

The Present Aspects and the Challenging Areas of Educational Institutions in Bangladesh Among Generation Z Regarding the LAMP Method

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Abstract

With an eye on Generation Z students in particular, this paper explores the present trends and difficulties educational institutions in Bangladesh face in applying the LAMP (Language Acquisition Made Practical) approach. For both conventional and modern language education approaches, Generation Z-characterized by digital nativity, global connectedness, and desire for interactive learning-offers possibilities and difficulties. This paper investigates institutional preparedness, pedagogical flexibility, student receptacle, and the socio-cultural background around LAMP adoption using secondary data and a descriptive and thematic analytical method. < The results show that although communicative, immersion-based language learning models like LAMP are becoming more and more popular, implementation gaps still exist from out-of-date curriculum, inadequate qualified teachers, and inadequate infrastructure support. To guarantee efficient LAMP-based language acquisition, this paper emphasizes the necessity of integrative policy reform, teacher preparation, and culturally flexible resources.

Keywords

Generation Z, LAMP Method, Language Learning, Education in Bangladesh, Institutional Challenges, Thematic Analysis

1. Introduction

Particularly among Generation Z students, the need for efficient English language learning strategies has grown in the changing educational scene of Bangladesh. Born between the mid-1990s and early 2010s, these people stand out for their familiarity with digital technology, short attention spans, and taste in interactive, real-time learning opportunities [1]. English is still the key to worldwide communication, higher education, and professional achievement in Bangladesh; so, integration of creative ideas like LAMP-Language Acquisition Made Practical-has attracted more and more importance. Emphasizing natural language usage through engagement, repetition, and contextual relevance, the LAMP approach ranks immersive, real-world communication above conventional grammar-focused training.

Though promising, the LAMP approach is still in its early years of acceptance in Bangladeshi schools. Most universities still firmly rooted in teacher-centered, exam-driven pedagogies, therefore it is challenging to implement approaches that give spontaneous, student-led language practice first priority.

Furthermore, impeding the actual application of such creative ideas include the inflexible curricular framework, dearth of qualified teachers, and inadequate technical support [2]. Cultural expectations of rote memorization and textbook dependence, which contradict the dynamic, experiential learning approach preferred by Generation Z students, intensify these difficulties.

This study explores the current issues and main obstacles educational institutions in Bangladesh must overcome in using the LAMP approach among Generation Z students. Using both descriptive and thematic analysis as well as secondary data sources, it offers a complex picture of institutional preparation, instructional changes, and learner receptacle. With findings that could guide curriculum development, teacher preparation, and educational policy, the research aims to close the distance between theoretical promise and pragmatic reality.

1.1 Research Objectives

- To explore the current application and awareness of the LAMP method in educational institutions across Bangladesh.
- To identify the key challenges faced by these institutions in implementing LAMP, particularly in relation to Generation Z's learning preferences.
- To assess the alignment between institutional practices and the principles of the LAMP method.
- To recommend actionable strategies for better integration of LAMP in language education.

1.2 Research Questions

- What is the current status of the LAMP method's implementation in Bangladeshi educational institutions?
- What are the major challenges educational institutions face in applying the LAMP method for Generation Z students?
- How do the expectations and learning styles of Generation Z influence the effectiveness of LAMP in the Bangladeshi context?
- What institutional reforms and pedagogical shifts are necessary to facilitate the adoption of LAMP?

2. Literature Review

2.1 Historical Overview of Language Learning in Bangladesh

Language education in Bangladesh has historically centered around English as a foreign language, primarily due to its colonial legacy and global significance in academics and employment. Post-independence, English retained its importance as a subject of instruction in both primary and tertiary education. Traditionally, the English curriculum has emphasized grammar-translation methods (GTM), where students memorized vocabulary and translated passages from English to Bengali and vice versa [3].

Despite several education policy revisions, the fundamental approach to language learning in Bangladesh remains largely exam-oriented and teacher-centered. This rigidity has often led to poor communicative competence among students, especially in rural or resource-poor institutions. While Communicative Language Teaching (CLT) was introduced in the national curriculum in the late 1990s and early 2000s, its effectiveness has been questioned due to a lack of trained teachers and inadequate instructional materials [4].

Furthermore, limited classroom interaction, over-dependence on textbooks, and a lack of real-life language use have prevented learners from developing practical English language skills. These issues necessitate pedagogical innovations that can bridge the gap between theoretical instruction and actual language use—thus making the case for context-based approaches like the LAMP method.

2.2 Generation Z's Learning Preferences

Usually defined as anyone born between 1995 and 2010, Generation Z (Gen Z) is the first generation of actual digital natives. Comfort with technology, taste for personalizing, and expectation of instantaneous response define this generation [5]. Rather than rote memorization or passive learning, their learning preferences tilt towards multimodal, interactive, and real-world applications of information.

Particularly in metropolitan areas, Gen Z students of Bangladesh demonstrate a growing dependence on mobile applications, digital material, and social platforms as learning aids [6]. They support cooperative settings in which technology is included into the educational process. Consequently, conventional language instruction strategies predominated by lectures, textbooks, and fixed assignments tend to disconnect this group.

Gen Z students also value autonomy in learning and gain from practical tools that let them "learn by doing". Their communication is more image- and audio-based than text-based, hence language learning strategies must integrate multimedia material, visual clues, and interactive exercises to match. With its focus on immersive and culturally grounded learning, the LAMP approach fits quite nicely with these tastes and provides possibility for higher motivation and better results [7].

2.3 Theoretical Framework of the LAMP Method

Originally meant for missionaries learning new languages in natural settings, Thomas and Elizabeth Brewster created the LAMP (Language Acquisition Made Practical) approach in the 1980s. Particularly Krashen's Input Hypothesis and the Natural Approach [8], it is anchored in ideas of communicative competency, immersion, and participatory learning and strongly relates with theories of second language acquisition (SLA).

Through four basic steps—Listen, Imitate, Practice, and Communicate—LAMP promotes language acquisition in real-life environments. It is designed to happen in community settings, when students engage directly with native speakers, objects, and circumstances; it is not limited to classrooms or formal environments. LAMP differs from more traditional approaches in not depending on memorization of grammatical guidelines. Rather, it combines useful, significant communication with language acquisition.

All of which appeal to multi-sensory involvement, the approach stresses Total Physical Response (TPR), narrative, visual clues, and task-based learning [9]. Its effectiveness depends on student autonomy, community involvement, and teacher adaptability, which qualifies it for informal or semi-formal learning environments. These situations can be challenging to recreate in conventional classrooms, though, without major pedagogical changes.

LAMP also supports long-term memory by contextual reinforcement and repetition. Instead of learning grammar before speaking, students choose structures organically by repeated exposure, reflecting first-language acquisition. For Generation Z students who prioritize practical over theoretical knowledge, this places LAMP as the perfect approach.

2.4 Existing Studies on LAMP Application Globally and Locally

The LAMP approach has been effectively used worldwide in informal educational projects in Africa, Latin America, and Southeast Asia as well as in missionary training programs and community language campaigns. Especially when compared to conventional models, these studies show better conversational fluency, more motivated learners, and more continuous engagement. LAMP's adaptability helps students in multilingual settings to interact with more than one dialect or linguistic variety, therefore providing a great advantage.

LAMP has also seen limited use in established settings like ESL environments where students need practical language skills for work and integration and in immersion programs. For example, LAMP inspired techniques have reportedly helped students in migrant language training programs in Australia and Canada have become more communicative confident.

But in Bangladesh, scholarly study on LAMP is still rare. Most studies on language acquisition center on CLT, GTM, or mixed learning strategies. Although preliminary anecdotal data points point to organizations like NGOs or informal language centers experimenting with LAMP-like approaches-emphasizing listening and speaking over reading and writing these are not included into the official curriculum [10].

Adoption in formal education is hampered by the lack of governmental backing, qualified facilitators, and a knowledge of LAMP's basic ideas. Exam-centric assessment also prohibits open-ended, process-oriented approaches like LAMP from being experimented with. Still, other approaches are becoming important, particularly as Bangladesh moves towards competency-based education fit for Sustainable Development Goal 4 (excellent education).

According to several local pilot studies-akin to those reported in LAMP-introducing interactive, community-based tasks-similar to those found in formal institutions-may help to promote student engagement and spoken fluency even inside official institutions. Consequently, a thorough assessment of LAMP's adaptability within the Bangladeshi classroom environment would help future studies and policy development.

3. Research Methodology

The existing features and difficulties of using the LAMP (Language Acquisition Made Practical) approach in Bangladeshi educational institutions for Generation Z students will be investigated in this paper. Given the breadth and exploratory character of the subject, a qualitative method was used combining descriptive and thematic analytical approaches with secondary data.

3.1 Data Collection

This study's data were gathered totally from secondary sources. These comprise peer-reviewed journal articles, government education reports, NGO publications, scholarly books, online databases, policy papers, and pertinent case studies on language teaching in Bangladesh and the worldwide LAMP method implementation. Sources released between 2005 and 2024 were especially under special focus to guarantee both historical depth and present relevance. The choosing criteria concentrated on authenticity, relevance to LAMP approach, Gen Z learning behaviors, and contextual applicability in Bangladeshi or similar education systems.

3.2 Research Design

To get in-depth understanding of the institutional preparedness and pedagogical compatibility of the LAMP approach inside the Bangladeshi educational environment, a qualitative, exploratory study strategy was followed. This design lets the research look into intricate, context-bound educational practices and views instead of test hypotheses or cause-based links [11].

The study is set up to first spot trends in the literature on current language education policies in Bangladesh, then evaluate how they fit or contradict LAMP's guiding ideas, especially with relation to Generation Z pupils. Iterative reading, coding, and qualitative data interpretation comprise this procedure.

3.3 Secondary Data Sources

The main data sources include:

- Academic databases such as JSTOR, Scopus, and Google Scholar
- UNESCO and BANBEIS reports on language education in Bangladesh
- NGO reports from organizations like BRAC and Room to Read
- Books and articles on second language acquisition and the LAMP method
- Previous research studies on Generation Z and language pedagogy in South Asia

These sources provided comprehensive insights into both the theoretical framework of the LAMP method and the ground realities of language teaching in Bangladesh.

3.4 Data Analysis (Descriptive & Thematic Approach)

A descriptive and thematic approach was used in analysis of the gathered data. Key trends in LAMP-related activities and institutional architecture were assisted to be compiled using descriptive analysis. Under major themes-institutional

infrastructure, teacher preparedness, curricular flexibility, student involvement, and technology integration-thematic analysis was then applied to find reoccurring difficulties and possibilities throughout the data. This dual method guaranteed a fair reading of the data, therefore stressing both more general trends and more in-depth, context-specific insights.

4. Results and Discussion

Five core themes-institutional infrastructure, educator readiness, student involvement, curriculum compatibility, and technology integration-define the results of this research. These issues arose from a thorough analysis of secondary sources and are presented with respect to the difficulties and chances for using the LAMP (Language Acquisition Made Practical) approach in Bangladeshi educational institutions for Generation Z students.

4.1 Institutional Infrastructure

Any educational innovation, especially those based on interaction and immersion like the LAMP (Language Acquisition Made Practical) approach, depends on institutional infrastructure in great part to succeed or fail. Within Bangladesh, there is a significant discrepancy between infrastructural needs for LAMP and what most educational institutions have on hand. Especially public and rural institutions, many Bangladeshi schools and colleges are marked by packed classrooms, poor classroom equipment, absence of audio-visual aids, and limited space for group activities. These disorders seriously limit the application of learner-centered, movement-based, contextually grounded language learning strategies supported by the LAMP approach. LAMP usually consists, for instance, pupils using real-life items, physically reacting to instructions, and engaging in peer conversation or role-playing. Most of which are lacking in traditional Bangladeshi classrooms, these activities call for adaptable classroom layouts and simple tools include flashcards, props, or audio players. Furthermore, restricting the extent of experience learning are the absence of language labs or specifically designed language learning spaces. English is still taught at many colleges as a theoretical topic instead of a useful ability to acquire. Fixed seating plans, chalk-and-talk techniques, and a reliance on rote memorizing define the learning environment [12]. This environment does not support the LAMP focus on student autonomy and natural language usage.

The administrative restrictions of many educational institutions provide still another infrastructure issue. Especially in public schools, resource allocation sometimes gives fundamental scientific and math's courses top priority over English language education. Budgetary restrictions prevent schools from making investments in contemporary language learning technologies, hiring specialized teachers, or using digital tools meant to assist immersion learning. Furthermore complicating efforts to implement technology-enhanced language learning in line with LAMP concepts in rural regions is erratic energy and poor internet access [13].

Some urban private schools, on the other hand, have very modest expenditures on modern classroom architecture, digital language laboratories, and activity-based learning environments. These advantages, however, are limited to a tiny portion of outstanding pupils and remain somewhat rare. Thus, the LAMP approach is unlikely to reach its full potential across Bangladesh unless major educational reform and investment are done to enhance infrastructure at all levels.

4.2 Educator Preparedness

The LAMP (Language Acquisition Made Practical) approach's effective use in Bangladesh depends mostly on teachers' competency and readiness. Unlike conventional English language instruction methods, LAMP forces instructors to move from being passive content deliverers to active facilitators of immersive, contextual language experiences. This shift calls for a mix of academic knowledge, practical experience, and a readiness to adopt learner-centered approaches areas in which many Bangladeshi teachers now find major constraints.

Both of which stress grammatical precision and controlled drills above natural conversation, most English language instructors in Bangladesh have been taught under the grammar-translation technique (GTM) or basic communicative language teaching (CLT) paradigms [14]. By contrast, the LAMP approach stresses listening, imitation, and real-world communication-often via physical connection and community participation-Brewster & Brewster, 1981. Many teachers thus lack the conceptual clarity as well as the teaching aids required to support LAMP-based activities in the classroom.

The poor quality of pre-service and in-service teacher training programs in Bangladesh adds even another layer of complexity. Studies of teacher preparation programs reveal that many times they overlook newly developed language learning strategies as LAMP or Total Physical Response (TPR). Even in cases when such strategies are discussed, they are seldom ever used in significant classroom simulations. Teachers thus graduate knowing very little about useful, communicative teaching techniques.

Furthermore, rare and poorly distributed are chances for in-service professional growth. Particularly rural teachers find great difficulty getting access to current training courses or peer-learning environments. Many have limited access to internet resources or ongoing education, therefore depending just on textbooks and antiquated lesson plans. In metropolitan environments, even if there are more possibilities, institutional inertia and demanding workloads deter instructors from using learner-centered approaches.

Teacher readiness also has psychological elements. Teachers educated in conventional hierarchies might object to pedagogical changes that distribute their classroom power more widely. The LAMP approach asks for student autonomy, interactive group projects, and contextual improvisation—all of which need for a change in instructor perspective. Teachers can view LAMP as unworkable or even dangerous to their current practices without institutional backing or cultural endorsement.

One needs a multi-pronged approach to handle these difficulties. First, practical seminars and LAMP-oriented courses must be included into national teacher education programs. Second, classroom-based coaching, peer feedback, and real-time observation have to be part of constant professional growth. At last, institutional incentives, support systems, and appreciation of creative teaching approaches help to build teacher motivation and confidence.

4.3 Student Engagement

Any language learning strategy's success depends critically on student participation, especially one as interactive and learner-centered as the LAMP (Language learning Made Practical) approach. A mix of cultural, technical, and pedagogical elements either supports or hinders the practical application of LAMP, therefore influencing Generation Z students' degree of involvement in English language learning in Bangladesh [15].

Born between the mid-1990s and early 2010s, Generation Z students are well-known for their affinity for digital media, autonomy in learning, and taste for quick, real-life applications. These qualities closely fit the emphasis of the LAMP approach on learning via contextualized tasks, communicative immersion, and engagement. Gen Z students usually show better degrees of motivation and confidence in utilizing the target language when surrounded with settings that permit experimentation and mobility. But many students—especially in public institutions—are conditioned in Bangladesh to study English using strict, test-oriented models. Their exposure to real language is low as classroom activities usually revolve around memorizing grammatical rules and textbook excerpts instead of real-time conversation. Learners so start to be passive consumers of knowledge, hesitant to participate in speaking or listening exercises for worry of making mistakes. Further discouraging active involvement is the societal focus on accuracy and academic standing. Speaking out without encouragement or making grammatical errors in many schools might cause instructors' criticism or peer mockery. This culture runs rather opposite from the risk-taking, trial-and-error learning environment LAMP promotes.

Still, there are indications of change, especially among urban students who are coming across English more and more via movies, mobile apps, social media, and online gaming. These sites provide informal, interest-based language learning that fits LAMP's approach of combining language with lived experience. Some private colleges have profited from this change by establishing peer-led debates, English groups, and project-based assignments—all of which increase student involvement and help lower fear of failure.

Teachers have to establish safe environments where students are free to express themselves without regard to judgement if they want to improve engagement under the LAMP paradigm. By include real-life simulations, role-playing, and narrative building exercises, one may help to lower anxiety and encourage responsibility. Including regionally relevant materials—such as family interactions, trip talks, or market scenarios—can also help students relate to and find meaning in their education.

Overall, even if student participation in Bangladesh encounters institutional and cultural challenges, the natural alignment of Gen Z traits with the LAMP method offers a great chance to revive language learning by careful pedagogical redesign.

4.4 Curriculum Compatibility

The integration of any educational approach depends fundamentally on curriculum design; so, the success of the LAMP (Language Acquisition Made Practical) technique in Bangladesh is not unique. A major obstacle to LAMP deployment in the nation is its incompatibility with the current English language curriculum, which remains essentially exam-oriented, strict, and grammatically focused. Especially at the elementary and secondary levels, Bangladesh's national English curriculum stresses textbook acquisition and written exams. Usually, language education is meant to help pupils pass standardized tests rather than acquire conversational competency. With limited room for oral contact, contextual language usage, or practical application—all fundamental components of the LAMP approach—this leads to an excessive concentration on grammatical precision, vocabulary memorization, and comprehension issues.

On the other hand, LAMP promotes contextual learning by downplaying the value of formal grammar teaching and encouraging natural, real-world conversation. In significant social contexts, the approach encourages conversation, listening, and repetition. Nevertheless, the rigidity of the present curriculum design prevents instructors from using such approaches with the necessary freedom. Teachers are under constant pressure to "complete the syllabus," which is mostly shaped by textbooks and evaluation criteria, therefore leaving little time or opportunity for exploratory, immersive activities.

Moreover, curriculum designers in Bangladesh sometimes ignore the several language and cultural settings of students. While the LAMP approach relies on incorporating local culture and environment into language learning, the current national curriculum usually presents standardized and decontextualized materials that are neither relevant nor

interesting for many pupils. This lack of cultural integration lowers possibilities for experience learning and diminishes the significance of language courses.

Recent efforts at curriculum reform have suggested include performance-based assessments and communicative assignments. These developments are still in pilot phases, though, and they have not yet been institutionalized all over the educational system. Project-based learning and role-playing exercises in line with LAMP ideas have been tried by several private and foreign schools in metropolitan regions; nevertheless, they are isolated practices not represented in national assessment models.

Curriculum designers have to go beyond the conventional syllabus structure if they want to properly integrate LAMP. Essential is a more flexible schedule with formative evaluations, oral assignments, and real-life conversations. One might start strategically with combining optional "LAMP Modules" emphasizing speaking and listening techniques. Furthermore, using oral presentations, peer reviews, and portfolio assessments will help to match evaluation strategies to the objectives of immersive language acquisition.

4.5 Technological Integration

Particularly for Generation Z students who are digital natives, technology has become an essential tool in contemporary education and plays an ever-more-important role in language acquisition. Technology could be both a help and a hindrance in Bangladesh's implementation of the LAMP (Language Acquisition Made Practical) approach. While LAMP has historically placed a strong emphasis on face-to-face, community-based language acquisition, its tenets-listening, imitation, and practice in particular-can be successfully reinforced by digital tools in situations where physical immersion is not feasible.

Theoretically, technology fits in nicely with the immersive and interactive learning goals of LAMP. Mobile apps, language learning games, video content, and virtual conversation platforms can simulate real-life communicative environments for learners, even when human interaction is unavailable. Task-based exercises, pronunciation aids, and culturally relevant content are available on websites such as YouTube, Duolingo, BBC Learning English, and Hello English. These resources align with the LAMP model of contextual learning. Students who are shy or lack confidence will find these tools especially helpful as they allow them to practice at their own pace, mimic real speech, and access audio-visual materials.

Nonetheless, there are still irregularities in the way technology is incorporated into Bangladeshi classrooms. Basic facilities like internet access, electricity, multimedia projectors, and even working computers are lacking in many schools, especially those in rural and semi-urban areas. Sometimes teachers lack the necessary training to effectively integrate devices into language lessons, even when they are readily available. This restricts the possibility of facilitating immersive language experiences in accordance with LAMP methodology through digital platforms.

Digital integration is steadily getting better in private and urban schools where internet usage is greater and students are more tech-savvy. To enhance classroom instruction, teachers in these settings have started utilizing online communication tools, language learning applications, and smart boards. These examples, however, are still rare and mostly rely on the initiative of individual teachers rather than curriculum frameworks or institutional policies. Unstructured technology use is another issue since it can cause distraction instead of engagement. Students may use their mobile devices for entertainment rather than education if they are not given clear pedagogical guidance. Furthermore, not all online English-language content is culturally relevant or pedagogically in line with regional learning objectives. Therefore, simply making technology available is insufficient; its integration needs to be deliberate, directed, and pertinent to the context.

Teacher training programs should incorporate modules on digital pedagogy specifically designed for language instruction in order to close the gap. Schools should create inexpensive, offline-accessible digital resources that represent real-world situations and Bangladeshi culture. NGOs and the government can work together to establish centralized databases of offline and online language learning resources that are compatible with LAMP.

In Bangladesh's varied educational environment, technology can ultimately be a potent ally in achieving the experiential, communicative objectives of the LAMP method when used with purpose.

5. Conclusion

This study examined the current state of affairs and the difficulties Bangladeshi educational institutions are facing when attempting to use the LAMP (Language Acquisition Made Practical) approach with students in Generation Z. Five main thematic challenges were found through a descriptive and thematic analysis of secondary data: curriculum compatibility, student engagement, educator readiness, institutional infrastructure, and technology integration.

The results show that although the LAMP approach presents a viable substitute for conventional language teaching strategies-particularly in light of Generation Z's preferred methods of learning-its uptake in Bangladesh is still quite limited. The development of immersive learning environments is hampered by infrastructure issues, such as packed classrooms and a dearth of audiovisual materials. In a similar vein, many teachers are still bound by traditional pedagogical norms and lack training in effective, communicative methodologies.

Notwithstanding these obstacles, Gen Z students' digital adaptability and preference for experiential learning present a chance to creatively incorporate LAMP. The strict, test-based curriculum and restricted access to pertinent technologies, however, still present significant challenges. The emphasis on formal grammar and rote memorization in the current educational framework is essentially at odds with LAMP's communicative, contextual approach.

A comprehensive change is required to guarantee the successful application of LAMP. This covers the creation of infrastructure, funding for teacher preparation, curriculum reform to incorporate oral and functional communication, and the deliberate application of technology. To foster an environment where learning a language is both useful and fulfilling, policymakers, educators, and institutional leaders must work together.

Overall, if accompanied by systemic educational reforms and context-aware strategies, the integration of LAMP has the potential to significantly alter English language education in Bangladesh by bridging the gap between classroom instruction and real-world communication.

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