

# **Cultural Barriers and Intercultural Competence of International Students at a Private University in Bangladesh: A Qualitative Study**

By

Mahmuda Akter Zimu

ID- 22363003

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

Department of English and Humanities

BRAC University

May, 2024

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## 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/We have acknowledged all main sources of help.



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(Mahmuda Akter Zimu)

ID- 22363003

English and Humanities

BRAC University

## Approval

The thesis/project titled “[Thesis/Project Title]” submitted by

Mahmuda Akter Zimu (22363003)

of Spring, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts on 27<sup>th</sup> May, 2024.

### Examining Committee:

Supervisor:

(Member)

---

Atiya Tafannum

Lecturer, Department of English and  
Humanities

BRAC University

Departmental Head:

(Chair)

---

Firdous Azim

Professor and Chairperson, Department of  
English and Humanities

BRAC University

## **Ethics Statement**

The ethical issues of conducting the research were taken under consideration. In the methodology section, Ethics are covered in greater details.

## ABSTRACT

The aim of the study is to explore Cultural Barriers and Intercultural Competence of International Students at a Private University; especially, in an ESOL context such as Bangladesh where the country is predominantly monocultural. When foreign students come to Bangladesh for studying, they require intercultural competence to cope with this culture and it is important to explore foreign students' competence, challenges, and most used competence. The study has chosen qualitative multiple case study approach where the main source of data collection is interview and participants' responses. The interview sessions have been organized with 7 participants. The results of the interviews have shown that the foreign students face intercultural challenges in language, communication, food habit, and also in the mode of teaching. Again, these foreign participants are more comfortable to make friends and communicate with them to overcome their challenges. Therefore, the study is significant to fill the gap of knowledge in the field of intercultural competence especially in Bangladeshi context.

## **Acknowledgements**

Firstly I want to thank almighty Allah for giving me the patience and strength to do hard work and complete this research. Secondly, I would like to thank my supervisor who supported me throughout the whole research. Her guidance helped me to make a complete and a proper study. Again, I would like to thank the participants who have participated through interviews to fulfill my research. I am grateful to my friends and family for having faith on me and encourage me; especially my son Irhan. He is the one who unintentionally supported me the most. Lastly, I would thank the department of English and Humanities for making me capable of completing this research.

Mahmuda Akter Zimu

May 2024

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### **List of Acronyms**

<b>IC</b>	<b>Intercultural Competence</b>
<b>ESOL</b>	<b>English for Speakers of Other Languages</b>
<b>ICC</b>	<b>Intercultural communicative competence</b>

## Glossary

<b>Intercultural Competence (IC)</b>	Refers to the ability to a value-based system, differentiate various cultures, and apposite communication standards (Safonova, 2012). However, intercultural competence is a part of global competence, employability skills, sustainable development, and global citizenship (Cotton et al., 2019).
<b>English for Speakers of Other Languages (ESOL)</b>	ESOL is an abbreviation for English for speakers of other languages. Countries like- India, Bangladesh, Malaysia, Indonesia, and many others countries have their first language and speak English as their second or foreign language.
<b>Intercultural communicative competence (ICC)</b>	According to Fantini (2020), intercultural communicative competence refers to a complex capability that one can require for effective and appropriate interactions to deal with other languages, cultures and its components.
<b>Internationalization</b>	It is the action or process of making something international.

## Chapter One- Introduction

### 1.1 Background of the study

With the increasing global diversity, several parts of the world are culturally homogeneous. To understand people thriving in multicultural situations, the concept of intercultural competence has been introduced. This is due to people being more concerned regarding the benefits of Intercultural competence. According to Arasaratnam (2016), intercultural competence was known as cross-cultural adaptation and adjustment in some previous research, but is now known as intercultural competence. Intercultural competence is an open and respectful exchange of perspectives among individuals or groups from different religious, ethnic, or national backgrounds having mutual respect and understanding that promotes tolerance, prevents conflicts, and strengthens social cohesion (Barret, 2011). Conceptually, intercultural competence is an important aspect of multiculturalism, global citizenship, or biculturalism but IC is not equivalent to all of them; whereas cross-cultural competence, intercultural efficiency, global competence, and intercultural sensitivity are related to the concept of intercultural competence (Arasaratnam, 2016). Nowadays, urbanization, immigration, international employments, foreign travel, and education facilitate regular contact between people of different cultures (Ilie, 2019). However, to cope with the cultural exchange, people often face various obstacles. As western people are more concerned with global interaction and communication, in this regard, Abduh and Rosmaladewi (2018) discovered that the key element of socio-cultural perspectives of Intercultural competence is mostly applicable to the western context and tradition. They also said that the different traditions and communities may propose different and distinctive characteristics for intercultural features. Significantly, over the past few years, there has been a growing recognition of cultural dimensions in the field of

foreign language education (Derin et al., 2009). Multicultural exchange; learning and knowing about other cultures and intercultural competence can help in multicultural encounters and also can facilitate foreign students' different opportunities with globalization.

Along with the developing countries, Asian countries are enhancing cultural transformation to facilitate different opportunities in business, education, and so on. According to Abduh and Rosmaladewi (2018), very few studies of intercultural competence in bilingual programs have been conducted in the Asian context. However, Abduh and Rosmaladewi (2018) also investigated intercultural competence in the Asian context and explored two different strategies to promote intercultural competence. In this regard, Tran and Duong (2018) surveyed that in English language learning education, most of the language learning programs lack cultural content, and due to a lack of awareness of cultural differences, many English language users cannot communicate appropriately. However, internationalisation has become a strategic, global, and mainstream factor in higher education (Knight & De Wit, 2018). ). Additionally, higher education plays an important role to develop the intercultural competence of foreign students in universities; it helps them to strengthen interdisciplinary relations, a tolerant attitude, and a respectful and professional attitude toward foreign languages and cultures (Holubnycha et al., 2019).

## **1.2 Statement of the Problem-**

Intercultural competence is necessary for multicultural exchange, learning, and knowing about other cultures. It also helps in multicultural encounters and can facilitate different opportunities with globalization (Ilie, 2019). At present with the modern changes, the process of interaction has become more convenient among people. Intercultural competence is prominent mostly in western culture and tradition; but over the years, Asian countries are also competing



with the world. Deardorff (2006) suggested that assessing tertiary-level students' intercultural competence will help to evaluate students' ability to internationalize. Furthermore, some researchers added that intercultural competence does not involve only knowing and developing intercultural communication skills or achieving mutual understanding; it also includes the development of one's general erudition (Holubnycha et al., 2019). In this respect, Bouslama (2018) and Romijn (2021), investigated tertiary-level teachers' intercultural competence and developed different models to enhance their understanding. Catalano and Barriga (2021), tried to shape teaching and learning of intercultural competence using virtual mobility. However, very few investigations have been conducted for assessing students' intercultural competence distinctively in the Asian context. In Turkey, Yaprak and Ozmen (2021) have explored the impact of critical thinking to promote and develop intercultural competence. In this regard, Indonesian researchers conducted a quantitative study to develop English materials focusing on intercultural competence in language learning, especially for writing classes (Irwansyah and Azis, 2018). For the pre-intermediate student, Gedik Bal (2020), evaluated a textbook to integrate overall cultural content and to represent foreign societies. The little contributions of assessing intercultural competence show the gap of knowledge in the field of intercultural competence; especially, in an ESOL context such as Bangladesh where the country is predominantly monocultural.

When foreign students come to Bangladesh for studying, they require intercultural competence to cope with this culture. These international students face problems while they communicate or learn in an environment of different language. Unless the intercultural competence of these foreign students is explored, it is impossible to find out their challenges in

adjusting to the Bangladeshi culture. The study is focused on foreign students' competence, challenges, and most used competence.

### **1.3 Central Research Objective**

The research aims to find out the intercultural challenges and the most used competencies of foreign students. Additionally, the study has explored the foreign students' attitude and perspective towards Bangladeshi culture. The outcome of this study will help to increase the understanding of intercultural competence among foreign students and will help them to overcome their problems.

### **1.4 Research Questions-**

1. What intercultural challenges do foreign students face while studying in Bangladesh?
2. What are the strategies or intercultural competencies used by foreign students to overcome their challenges?
3. What are the perceptions and attitude of the foreign students towards the Bangladeshi culture and education system and how do they shape their intercultural competence?

### **1.5 Scope of the study**

The study explores international students' intercultural competence while they communicate or learn a language in an ESOL context such as Bangladesh. There has been very limited study exploring foreign students' intercultural competence in an Asian context. However, to explore foreign students' intercultural competence, the study has looked into students' challenges while studying in Bangladesh and also their most used intercultural competence to avoid these challenges. The empirical research of this study is restricted to one reputed private university, located in an urban area of Bangladesh where students come from countries such as

Nigeria, Gambia, India, and some other countries as well. Furthermore, the study analyzed the opinions of 7 foreign students through interview sessions. The reason behind choosing foreign students is that intercultural competence refers to the ability to function in different cultural backgrounds. Therefore the scope of the study is limited to Bangladesh, specifically to international students

### **1.6 Significance of the Study**

Based on the researcher's limited research, very few studies have been conducted regarding intercultural competence in an ESOL context such as Bangladesh. International students face various challenges to deal with a new culture, thus it is important to investigate and foster students' intercultural competence. The study tried to fill the knowledge gap and enlighten foreign students. As all the participants of the study are international students, the study will help any upcoming foreign student to balance a new culture. Secondly, the study will help teachers to understand foreign students' viewpoints in terms of learning. Furthermore, the study can be helpful to any foreign people or general people to understand an intercultural point of view; how a person of another culture thinks about Bangladesh and its culture.

## **Chapter Two- Literature Review**

The purpose of the study is to explore the Intercultural competence of foreign students in an ESOL context such as Bangladesh. This section of the study is focused on scholarly works and relevant theories regarding intercultural competence and also strategies and techniques for assessing and fostering it. In the end, this chapter has announced a research gap in the field of intercultural competence. The chapter is divided into some sections-

**Part 1-** Intercultural Competence and its importance- This chapter discusses the concept of IC and its importance. After that, this part of the paper explores the theories of IC and language learning; and lastly, mentions the assessments of IC.

**Part 2-** Implementing Strategies for Fostering IC talks about the different models of IC and strategies for influencing IC.

**Part 3-** Intercultural competence in the Asian context discusses the scholarly work of IC in the Asian context to point out a research gap to which this research will contribute.

### **2.1- Part 1- Intercultural Competence (IC) and its importance**

#### **2.1.1 Concepts of Intercultural competence**

Over the years, numerous theories of intercultural competence have been suggested but there is no dominating definition of Intercultural competence. However, there are some conventional illustrations of intercultural competence. In this respect, Bartosh (2020) defined IC as one of the key competencies to create the basis (of an individual) for professional development. Simultaneously, she also referred to IC as an approach to gaining experience,

information resources, and a range of issues an individual should be aware of, and so on. A comparison study of domestic students' and international students' responses has been described by Binder, Odag, Leiser, Ludders, and Kedzior (2018); according to their study, domestic students' definition of Intercultural competence is mostly related to (openness and tolerance) and external outcomes (interaction and communication), whereas the international students were different to define intercultural competence and assumed IC based on context specificity. In this regard, Genkova and Schreiber (2019) found a positive connection between duration and cognitive, behavioral and motivational intercultural competence. Furthermore, Deardorff (2006) took an empirical approach to the question of defining IC in the university context and established consensus on definitions (and assessments) of IC in a three-round Delphi process with 23 leading scholars in the intercultural field as well as administrators of 24 higher education institutions in the USA.

### **2.1.2 Significance of Intercultural competence**

In the changing and evolving world, where geographical borders are not an obstacle to human development and interaction, it is important to demonstrate and develop Intercultural competence (Simona, Barla, and Bazgan, 2021). In this regard, Holubnycha, Kostikova, Soroka, Shchokina, and Golopych (2021) mention that it is important to have a sense of responsibility for actions, tolerance, acceptance, and understanding a foreign culture, empathy, a sense of adequacy and a humble perception towards other culture.; also an individual needs to understand the differences and realities of one's own culture and the county culture of the target language. Moreover, Maharaja (2018) has inquired about the positive impact of semester-long education in abroad on the development of intercultural competence; also showed that studying abroad can enhance intercultural competence along with personal growth; they can achieve self-confidence,

flexibility, self-awareness, global-mindedness, maturity, and adaptability. Additionally, Borghetti (2017) explored how intercultural competence is an essential element of cognitive, affective, and behavioral factors that determine the different understandings and interactions in a broad sense; that also influence the development through experience. She also contemplated that the assessment is likely to increase students' self-awareness in terms of their learning and learning strategies.

### **2.1.3 Assessing Intercultural Competence**

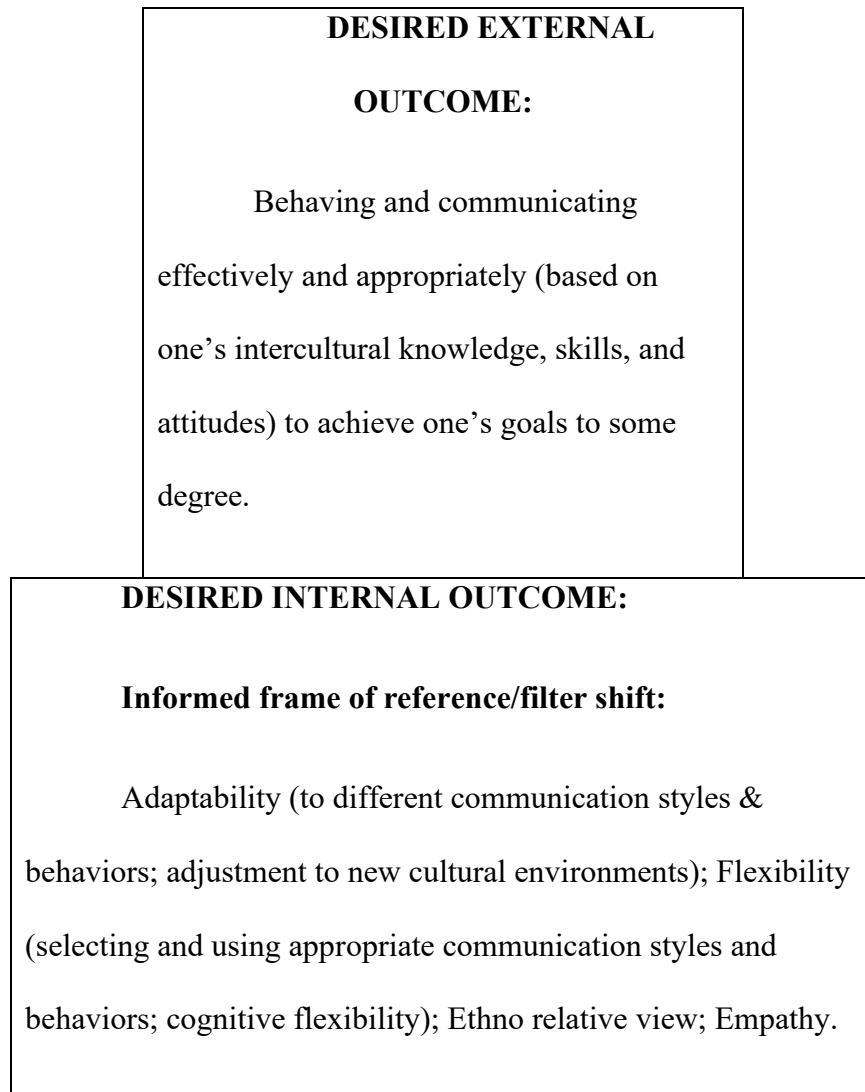
Internationalization has become one of the core requirements to compete in the modern world and assessing intercultural competence (IC) is one of the dominant factors for intercultural education research (Borghetti, 2017). Related to the area of intercultural competence, Deardorff (2006) chose the Delphi technique for assessing and developing a framework for intercultural competence. Furthermore, he also explored the Delphi technique as an applicable way to collect the consent of physically distant experts; also for structuring group communication, Delphi helps individuals of a group to effectively solve different issues. In this regard, Gefei and Kulich (2019) also used the Delphi technique to assess the current status, conceptualization, and development of IC studies. Along with this well-known technique, some other studies are using the qualitative-quantitative method to assess students. But many researchers have selected the Delphi technique to measure the level of intercultural competence (Sevimel-sahin, 2020; Binder, Odag, Leiser, Ludders, and Kedzior, 2018).

## **2. 2 -Part 2- Implementing Strategies for Fostering Intercultural competence**

### **2.2.1 Exploring Models of Intercultural competence**

There are various models of IC, has been introduced in many scholarly works. Among them, the most used model of IC has been proposed by Deardorff (2006). He introduced two models to develop and assess students' outcomes of internationalization. The models-

**Pyramid Model of Intercultural Competence by Deardorff (2006):**



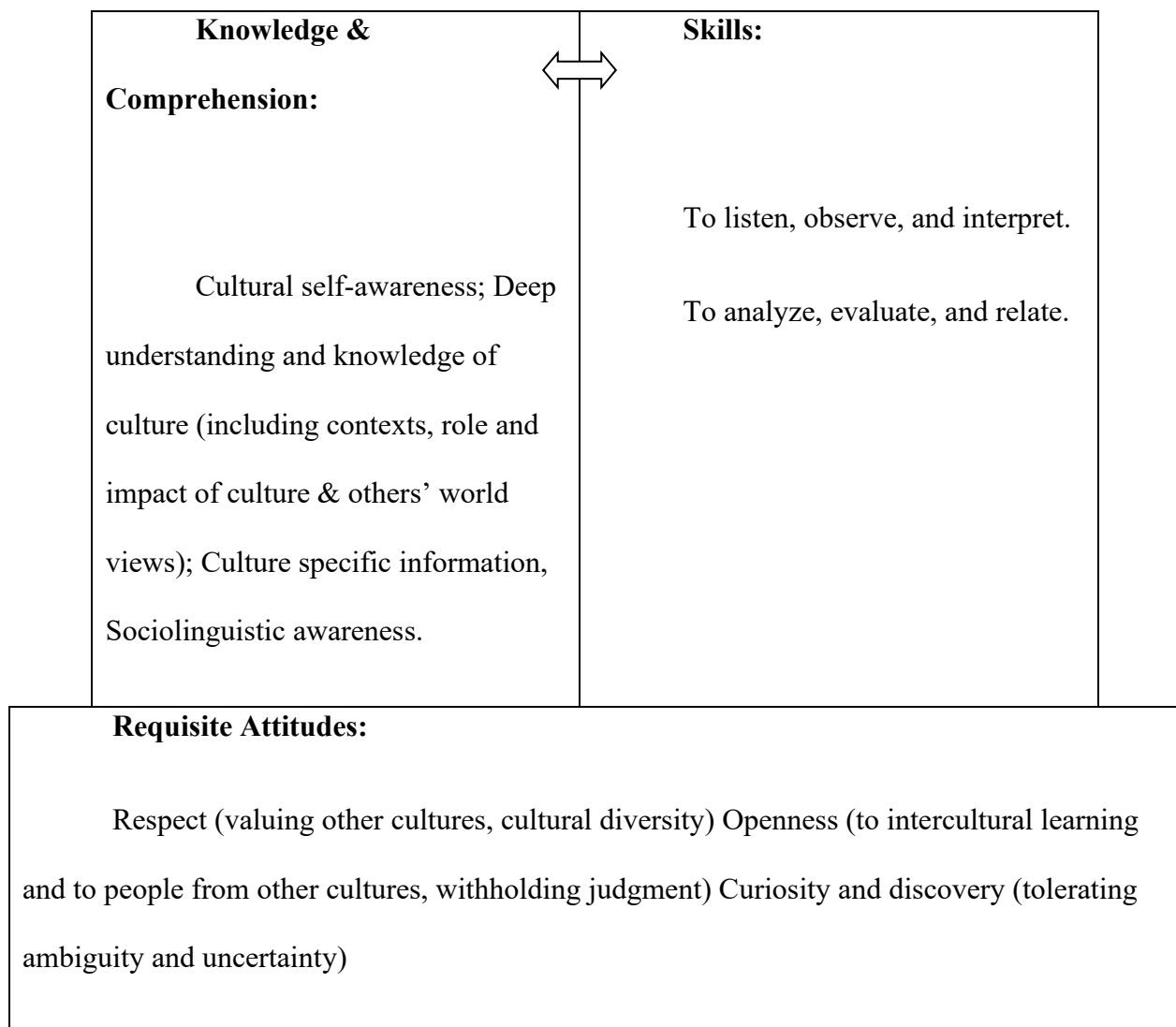


Figure- 2.1 Pyramid Model of Intercultural Competence by Deardorff (2006)

Notes-

- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements

**Process Model of Intercultural Competence by Deardorff (2006):**



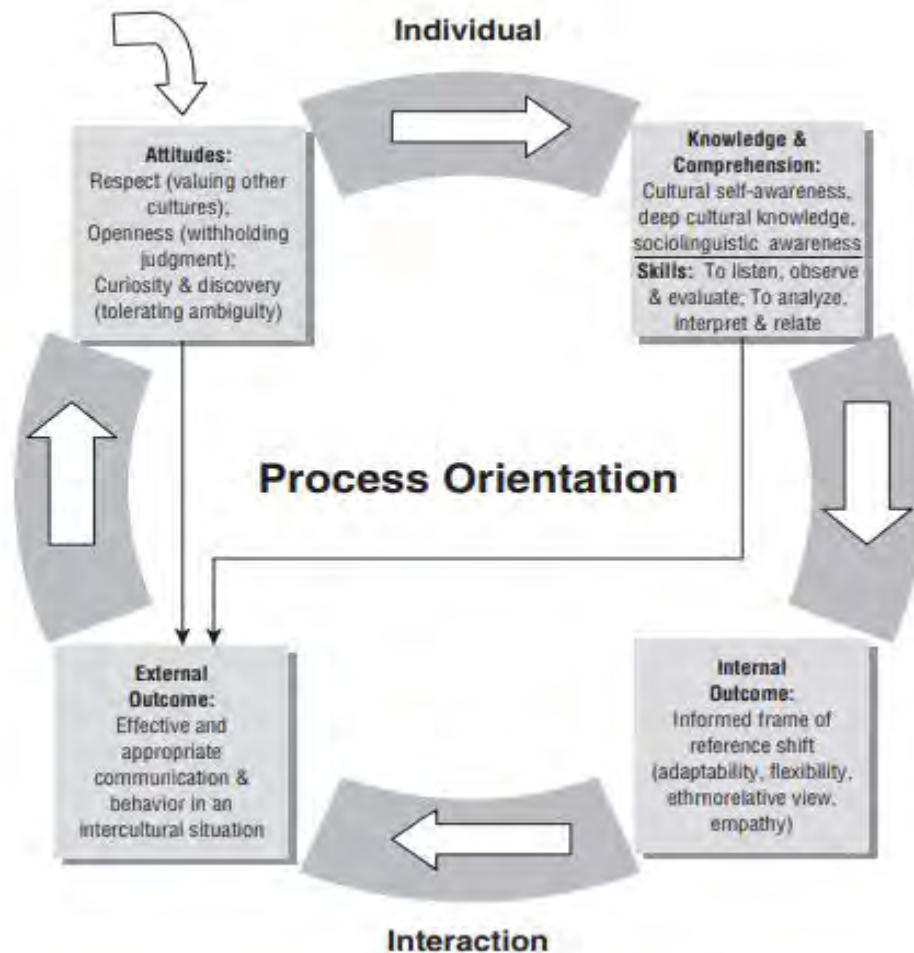


Figure- 2.2 Process Model of Intercultural Competence by Deardroff (2006)

Note- Beginning with attitudes, moving from the individual level to the interaction level (outcomes). Degree of intercultural competence on the degree of attitude, knowledge/comprehension, and skills achieved.

### 2.2.2- Strategies for Infusing Intercultural competence

Influencing and promoting Intercultural competence among international students may help in developing intercultural competence. Minoia (2019) exposed some methods to foster intercultural competence in the language classroom. The study suggests creating self-awareness

first; again the study advised understanding others' perspectives towards their own culture, familiarising different sources to know about the targeted culture, observing and comparing cultures, and so on. The participants responded well to the proposed method of fostering, and they also appreciated it. In this regard, to promote intercultural competence among young learners, some actions and strategies have been proposed by Barrett (2018). These actions were based on intergroup contact, actions based on pedagogical approaches, and actions based on school institutional policies. However, the preparations must include pre-service and in-service training. In addition, Yaprak and Özmen (2021) explore how critical thinking skills can play a crucial and complementary role in fostering intercultural awareness, knowledge, and sensitivity. Along with the strategies, Gedik Bal (2020) took a textbook under investigation to foster intercultural competence. The textbook was also highly recommended to integrate overall cultural content and represented how the different characters of the textbook can represent foreign societies and cultures.

## **2.3- Part 3- Intercultural competence in the Asian context**

### **2.3.1 Research on IC in the Asian context**

There are very few Asian countries giving importance to investigating the field of IC, except- Iran, Turkey, New Zealand, and Indonesia. In Turkey, some researchers (Yaprak & Ozmen, 2021; Gedik Bal, 2020; Sevimeh-sahin, 2020) have recently looked into Intercultural Competence. Yaprak and Ozmen (2021) explored the impact of critical thinking to promote and develop intercultural competence. They manifested critical thinking as a crucial element to influence and develop intercultural knowledge, awareness, and sensitivity in second-language teacher education. Furthermore, Gedik Bal (2020) investigated a textbook by exploring the views

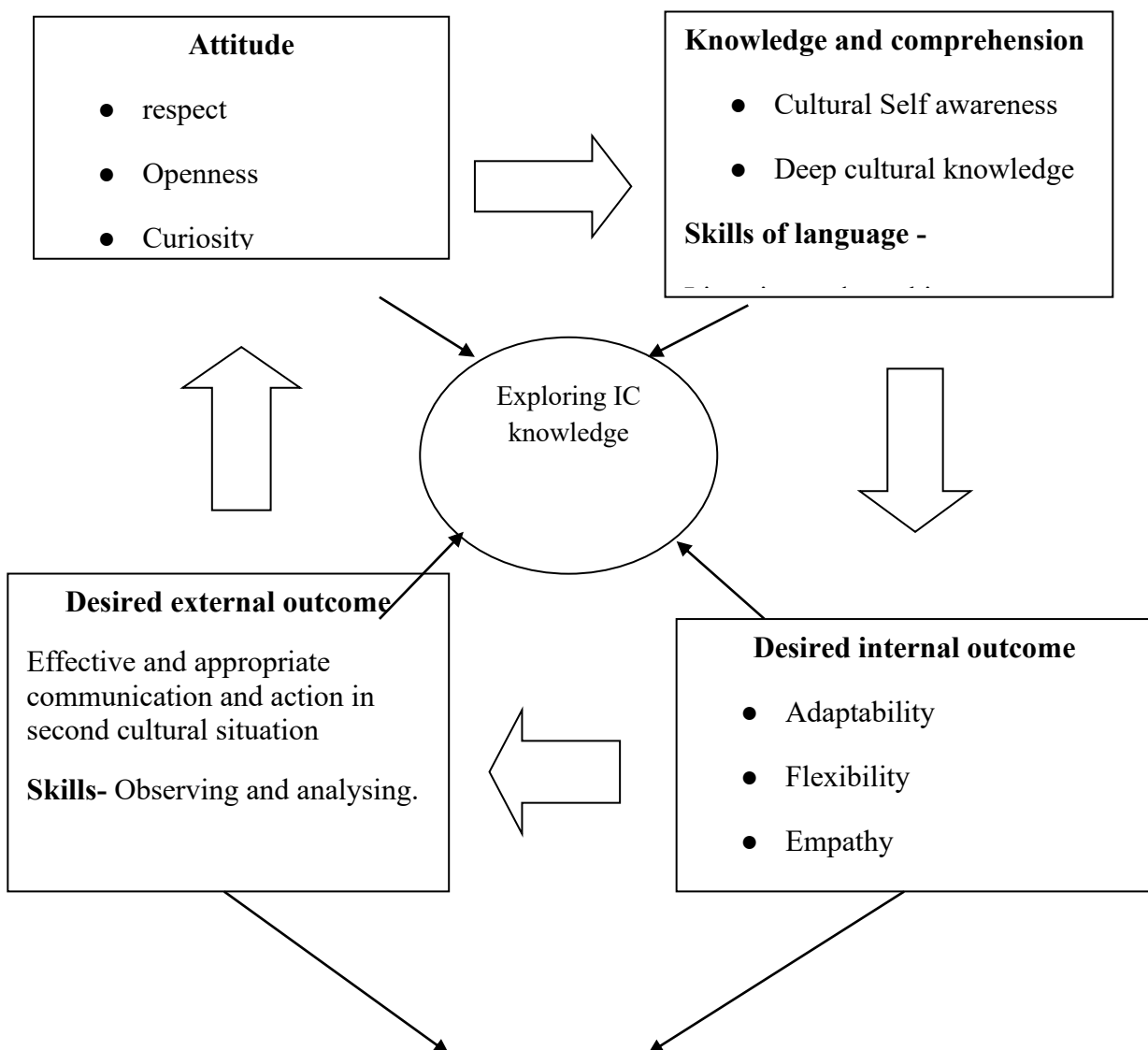
of both teachers and learners; as the textbook helps to coordinate the student's needs, interests, goals, and conceptual framework to a large extent. Indonesian researchers- Irwansyah and Azis, (2018), conducted a quantitative study to develop English materials focusing on intercultural language learning, especially for writing classes. Along with the materials, Rezaei and Naghibian, (2018), tried to investigate the role of literary texts to develop the English language learners' Intercultural Communicative Competence (ICC) of Iranian students.

To explore Intercultural competence, very few investigations have been conducted till now. The study has filled the gap of knowledge of cultural barriers and Intercultural competence. Explicitly, the research has contributed to the field of Intercultural competence in Asian context. In an ESOL context such as Bangladesh, foreign students face problems while interacting with Bangladeshi culture. It is important to explore foreign students' intercultural competence to foster intercultural competence. With this study, the researcher hopes to assess Intercultural competence based on the Asian context due to having less concentration on Asian countries.

## 2.4 Conceptual Framework of the study

Deardorff (2006) introduced an intercultural competence model, based on five elements. The model also represents a framework that can help to promote intercultural competence and assess the development of learning outcomes. For the study, a conceptual framework has been adapted from Deardorff's (2006) proposed model. And here is the adapted framework-

### Intercultural competence framework (adapted from Deardorff, 2006)



<p style="text-align: center;"><b>Challenges of Intercultural Competence</b></p>
--------------------------------------------------------------------------------------

Figure- 2.3- Intercultural competence framework (adapted from Deardorff, 2006)

The framework starts with attitude having three elements- respect, openness, and curiosity. These are the foundation of developing knowledge and language skills for intercultural knowledge; that help an individual to move from their comfort zone and interact. The second section is about knowledge and skills where one must know own-cultural knowledge and awareness to understand the worldview. However, knowing is not enough; one must know to process knowledge to skills. The language skills- speaking and listening, that will help to process and understand different information. Thirdly, this knowledge and skills will lead to achieving internal outcomes consisting of flexibility, adaptability, and empathy which will help one to understand others' perspectives and responses. Lastly, the external outcome will be based on the development of attitude, knowledge, skills, and internal outcome which will be visible through appropriate and effective interaction in an intercultural situation. The internal and external outcome will lead to the challenges of intercultural competence.

## Chapter Three- Methodology

This chapter has been organized to discuss the research methodology of the study. Furthermore, this chapter will explore the rationale behind choosing a particular research method, the participant, the process of data collection, and the systematic procedure of data analysis. The methodology intends to explore the intercultural challenges international students face while they try to adjust to the mono-cultural context of Bangladesh. Furthermore, it intends to identify the most used intercultural competencies among international students studying in the private universities of Bangladesh.

### 3.1 Research Design

For the research purpose, the participants were taken through interview sessions to discuss about their viewpoint and to find out research requirements. The central research objective of the study is to find out the intercultural challenges; and also the most used competencies of foreign students.

For the research purpose, the study will follow qualitative method. Qualitative research is known as the study of the nature of phenomena and mostly appropriate for answering questions like *why* something is (not) assessing multi-function interventions, observations and focusing on intervention improvement (Busetto, Wick & Gumbinger, 2020). Therefore, qualitative research is more applicable for this study as the qualitative researches include participants' data in a word-form not into numbers (Busetto, Wick & Gumbinger, 2020).

### 3.2 Multiple case study approach

Case study research basically involves in a close examination of topics, issues or people. It looks for the answers of the focused questions through in-depth description and interpretations

over a particular period of time (Hays, 2003). In this regard, Creswell (2007) considered the case study method explores real-life, single or multiple bounded systems to report case descriptions and themes. However, according to Gustafsson (2017), though, qualitative case study method is widely used, in some cases not completely understood.

Multiple case study approach helps the researcher to collect wider data in details which create more convenient theory (Eisenhardt & Graebner, 2007). Therefore, the researcher of the study chooses to follow multiple case studies. Furthermore, the researcher has interacted with participants through interview and their responses.

### **3.3 The researcher's role –**

When the researcher was doing under graduation, she had two foreign classmates. She had very less connection with them but noticed them having very few friends. However, International students face various challenges while learning or communicating in an ESOL context such as Bangladesh where the country is predominantly monocultural. So, the study wants to explore foreign students' challenges while learning the language in an ESOL context. Furthermore, the researcher has selected tertiary-level students as the participants and decided not to be biased. As the researcher and participants both are non-native speakers, the participants may feel comfortable and the researcher is eligible to conduct the study. Again, the researcher is not an international student in the Bangladeshi context, so she can not influence participants' responses. Even if the participants say anything negative in the Bangladeshi context, the researcher hopes to control her emotion and not be rude to the participants. The participants and the researcher are from same university and they will be friends of the researcher. So, they are not restricting from expressing their opinions.

### **3.4 Setting**

The setting of the study is a private university. The reason for choosing this particular set is that the university has multicultural students from various countries. Again, the researcher also belongs to that university which will eventually create a friendly environment for the participants. As the main purpose of the study is to investigate foreign students' intercultural challenges and their most used competencies, the university can be considered well.

### **3.5 Instruments**

The central research objective of the study is to find out the intercultural challenges and the most used competencies of foreign students. For the research purpose, the study will follow the qualitative method of research. Qualitative research is more applicable for this study as the qualitative researches include participants' data in a word-form not into numbers (Busetto, Wick & Gumbinger, 2020). For the qualitative data collection, the researcher will take interviews of the participants. Therefore, the interviews will be done based on the questionnaires made by the researcher as it expresses the in depth view of the participants. Before conducting those interviews, the researcher of the study will create some open-ended questions for the participants. Those open-ended question answers will contribute to portray the results of the research questions. The questionnaire can be modified while taking the interviews because mode of the interview is semi- structured.

### **3.6 Selecting the participants**

For effective data collection, it is important to choose appropriate participants. The participants of the study are tertiary-level foreign students. All these foreign students belong to the Bangladeshi private universities. There are about 7 tertiary level foreign students from different countries.. Again, the participants of the research have been chosen through a purposeful sampling technique. According to Creswell (2013), qualitative researchers select their



participants intentionally as long as it helps the study to explore the central phenomena of the study. It also helps in a detailed understanding of individuals. However, Purposeful sampling techniques also can provide a voice to silenced people, useful information, and help people to learn about the phenomenon (Creswell, 2012). Furthermore, the study has followed snowball chain sampling, where the researcher asks the participant to recommend another participant. As the study is focused on foreign students, snowball sampling has helped to select appropriate participants.

The criteria of selecting participants-

- The participants of the study are tertiary-level foreign students.
- The participants were willing to be a part of the study.

### 3.7 Participants' Profile

O.	Name and Gender	Nationality	Education	Duration of stay in Bangladesh
1.	Hasan – Male	Nigeria	<ul style="list-style-type: none"> <li>• Doing Bachelor</li> </ul> (6 <sup>th</sup> semester )	14 month (Lives in hostel)
2.	Jakir- Male	Nigeria	<ul style="list-style-type: none"> <li>• Doing Bachelor</li> </ul> (6 <sup>th</sup> semester )	14 month (Lives in hostel)
3.	Gambal – Male	Gambia	<ul style="list-style-type: none"> <li>• Doing Bachelor</li> </ul> (5 <sup>th</sup> semester)	1.5 year almost (Lives in hostel)

4.	Sade- Female	Gambia	● Doing Bachelor ( 5 <sup>th</sup> semester)	1 years almost (Lives in hostel)
5.	Nickey- Male	Bhutan	● Doing Bachelor (11 <sup>th</sup> semester)	4 years almost (Lives in hostel)
6.	Dorji- Male	Bhutan	● Doing Bachelor (9 <sup>th</sup> semester)	3.5 years almost (Lives in hostel)
7.	Nimu- female	Bhutan	● Doing Bachelor (9 <sup>th</sup> semester)	3.5 years almost (Lives in hostel)

3.1- Participants' profile

### 3.8 An overview of Data Collection Procedures

In a qualitative research, the common methods of data collection are participants' observations, document study, focus groups, semi-structured interviews (Busetto, Wick & Gumbinger, 2020). Furthermore, Qualitative research considers a huge range of methodological approaches and philosophical underpinnings (Seers, 2011). For carrying out a qualitative research it is important to maintain the quality of data collection and interview is one of the most effective data collection techniques for qualitative researchers (Adhabi & Anozie, 2017). According to Barret and Twycross (2018), collecting data through participants' interviews is a main characteristic of many qualitative studies; they also explained that the interviews give straightforward and direct approach to gather accurate and detailed data.

For this research, the researcher chooses to take interviews and participants' responses as the source of proof to answer the research questions. The following segments will explain details of the procedure of data collection.

### **3.8.1 Semi-structured Interview**

According to Adhabi and Anozie (2017), interview is the most effective data collection techniques for qualitative researchers. There are some types of interview such as- semi structured interview, in-depth interview, structured interview, focus group interview and so on (Muratovski, 2021). As the participants of the study are international students, semi-structured interview can help to create a friendly environment with situation based interview questions.

#### **3.8.1.1 Designing the Interview Protocol**

The researcher has adopted the PEACE interviewing model (Schollum, 2017) to design and organize the interview questions of the study. The PEACE interviewing model has five different phrases-

1. Planning and preparing
1. Engage and explain
2. Account
3. Closure
4. Evaluation. (Schollum, 2017)

In the first phase, the researcher will plan and prepare the interview questions relating to the research questions. Considering the guidance the researcher will prepare the mechanisms of the interview.

In the second phase, the researcher will engage with the participants with Courtesy and respect. Again the researcher will establish rapport with the participants including being patient, sharing experiences, using the same language, and showing kindness and concern. Furthermore, the researcher will explain the concept and background of the study. The researcher will also describe the reason for choosing these participants.

During the account phase, the researcher will get uninterrupted accounts of the events of the participants; using interview techniques to explain and clarify the accounts. For that phrase, the open-ended questions gain genuine information.

In the fourth phase, the researcher tries to wrap up the interview. Both the interviewer and interviewee will understand the whole process.

Lastly, for the evaluation phase, the interviewer will examine whether the goal of the interview has been achieved or not. Furthermore, the researcher will investigate and will look for future improvements.

### **3.8.1.2. Taking participants' responses**

Another source of collecting data is to take participants' responses. The participants were asked to respond with some Bangla words to understand their language skills. That scope of sharing participants' response helps to gain extended information regarding phenomenon under the investigations (Knox & Burkard, 2009).

## **3.9 An overview of Data Analysis procedures**

This section of the chapter will discuss the steps the research took to analyze the data from participants' interviews and responses.

### 3.9.1 Data Analysis Framework

The researcher mentioned earlier that the study will follow the qualitative method where the data is organized thematically. According to Sgier (2012), the thematic analysis looks into what exactly the data says and pick out different patterns within the data. In this regard, Lochmiller (2021) states that thematic analysis is the most used approach in the qualitative method where the main concern of the researcher is to identify patterns from data. As the study is based on participants' responses, a framework has been adapted from Alhojailan (2012) and a thematic analysis is done based on this framework.

Research Questions	Data Collection	Data reduction	Data display	Data drawing and conclusion
	→	→	→	

1. What intercultural challenges do foreign students face while studying in Bangladesh?	Data will be collected	Data will be connected to categories	To display the data, the researcher will arrange	In the conclusion section, the data will be formed
2. Which intercultural competencies are mostly used by foreign students in Bangladesh?	through participant s' interviews	and to frame as a theoretical perception. In that section, the researcher will identify most significant information to put it simply.	concepts and thoughts; to avoid data overloads, make sense of data, view and enhance the data more clearly.	in a group of pattern or theme if similar or contrasting. In the end, the data will indicate to the finding so that they fit into the framework of the study.
3. What are the perceptions and attitude of the foreign students towards the Bangladeshi culture and education system and how do they shape their intercultural competence?	.			

Figure- 3.2- Data Analysis Framework

### 3.9.2 Analyzing interviews and participants' responses

For analyzing interviews and responses, the audio recordings of the interviews have been transcribed. Later on the transcriptions have been coded with seven column coding template (Ahmed, 2017). Each participant's interviews and responses have been coded and using that coding template, theme generation templates have been organized. All the themes of each case study have organized in such a way to find the answers of the research questions.

### 3.10 Ethical Considerations

The ethical issues of conducting the research were taken under consideration before interviewing the participants. A consent form have been created informing participants about

their responsibilities and audio recording of the interviews (Appendix A). The researcher ensured participants to keep the personal information confidential and to use pseudonyms for each participant.

### **3.11 Trustworthiness of the Study**

In the qualitative research, it is important to maintain trustworthiness and credibility. According to Lincoln and Guba (1985), trustworthiness of a qualitative research involves establishing-

1. Credibility- credibility refers to the truth of the findings
2. Transferability- transferability refers to the finding, having the ability of being used in other contexts
3. Dependability- Dependability shows the consistency of the findings that can be repeated as well.
4. Conformability- conformability refers to the researchers' neutrality and the findings are shaped by the participants' responses.

To make the study credible, the researcher has taken continuous feedback from an expert. And based on the expert's feedback, the researchers corrected the study. For transferability and dependability, the researcher has transcribed the participants' responses, then coded the transcriptions and finally made themes out of these coded statements of the participants. Lastly, for conformability, the researcher has cleared her position (Please see- 3.3) very clearly in the study.

## **Chapter four- Results and discussion**

International students face problems while they communicate or learn in a new culture. Unless the intercultural competence of these foreign students is explored, it is impossible to find out their challenges in adjusting to the Bangladeshi culture. The study is focused on exploring foreign students' competence, challenges, and most used competence. The participants have been asked questions related to their challenges and competences to investigate the research questions of the study. The results have been discussed based on the themes that have been generated through interviews and the researcher has briefly discussed these results. The participants are from different countries, background, and education level. There are themes related to language problem, communication challenges, good habit, experiences, and cultural diversity and so on. All the themes have been organized in three different parts.

**Part one-** Foreign students' intercultural challenges while studying in Bangladesh

**Part two-** Intercultural competencies used by the foreign students in Bangladesh

**Part three-** Perception and attitudes towards Bangladeshi culture

### **4.1 A Brief Discussion of the findings**

In this section, participants' interviews and responses have been explained briefly.

#### **4.1.1 Part One- Foreign students' intercultural challenges while studying in Bangladesh**

##### **4.1.1.1 Problems faced by the students in language, communication, and teaching style**

One of the main concerns of the paper was to find out foreign students' intercultural challenges while studying in the Bangladeshi context. According to, Forbes-Mewett and Sawyer (2019), foreign students face various problems while interacting in a new culture including mental stress and pressure. Hasan, Jakir and Sade, these three participants have faced various challenges. However, one of the participants, Gambal said that he has not faced any problems



when he started studying in Bangladesh. Language connects people and builds relationships. In this regard, Hasan and Jakir have mentioned language problems. According to them, their first anxiety was about language; approximately 90% of students use Bangla for communication and they used to feel detached and alone. They hardly understood anything. Jakir said – “I didn’t understand a single word then”. Again, Dorji mentioned that- “One of my female friend misunderstood me because I said dear once, which is very common to call someone dear in our culture”.

Unsurprisingly, Hasan, Jakir, and Sade- these participants have discussed communication problems. As explained by these participants- they do not understand Bangladeshi people’s activity and communications strategy. Even using the English language with educated people, they do not understand much. Jakir said about his problem mostly while he goes for groceries, - “I have problems in language while buying something or communicating with classmates”. Along with him, Nima also mentioned about grocery shopping experience where sellers ask more than the actual price.

Among the all participants, only Hasan mentioned differences in teaching style. Based on his discussion, it is the most challenging task for him. He said- “Secondly the mode of teaching in Bangladesh. It’s different from ours in Nigeria”.

#### **4.1.1.2 Various challenges hindered learning outcome**

Different challenges in new culture cause various complications. Those complications hamper students learning outcomes and the participants also realized that fact. As the participants have mentioned communication problems and different teaching styles, these problems cause discomfort to work on group tasks in the classroom. Along with that, foreign students do not get

a chance to communicate properly because of having different belonging. Hasan and Sade have expressed that the new culture is hampering their learning outcome.

Hasan said when he was in Nigeria; he was more comfortable than in Bangladesh. Hasan also mentioned trust issues. Because of not connecting with the teachers and classmates, he can't trust or open up warmly. Furthermore, he said he cannot put enough effort into his education that he used to give in Nigeria. Again, another participant Sade has also agreed to get affected in her learning. She said, "It hampers sometime because I do not understand teachers' expectations and strategies easily." The language and communication problems affect her classroom understanding which simultaneously hinders her leanings.

The other participants Nickey and Nimu don't think the problems anyhow hampering their learning out. However, they feel the learning environment differs.

Nimu, Dorji and Nickey also mention that they have mostly social events like get together of their own families. And they often go for picnic in various open places and park. According to Nickey- "We have many open places with natural element and we go out to those places to enjoy".

#### **4.1.1.3 Problems in food habit and environment**

Foreign students face several problems to get into any new culture and country. Each country has differences in food habits, lifestyle, culture, tradition, and so on. Because of having strong cultural background, most of the foreign students face challenges with the local food of a new culture (Nemeth, Rudnak, Ymeri, & Fogarassy, 2019). The participants of the study have expressed some dissimilarity between their own culture and Bangladeshi culture. The main problem occurs with the food habit. Hasan and Sade have expressed their challenges to get used

to Bangladeshi food. Hasan said, “Mostly we have swallow food- vegetables. Not rice rice rice rice. We have rice but not so much”. Dorji and Nickey also said the same thing that they avoid meat maximum time and they prefer vegetables. Dorji said- “We have much vegetable and green vegetables are our comfort food”.

In the Bangladeshi context having rice as a three-time meal is not a new thing, but not for foreign students. According to Hasan’s statement, Nigerian people mostly prefer to swallow food and vegetables. Again, Sade said, “I know some basic things, but in two countries have many differences.” Another participant, Gambal and Nickey mentioned environmental issues. According to them, the weather and environment are quite different in Bangladesh. As Gambal expressed, “Bangladesh is too hot, too summertime. Environment is different”. Along with this, he mentioned the polluted environment which makes him sick most of the time.

In Bangladesh, most of the people are Muslims and Muslims sacrifice animal in Eid-Ul-Azha. These types of sacrifices are new to the foreign people. Dorji mentioned that he doesn’t feel good towards these sacrifices. Nimu also mentioned that Bhutan and Bangladesh have many religious differences. Dorji and Nimu mentioned about the traffic issues. Dorji has said-“I often need to take help of others to cross the roads”. Nimu said that she often get late to reach somewhere due to traffic jam. Dorji mentioned another point that Bengali people have quite harsh or high tone of voice and when they talk, it sounds very loud. However, the people of Bhutan are quite low tone user and prefer to talk in low voice.

Furthermore, Nimu mentioned about Bangladeshi grand wedding ceremonies that she really loves. According to her- “I love the big wedding occasions, dresses and all the various programs. I wish I could attend one wedding”. In terms of the wedding ceremonies, culture to culture it varies.

## **4.1.2. Part Two-Intercultural competencies used by the foreign students in Bangladesh**

### **4.1.2.1 Number of Bangladeshi friends VS number of foreign friends**

The researcher asked the participants if they have Bangladeshi friends to understand the participants' interest in Bangladeshi people and culture.

Surprisingly, all the participants have Bangladeshi friends and they were very joyful while talking about their Bangladeshi friends. Participants' responses about Bangladeshi people were quite positive. Hasan said, "Yes I have friends; lots of friends, when we learn together. We do group work in class." According to the participants, they mostly make Bangladeshi friends through classroom activity and they found them very hospitable. In this regard, Gambal said, "Yes I have friends. 2 friends I mostly make friends only while working on group tasks".

Another participant, Jakir shared some of his memories with Bangladeshi friends to explore Bangladeshi restaurants and different food. He said, "And I have enjoyed with them a lot. I got out with them to eat or roam".

However, participants have said even if they have Bangladeshi friends, they mostly have foreign friends. As they expressed, they connect more with the other foreign students. Sade said, "Yes I have friends. But mostly have foreign friends".

The other participants Nickey, Nimu and Dorji also agreed that they have many Bengali friends and they met through various educational activities. Nickey said-"I have many Bengali friends because I joined sports and they are really helpful". On the other hand, though Dorji has Bengali friends but he doesn't really go out with them.

### **4.1.2.2 Interest in Bangladeshi culture**

Foreign students show a high interest in Bangladeshi culture. Participants were quite fascinated with Bangladeshi gatherings and traditions. Most of the participants were interested in

Bangladeshi food. The reason of having interest was their friends. As the participants have Bangladeshi friends, they feel curious to know more about it. Hasan said, “Yes I want to as I have friends.” According to Hasan, knowing more about Bangladeshi culture will help him to connect more with his friends and that will create a friendly environment to learn more frequently. The participants- Jakir, Dorji, Nimu, Gambal showed the same affection toward Bangladeshi culture and tradition.

However, Sade and Nickey think they know enough of it. Sade said that she gets confused when she tried to know more about Bangladeshi culture. She stated. “. I would love to know but I get confused.” As she expressed, knowing a new culture is interesting but it is not possible to know everything as Nigerian people and Bangladeshi people is different.

#### **4.1.2.3 Communication with friends**

Among all intercultural competencies, communication is the key skill to increase intercultural competence. However, most foreign students feel hesitant to communicate or to take the initiative to start a conversation. According to Wen, Hu, and Hao (2018), foreign students can make friends for student-faculty interactions, and problems in socio-cultural adjustment.

However, when the participants were asked about their strategies to get more into Bangladeshi people; most of the participants chose to communicate with their friends to know more about Bangladeshi people and culture. The first participant, Hasan said, “I try to know through my friends and roommates. I try to communicate in Bangladeshi language with my friends to understand their language more” Communication with surrounding people help him more to understand the new culture. In this regard, Jakir said, “I try to know and talk with my Bangladeshi friends.” Again, another participant, Sade said. “Communicate and spend time with friends”. Both the participants Hasan and Sade chose to communicate with friends or roommates

to enhance their sense of Bangladeshi culture. Again, Nickey, Dorji and Nimu are quite positive to communicate with friends and roommates in their hostels.

### **4.1.3. Part three- Perception and attitudes towards Bangladeshi culture**

#### **4.1.3.1. Enrolling into courses based on Bangladeshi culture and observe people**

Among all the participants, three participants, Gambal, Dorji and Sade mentioned observing people around them. Gambal said, “I try to know bangle more. We also have a course like- introduction to bangle language; I go around when going out to get something.” At the foundation level, universities provide some courses related to the Bangla language and culture that help students to connect with their culture genuinely. As Gambal expressed, he came to know much information related to this culture which eventually helped him to communicate and engage more in the classroom or life. Again, Sade said, “I notice how they do everything. I observe people”

#### **4.1.3.2 Knowledge of own culture**

To know the participants’ perspectives on Bangladeshi culture, the researchers asked about the participants’ own culture and shared similarities or dissimilarities between the two different cultures. All the participants agreed that they carry basic knowledge about their culture. They mentioned some traditional ceremonies and programs that they celebrate often. Jakir said, “Yes. I know my culture more or less- about different occasions or programs”.

Another participant Gambal shared some program names and said, “We have community events, like- initiation ceremony and independent day”. Furthermore, Putul said that they often celebrate fathers’ day and mothers’ day quite often.

#### 4.1.3.3. Learning basic Bangla vocabulary and expressions

The participants were asked to say anything in Bangla and all the participants know some basic Bangla words and understand them. As the participants have Bangladeshi friends, they come to know many Bangla words. However, all the participants knew greeting words mostly. The very first participant, Hasan said some words like- *Kemon acho, valo acho. Shuvo shokal.* Another participant, Sade have responded with words like- *Bondhu, tumi valo , korechi, Ki koro,* and so on. One of the participants, Jakir, not only knew the basic words but also some pejoration words like- *Bash khaisi, pera.* However, he also mentioned greeting words like the other participants. Only one participant said that he knew greeting words but couldn't utter any.

## 4.2 Emergent Themes of the Study

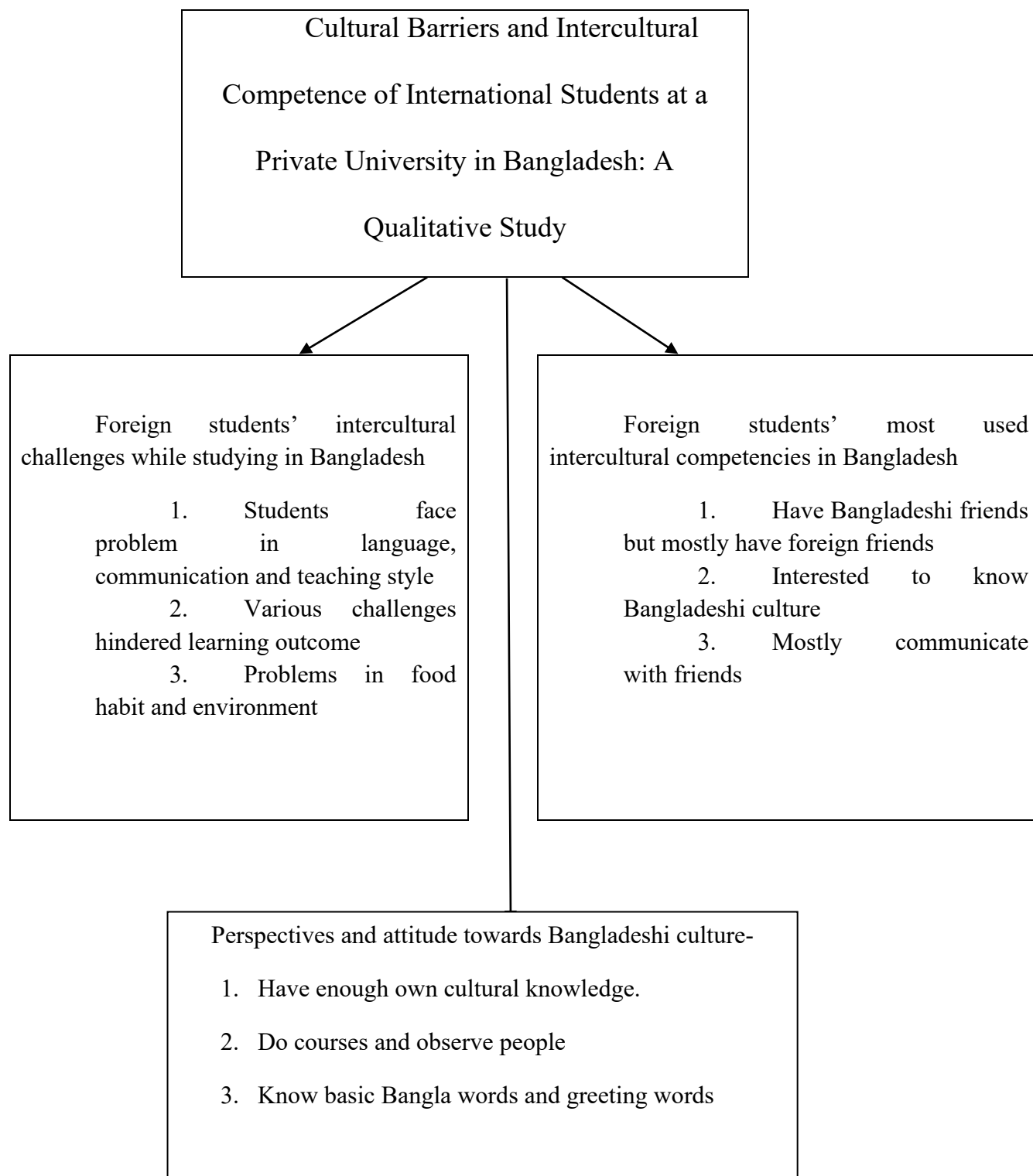


Figure -4.1- Emergent themes of the study



## **Chapter Five- Limitations of the Study**

### **5.1 Limitations of the Study**

The research has tried her best to create a well-founded study; however, there are some limitations of the study. Firstly, shortage of participants is one of the major limitations of the study; the investigation was conducted with 7 participants. It was difficult to find out the foreign students who really want to share their experience. To fulfill the investigation only interview sessions were organized for each student which was not enough to get a proper result and response. With a long conversation or multiple meeting with the participants could get more analytical result. However, the foreign students were not ready to provide that time due to their academic pressure. Again, the study is restricted to the international students studying in the private universities only; public university students' responses can be contributed to get a proper result. The study could be more cerebral with both private and public universities' foreign students' response because some public university students' didn't want to participate (according to researcher's reach). Lastly, the researcher faced problem to understand participants' accent while conducting interviews.

## Chapter Six- Conclusion

The concluding chapter aims to analyze and discuss major findings; also aims to recommend. The study tried to fill the knowledge gap in the field of intercultural competence of foreign students. The three research questions are-

1. What intercultural challenges do foreign students face while studying in Bangladesh?
2. What are the strategies or intercultural competencies used by foreign students to overcome their challenges?
3. What are the perceptions and attitude of the foreign students towards the Bangladeshi culture and education system and how do they shape their intercultural competence?

### 6.1 Major Findings

The interview questions' answers and responses have been discussed before. There are some major findings-

1. Most foreign students face challenges in communication
2. Foreign students also face problem in food habit and environmental issues
3. Foreign students have a quite positive opinion of Bangladeshi people and culture
4. The participants make friends to know more about Bangladeshi people
5. All of the participants know some basic Bangla words.

## **6.2 A few observations**

During the interview sessions, some observations have been noticed the researcher. Some observations are given below-

1. Though the participants are willing to be a part of the research, they were in hesitation while sharing about their own culture.
2. The participants are from the tertiary level but some are not very comfortable with the English language.
3. Participants from the continent of Asia are quite similar to Bangladeshi people, in term of talking and making friends and so on.

## **6.3 Contributions of the Study**

### **6.3.1 Implications for Pedagogy**

The concept of the study was to bring out intercultural challenges and the study has been centered on foreign students and their responses. Some participants gave various statements regarding Bangladeshi teaching style which can be taken under consideration. Again, the study can be explored by the teachers to understand foreign students' perspectives and mentality while learning in the Bangladeshi context. Teachers can adopt new strategies for international students.

### **6.3.2 Implications for students**

Along with the developing countries, Asian countries are enhancing cultural transformation to facilitate different opportunities in business, education, and so on. The study

can be helpful for foreign students to strengthen their respective and professional attitudes toward foreign languages and cultures. The study will help Bangladeshi students to understand foreign students' viewpoints toward Bangladeshi culture. As there was a gap of knowledge in understanding intercultural competence in the Bangladeshi, the study has fulfilled that gap of knowledge.

### **6.3.3 Implications for Society**

The study can highly affect the frame of mind of society. When foreign students come to Bangladesh, they feel various troubles because of the people around them. Students, staff, or surrounding people make fun of these students which makes them feel inferior. Again, some people misbehave or humiliate foreigners in the Bangla language as they don't understand the Bangla language. The study can help these people to understand international students', challenges, viewpoints, and expectations from the common people.

### **6.4 Recommendations**

1. International students should give some extra concentration from the teachers and institutions.
2. Bangladeshi people and students should be more humble and friendly toward international students.
3. The concept of intercultural competence should be introduced among both foreign and Bangladeshi students.

The study tried to provide some valid recommendation for the betterment of foreign students.

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## Appendix A

### Letter of Consent for the participants

Dear participants,

I am Mahmuda Akter Zimu, studying in a private university in Bangladesh. I am pursuing my masters in English. I am working on my thesis course of my masters program. My research title is “Cultural Barriers and Intercultural Competence of International Students at a Private University in Bangladesh: A Qualitative Study”. The aim of my research is to find out foreign students’ intercultural challenges while communicating or learning in an ESOL context like Bangladesh.

For completing this research I need to take interviews of foreign students where I will be asking some perspective based questions. And the participants will answer these questions based on their experiences and perspectives.

The interviews will be recorded for the purpose of this study, and will not be revealed to anyone. In addition, to keep your identity confidential, I will be using pseudonyms.

If you would like to be a part of this study, please read the details given in the consent form and sign it. Your cooperation in the study will be highly appreciated.

Thanking you

Mahmuda Akter Zimu

Department of English and Humanities

BRAC University

### Research Participations Consent Form

Please read the following statements –

1. I have read the description and understood the information given which describes what this study is about and data collection methods
2. My participation is voluntary and I feel free to withdraw at any time
3. I agree to take part in all of the interview sessions of the study
4. I agree to be audio taped for my voice

5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection

.....

Name

.....

Signature

Name –

Phone number-

## Appendix B

### Interview Questions

Interview Questions	Background information	RQ 1	RQ 2	RQ 3
How are you doing? May I know your age?	X			
Where are you from? How long you are living in Bangladesh?	X			
Why did you choose Bangladesh for education?	X			
Where did you study before?	X			
Where do you live in Bangladesh?	X			
Did you face any problem while studying in Bangladesh?		X		
Is anyhow the new culture is hampering your learning?		X		
What do you know about your own culture and what are the major similarities or dissimilarities?		X		
What do you do to overcome your problems?			X	
Do you have any Bengali friends? Or hangout with Bengali people?			X	
Do you want to know more about Bangladeshi culture?			X	
What do you do to enhance your knowledge about Bangladeshi culture?			X	
What do you think about Bangladeshi culture?				X

What do you think about Bangladeshi people? How are they?				X
Can you speak little bit of bangle language?				X

## Appendix C

### Sample Interview of the Participants

#### Notational Conventions of the Interview Transcripts

(??)	Not clear
?	Interrogative sentence or word
Ah	making same voice while thinking or speaking
Amm	
Emm	
**	pause or stop talking for short time
Eh eh	laugh
Bahh	cough
Yeh	agreement
Yah	
DU	Discourse Unit
DU HAS 19	- DU <SPACE> Student name's first three alphabets <SPACE> DU number

DU HAS 19 refers to Hasan's DU number 19.



**Appendix D**  
**Sample Interview of Hasan**

DU	Participant	Questions and Answers
01.	Researcher	Hello
02.	Participant	Hi
03.	I	What's your name?
04.	Participant	
05.	I	How are you doing? May I know your age?
06.	Participant	Fine, what's about you? I'm 28.
07.	I	I'm also fine. Do you hear me properly?
08.	Participant	Yeah. You wanted to ask something?
09.	I	Yes. Where are you from? How long you are living in Bangladesh?
10.	Participant	I am from Nigeria. I am here about 4 years.
11.	I	Why did you choose Bangladesh for education?
12.	Participant	Because I got scholarship. Almost free. through a friend who is from Nigeria also.
13.	I	Where did you study before?
14.	Participant	I studied in Nigeria before.
15.	I	Where do you live in Bangladesh?
16.	Participant	I live in hostel with other foreigners.
17.	I	Do you face any problem while studying in Bangladesh? And what are these?
18.	Participant	O... I have problem. Firstly, in language. Secondly in mood of teaching in Bangladesh. It's totally different from ours in Nigeria.

19.	I	Okay. I got your point. Is any how Bangladeshi culture or that new culture is hampering or disturbing your learning as you said that we have a different kind of teaching style than Nigeria.
20.	Participant	Yes. I would say yes. It is. When I was in Nigeria , I was in my place trust has reduced. I was more comfortable before.
21.	I	Okay. What do you know about your own culture and what are the major similarities or dissimilarities?
22.	Participant	Yes. For exam our food is different. Mostly we have swallow food-vegetables. Not rice rice rice rice.... We have rice but not so much. Again you have grand wedding programs, dresses, I like it though.
23.	I	Haha. What do you do to overcome your problems?
24.	Participant	I make friends. I joined sports so there I have friends.
25.	I	Do you go outside with them?
26.	Participant	I went to few restaurant. Also I has been to a club tour.
27.	I	Do you want to know more about Bangladeshi culture?
28.	Participant	Yes. I would love to know.
29.	I	What do you do to enhance your knowledge about Bangladeshi culture?
30.	Participant	Making friends, joining sports, working in groups for various courses.
31.	I	What do you think about Bangladeshi culture?
32.	Participant	It is nice.
33.	I	What do you think about Bangladeshi people? How are they?
34.	Participant	Good people. They are enough helpful.
35.	I	Can you speak little bit of bangle language?
36.	Participant	I know. Kemon acho, valo acho . Shuvo shokal. That's all.
37.	I	Okay. Thanks. I guess it's enough now. I will get back to you if I need any more information.

38.	Participant	Welcome, bye.
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## Appendix E

### Sample Interview Coding of Hasan

#### 1. Sample coding of Hasan for RQ 1 - What intercultural challenges do foreign students face while studying in Bangladesh?

Interview Questions	Subordinate Key words of the questions	Subordinate main point from conversation	Elaborating examples from verbal to support the subordinate	ordering of discourse unit
Did you face any problem while studying in Bangladesh?	Problems	Problem is language and teaching style	I have problem. Firstly, in language. Secondly in mood of teaching in Bangladesh. It's totally different from ours in Nigeria.	DU 18
Is anyhow the new culture is hampering your learning?	Hampering education	Trust issue and un-comfort	Yes. I would say yes. It is. When I was in Nigeria, I was in my place trust has reduced. I was more comfortable before.	DU 20
What do you know about your own culture and what are the major similarities or dissimilarities	Knowledge of own culture and comparing	Have knowledge about own country and differences in food habit mostly	Yes. For example our food is different. Mostly we have swallow food- vegetables. Not rice rice rice We have rice but not so much.	DU 22

## Appendix F

### Generating themes-

#### RQ1- What intercultural challenges do foreign students face while studying in Bangladesh?

Interview questions	Participant 1 Hasan	Participant 2 Jakir	Participant 3 Gambal	Participant 4 Sade	Participant 5 Nickey	Participant 6 Dorji	Participant 7 Nima	Themes
Did you face any problem while studying in Bangladesh?	I have problem  DU 18	Yes. faced different kind of problems  DU18	No, haven't face any  DU 19	Yes. faced different kind of problems  DU 20	Yes. faced different kind of problems in travelling mostly.  DU 20	Yes, I used to have problems in understanding languages and food is not good.  DU 23	Tempature is too high here and traffic jam is intolerable.  DU19	Faced problems while studying in Bangladesh.
Is anyhow the new culture is hampering your learning?	Yes. I would say yes. It is.  DU 20	Does hamper their education  DU 22	Does' not hamper their education  DU 24	Does hamper their education  DU 27	Does hamper their education  DU 25	Yes, environment creates problems.	Yes. It hampers	new culture hampers students' learning outcome

<p>What do you know about your own culture and what are the major similarities or dissimilarities</p>	<p>Yes. For example our food is different. Mostly we have swallow food-vegetables.</p> <p>DU 22</p>	<p>Have little knowledge about own country</p> <p>DU 25</p>	<p>Have knowledge about own country and differences in environment and weather</p> <p>DU 28</p>	<p>Have knowledge about own culture</p> <p>DU 31</p>	<p>Have knowledge about own culture and differences in environment</p> <p>DU 29</p>	<p>Have religious differences</p>	<p>Have religion differences.</p>	<p>Have more or less knowledge about their own culture.</p> <p>differences in food habit ,environment and religious differences</p>
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