

AN EXPLORATORY STUDY ON BANGLADESHI  
STUDENTS' FACTORS AND CHALLENGES OF STUDYING  
ABROAD

By

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

The Department of English and Humanities  
Brac University  
April 2024

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## **Declaration**

It is hereby declared that

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

**Student's Full Name & Signature:**

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## Approval

The thesis titled “An Exploratory Study on Bangladeshi Students’ Factors and Challenges of Studying Abroad” submitted by Tamila Tafnin Anisha (ID: 22363018) of Summer, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts on [25-04-2024].

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## **Ethics Statement**

All the ethical issues have been maintained while conducting this study and those are discussed in detail in the methodology section.

## **Abstract**

This study explores the challenges of Bangladeshi students while studying abroad. It also focuses on the reasons to choose abroad for higher studies and how Bangladeshi students overcome their challenges. Besides, the qualitative phenomenological approach has been adopted for this study where snowball technique helped the researcher to select Bangladeshi higher-level students studying abroad. The researcher has designed a conceptual framework based on Fakunle's (2021) theoretical framework- "International students' rationales for studying abroad". All the data were collected through one-to-one interviews where participants joined the interviews online and shared the challenges they faced while studying abroad. All of the participants' interviews were conducted online to complete the data collection process, and a qualitative analysis of the transcripts revealed that every Bangladeshi student faced challenges while studying abroad. Some of the challenges that Bangladeshi students faced while studying abroad were academic challenges, language barriers, economic issues, and so on. Side by side, they faced challenges in their daily lives to adapt to the new environment. The findings of this study are very important because they will help future students, parents, and future teachers to know about the challenges that Bangladeshi students faced while studying abroad as well as how this study's students overcame their challenges.

**Keywords:** Internalization of education, challenges, Bangladeshi students, and adaptability.

## **Dedication**

I would like to dedicate my work to my family, my husband, my course teacher, and my friends, they were my constant support throughout my life.

## **Acknowledgement**

As-Salaam Alaikum everyone. First, I would like to thank the Almighty Allah for everything in my life. Then, I would like to thank my family and my husband for being my constant support throughout the time and inspiring me to stay strong. In addition, I would like to thank my supervisor, Dr. Sabreena Ahmed for guiding me in every single step of my thesis, and for this reason, I am very grateful to her. I love her very much. I would like to thank her for tolerating me throughout the whole thesis semester because she always helped me whenever I needed her. She is a very cooperative teacher and makes way easier to communicate with her. After that, I would like to thank my other faculty teachers at ENH for being wonderful teachers and teaching me lifelong lessons. I would also like to thank my classmates and seniors for being my motivation and helping me out whenever I needed them. Lastly, I would like to thank every participant who contributed to this study voluntarily and I am very grateful to them.

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## **Chapter**

1

### **Introduction**

#### **1.1 Background of the Study**

According to the Organisation for Economic Co-operation and Development (2013), approximately 0.8 million international students were enrolled in various educational institutions worldwide in 1975, and that number has climbed to approximately 4 million in the current period (Faruq, 2021). The desire to move to another nation in search of a better and more different educational experience is frequently a factor in the decision to study abroad. Exposure to new and different educational, cultural, and social norms and practices influences the individual's entire experience (Sing, 2016). Higher education institutions are not being "educationally effective," as Chickering (1969) implies, because they are not reaching their varied student body, "where they live" (Modrow, 2017). Higher education locations are chosen based on a variety of factors, including the university itself, which is determined by the university's ranking, course ratings, tuition costs, and living expenditures (Khan, 2015). This is a very important decision for students who want to study abroad. According to some studies, studying abroad students get many benefits such as enhanced opportunities to learn a second language, broadened understanding of diverse cultures, cultivation of cross-cultural competencies, the possibility of gaining transformational perspectives, more employment opportunities, and so on (Smith & Mitry, 2008; Sisavath, 2021). Study-abroad experiences were positively correlated with a greater number of job opportunities, which indicates improved educational qualifications and marketable abilities for those seeking employment domestically.



## 1.2 Motivation Behind Studying Abroad

The fact that choosing to study for a part of one's time abroad becomes so alluring indicates that it fulfills students' expectations and fits into their life projects. Understanding why students choose to spend a semester studying at a foreign university can be accomplished through an analysis of their motives. Students can categorise reasons, determinants, factors, and expectations as motivations for going abroad. There are many pull factors that attract international students or the motivation behind studying abroad such as better educational opportunities, beautiful country, opportunity for self-development, meeting new people, and so on (Krzaklewska, 2008). Students want to explore and want to get the experience. According to King & Sondhi (2018), students wish to get the world-class education because there are several benefits to it. It is often known that a degree from one of the French grandes écoles, Harvard, or other Ivy League universities, or Oxbridge, can open doors to the best jobs in academia, government, and other important fields in the corresponding nations. As demonstrated by Brooks & Waters (2011), Findlay et al. (2012), Waters (2006), and other scholars, it is a strategy for setting oneself apart in the quest for superior status and distinction, both for the individual and in terms of maintaining and improving the social class standing of the family. Furthermore, the Western environment attracts students more to study abroad (Mcdougall, 2019). The environment in which students choose to study overseas is heavily influenced by the local atmosphere. All of these thoughts are the reason for students' motivation behind studying abroad.

### **1.3 Challenges of Studying Abroad**

While studying abroad students face many challenges such as negotiating new academic norms and genres, difficulties in social communication, discrimination, psychological issues, economic issues, and so on (Chen, 1999; Hyland, 2009; Jenny et al., 2017; Smith & Khawaja, 2011; Woolston, 2022). In a study by Aydın (2020), international students have poor relationships with others because of their language barrier and they face difficulties in making relationships with local friends which is an important part of the study abroad experience. These barriers cause international students to feel alone, have trouble making friends, and prefer to stay in their own country's social circles. If students can adapt to the culture, language, environment, academic challenges, and the other mentioned challenges in a foreign country, they can make a good career.

### **1.4 Bangladeshi Students' Study Experience**

In recent years, there has been a noticeable growth in the number of Bangladeshi students choosing to pursue higher education at foreign universities. According to Rabbani (2020), numerous Bangladeshi students have a desire to get global standard education. While studying abroad Bangladeshi students face more challenges to adapt to the new environment than others. According to Sing (2016), they face difficulties in their education when they study abroad because of the different learning environments. They also have problems in writing academic section because in Bangladesh writing skill is given less priority than other skills (Mohan & Lo, 1985). Additionally, Bangladeshi students struggle with language proficiency and for this reason, they not only face challenges in their educational environment but also in their day-to-day interactions (Faruq, 2021; Singh, 2016). Students face all of these experiences because they are not well prepared before going to study abroad.

## 1.5 Statement of the Problem

The ideal situation should be that students will only focus on study not having obstacles in their education. Without any barriers, international students will continue their education abroad. They should have the mind to adjust in any situation as well as keep patience. They should be able to adapt to the new academic norms and genres, environment, cultures, and different modern techniques. Additionally, they should know the language of the particular country before going there for higher study. Furthermore, they should be hard-working people and always have the mentality to learn from others. They ought to have mastery over four skills (reading, listening, speaking, writing) of the English language and should have good subject knowledge.

However, the reality is not like the ideal situation. In a study, Islam (2009) states that South Asian students in Australia face challenges in negotiating new academic norms and genres that include academic tutorial and lecture classes, assignments, tests, teacher-student relationships, and student-student interactions, as well as less formal but no less academically significant elements of university life. A study by Yang (2018) also provides details about Indian students who study in China for MBBS are facing difficulties in their academic education. There are many studies about the international students' challenges but there is a gap of knowledge regarding this topic in the Bangladeshi context. According to some studies, Bangladeshi students face language barriers (Rabbani & Kyunghak, 2020), advanced technology challenges in academic sections or classroom situations (Hossain, 2016; Mousumi et al., 2017), academic writing challenges (Mohan & Lo, 1985), challenges in speaking English (Modrow, 2017), and pronunciation and accents challenges (Akhtaruzzaman & Hoque, 2011). They do not conduct any research work to prepare themselves before going to study abroad, and that is why they face these challenges to adapt to the new situation. Rabbani & Kyunghak

(2020), in their study, discuss the educational challenges and language challenges. Other researchers also highlight either educational challenges or social challenges.

There is hardly any study on both educational and social challenges faced by Bangladeshi students. That is why, it is important to know the perceptions of Bangladeshi students who are studying in various countries around the world regarding the educational and social issues they had confronted during their study years. Therefore, this study aims to fill the gap of knowledge on why Bangladeshi students choose to go abroad for higher study and the overall educational and social challenges they face. In addition, the study finds out how they overcome their challenges. The findings of the investigation may help Bangladeshi students to prepare well before going abroad for higher studies.

## **1.6 Central Research Objective**

To investigate the reasons for Bangladeshi students' choosing abroad for higher study and the educational and social challenges in foreign countries that Bangladeshi students face while studying abroad and how they overcome the situations.

## **1.7 Research Questions**

1. Why do Bangladeshi students choose to go abroad for higher studies?
2. What challenges do they face while studying abroad?
3. How do they overcome the challenges?

## **1.8 Scope of the Study**

This study explores Bangladeshi students' challenges while studying abroad and how they overcome the challenges. There has been limited studies on this topic in the Bangladeshi context that the current study intends to investigate that. Every student experiences these

challenges including some other factors such as interaction issues with classmates. The reason for choosing these students as participants is that Bangladeshi students are facing a lot of challenges in western countries such as the UK, the USA, Canada, and so on while studying abroad. Most of the Bangladeshi students prefer western countries as a location of higher studies and that is why the researcher chose students going to the west. This is a phenomenological study. Phenomenology is a purely qualitative approach where common meanings for several participants of their lived experiences of a phenomenon are focused. Besides, for the data collection procedures only one-to-one interview source was used. It is important to see the challenges that Bangladeshi students are facing and why and how will they overcome the situations.

### **1.9 Limitations of the Study**

While conducting this study, some limitations could not be avoided. The main limitation of the study was managing international students (participants). Since they were having their classes and examinations, they were very busy and after their classes, they also had part-time jobs. As a result, it was quite difficult to connect with them and take interviews with them. When a few students were found, some of them were not available for the interview because they were very busy with their lives, and they also had to give time to their parents who live in Bangladesh. While some others had scheduled interviews, they later found it difficult to manage their time. For this reason, it was not possible to manage more international students for this study.

### **1.10 Significance of the Study**

Several studies have been conducted by researchers on the challenges or issues of international students while studying abroad throughout the world. However, few research works have been found on the issues regarding this topic in the Bangladeshi context. While studying abroad

international students face many challenges that have already been discussed in many papers for example some papers are about educational challenges and some papers are about social challenges. So, this paper aims to explore both challenges and how students overcome the challenges. This paper also explores the reasons why Bangladeshi students want to go abroad for their higher studies. It will also serve as a roadmap for scholars interested in researching related issues, and they can use the literature review and results and discussion section to see what Bangladeshi students face while studying abroad. Future students who want to study abroad can be aware of the challenges that they could face by reading this paper and it can also be helpful for students' parents.

## Chapter

2

### Literature Review

#### Introduction

This study's main objective is to find out the challenges of Bangladeshi students abroad. The purpose of this study is to discuss the concept of international education, the benefits of studying abroad, and why Bangladeshi students choose to go abroad for higher study. This study will also address the challenges that students face while studying abroad such as negotiating new academic norms and genres, difficulties in social communication, discrimination, psychological issues, and so on. This study will further discuss the challenges that Bangladeshi students face while studying abroad such as students' language barrier, academic challenges in different teaching situations, network issues, religious issues, economic issues, and so on. This chapter is divided into four parts as the followings:

**Part 1: Concept of International Education** discusses the demand for international education, the benefits of studying abroad, attractions to study abroad, and its importance in the field of career of the students.

**Part 2: Challenges of Studying Abroad** describes some main obstacles that students face while studying abroad such as negotiating new academic norms and genres, difficulties in social communication, discrimination, economic issues, and psychological issues.

**Part 3: Solutions to the issues** point out the ways they overcome the challenges.

**Part 4: Bangladesh Context** highlights the factors of Bangladeshi students choosing abroad for their higher study, the academic challenges of Bangladeshi students, and language barrier among Bangladeshi students.

## **Part 1: International Education and Importance**

### **2.1.1 Concept of International Education**

The term "international education" describes a dynamic idea that entails the movement of people, ideas, and minds across national and cultural boundaries. One way to directly illustrate international education is to make it easier for students to enroll at universities outside of their native countries. Another example of international education is temporary study abroad. Student migration has emerged as a key issue (Baas, 2019). International education has come a long way from its origin to developmental scholarship programs in various countries (Lin, 2013). Transnational education makes up a sizable share of the international higher education market, which is seeing an unparalleled increase in demand for its services. According to Chak Wah (2016), the growth of the international market necessitates a greater comprehension of how students behave when selecting a program and a transnational university to better meet the needs of students and enhance the capacity of transnational education providers to provide worthwhile and appropriate education. Gribble (2008) states that the international student market has developed into a significant source of income for local economies as well as a means of alleviating skill shortages in vital fields for many industrialized nations. International student migrants frequently go on to significantly improve in their host nation



### **2.1.2 Benefits of International Education**

According to some studies, studying abroad has a significant impact on students' long-term personal development and social achievement in addition to their academic learning (Buhaymid, 2022). Firstly, studying abroad courses offer multiple benefits, including enhanced opportunities to learn a second language, broadened understanding of diverse cultures, cultivation of cross-cultural competencies, and the possibility of gaining transformational perspectives (worldviews) (Smith & Mitry, 2008). Secondly, short or long-term study abroad programs can significantly improve students' formal education as well as increase their chances of finding employment opportunities. Study-abroad experiences were positively correlated with a greater number of job opportunities, which indicates improved educational qualifications and marketable abilities for those seeking employment domestically (Sisavath, 2021). While studying abroad we could develop ourselves and achieve a lot of experiences as we have the chance to get a lot of benefits. Experience by studying abroad is economically valuable for job markets. Prior research has demonstrated that exchange students experienced a smoother transition from their academic program to the workforce and were rewarded financially (Kratz & Netz, 2018; Messer & Wolter, 2007; Wiers-Jenssen, 2011). Thirdly, students become more mature and learn about independence (Sisavath, 2021). They become self-conscious and their personality develops a lot. Fourthly, they make friends around the world and they learn a lot from their foreign friends (Sisavath, 2021). Fifthly, they develop their problem-solving skills and analytical skills (Cai & Sankaran, 2015). Finally, students' technical knowledge develops a lot and they become more advanced in technology (Nyoka, 2018 & Harder, et al., 2015). Another benefit of studying abroad is students can be aware of global issues and understand the contexts of it (Jenny, et al., 2017). It will increase their knowledge as well as change their viewpoint about the world's issues. Last but not least benefit

of studying abroad is students have the opportunity to live in another country by having a new environment.

### **2.1.3 Attractions to Study Abroad**

According to Arthur & Flynn (2013), international students are viewed as attractive immigrants globally for several important reasons, including economic development and the provision of opportunities for young, qualified individuals to fill open positions. The primary attractions for students to pursue their studies abroad are numerous benefits that can transform their lives and careers. Understanding the reasons behind students' decisions to study abroad, the factors influencing their decisions, and the sources of information that students can consider when making this decision are necessary for the university to develop strategies and marketing campaigns aimed at attracting more international students to pursue education abroad (Jupiter, et al., 2017). Students want to stay permanently in a foreign country because of their facilities. Many things attract students to study abroad. Firstly, students get the opportunity to travel to another country (Hackney, et al., 2012) and it gives them the opportunity to explore more outside their comfort zone (Prazeres, 2017). They can get a better environment than their native country. Secondly, they can make new friends worldwide as well as get the chance to know or have a cross-cultural environment abroad (Sisavath, 2021; Chwialkowska, 2020). Friends are very helpful in both educational life and personal life. Thirdly, they get quality level education in abroad (Jupiter, et al., 2017). They desire more to study abroad because of the other university's reputation and their quality of education. Fourthly, international financing: while it used to be expensive to study abroad, that is no longer the case, and that's why nowadays students attract more to study abroad (Di Pietro, 2023). Last but not least, they get a more peaceful society there. All these reasons are the attractions for students to study abroad.

### **2.1.4 Career in Foreign Countries**

A study by Rabbani & Kyunghak (2020) states that students believe competence and effort are viewed as being more appreciated abroad and they will have a better chance of succeeding in their careers there. The students are going abroad to acquire qualifications and skills that will help them become global citizens and enhance their chances of finding work in the future and the migration of these students has enormous potential benefits for both sending and receiving countries (Rabbani, 2019). They get more job opportunities while studying abroad (Sisavath, 2021). In foreign countries, international students are studying and besides that, they are earning money also. It is easy to say that abroad there are many different jobs for students and there is no shame with it but in Bangladesh, we look down on odd jobs such as delivery man, waiter, cleaner, and so on.

## **Part 2: Challenges of Studying Abroad**

### **2.2.1 Negotiating New Academic Norms and Genres**

Every student faces challenge while studying in a foreign country. In a study, Islam (2009) states that South Asian students in Australia face challenges in negotiating new academic norms and genres that include academic tutorial and lecture classes, assignments, tests, teacher-student relationships, and student-student interactions, as well as less formal but no less academically significant elements of university life. When the academic environment changes it is obvious that students will face challenges to adopt new academic norms and genres. Every country has its teaching way of style and different ways of assessment in classrooms, for example, one country's academic norm is memorizing type and the other country's academic norm is research type. These academic norms and genres vary from country to country (Hyland, 2009). A study by Yang (2018) also provides details about Indian students who study in China

for MBBS are facing difficulties in their academic education. On the other hand, when Chinese students study in Western countries (new environment learning) also face negotiating differences in learning. Students struggle to listen, understand, and interact because they are unprepared for the dialogic aspect of classroom communication (Holmes, 2004). Different expectations for writing styles, as well as notions of plagiarism and critical analysis, are expressed in written assignments and students face challenges in it. It becomes challenging for the teachers also to teach the new students who are facing problems in adjusting to the new learning environment. According to Jonasson (2009), in different academic settings, students should practice learning new ways of doing and knowing to make them successful.

### **2.2.2 Difficulties in Social Communication**

International students face a lack of language skills to communicate with people in a foreign country (Jenny, et al., 2017). Students face issues adapting to the new social communication. In a foreign society, dialectical influence becomes problematic for a student (Singh, 2016). Human needs language not only for the expression of their thoughts but also for the needs of their living. When students go abroad for higher study, they feel isolated because of the difficulties in social communication. Sociocultural theory advocates that studying abroad offers the best settings for social engagement in both official, structured institutional settings like schools, internships, and sports and informal settings like social interactions with peers, neighbors, and host families (Dewey, 2017). In this situation, students can learn a lot and come out of their comfort zone. According to sociocultural theory, social contact and external scaffolding in one's surroundings are essential elements for studying abroad (Dewey, 2017). In a study by Aydın (2020), international students have poor relationships with others because of their language barrier. It affects how satisfied international students are and the relationship between local and international students which is an important part of the study

abroad experience. Due to these obstacles, international students experience poor connections, feel loneliness, and a desire to stick with social groups within their own nation. International students also face difficulties in non-verbal communication (Arifuddin, et al., 2016; Bash, 2009). Meaning can be misinterpreted because of the issues of non-verbal communication for example eye contact, gestures, and so on. International students could participate in language courses, cross-cultural communication seminars, and cultural orientation programs to resolve these problems.

### **2.2.3 Facing Discrimination**

There is a perception of discrimination between international students and local students (Lee & Rice, 2007; Rabbani & Kyunghak, 2020). According to a survey, 26% of international students state that they face discrimination or harassment while studying abroad, by comparing with 17% of local students (Woolston, 2022). While studying abroad international students face many types of discrimination. Firstly, they face negative remarks, such as those telling them to return home or even disparaging remarks regarding where they come from. Secondly, they also face linguistic discrimination; when someone is given different treatment because of their accent, this occurs, for example, international students' speaking is not at the same level as local students speaking (STUDY INTERNATIONAL STAFF, 2022). Thirdly, they face racial discrimination, for example, inadvertent verbal, behavioral, or environmental slights that convey hostility, prejudice, or other unpleasant racial slights and insults directed toward individuals of color ((*Study International*, 9<sup>th</sup> February 2022; Lee & Rice, 2007; Zabin, 2022). Fourthly, discrimination in various degrees; discrimination against international students from diverse regions varies in degree and its results show that compared to students from other regions, international students from the Middle East and Africa face higher discrimination (Hanassab, 2006). This journal's findings also show that in contrast to

on-campus, discrimination against international students is more common off-campus. Furthermore, the significance of international students' participation in higher education is examined, along with how they have diversified the campus. Issues with higher education institutions and their consequences for educators and counselors are also discussed.

#### **2.2.4 Psychological Issues**

According to Smith & Khawaja (2011), international students face psychological distress while studying abroad. Students feel homesick and anxious (Rahim, 2021). However, the feelings subsided based on several factors, such as increased familiarity with new surroundings, shifted focus and attention to academic goals and processes, and accumulated cultural competence after being in the adjustment process over some time. Psychological obstacles affect a lot in international student's mental health as well as their study and fewer students participate to comfort others. Psychological issues are seen because of student's loneliness, self-esteem, identity tension, absence of meaningfulness interaction, relatively small networks, social isolation, absence of closeness with friends, and so on while studying abroad ((Green et al., 2001; Gong et al., 2021). Family-related pressure, economic burden, completion in class and course-related problems, scholarship maintenance, and so on are responsible for students' physiological issues (Onabule, 2013). Mental health issues create physical illness also such as appetite loss, headaches, digestive issues, fatigue, and so on. In some research, it is seen that some students take counselling to remove their psychological issues. According to Hunley (2010), social support is important because while studying abroad students feel loneliness as they have few faces on whom they can rely for support. Students often experience anger, worry, fear, boredom, etc. in their new college environment (Modrow, 2017). These feelings may put obstacles in the way of students' learning goals.

### **2.2.5 Economic Issues**

Concern over money is a real and pressing problem that affects international students' daily basis and without sufficient financial means, it becomes difficult to survive (Chen, 1999). A study, of Bangladeshi students studying in the United States shows that students face financial issues there because of the exchange rate between the U.S. dollar and the Bangladeshi taka (Modrow, 2017). With the help of a cultural sharing scholarship which helps students to get in-state tuition fees in exchange for volunteering in the local community and on campus. It is also prohibited for international students to work off-campus. Per week 20 hours, that students are allowed to work raises additional financial issues for them. Another study by Akhtaruzzaman & Hoque (2011) provides details about Bangladeshi students' financial issues while studying abroad (Malaysia). They work hard to maintain their living cost as well as tuition fees for their semester. They become no longer a burden for their family and they are satisfied with it. Though they become independent sometimes it becomes very hard for them to continue both study and work. Still, they work hard to overcome the economic issues.

## **Part 3: Solutions to the issues**

### **Finding the Solutions to the Issues**

Studying abroad requires serious consideration, preparation on all fronts mentally and financially, and most importantly, a willingness to make adjustments in order to achieve long-term aims. Studying abroad how students overcome their challenges are given below:

Financial challenges: In *The Daily Star*, Ahmed (2023, July 16) states that students first understand the foreign exchange rates and put needs before wants while making financial decisions. It is imperative that students acquire these abilities to prioritize their expenses and live within their means. Secondly, language barrier: students should always be ready to learn the local languages, adapt to new environments, meet new people, and make new friends. They should share their thoughts, ideas, and interests with others by participating in various social activities and events inside the university as well as outside the university. With the help of others, they overcome their language barrier (Bustamante, 2022; Faruq, 2021). Thirdly, mental barrier: students should always be hopeful and should know how to manage their emotions. One strategy to overcome this challenge is to build a network of friends and classmates who either experience the same difficulties as they do or have already overcome them. They can also try to hang out with groups of friends and can take counselling as well (Bowl, 2001). According to Hunley (2010), social support is important because while studying abroad students feel loneliness as they have few faces on whom they can rely for support. By following these solutions students overcome the challenges or difficulties that they face while studying abroad.

## **Part 4: Bangladesh Context**

### **2.4.1 Factors of Bangladeshi Students to Choose Abroad for their Higher Study**

Bangladeshi students believe that foreign institutions offer a higher quality of education and so, most of them decide to pursue their further education abroad. A large variety of specialist courses are offered by numerous abroad universities. In the *Daily Observer*, Basu (2023, September 14) states that Bangladeshi students often find that there is a wider range of courses, and majors, which makes it easier for them to follow their hobbies and interests in foreign



countries. Higher study requires research and Bangladeshi students do not have enough facility in it. Bangladeshi students studying abroad have much more exposure to the world. Like many other countries, Bangladesh has a very competitive and challenging educational system and to do well on national exams and secure one of the limited slots available in prestigious local universities can be incredibly difficult. Studying abroad gives students the chance to get away from the grind and continue their education in an environment that is less demanding and more helpful. In the *The Daily Star*, Andaleeb & Iqbal (2023, September 8) state that in this era of globalized competition in the higher education market, the problem of outstanding students departing for higher education overseas would only get worse if Bangladeshi universities fail to recognize comprehensive student needs, which are represented in student satisfaction data. Students need the environment, services, facilities, opportunities for extra curriculum, and so on. In the *Dhaka Tribune*, according to Rahman et al., (2023, February 21) compared to traditional lectures, recent technology-based learning offers more options; through project-driven drills and practices, students can quickly gain additional abilities. Bangladesh has to think about giving all teachers and students access to sufficient technology. Before instructing students, teachers frequently need to become proficient in computer-assisted tasks and students must also have comparable access to practice and finish assignments. All of these reasons are responsible for Bangladeshi students going abroad for their higher study.

#### **2.4.2 Academic Challenges of Bangladeshi Students**

A study by Rabbani & Kyunghak (2020) state that Bangladeshi students face challenges while they study in Korea and the challenges are the high-pressure environment of research labs and difficulty in learning Korean languages, especially for the science background students. Students further want to shift from Korea to Canada and Australia because of the difficulties of adopting new academic norms and genres. According to Sing (2016), also Bangladeshi

students face difficulties in their education when they study abroad because of the different learning environments. In abroad sometimes they face new methods and techniques of teaching with that they are not well known (Kabilan et al., 2017; Pyvis & Chapman, 2007; Singh, 2016). So, it becomes a challenging situation for them. Many times, happen that foreign countries are using more advanced technology in their academic area or classrooms that are not popular in Bangladesh (Hossain, 2016; Mousumi et al., 2017). So, they face academic challenges whenever they study in different teaching situations. According to Rahman & Hasan (2019), Bangladeshi students face difficulties in their academic writing classes while studying in Malaysia. Writing is a process of finding and organising one's thoughts, putting them on paper, and then reworking and evaluating them. It is also a means of verbally communicating with others. Academic writing is a difficult skill to master, especially for people learning a second language. Mohan & Lo (1985) state that many second language learners face academic writing as a problematic one. Academic writing is always avoided by the students of Bangladesh and they usually avoid it to learn during their academic careers. Saha (2008) states that this skill is not taught even at the tertiary level. This is the reason Bangladeshi students studying abroad have had trouble with academic writing at the start of the semester.

### **2.4.3 Language Barrier Among Bangladeshi Students**

According to Rabbani & Kyunghak (2020), Bangladeshi students studying in Korea face difficulties in learning Korean language. As Korean do not use English very much, they prefer their language. That's why Bangladeshi students face language difficulties in Korea. Moreover, according to Faruq (2021), in a study, Bangladeshi students frequently face difficulties with language proficiency, a lack of part-time jobs, finding employment without knowledge of Swedish language skills, and difficulties learning Swedish as a second language, etc. According to the study, all students cite language proficiency as their biggest obstacle.

They think that they may see English everywhere but the truth is that there is very little opportunity to read anything written in English rather than Swedish on billboards, buses, trains, airports, streets, shopping centers, advertisements, etc. There are very few opportunities to find notices written in English, even on the university notice board. It's been a difficult experience for Bangladeshi students. Although the situation is different and most people in Bangladesh do not speak English fluently those items are frequently used everywhere in English. In an unpublished study at a UK university, Bangladeshi students not only face challenges in their educational environment but also in their day-to-day interactions with the host country's society such as language and communication difficulties (Singh, 2016). Students' language issues are responsible for this because most of the Bangladeshi students are afraid of speaking English as their mother tongue is Bangla which is a completely different language than English. Bangladeshi students' language barrier becomes a big challenge while studying abroad. Lack of language support can impact the choice of a nation or institution (Bodycott, 2009). On the other hand, Bangladeshi students also face difficulties in speaking English in the United States (Modrow, 2017). They face language obstacles in both academic and social contexts. Bangladeshi students try their best to adjust to their new environment. They struggle to comprehend the pronunciation and accents of people when they communicate with them (Akhtaruzzaman & Hoque, 2011). Even though English is not their mother tongue, they must speak with people in it, yet they still make an effort to comprehend others.

## 2.5 Research Gap

In a study, Islam (2009) states that South Asian students in Australia face challenges in negotiating new academic norms and genres that include academic tutorial and lecture classes, assignments, tests, teacher-student relationships, and student-student interactions, as well as less formal but no less academically significant elements of university life. A study by Yang (2018) also provides details about Indian students who study in China for MBBS are facing difficulties in their academic education. There are many studies about the international students' challenges but there is a gap of knowledge regarding this topic in the Bangladeshi context. According to some studies, Bangladeshi students face language barriers (Rabbani & Kyunghak, 2020), advanced technology challenges in academic sections or classroom situations (Hossain, 2016; Mousumi et al., 2017), academic writing challenges (Mohan & Lo, 1985), challenges in speaking English (Modrow, 2017), and pronunciation and accents challenges (Akhtaruzzaman & Hoque, 2011). They do not conduct any research work to prepare themselves before going to study abroad, and that is why they face these challenges to adapt to the new situation. Rabbani & Kyunghak (2020), in their study, discusses the educational challenges and language challenges. Other researchers also talk about either educational challenges or social challenges.

There is hardly any study on both educational and social challenges faced by Bangladeshi students. That is why, it is important to know the perceptions of Bangladeshi students who are studying in various countries around the world regarding the educational and social issues they had confronted during their study years. Therefore, this study aims

to fill the gap of knowledge on why Bangladeshi students choose to go abroad for higher study and the overall educational and social challenges they face. In addition, the study finds out how they overcome their challenges. The findings of the investigation may inform the Bangladeshi students who would like to go abroad for higher study.

## **2.6 Conceptual Framework of the Study**

For this study, the researcher adapted Fakunle's (2021) theoretical framework- "International students' rationales for studying abroad". Fakunle (2021) designed this framework following Silverman's (2016) and Maxwell's (1992) data courses. There are four main categories in the framework such as educational, aspirational, experiential, and economic rationales.

**Educational Rationale:** There are two main themes in this part one is programme context and another is programme accessibility. Programme context includes curriculum or course modules, student diversity, and practical work experience (signpost competence to future employers). Before choosing a program, all of the students talk about going through a careful "sifting process" that involves visiting the websites of the institutions and removing courses if the modules do not fit with their interests and future career goals. Programme accessibility includes the entry requirements. English language competency is crucial for programme accessibility for international students who expressed frustration about not being able to study in foreign countries and who want to get better at the language while studying overseas.

**Experiential rationale:** The desire to experience something different from what is usual in their home country drove many students to choose to study abroad. The physical

environment, the larger multicultural environment, and the academic experience are all woven together in experiential reasoning. Thus, experiential rationales include autonomous PG decision-making, getting out of the comfort zone, self-achievement, living independently, adapting to the challenges of learning abroad, a multicultural environment, and escaping from the home context. These all together expand the horizon in a different environment.

**Aspirational rationale:** The aspirational rationale highlights how students could benefit others, while the experiential rationale reflects students' desire to study abroad for both professional and personal growth. Every student makes a connection between their study abroad experience and their desire to make a positive impact on society in both domestic (at home) and global (including the host country) contexts. Aspirational rationale includes challenge/ change stereotypes (cultural and socio-political), and leadership opportunities (professional and social).

**Economic rationale:** Students in all four programs found resonance with the economic rationale. The two factors for this are "being able to cover costs" and "value ascribed" to studying abroad. Valued ascribed includes signpost competence to future employers, career progression/ change, international and local networks, university ranking, and entrepreneurial ambition.

**Following the Trend:** Along these all the above components the researcher has added “following the trend” aspect into the framework. It refers to how Bangladeshi students follow their friends, or acquaintance and choose the location of getting higher study abroad.

Based on all the above information, the Conceptual Framework is drawn below:

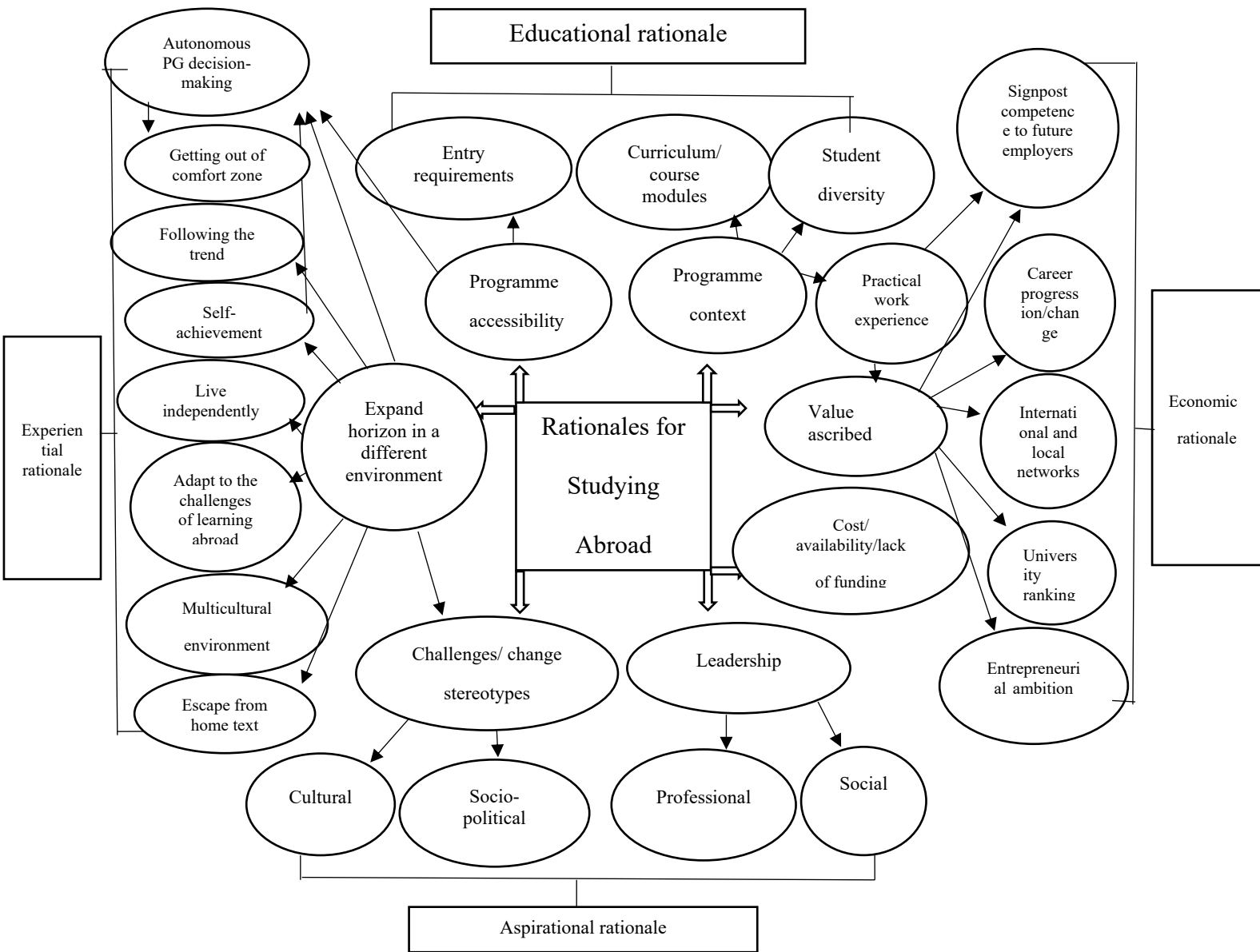


Figure 2.6: The Conceptual Framework of the Study

## **2.7 Chapter Summary**

The first part of this chapter introduced the concept of international education and discussed the demand for international education, the benefits of studying abroad, the attractions of studying abroad, and its importance in the field of career of the students. The second part talked about the challenges of studying abroad such as some main obstacles that students face while studying abroad for example- negotiating new academic norms and genres, difficulties in social communication, discrimination, economic issues, and psychological issues. The third part described solutions to the issues and points out the ways they overcome the challenges. The last part discussed the Bangladeshi context which highlights the factors of Bangladeshi students choosing abroad for their higher study, the academic challenges of Bangladeshi students, and the language barrier among Bangladeshi students.



**Chapter****3****METHODOLOGY****3.1 Introduction**

This chapter discusses the methodology part and as stated earlier in chapter one, the main aim of this study is to explore the educational challenges and social challenges studying abroad faced by Bangladeshi students and how they overcome these challenges. The first research question explores the factors or reasons of Bangladeshi students who would like to go abroad for higher study. The second research question aims at finding what challenges they face while studying abroad. The last research question finds how they overcome their challenges.

**3.2 The Qualitative Paradigm and its Philosophical Assumptions**

Qualitative research's methodological design is based on a particular research paradigm and philosophical assumptions. There are many qualitative research paradigms but for this study, the researcher chose the interpretivism paradigm for the paper. Interpretivism, also known as interpretivist involves researchers interpreting elements of the study, thus interpretivism integrates human interest into a study. In this regard, Alharahsheh and Pius (2020) stated that interpretivism takes into consideration variations in addition to times, cultures, and circumstances for new social realities to emerge. Adoption of the interpretivism paradigm would lead to the generation of high-level validity in data as it is based on personal contributions considering different variables (Myers. 2008). Given the assumptions and ideas of the interpretive researcher, the interpretive paradigm allows researchers to take into consideration various factors, such as behavioral aspects based on participants' experiences (Alharahsheh & Pius, 2020). In the interpretivism research paradigm, researchers' values and opinions will invariably influence how they gather, evaluate, and analyze data since they can

never be fully detached from them (Ryan, 2018). Among these forms of perspectives, the research matches the paradigm. Interpretivist can collect qualitative data using a variety of techniques (Nickerson, 2024). The most frequent of these are interviews which the researcher have used in this study. These can manifest in many forms, such as face-to-face, over the telephone, or in focus groups but the researcher chose over the telephone because all of the participants were staying outside the country.

The philosophical assumptions of the study described below which is adapted from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice" (p.17).

Table 3.2: The Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumptions			
Interpretivism	Ontological	Epistemological	Axiological	Methodological
	Multiple Subjective Views of Participants	Subjective evidence is assembled based on individual views and participants' experiences	The researcher's values and biases will be discussed along with participants' interpretations	Qualitative Phenomenological Approach

According to Creswell (2007), the ontological assumptions refer to the nature of reality and how the reality is perceived by individual participants of a study. In this research the ontological assumption has been used for collecting data by interviewing (see Appendix B) Bangladeshi participants regarding their views on why do they choose to go abroad for higher studies (RQ1). Since different people have different experiences based on the circumstances they encounter, through this assumption the researcher also got a variety of perspectives of the participants from their interviews. Hence, participants' interview transcriptions served as a means to show their subjective opinions to present their multiple realities. Epistemological assumptions refer to having knowledge which is connected to experience (Lee, 2012). In this study, the researcher gathers the subjective experiences of the participants to conduct the research (Creswell, 2013). This approach focuses on the idea that people are inextricably linked to their knowledge, establishes a direct connection between the research and the research topic (Saunders et al., 2012). This knowledge can be attained through social experiences. People have different knowledge about different realities because they encounter different circumstances in life (Morgan, 2014). Hence, the researcher tried to analyse varied knowledge which were gained by participants having different experiences. So, in this assumptions, subjective evidence is assembled based on individual views and participants' experiences about what challenges do they face while studying abroad (RQ2) and how they overcome their challenges (RQ3). For this the researcher arranged interview with the participants to discuss the challenges they face while studying in a foreign country.

The next assumption is an axiological assumption that helps to determine the positionality of a researcher in the study and accept that his or her values or biases may come out through the analysed data. An axiological assumption refers to the value of a qualitative study. In this study, the researcher tried to be neutral and bias-free while collecting and analysing the data Later, in this chapter describe the role as a researcher (please see section 3.4

below) who have attempted to minimise the influence of any personal bias or value while narrating the findings (Denzin, 1989). Finally, a phenomenological approach has been chosen for this qualitative study. Through this approach the researcher got a better students' cross-cultural lived experiences in various social and educational situations. In this study, the researcher chose five participants and presented a variety of viewpoints on every participant. By following this approach, the researcher tried to explore the challenges of Bangladeshi students studying abroad.

### **3.3 Research Design**

Qualitative research is very useful for collecting culturally specific information about the values, behaviors, opinions, and social settings of particular populations (Mack, et al., 2005; Verma, 2015). Qualitative research excels in providing intricate textual descriptions of people's experiences with a particular research subject. In order to understand participants' viewpoints, the qualitative research method is considered one of the best methods (Johnson, 1997). Since, this study also focuses on Bangladeshi students' perceptions and challenges of studying abroad, this approach is suitable for analyzing the data of this study (Lugo, 2022; Yang, 2004). The research design of this study is given in detail in the following sections of the chapter.

### **3.4 Phenomenology**

Phenomenology is a qualitative approach that deals with numerous aspects of human educational and social lived experiences. Many phenomenology experts agree that individuals interpret the world by drawing on their own experiences (Koopmans, 2015; Hourigan and Edgar, 2020; Gasparyan, 2021). They also believe that phenomenological research may be modified to better comprehend students' cross-cultural lived experiences in various social and educational situations (Alhazmi & Kaufmann, 2022). To understand a specific phenomenon in depth and reach the essence of participants' or students' lived experiences of the phenomenon the researcher has used this approach. This study focuses on the description of the common meaning of students' lived experience of a phenomenon.

For the above-mentioned features, the researcher chose the phenomenological approach. The above-mentioned features are applicable as well as advantages for achieving the research's object. As, the central focus of the research is exploring the challenges of Bangladeshi students studying abroad which is a real-life phenomenon, it fulfils one of the

criteria for choosing this approach for the research. Besides, the researcher examined the similarities, divergences, trends among the cases to get important insights into complicated phenomena. The researcher decided to choose five Bangladeshi students from different countries as individual cases for this study. Moreover, the researcher compared the cases with one another and might give the literature a significant impact from the similarities and differences which in other criteria for following this approach.

Thus, the researcher chose this approach to find out the challenges of Bangladeshi students to transition from a gender-segregated culture to a mixed-gender environment while studying and living as international students (Alhazmi & Nyland, 2015). It focuses on the students' opinions and perspectives about the experience of studying abroad or transitioning.

### **3.5 The Researcher's Role**

Though the researcher is from a Bangla medium school she (R) have been studying English for seventeen years. She (R) completed her Higher Secondary Certificate in 2017 and enrolled in a university the following year to pursue her honors degree. The researcher is currently a master's student of ELT in English at this University and this is her (R) last semester. After her (R) post-graduation, she would like to get a higher degree from abroad. This is why she (R) is aware of the educational and social challenges that she may face while doing her higher study abroad. Like international students', the researcher has also reasons to get a higher degree from abroad but also aware of the challenges while studying abroad. This situation inspired me and made me think to work on this topic. The researcher would not be biased in collecting information or data from the participants. The researcher would only write explanations or descriptions according to the participants' given interviews. The researcher would be very sincere that her (R) perception and the participants' experiences do not mix. The researcher is not willing to show any preference here and want to conduct a fair study.

### **3.6 Setting**

Since the focus of this study is tertiary-level Bangladeshi students' challenges while studying abroad, the researcher chose five participants who had experienced educational and social challenges abroad. For that, the researcher has chosen the participants from various countries: participant one studies at Michigan State University, USA, participant two and three both study at University of Glasgow, UK, participant four studies at Memorial University, Canada, and participant five studies at Texas State University, USA. They could give the researcher relevant information for the studies as they had the reasons to go abroad for their higher study and the educational and social challenges they faced while studying abroad. The researcher wanted to

explore the overall challenges that the participants faced and how they overcame their challenges studying abroad.

### **3.7 Selecting the Participants**

A snowball sampling technique was adopted for the study to get information from the limited available sources (Patton, 2002). This is one of the popular methods of sampling for qualitative research study where networking and referring characteristics play a significant role (Parker, et al., 2019). This is a non-probability sampling method where not every member of the population has an equal chance of being chosen for the study because researchers or other participants choose the sample rather than having it chosen at random (Simkus, 2023). The decision of the researcher to select participants who can provide relevant information is very important (Black, 2010). For this study, the main criterion for selecting the participants were:

- Bangladeshi students who had the experience of studying abroad and faced challenges while studying abroad.
- They must be willing to be a part of the study

To gain access the researcher had one-to-one interviews with the participants. To find participants for the study was not so easy for the researcher. The participants were all international students living in a different country. They all had different times and dates that were a challenging issue for the researcher to match the interview's schedule with the participants. But the researcher gave priority to the participants and took the interviews according to the participants flexible time. After having some participants, the researcher asked the participants (students) to ask their friends who might have interest to become a part of the study. In this way, through snowball technique the researcher gained access to five participants.



### 3.7.1 Participants' Profile

The following table includes the profiles of the participants and their educational institutions.

Participants' Profiles

Number	Participant's Name	Gender	Age	Subject of Studying	University Name
1	Jannatul	F	26	International Strategic Marketing	University of Glasgow, (UK)
2	Sadik	M	26	Civil Engineering	Michigan State University, (USA)
3	Nazima	F	25	Bachelor of Business Administration	Memorial University, (Canada)
4	Sanzida	F	27	M.A. in Applied Linguistics and ELT	Texas State University, (USA)
5	Sadia	F	26	M.A. in Applied Linguistics and ELT	University of Glasgow, (UK)

## 3.8 An Overview of Data Collection Procedures

### 3.8.1 Semi-structured Interviews

According to Legard, Keegan and Ward (2014) there are six stages of an interview such as arrival, introducing the research, beginning the interview, during the interview, ending the

interview and after the interview which the researcher had followed for data collection procedures. For qualitative research, interviews are compared to more powerful than questionnaires to bring out narrative data that help researchers to more thoroughly examine people's views (Alshenqeeti, 2014; Kvale, 2003). Cohen et al (2007) states that interviewing is a useful method to investigate how meanings develop and are negotiated in a natural environment. Interview is important not only because it creates a comprehensive picture, examines language, and presents in-depth perspectives from participants, but also because it gives interviewers a platform to talk freely and express their thoughts as well as feelings (Berg, 2007). Hence, as a more naturalistic and unstructured method of gathering data, interviewing is therefore expected to increase the depth of understanding of the topics under investigation. Interviews are one of the most basic techniques of data collection in qualitative research.

There are many types of interviews among them the researcher chose semi-structured interviews. The semi-structured interview method was suitable for studying students' perceptions and opinions (Barriball & While, 1994). It allows the researcher to establish a welcoming environment where the participants will feel comfortable discussing their experiences (Creswell, 2007). Additionally, the researcher asked open-ended questions to the participants so that they express their feelings without being constrained by the questions that had been asked. Even if the participants spoke more than was requested of them throughout that process, the researcher would not stop them but rather would ask them prepared questions. In a qualitative study, video recording is used to collect data so that for more clarification we can hear it later. Jewitt (2012) stated that video recording is a significant resource for data collection and it offers a detailed, multimodal record of an event that includes eye contact, facial expression, posture, and gesture. This working paper's premise is that in a similar way that becoming a researcher necessitates knowing how to conduct observational research even though one can "see", it is vital to think about how to use video successfully for research even

though one may be able to use a video camera (Jewitt, 2012). For a video recording, alert for the lighting system and background noise is very important. Using video effectively, it is necessary to develop acceptable research questions and identify the various kinds of data that will be needed in advance.

### **3.8.2 Interview Protocol**

The researcher understood participants' experiences, how they are described, and the meaning that individuals assign to those experiences through interviews, which give rich and extensive qualitative data (Rubin & Rubin, 2012). There are many types of interview protocols. Among them, the researcher chose Anne Galletta's framework (2013) for conducting interviews for research. The reason for picking this framework is that it is mostly created for qualitative research where the researcher can take interview the participants on their experiences and it suits this study. According to Anne Galletta's (2013) framework, there are three parts to this framework:

1. Starting session: To help the participants feel connected to the session, start with introductory information or background information.
2. Middle session: Preparing for an inclusive interview to gather the information that is needed for this study.
3. Closing session: For purification, reconnect the participants with the initial and approach towards a conclusion.

At the beginning of the interview, the researcher receives the students' signed consent forms. After that, the researcher talks with them about the goal and the purpose of using this interview for the study. For the study, first the researcher asked background-related questions to make them comfortable and connected to the study. In the middle session, the researcher

forward to achieving the information that is needed for the study. The researcher asked open-ended and challenging questions to better comprehend the participants' perspectives (Galletta, 2013). The researcher asked about the educational and social challenges they faced while studying abroad and how they overcame their situations. Among the five participants, the researcher translated the first participant's (Jannatul) interview. The researcher only translated Jannatul's stated experience. Lastly, in the closing session, the researcher tried to reconnect the participants with the study's topic and tried to go forward to a conclusion. In the last part have the opportunity to clear the researcher's doubts and ask questions for participants' clarification.

### **3.9 An Overview of Data Analysis**

#### **3.9.1 Data Analysis**

The researcher has taken several steps to analyse the data of the participants. In addition, the researcher followed a framework for data analyse procedures to get more accurate results. Those steps of the data analysis procedures are described below.

##### ***3.9.1.1 Data Analysis Framework***

Any research project develops its data analysis procedure based on a framework that can properly analyze the data by the research questions. For analyzing the data of this study, the researcher has used the qualitative data analysis framework by Corrales & Orange (2018). Corrales & Orange (2018) also adopted the data analysis framework from Miles & Huberman's (1994). Through this framework, the qualitative data is analysed using a generic process based on Corrales & Orange (2018), consisting of the four stages such as data collection, data examination, data reduction, and findings and conclusions. Hence, the researcher has followed all the four steps and the steps are described below:

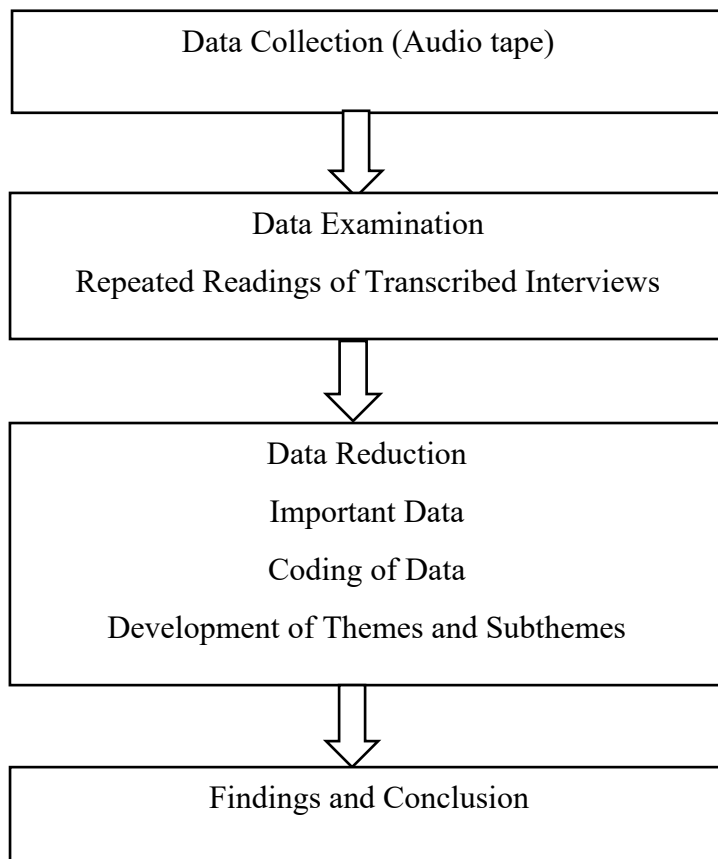


Table: Data analysis qualitative framework based on Corrales & Orange (2018).

Data collection means gathering data from a variety of sources and for the study, firstly the researcher collected data from interviews (audio tape) with the chosen candidates. Secondly, for the data examination, the researcher transcribed the interviews and repeated the readings of transcribed interviews. Thirdly, data reduction means the process of organising and structuring important data. The researcher chose the important data and coded the data and then, developed the themes and subthemes according to the data. Lastly, the researcher organised and summarised the findings and made a conclusion according to it.

### 3.9.2 Analysing Interviews

For analysing the student's interview, the audio recording of the interview was transcribed by transcriber AG software. The researcher used Ahmad's (2017) seven-column coding template

(see Appendix E) for the transcription by utilising open coding, and in-vivo coding, and constructed coding techniques in two cycles (Saldana, 2013). The researcher coded participants' whole transcribed (please see Appendix D) interview during the first round of coding. The researcher chose notable codes from the transcripts and highlighted notable categories in the second cycle of coding and created a sample theme generation template (please see Appendix F).

### **3.10 Ethical Consideration**

For conducting this study, the researcher considered several issues. First of all, the participants' consents were taken to ensure their willingness to take part in the study and were taken sign in the consent form (see Appendix A). The researcher also took the interview according to their schedules. Moreover, the participants' pseudonym was used to maintain privacy and anonymity.

### **3.11 Establishing Trustworthiness and Credibility of the Study**

Various steps were taken to make this study credible and trustworthy. The usefulness and integrity of the findings depend heavily on the credibility or trustworthiness of the data of the qualitative research and the transparency of the study's conduct (Cope, 2014). This study's level of confidence in its data, interpretation, and techniques used to maintain its quality is referred to as its trustworthiness, and for the credibility of the data, the researcher tried to find the truth of the study and therefore the findings that are the most important criteria (Pilot & Beck, 2014). Credibility, dependability, confirmability, and transferability, later added authenticity needed to make the research trustworthy and credible.

For establishing trustworthiness and credibility the researcher adopted data triangulation, member checking, audit trail, coding template, and inter-rater reliability. To

develop a comprehensive understanding of the study the researcher used data triangulation which refers to multiple data sources in qualitative research, for example, in the study the researcher gathered the data at different times, through different countries, and different people (Patton, 1999; Santos et al., 2020). For trustworthiness and credibility, the researcher adopted the member-checking (see Appendix G.3) step by mailing the participants' transcriptions to them if everything the researcher transcription was okay or not (Guba & Lincoln, 1981). In addition, for qualitative research, the researcher pointed to an audit trail that documents chronologically and systematically what the researcher did (see Appendix H), how did it, when did it, and how the researcher arrived at the destination (Bowen, 2009). In the end, for inter-rater reliability, the researcher fixed a meeting with an expert who has taught at a Bangladeshi higher education for the last fourteen years (see Appendix G.2). All these steps were taken to establish the trustworthiness and credibility of my study.

## Chapter

4

## Results and Discussion

### 4.1 Introduction

Following the research questions semi-structured interview was taken where the participants gave their responses. In this chapter, the researcher describes the findings obtained from the participants' interviews. Here the findings are organized chronologically according to the sequence of the research questions:

1. Why do Bangladeshi students choose to go abroad for higher studies?
2. What challenges do they face while studying abroad?
3. How do they overcome the challenges?

### 4.2 Section One: The Reasons for Choosing Abroad for Higher Study

The researcher asked the participants why they wanted to study abroad. The participants' reasons are given below:

#### 4.2.1 For Higher Studies

The primary attractions for students to pursue their studies abroad are numerous benefits that can transform their lives and academic careers. In the *Daily Observer*, Basu (2023, September 14) states that Bangladeshi students often find that there is a wider range of courses, and majors, which makes it easier for them to follow their hobbies and interests in foreign countries.

One of the participants Jannatul stated,

*For students who wish to pursue an academic career, going abroad or Western country for further studies is an excellent opportunity for growth and development. In Bangladesh.. the research institutes are not as developed. So, choosing to study abroad*



*is a better decision for a great learning experience. For students who pursue.. nonacademic careers, travel abroad to study for better employment opportunities after the educational program. Also, in the long run, living standards in developed countries are much better, with a healthier environment. (DU JAN 28)*

In this regard another participant Sadik also stated that,

*Although the undergraduate educational system is very good in Bangladesh, for post-graduation or Ph.D. the research facilities are fewer in Bangladesh. To get a better career students choose abroad for their higher degree. To learn, to get familiar with new experiences, and to have the opportunities to do various types of jobs I prefer abroad. (DU SAD 26)*

Sadik further added that to get a better education or degree for higher studies Bangladeshi students choose abroad. Similarly, another participant Sanzida had thought that the education system was better abroad than in Bangladesh.

In this regard she said,

*To get a higher degree I believe the education system is better abroad. I like the weather and people here. I have a lot of experience here and love the lifestyle here. I feel free here because I become independent here. (DU SAN 32)*

According to Arthur & Flynn (2013), international students are viewed as attractive immigrants globally for several important reasons, including economic development and the provision of opportunities for young, qualified individuals to fill open positions. Studying abroad courses offer multiple benefits, including enhanced opportunities to learn a second

language, broadened understanding of diverse cultures, cultivation of cross-cultural competencies, the possibility of gaining transformational perspectives, and so on (Mitry & Smith 2008). Though students face many challenges during their higher studies, they choose abroad because of these mentioned advantages.

#### **4.2.2 Better Employment Opportunities**

Bangladeshi students choose abroad to fit them into international job markets and this shows that there is an increasing tendency among Bangladeshi students to explore more job opportunities (Rabbani & Kyunghak, 2020). Another study by Singh (2016) shows that Bangladeshi students who go to study in London have two reasons one is education and the other reason is professional. They also get financial opportunities there. All the students do part-time jobs along with their studies and their merits are a minimum of 50% (Singh, 2016). Bangladesh has a huge population most of the postgraduate students are unemployed. After their graduation students become very frustrated and also the jobs, they are offered are not satisfied with it. That is another reason Bangladeshi students go abroad for better employment opportunities. In this regard Nazima elaborated,

*In Bangladesh, jobs are very limited. After completing an honors degree, many of us remain unemployed but abroad there are many types of jobs, and all the jobs here are given respect.... (DU NAZ 30)*

Another participant Sadik also said in his interview that he prefers abroad to learn, to get familiar with new experiences, and to have the opportunities to do various types of jobs. Abroad everyone is busy with their own lives and careers and so they get a good environment

to work but in Bangladesh the situation is different. Here public job is given more priority and respect also. These are the reasons Bangladeshi students want to go abroad. Jannatul in her interview stated,

*.....For students who pursue.. nonacademic careers, travel abroad to study for better employment opportunities after the educational program (DU JAN 28)*

In the same way, experience by studying abroad is economically valuable for job markets. Prior research has demonstrated that exchange students experienced a smoother transition from their academic program to the workforce and were rewarded financially (Kratz & Netz, 2018; Messer & Wolter, 2007; Wiers-Jenssen, 2011). Study-abroad experiences were positively correlated with a greater number of job opportunities, which indicates improved educational qualifications and marketable abilities for those seeking employment domestically (Sisavath, 2021). While studying abroad students could develop themselves and achieve a lot of experiences as they have the chance to get a lot of benefits

### **4.3 Section two: Difficulties Faced with the New Curriculum**

Education systems differ from country to country. One country's academic curriculum will not be matched with another country's curriculum. So, Bangladeshi students face difficulties with the new curriculum that is given below:

#### *4.3.1 Research-Based Study and Primary Reading*

Bangladeshi students face difficulties with the new academic norms and genres when they go abroad for their higher studies (Islam, 2009). According to Sing (2016), they face difficulties in their education when they study abroad because of the different learning environments. Jonasson (2009) states that in different academic settings, students should practice learning new ways of doing and knowing to make them successful. In foreign countries, the educational

system is different from Bangladesh because they focus more on research-based study and primary reading.

In this regard, one of the participants (Jannatul) said:

*The educational curriculum outside Bangladesh focuses a lot on research and primary reading, which is not likely in Bangladesh..... (DU JAN 30)*

Jannatul also added,

*while doing the assessment.. this research will allow us to make valid references to strengthen our claims (DU JAN 68)*

Another participant Nazima said that the syllabus abroad is very different from Bangladesh. When students used to follow a certain kind of academic curriculum, it is normal that they will face difficulties when they study in another type of curriculum. In the first semester, most of them faced difficulties with the new curriculum but later all of them adjusted to it. Sandiza in her interview said that she faced difficulties in understanding their curriculum and she did not know quite of few terms like advising the registration process and it is different from Bangladesh. The grading system is different from how they used the assignments for examinations. Sandiza also added that she was aware of all the rules, and formats of research but abroad, teachers were very strict about the rules, for example, font size, citation, references, paraphrasing, indentation, and so on and she found herself that she was not aware of some new formats and rules. She later shares her experience of having her first assignment she was asked to write about herself in fifteen pages and in her assignment, it also mentions that she can write anything that she likes, dislikes, or wants to share with her teacher. This is like primary reading but a very important part for students and teachers to know each other very well. Sanzida is doing her post-graduate in Texas State University and she says that she never experienced this in her Bangladeshi school life. She also added that she is aware of the research-based study

but still, she says she does not know some new terms. So, it is clear that Bangladeshi students face difficulties with the new curriculum when they go to study abroad.

## 4.4 Different Types of Assessments and Examinations

### 4.4.1 Different types of Quizzes and Assignments

Every country has its teaching way of style and different ways of assessment in classrooms, for example, one country's academic norm is memorizing type and the other country's academic norm is research type. These academic norms and genres vary from country to country (Hyland, 2009). In abroad, the program model is like short-term or long-term, faculty-led study tours, summer intensive language programs, and geology field research programs (Peterson et al, 2008). Their assessments and examination systems are also different. In Bangladesh, students have to sit for a final examination to enroll in next level class and this final examination carries a lot of marks. But nowadays it started to get a new education system for the development and betterment of the education sector and students' lives. Abroad the scenario is different because there is no final examination that carries hundred marks. For example, one of the participants said,

*Their examination system is different, they take lots of quizzes..... (DU SAD 40)*

According to Sadiya, I found that in abroad lots of quizzes are taken instead of a big exam. It can be said that continuous assessment system is followed there. Throughout the period of a course, students' performance or progress is assessed by a type of examination known as continuous assessment (Susanna, 2020). Similarly, one of the participants (Jannatul) stated:

*They take loads of quizzes.. and assessments rather than exams or presentations at the masters level. Throughout the semester, they take little graded assignments and quizzes.*

*(DU JAN 44)*

Sanzida also said that:

*.....The grading system is different from how they used the assignments for examinations...(DU*

*SAN 46)*

From the above discussion, it can be said that in foreign countries there is no final exam that will carry huge marks, instead of a big exam they take assignments, quizzes, and rarely graded exams (carry few marks).

#### **4.5 No Rote-Memorising**

From my experiences, I used to memorise a lot during my school years but after my Secondary School Certificate, I realised that rote memorising cannot bring success in my life it can only bring grades. In Bangladesh, it is a very common scenario but nowadays the situation is developing. Even though in Bangladesh children are always valued and their thorough development, there is no denying the serious shortcomings of our educational system. So, in Bangladesh currently, the educational curriculum has changed and the new curriculum has started its pilot program in sixty-two educational institutions which moves the emphasis away from exam-centric learning and toward a more creative approach (*Dhaka Tribune*, 3023 January 8). According to a press release, in a prize distribution ceremony at the International Mother Language Institute in the capital on Monday afternoon, Education Minister Dr Dipu Moni said

It is not possible to face the future challenges with rote learning...The key skill in the future for which we are preparing our students will be the ability to learn. A student

should have communication skills, critical thinking skills, problem solving skills, and ability to work with many people. The more creative and free-thinking a student is, the more proficient he or she will become. It will not be possible to face future challenges with rote knowledge (Tribune Desk, 2023, May 22).

In foreign countries also, there is no place for rote memorizing (according to my findings), all the assignments and quizzes are research-type. In the interview, one of my participants Sadia stated:

*In abroad, if I memorize, I cannot pass my exam. In abroad there is nothing that you just memorize something and write down in the exam. You cannot pass the exam with the memorizing capability. (DU SAD 34)*

So, it is clear that to pass any assignments, students should avoid rote memorising. Sadik in his interview says that because of this memorising issue he faces challenges in doing his assignments.

From the above discussion, it is clear that if we want to get a higher degree from abroad, we should avoid rote-memorising.

#### **4.6 Issues with Different Accents**

Bangladesh is a monolingual country where Bangla is the first language. When Bangladeshi students plan to go abroad for their higher studies, they should focus more on the particular country's accent which country they choose to go to because multilingual people live abroad, and this is the reason Bangladeshi students face challenges while studying abroad. During interactions or in class lectures Asian students often find it difficult to understand the class lectures because of the accent. Their primary focus has been on the postgraduates' academic adjustment, which includes their adjustments in both formal academic spheres of activity, such

as lectures and tutorial classes, assignments, examinations, teacher-students, and student-student interactions (Islam, 2009). If Asian students do not understand their classes abroad, it becomes a big problem for them in their way of study. In this regard, this study's two participants who are studying in the United States faced accent issues. Similarly, concerns about the efficacy of non-native English speakers' instruction have been expressed regarding the accents of international university lecturers for several decades, leading to public controversy in the United States due to international students not understanding different English accents (Alberts, et al., 2013). According to the findings of this study, participants said all are saying English language but their accent is different and sometimes it becomes too hard for international students to understand the language. It becomes a challenging issue for them.

In this regard, while studying in the United States Sadik said:

*I am from a Bangla medium background. I faced difficulties in understanding some teachers' accents..... (DU SAD 42)*

Sanzida also said that:

*.....I felt a little bit issue understanding the classes sometimes... (DU SAN 36)*

If students sometimes do not understand the class lectures of the teachers, they may miss some important parts of their education. Sadia also faced these issues while studying in a different country (United Kingdom). Sadia stated,

*...Furthermore, teachers' accents make it very difficult to understand the lectures. (DU SAD 38)*

It can be observed that Bangladeshi students who are studying abroad face a lot of challenges to comprehend different kinds of accents, especially students from the Bangla medium school.



## 4.7 Homesickness

It is a very common issue for international students because they go far away from their own country. International students feel homesick and anxious (Rahim, 2021). It creates barriers to their education and sometimes it becomes both physical and mental illness. One of the participants (Sadik) said that he used to call his parents three times in day and talk about all the things that he had done that day.

In this regard, Nazima said that:

*...I miss my family very much and I feel isolated here. (DU NAZ 54)*

Sanzida also stated that she felt alone. It is the human bond that attracts them to their parents, family, friends, and many others. That is why they feel lonely when they go far from them and they feel homesick. However, the feelings subsided based on several factors, such as increased familiarity with new surroundings, shifted focus and attention to academic goals and processes, and accumulated cultural competence after being in the adjustment process over some time.

## 4.8 Unaware of country's norms

When Bangladeshi students go for higher study in an advanced country they face many difficulties in adjustment. They are unaware of the country's norms. From the results, I found that students face difficulties with using many things used in daily life such as turn on tap or turn off tap, and many things that they do not know how to use it. In this regard, Sadia said:

*.....I faced issues with adjusting to their daily life such as I did not know many things how to use it. (DU SAD 52)*

When a student goes from one country to another, she or he faces a lot of differences and in this way also gains a lot of experiences. In this case, the ideal situation is students should adjust or try to cope with the new country's norms.

#### **4.9 Lack of digital literacy**

In the *Dhaka Tribune*, according to Rahman et al., (2023, February 21) compared to traditional lectures, recent technology-based learning offers more options; through project-driven drills and practices, students can quickly gain additional abilities. Bangladesh has to think about giving all teachers and students access to sufficient technology. Bangladesh is not an advanced country and here old model phone is also usable. Most of the students use average phones and laptops for their education because technology-based learning is not that advanced in Bangladesh. According to the findings or results, students who are using smartphones in Bangladesh are not able to continue the same phone abroad because of the high network issue and they also had to change their sim cards. In this regard, Sanzida said:

*.....I faced issues with my phone sim card, network because I did not have an advanced phone. (DU SAN 50)*

In Bangladesh many students live in rural areas and they are not well known about advanced technology. As Bangladesh is a poor country, many students who are studying in the city do not have an advance level laptop and phone. These days, a nation's social and economic aspects greatly rely on its residents' access to information and communications technologies (Islam, 2020; Hoque & Sorwar, 2015). In a study by Islam, M. N. & Inan, T. T. (2021) shows that Bangladeshi people have lack of digital literacy and skills in mobile and internet. Because of this reason Bangladeshi students face difficulties while studying abroad to adjust to the new digital environment.

#### 4.10 Section three: Solutions for Different types of challenges

In the previous points, Bangladeshi students' different challenges were mentioned which they faced studying abroad. Along with problems there are always solutions for the problems. When the researcher asked how they solved their problems or challenges most of the students followed similar ways. Their main challenge was educational challenges where they faced different types of quizzes, assessments, and examinations because abroad the educational curriculum is different. To overcome these challenges, Bangladeshi students did group work and self-study in the library. For them, group study helps a lot to remove their difficulty in studying. In this regard, Jannatul said,

*Group studying helps a lot of students. It allows me to understand any educational topics better and in case there is any gap between the understanding, it also highlights those. And it is a good opportunity to make new friends to hang out. (DU JAN 68)*

Group study not only helps students in their studies but also helps them to make new friends with whom they might share their personal feelings. They make groups with multicultural people because sharing ideas with people help them to grow more and develop more. They study in a group and also spend two hours in the library for their studies. Reaching out to the university for extra help can also be useful. As the curriculum in Bangladesh university is different from abroad, in order to understand the requirements of the program better, the student can seek further assistance from the university and course instructor.

Another solution that students suggested was self-studying. The topics discussed in class will just provide an idea but it is up to the students to understand the topic in depth from

self-studying and research. In addition, while doing assessment, this research will allow the students to make valid references to strengthen their claims.

Lastly, for accent issues students practiced English pronunciation more and more with others. In this regard, one of the participants (Sadik) stated in his interview that once they talked more and more with the people outside the class, they did not confine them self with just some Bangladeshi friends whom they used to talk every day in Bengali, they also talked with other country's people to communicate in English. In this way, they get used to other accents. It is a very positive side of the students that they found their way to solve their problems. Though it took time, it is a satisfaction that Bangladeshi students found their solutions to overcome their challenges.

## **Chapter 5**

### **CONCLUSION**

#### **5.1 Introduction**

This chapter aims to summarise the major findings of the study and discuss the implications of the study and some recommendations for Bangladeshi students. The study attempted to fill the gap of knowing the challenges of Bangladeshi students studying abroad. In addition, it explored the reasons why Bangladeshi students chose to go abroad for higher studies and how they overcame their challenges.

The research questions of the study were:

1. Why do Bangladeshi students choose to go abroad for higher studies?
2. What challenges do they face while studying abroad?
3. How do they overcome the challenges?

## **5.2 CONTRIBUTIONS OF THE STUDY**

### **5.2.1 Implications for Knowledge**

South Asian students in Australia face challenges in negotiating new academic norms and genres that include academic tutorial and lecture classes, assignments, tests, teacher-student relationships, and student-student interactions, as well as less formal but no less academically significant elements of university life and Indian students who study in China for MBBS are also facing difficulties in their academic education (Islam, 2009; Yang, 2018). So, it is clear that students studying in a different country face many challenges. There are many studies about the international students' challenges but there is a gap of knowledge regarding this topic in the Bangladeshi context. According to some studies, Bangladeshi students face language barriers (Rabbani & Kyunghak, 2020), advanced technology challenges in academic sections or classroom situations (Hossain, 2016; Mousumi et al., 2017), academic writing challenges (Mohan & Lo, 1985), challenges in speaking English (Modrow, 2017), and pronunciation and accents challenges (Akhtaruzzaman & Hoque, 2011). They do not conduct any research work to prepare themselves before going to study abroad, and that is why they face these challenges to adapt to the new situation. This study aims to fill the gap of knowledge on why Bangladeshi students choose to go abroad for higher study and the challenges that they face. In addition, the study finds out how they overcome their challenges. The findings of the investigation may inform the Bangladeshi students who would like to go abroad for higher study.

### **5.2.2 Implications for Theoretical Framework**

For conducting the study, qualitative data analysis framework by Fakunle's (2021) theoretical framework- "International students' rationales for studying abroad" has been taken. This framework has some important elements related to the study for which this framework has been

adopted for the study. In Bangladesh, the researcher found different articles where this theory is used to show the Bangladeshi students' challenges studying abroad but not like the way that the researcher tried to show. However, the researcher carefully chose the framework where the elements answered the research questions of this study. Besides, the researcher had to include some interview questions (please see appendix B) which related to the framework and were necessary to answer the research questions.

### **5.2.3 Implications for Pedagogy**

Since the study is about the challenges of Bangladeshi students studying abroad but this study can help teachers to understand the students' point of view. The study's findings can give teachers some information about the challenges that the students faced during studying abroad which will help teachers to understand what happened to the students during studying abroad and how they overcame their challenges. By knowing the challenges Bangladeshi teachers can understand how far they were able to teach students and can have an idea of how can prepare the students for future challenges so that they do not have to face these challenges. Along with this, teachers with the host universities can also have an idea about the Bangladeshi students' study challenges. Besides, Bangladeshi novice students can also get benefitted through the study who are planning to study abroad since they get the chance to know the challenges of studying abroad. Moreover, Bangladeshi students can also prepare themselves before coming abroad and can find an easy way to overcome these challenges.

### **5.3 Recommendations**

Based on the study's findings, the researcher would like to provide some fruitful recommendations that should prove useful to teachers, students, educational institutions, governmental officials, and other stakeholders.

1. The study urges policymakers of non-native English-speaking countries to bring a change in the syllabus and examination that will focus on students' critical thinking ability and problem solving skill and discourage memorising.
2. Bangladeshi educational institutions can take steps about the challenges so that in the future students do not have to face these challenges and have a better life abroad.
3. Students should have the mind of consideration and the mind to adjust to a new environment.
4. Studying in a different country, Bangladeshi students can always carry a notebook where they can write their daily routine and important academic elements taught in the classrooms.

### **Further Study**

As the study has been conducted using qualitative methods, further research using quantitative or mixed approaches may offer researchers new data on similar topics. Also, this study can serve as a guide for new researchers who are interested to work with related issues.

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## Appendix A.

### Latter of Consent for Participants

Dear Sir/Madam,

I am Tamila Tafnin Anisha a postgraduate student of ELT at the Department of English and Humanities, Brac University. In my current semester, I am doing my thesis. As a part of my degree, I have to complete a thesis for which I have chosen the topic “An Exploratory Study Among on Challenges of Bangladeshi Students Studying Abroad”. I would like to invite you to be a part of my paper and take part in my interview and share your valuable experience regarding the challenges of studying abroad as you had experience studying abroad. If you are comfortable with me, I will keep the video on during the interview. I can assure you that no information will be misused because the interview will only be recorded for the sake of data analysis and will not be shared with anybody.

If you agree to participate in my study, please read the attached consent form carefully and sign it. I appreciate your contribution to my paper.

Thanking you,

Tamila Tafnin Anisha

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## Research Participation Consent Form

Please read the following statements and tick the boxes

Statements	Agree
1. I read the description and understand the researcher's viewpoint on the research and data collection methods.	
2. There was no pressure put on me to take part in the interview and my participation is voluntary and I feel to withdraw at any time.	
3. I agree to give writing samples for the study.	
4. If the researcher wants to, I am willing to have my voice and face captured on video and audio	
5. I give the researcher permission to get in touch with me at the following phone number or email address if she requires any additional clarity	

Phone number:

Email address:

Date:

.....

.....

Name

Signature

## Appendix B.

### Interview Questions List for Participants

#### Research Questions

1. Why do Bangladeshi students choose to go abroad for higher study?
2. What challenges do they face while studying abroad?
3. How do they overcome the challenges?

#### Interview Questions List for Participants

Number	Interview Questions (IQs)	Background Information	RQ 1	RQ 2	RQ3
1.	What is your educational background?	x			
2.	What is the name of your university?	x			
3.	What was the medium of instruction in your school?	x			
4.	What was your last educational degree?	x			
5.	Which subject are you studying?	x			
6.	Who inspired you to go abroad for higher study?	x			
7.	Do you miss your family?	x			
8.	What are your feelings now studying here?	x			
9.	Why did you choose this country?		x		
10.	Which other countries were on the list?	x	x		

11.	Why did you choose particularly the Western country?		x		
12.	Now we are talking about the challenges that you faced while studying abroad.			x	
13.	What academic challenges did you face?			x	
14.	Why it is difficult to interact with teachers?				
15.	Why do you have a problem with citation?			x	
16.	How does it affect your study?			x	
17.	Why do you have a problem with rote learning (memorizing)?			x	
18.	Then, what do you do instead of memorizing?			x	
19.	Do you think the assessment questions in Bangladesh in your university affect your rote learning?			x	
20.	What type of assessments do you have in your university abroad?			x	
21.	What social challenges did you face when you arrived in a new country?			x	
22.	Why do you have issues with clothes (hijab)?			x	
23.	Did you face interaction issues?			x	



24	Did you make new friends in the new country?			x	
25.	Was the situation the same in Bangladesh?			x	
26.	Now we are talking about how you overcome your challenges.				x
27.	How did you overcome the challenges?				x
28.	How do you overcome the issues with rote learning?				x
29.	How do you prepare yourself for any assignments?				X
30.	Does group study help you the most?				x
31.	Do you take tuitions from seniors?				
32.	How your friends help you both in your academic and personal life?				x
33.	According to you, why self-studying is a must to overcome the academic challenges?				x
34.	How do you overcome the interaction issues with your course teacher?				x
35.	How do you feel now after so many days?				x
36.	Do you want to return to your country after graduation?				x
37.	Thank you for your time				

## Appendix C

### Notational Conventions of the Interview Transcripts

	<b>Notation</b>	<b>Meaning</b>
1	DU	Discourse Unit
2	I	Interviewer
3	Ahh...	Thinking
4	.	Small pause
5	..	Long pause
6	DU JAN 20	<p>DU &lt;space&gt; student name's first three alphabets &lt;space&gt; DU number.</p> <p>DU JAN 20 refers to JANNATUL's DU number 20.</p>

## Appendix D

### Sample Interview Transcription of Jannatul

Jannatul's Full Interview		
DU	Participants	Questions and Answers
1	I	Hello, Jannatul. How are you?
2	JANNATUL	Alhamdulillah fine. You?
3	I	Alhamdulillah fine. Can you hear me clearly?
4	JANNATUL	Yes.
5	I	Then, can you start now?
6	JANNATUL	Yes. Of course.
7	I	Okay, let's start with some basic information. What is your educational background?
8	JANNATUL	I passed my honors degree from North South University. Now I am doing my masters from here.
9	I	What is the name of your university?
10	JANNATUL	University of Glasgow.
11	I	What was the medium of instruction in your school?
12	JANNATUL	English.
13	I	What was your last educational degree?
14	JANNATUL	Honors degree.
15	I	Which subject are you studying?
16	JANNATUL	International Strategic Marketing.
17	I	Who inspired you to go abroad for higher study?

18	JANNATUL	Ahh...friends. and family members inspired me to study abroad.
19	I	Do you miss your family?
20	JANNATUL	Yes..
21	I	What are your feelings now studying here?
22	JANNATUL	Very good. I am trying.. to adjust and I love the environment here.
23	I	Why did you choose this country?
24	JANNATUL	Ahh.. because I have relatives here and this country has a healthier environment.
25	I	Which other countries were on the list?
26	JANNATUL	Canada, Austria.. and America.
27	I	Why did you choose particularly the Western country?
28	JANNATUL	For students who wish to pursue an academic career, going abroad or Western country for further studies is an excellent opportunity for growth and development. In Bangladesh.. the research institutes aren't as developed. So, choosing to study abroad is a better decision for a great learning experience. For students who pursue.. nonacademic careers, travel abroad to study for better employment opportunities after the educational program. Also, in the long run, living standards in developed countries are much better, with a healthier environment.
29	I	Now we are talking about the challenges that you faced while studying abroad. What academic challenges did you face?
30	JANNATUL	The educational curriculum outside Bangladesh focuses a lot on research and primary reading, which is not likely in Bangladesh.

		Also, outside they like to take loads of quizzes and assessments rather than exams at the masters level. There are rarely any exams or presentations. And the curriculum is very difficult from Bangladesh. It takes time for students to get used to the change. And by the time they realize.. the change almost a semester is gone.
31	I	Why it is difficult to interact with teachers?
32	JANNATUL	Here the environment is different. It varies to University from university but teachers aren't as helpful and reachable as they are in Bangladesh. I need to talk with my teachers in.. the English language, maybe this is the reason I am facing difficulties or afraid to interact with them.
33	I	Why do you have a problem with citation?
34	JANNATUL	Because here it is followed very strictly. Ahh.. most of the rules I already knew but still there are many rules that I had to learn here.
35	I	How does it affect your study?
36	JANNATUL	It is very important for doing any assignment because here it is followed very strictly in the paper.
37	I	Why do you have a problem with rote learning (memorizing)?
38	JANNATUL	I used to memorize definitions of any term and it was helpful in Bangladesh. But abroad rote learning does not help in study. Here there is no examination based on rote learning.
39	I	Then, what do you do instead of memorizing?
40	JANNATUL	Focuses a lot on research and primary reading.

41	I	Do you think the assessment questions in Bangladesh in your university affect your rote learning?
42	JANNATUL	Yes.
43	I	What type of assessments do you have in your university abroad?
44	JANNATUL	They take loads of quizzes.. and assessments rather than exams or presentations at the masters level. Throughout the semester, they take little graded assignments and quizzes.
45	I	What social challenges did you face when you arrived in a new country?
46	JANNATUL	Their culture is different. and it makes me uncomfortable. I used to wear hijab when I was in school but here rarely does any girl wear hijab.
47	I	Why do you have issues with clothes (hijab)?
48	JANNATUL	At first, my classmates looked down on me for my clothes and ahh.. I also feel like I am different from them. But now the situation is different. I am used to it and it no longer bothers anyone in my class either.
49	I	Did you face interaction issues?
50	JANNATUL	Yes. Of course. First few days, I was afraid of speaking with others.
51	I	Did you make new friends in the new country?
52	JANNATUL	Yes. Later I made many friends.
53	I	Was the situation same in Bangladesh?
54	JANNATUL	No. In Bangladesh, I had more friends than abroad.

55	I	Now we are talking about how you overcome your challenges. How did you overcome the challenges?
56	JANNATUL	I study in a group and also spend two hours in the library for my study. Reaching out to the university for extra help can also be useful. As the curriculum in Bangladesh university is different from abroad, in order to understand the requirements of the program better, the student can seek further assistance from the university and course instructor.
57	I	How do you overcome the issues with rote learning?
58	JANNATUL	I used to study more in the library and I tried to find out where every solution came from. I tried to research more when I was given any assignments.
59	I	How do you prepare yourself for any assignments?
60	JANNATUL	I study in groups, ahh.. library, and seek extra help from university teachers.
61	I	Does group study help you the most?
62	JANNATUL	Group studying helps a lot of students. It allows me to understand any educational topics better and in case there is any gap between the understanding, it also highlights those. And it is a good opportunity to make new friends to hang out.
63	I	Do you take tuitions from seniors?
64	JANNATUL	No.
65	I	How do your friends help you both in your academic and personal life?

66	JANNATUL	They help me in my studies and also hang out with me. It helps me to remove loneliness from my life.
67	I	According to you, why self-studying is a must to overcome the academic challenges?
68	JANNATUL	Self-studying in the library is a must. The topics discussed in class will just provide an idea but it's up to the students to understand the topic in depth from self-studying and research. In addition, while doing the assessment.. this research will allow us to make valid references to strengthen our claims.
69	I	How do you overcome the interaction issues with your course teacher?
70	JANNATUL	I politely asked them to help me in my study and I tried to seek more help from them.
71	I	How do you feel now after so many days?
72	JANNATUL	I am very happy because the environment is very nice.
73	I	Do you want to return to your country after graduation?
74	JANNATUL	No. I love it.
75	I	Thank you for your time
76	JANNATUL	You are welcome.
77	I	Allah hafez.
78	JANNATUL	Bye bye.



## Appendix E

### Sample of Coding Template

R.Q. 1. Why do Bangladeshi students choose to go abroad for higher studies?

#### Coding of Participants' Interview

Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form of the keyword(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Why do Bangladeshi students choose to go abroad for higher studies?	*Reasons of going abroad for higher studies	*Better academic career *Great learning opportunities *Enrich experience *Better employment opportunities	For students who wish to pursue an academic career, going abroad or Western country for further studies is an excellent opportunity for growth and development. In Bangladesh.. the research institutes aren't as developed. So, choosing to study abroad is a better decision for a great learning	*Academic career *Opportunities for learning *Develop experience *Good employment opportunities	1 1 1	DU JAN 28

		*Get healthier environment	experience. For students who pursue.. nonacademic careers, travel abroad to study for better employment opportunities after the educational program. Also, in the long run, living standards in developed countries are much better, with a healthier environment	*Sound environment	1	
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## Appendix F

### Sample Theme Generation Template

**Research Question 2: What challenges do they face while studying abroad?**

I.Q. What academic challenges did you face?					
Jannatul	Sadik	Nazima	Sanzida	Sadia	Themes
<p>The educational curriculum outside Bangladesh focuses a lot on research and primary reading, which is not likely in Bangladesh.</p> <p>Also, outside they like to take loads of quizzes and assessments rather than exams at the masters level.</p> <p>There are rarely any exams or presentations. And the curriculum is very difficult from Bangladesh. It takes time for students to get used to the change. And by the time they realize.. the change almost a semester is gone.</p>	<p>The education system is different. I faced issues with the research that is very important for completing assignments. Most of the universities in Bangladesh give their lecture in Bangla but their exams are conducted in English language. In abroad all the lectures are conducted in full English language. I am from a Bangla medium background. I faced difficulties in understanding some teachers' accents. In Bangladesh, some things are memorized but abroad there is nothing that is like that.</p>	<p>The syllabus is very different from Bangladesh. It took a long time to familiar with the classes. The examination system is also different. There is no final examination and throughout the semester there are lots of quizzes and assignments based on experiences and research. I had also faced accent issues. All the lectures are conducted in English and their accent is very different.</p>	<p>I faced difficulties in understanding their curriculum. I did not know quite of few terms like advising the registration process and it is different from Bangladesh. The grading system is different from how they used the assignments for examinations. The study is almost research based and I did not memorize anything for my exam. I felt a little bit issue understanding the classes sometimes.</p>	<p>For me, it is a very challenging educational curriculum. Their examination system is different, they take lots of quizzes. In abroad if I memorize, I cannot pass my exam. In abroad there is nothing that you just memorize something and write down in the exam. You cannot pass the exam with the memorizing capability. Furthermore, teachers' accents make it very difficult to understand the lectures.</p>	<p>*Faced difficulties with the new curriculum.</p> <p>*Different types of assessments and examinations.</p> <p>*No rote-memorizing.</p> <p>*Accent issues</p>
I.Q. What social challenges did you face when you arrived in a new country?					
<p>Their culture is different. and it makes me uncomfortable. I used to wear hijab when I was in school but here rarely does any girl wear hijab.</p>	<p>I believe many students face social challenges, homesick, and others for example different dress codes from our country.</p>	<p>I miss my family very much and I feel isolated here.</p>	<p>I felt alone and I faced issues with my phone sim card, network because I did not have an advanced phone.</p>	<p>I faced issues with adjusting their daily life such as I did not know many things how to use it.</p>	<p>Dress code</p> <p>Homesick</p> <p>Unaware of country's norms</p> <p>Lack of digital literacy</p>

## Appendix G.1

### Rating for Student's Interview by Rater

#### An Exploratory Study Among on Challenges of Bangladeshi Students Studying Abroad.

Please respond to the following themes by choosing “Agree” or “Disagree”. Your suggestions will be appreciated in the comment column.

1. RQ. 2. What challenges do they face while studying abroad?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments/ Suggestion
				Agree	Disagree	
IQ: What academic challenges did you face?						
Focuses a lot on research and primary reading.	Focus on research and primary reading.	JAN 30	The educational curriculum outside Bangladesh focuses a lot on research and primary reading, which is not likely in Bangladesh.	/		
Loads of quizzes and assessments.	Prefer quizzes and assessments.		Also, outside they like to take loads of quizzes and assessments rather than exams at the masters level. There are rarely any exams or presentations. And the curriculum is very difficult from Bangladesh. It takes time for			
Rarely any examination.	No examination.					

			students to get used to the change. And by the time they realize.. the change almost a semester is gone.			
IQ: Why it is difficult to interact with teachers?						
Facing difficulties with language issues while interacting with teachers.	For language issues afraid of speaking with teachers.	JAN 32	Here the environment is different. It varies to University from university but teachers aren't as helpful and reachable as they are in Bangladesh. I need to talk with my teachers in.. the English language, maybe this is the reason I am facing difficulties or afraid to interact with them.		/	
IQ: Why do you have a problem with citation?						
Citation is very strictly followed.  Had to learn new rules.	Citation follows strictly.  Learn new rules.	JAN 34	Because here it is followed very strictly. Ahh.. most of the rules I already knew but still there are many rules that I had to learn here.		/	
IQ: Why do you have a problem with rote learning (memorizing)?						

No rote learning.	Avoid rote learning.	JAN 38	I used to memorize definitions of any term and it was helpful in Bangladesh. But abroad rote learning does not help in study. Here there is no examination based on rote learning.	/		
IQ: What type of assessments do you have in your university abroad?						
Quizzes and assessments rather than exams.  Throughout the semester, little graded assignments and quizzes.	Prefer quizzes and assessments than exams.  Little graded continuous assessments.	Jan 44	They take loads of quizzes.. and assessments rather than exams or presentations at the masters level. Throughout the semester, they take little graded assignments and quizzes.	/		
IQ: What social challenges did you face when you arrived in a new country?						
Culture is different.  Very few girls wear hijabs.	Different culture.  Hijab issues	JAN 46	Their culture is different and it makes me uncomfortable. I used to wear hijab when I was in school but here rarely does any girl wear hijab.	/		

IQ: How did you overcome the challenges?						
Study in a group.	Group study	JAN 56	I study in a group and also spend two hours in the library for my study. Reaching out to the university for extra help can also be useful. As the curriculum in Bangladesh university is different from abroad, in order to understand the requirements of the program better, the student can seek further assistance from the university and course instructor.	/		
Spend two hours in the library.	Spend hours in library					
Seek assistance from the university and course instructor	Help from the university and course teacher.					
IQ: Does group study help you the most?						
Group study helps to understand any topic better and remove any gap between understanding.	Group study helps in better understanding and clears any gap between understanding.	JAN 62	Group studying helps a lot of students. It allows me to understand any educational topics better and in case there is any gap between the understanding, it also highlights those. And it is a good opportunity to make new friends to hang out.	/		
Opportunity to make friends.	Make friends.					

IQ: According to you, why self-studying is a must to overcome the academic challenges?						
Understanding the topics in depth.	Depth of understanding of any topics.	JAN 68	Self-studying in the library is a must. The topics discussed in class will just provide an idea but it's up to the students to understand the topic in depth from self-studying and research. In addition, while doing the assessment.. this research will allow us to make valid references to strengthen our claims.	/		
Allow students to make valid references to strengthen their claims.	Opportunities to strengthen their claims.					
IQ: How do you feel now after so many days?						
Nice environment.	Good environment.	JAN 72	I am very happy because the environment is very nice.	/		

Name of the Rater: Dr. Sabreena Ahmed

Date: 20 April 2024



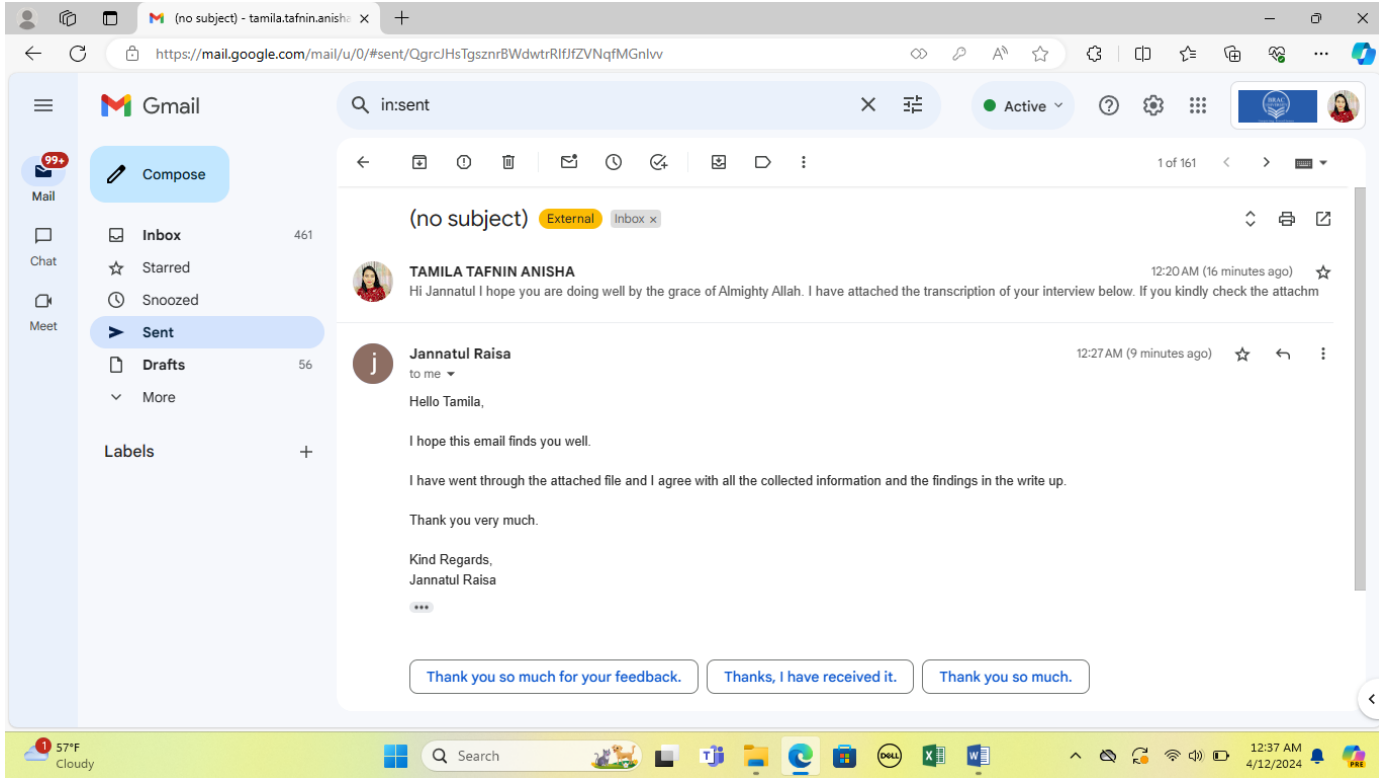
## Appendix G.2

### Inter-Rater Reliability Calculation for Students' Interviews

	<b>Percentage of agreement</b> <b>(Total number of agreements/Total number of responses) x100</b>
<b>Inter-rater</b>	<b><math>(9/10) \times 100</math></b> <b>=90%</b>

## Appendix G.3

### Sample of Email for Member Checking



## Appendix H

### Audit Trail of the Study

No	Date	Activities	Records
1.	26 <sup>th</sup> January	Contacting the student and asking for help with my paper	Voice call
2.	15 <sup>th</sup> February	Recording of the interview	Audio files
3.	6 <sup>th</sup> to 9 <sup>th</sup> March	Transcribed interview of the participant	Transcripts
4.	12 <sup>th</sup> April	Member checking and incorporating corrections given by the participant	Email
5.	20 <sup>th</sup> April	Contacting the rater, sending the interview for rating and receiving inter-rater's feedback	Email