critical thinking Leadership	*Effective communication *creative thinking (DU FAH 18)	*Communication *Creativity *adaptability	*Critical Thinking *Self-Regulation, *Conscientiousness	Also learned leadership, adaptability, self-regulation, conscientiousness and social-emotional skills.	Learned creativity, Good communication, creative writing, Critical thinking
(DU TAS 16)	DU JAN 18)	(DU NAD 16)		(DU SAN 16)			

					*Social- Emotional skills (DU NAH 16)		
--	--	--	--	--	---	--	--

Interview Q.	Have you become more fluent in both Bangla and English after studying at ENH?						
*solely focus on English *Bangla did not improve (DU TAS 20)	*Particularly English *but also BNG course focused on Bangla literature too (DU JAN 22)	* improved fluency in both languages (DU NAD 20)	* not only enhanced proficiency in English *enriched understanding of Bangla. (DU FAH 22)	*improved fluency in both Bangla and English (DU SAN 20)	Already in good. Learn a new set of academic vocabulary (DU NAH 20)	Bangla did not improve Learned new sets of vocabulary	Improved fluency in both languages. Solely in English

Research question 2:	What challenges do they face while nurturing lifelong learning skills?						
Interview question	What new skills have you acquired in the past six months? Did these come under lifelong learning?						
Tasnia (C1)	Jannat(C2)	Nadia (C3)	Faheem(C4)	Sanzida(C5)	Nahiyan(C6)	Subthemes	Themes

<p>*acquired new skills like cooking</p> <p>* those came under lifelong learning. Yes</p> <p>(DU TAS 38)</p>	<p>*Collaboration</p> <p>*learned to communicate in a bigger community.</p> <p>Yes</p> <p>(DU JAN 48)</p>	<p>*digital marketing</p> <p>*data analysis</p> <p>*basic coding.</p> <p>Yes</p> <p>(DU NAD 40)</p>	<p>* digital marketing</p> <p>*graphic design</p> <p>*following the trends</p> <p>*embracing opportunities.</p> <p>Yes</p> <p>(DU FAH 50)</p>	<p>*project management</p> <p>*data analysis.</p> <p>Yes</p> <p>(DU SAN 38)</p>	<p>*Critical Thinking</p> <p>*Problem Solving</p> <p>*Self-Regulation.</p> <p>Yes</p> <p>(DU NAH 38)</p>	<p>Data analysis</p> <p>Collaboration</p>	<p>Their skills came under lifelong learning. Project management, Digital marketing, Self-regulation, communicate in bigger community, Critical thinking</p>
<p>Interview Q.</p>	<p>What do you believe is the biggest challenge you have faced while learning a particular skill or something new?</p>						
<p>*writing and research</p> <p>* tricky citation</p> <p>*Still learning citations from Google and lectures from teachers.</p> <p>(DU TAS 36)</p>	<p>*how to do research</p> <p>*writing research papers</p> <p>*citation</p> <p>(DU JAN 46)</p>	<p>*Overcoming discomfort of being out of comfort zone.</p> <p>(DU NAD 38)</p>	<p>*time management</p> <p>*adapting rapid changes in technology</p> <p>*updated with evolving industry trends.</p> <p>(DU FAH 44)</p>	<p>*balancing time</p> <p>(DU SAN 36)</p>	<p>*unlearn it completely to learn from scratch</p> <p>(DU NAH 36)</p>	<p>Adaptation with changes</p> <p>Updated with time</p> <p>Unlearn to learn</p>	<p>Writing research is the biggest challenge. Citation is also challenging</p> <p>Time management</p> <p>Stepping out of comfort zone</p>

Appendix E.1

Rating for Students' Interview by Rater 1

Lifelong Learning Skills and Its Outcome for Bangladeshi English Graduate Students

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes in the comments column.

What challenges do they face while nurturing lifelong learning skills?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/Suggestions
				Agree	Disagree	
Writing a research paper is the biggest challenge.	Writing research is the biggest challenge.	TAS 36 JAN 46	<p>“Uhh.. The biggest challenge I have ever faced in my skills; my writing and research skills...”</p> <p>“Yeah, when I was a fresher. That time You know, we need to learn, we need to do a course where we</p>	/		

			<p>get to learn how to do research, how to write research papers,..but I've never gone through such researching things...”</p>			
<p>Citation is challenging</p>	<p>Citation is tricky</p>	<p>TAS 36</p>	<p>“Maintaining the MLA or APA citation because it's very tricky if you get it wrong, the whole thing could be plagiarized, so understanding the details and the technique of doing citation is something that I have yet to learn fully...”</p> <p>“you know all the citation things, you know. So that was very challenging for me.”</p>	/		
		<p>JAN 46</p>		/		

Time management is challenging too	Maintaining and Balancing time is another big challenge	SAN 36	The biggest challenge I faced was balancing time for ongoing learning while working.	/		
		FAH 44	“OK. yeah, yeah biggest challenge I faced was time management. While adapting to the rapid changes in technology and staying updated with evolving industry trends.”	/		
What new skills have you acquired in the past six months? Did these come under lifelong learning?						

Skills acquired under lifelong learning are data analysis	Skills acquired under lifelong learning are data analysis and project management.	NAD 24 SAN 38	“Occasionally, I used mathematical skills, especially for data analysis and budget management.” “I acquired project management and data analysis skills recently.”	/		
Skills acquired under lifelong learning are digital marketing	Skills acquired under lifelong learning are *data analysis *digital marketing *graphics design *basic coding	FAH 50 NAD 40	“As a trending world, I have learned in the past six months I have acquired new skills in digital marketing and graphic design.” “I've learned digital marketing and basic coding, which will be a part of my lifelong learning journey.”	/		

Name of the Rater: Dr. Sabreena Ahmed
Associate Professor
Department of English and Humanities
BRAC School of Humanities and Social Sciences
BRAC University

Date: 12.04.2023

Appendix E.2

Inter-rater reliability Calculation For Students' Interviews

	Percentage of agreement (Total number of agreement/Total number of responses)x100
Inter-rater 1:	(8/10) x100 =80%
Average	(8/10) x100 =80%

Appendix E.3

Sample Of Email for Member Checking

